Assurance Argument

Seminole State College - OK

Review date: 2/24/2020

1 - Mission

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

1.A - Core Component 1.A

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

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Response to 1.A.1

Seminole State College Is Mission-Driven

Seminole State College fulfills the distinctive mission as the primary two-year public college for the five-county service area of Hughes, Lincoln, Okfuskee, Seminole, and Pottawatomie counties in Oklahoma. In order to serve the needs of this service area, all the college's curricular offerings, functions, and services are driven by the mission.

SSC's Mission Statement, CORE Values, Functions, and 2019-2022 Strategic Plan: "Charting the Future of Seminole State College" are the four primary guiding documents for the college's operations.

SSC's Mission Statement is prominently displayed in the home page banner of the SSC Website and is concise and clear: "Seminole State College empowers people for academic success, personal development, and lifelong learning." The Mission Statement was adopted in 2010 by the SSC Board of Regents based on a joint recommendation from SSC's Faculty Senate and Administrative Council. The faculty requested the change to the previous mission statement to better align the mission to the current functions of the college. Thus, the new Mission Statement was developed through a formal and transparent strategic planning process inclusive of representatives among multiple, appropriate constituencies: faculty, staff, administration, and regents.

SSC's CORE Values provide an ethical framework for the college's operations. The CORE Values are Compassion, Opportunity, Respect, and Excellence:

- Compassion: Celebrating a diverse campus, local and global community of people and displaying professionalism and compassion in all interactions;
- Opportunity: Presenting current trends and future possibilities for career, academic and personal enrichment;

- Respect: Building mutual respect, integrity and confidence for ourselves, for others and for the environment;
- Excellence: Continually striving to achieve the highest standards and exhibit excellence in our programs and relationships with all stakeholders.

SSC's Function Statement derives from the Oklahoma State Regents for Higher Education (OSRHE) Charter for SSC, which reflects the college's unique position in central Oklahoma serving a five-county service area to provide associate degrees for transfer to four-year baccalaureate granting institutions or for entering the workforce. The Function Statement delineates the operations of the college as authorized by the OSRHE:

- General education and other university-parallel coursework,
- One and two-year programs of collegiate-level technical-occupational education to prepare individuals to enter the workforce,
- Programs of remedial and developmental education,
- Formal and informal programs of study especially designed to serve community needs for continuing education,
- Programs of institutional research to improve the college's efficiency and effectiveness,
- Special support and activity programs, which assist and enrich students' educational experience, and
- Programs of economic development, in conjunction with area colleges and universities, which serve the needs of our service area.

The Strategic Plan focuses all of the college's operations on supporting the mission in some way. These four primary mission documents are made available to the public on the SSC Website in the College Catalog. The Mission Statement, Functions, and CORE Values are inclusions in the SSC Policy Manual.

Other documents that further define the overall mission of the college include SSC's Institutional Beliefs and Commitments, Vision: A Continuing Quest for Unparalleled Excellence, and General Education Outcomes, all of which are readily accessible to the public via the College Catalog and "Who We Are" pages on the SSC Website.

SSC's Institutional Beliefs and Commitments list the following priorities: 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; B. Universal Access: SSC will make its programs and services broadly accessible to students of diverse backgrounds and experiences; C. Extensive and Effective Collaboration: SSC will encourage and implement working partnerships with other agencies or firms to enhance the quantity and quality of services provided; D. Instructional Innovation: SSC will use technology and diverse teaching methodologies to affect greater quality and efficiency in the delivery of educational programs and services; and E. Quality over Quantity: SSC will dedicate its limited resources only to high quality programs and services.

SSC's Vision: A Continuing Quest for Unparalleled Excellence states: Seminole State College 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 students.

SSC's General Education Outcomes specify outcomes that all SSC students are expected to achieve. All courses offered for college credit should accomplish one or more of these outcomes:

- Outcome 1: Demonstrate effective and scholarly communication skills.
- Outcome 2: Utilize scientific reasoning and/or critical thinking to solve problems.
- Outcome 3: Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
- Outcome 4: Recognize the role(s) of history, culture, the arts, or sciences within civilization.

The mission documents undergo review as needed by SSC Administration and Board of Regents, as documented in the SSC Policy Manual. Recent Board review of the Mission, CORE Values and Functions is evidenced by the August 2019 Board Minutes.

Response to 1.A.2

The Mission Guides SSC's Academic Programs

SSC's faculty and administration actively work together to build productive academic students and citizens in accordance with the goals outlined in the college's mission. The college's academic programs, student support services, and enrollment profile are consistent with the mission.

Sections 1, 2, and 3 from SSC's Function Statement, which derives from the OSRHE Charter for Seminole State College, exemplifies that the college's academic programs are consistent with the mission:

1. General education and other university-parallel coursework

SSC's Transfer Degrees come in two varieties, Associate in Arts (AA) and Associate in Science (AS) for students planning to transfer to four-year colleges or universities. The college offers 17 transfer degree programs with a broad variety of majors, and each degree program has a faculty member who serves as a Degree Program Mentor. Within these 17 transfer degrees, students have the option to choose from a variety of available emphases. Twenty-one faculty serve as Degree Program Mentors.

The 2019-2020 Catalog Transfer Degree Programs and associated emphases are:

- Agriculture AS
- Art AA
- Biology AS
- Business AS
- Child Development AA
- Computer Science AS
- Criminal Justice AS
- Elementary Education AS
- Elementary Ed ECU Option AS *(emphasis option)*
- Enterprise Development Business Adm AS
- Enterprise Development General Studies AA
- Health, Phys. Ed. & Rec. AS
- Health Sciences AS
- Liberal Studies AA
- Liberal Studies Biology Emphasis AA *(emphasis option)*

- Liberal Studies English Emphasis AA *(emphasis option)*
- Liberal Studies Language Arts Emphasis AA *(emphasis option)*
- Liberal Studies Mathematics Emphasis AA *(emphasis option)*
- Liberal Studies Physical Sciences Emphasis AA *(emphasis option)*
- Liberal Studies Speech Emphasis AA *(emphasis option)*
- Pre-Engineering AS
- Psychology AS
- Secondary Education (must select emphasis from options)
- Secondary Education Biology AS *(emphasis option)*
- Secondary Education Chemistry AS *(emphasis option)*
- Secondary Education English AS *(emphasis option)*
- Secondary Education History AS *(emphasis option)*
- Secondary Education Math AS *(emphasis option)*
- Secondary Education Physics AS *(emphasis option)*
- Social Sciences AA
- Social Sciences Govt & History Emphasis AA *(emphasis option)*
- Social Sciences Sociology Emphasis AA *(emphasis option)*

2. One and two-year programs of collegiate-level technical-occupational education to prepare individuals to enter the workforce

In addition to transfer degrees, the college also offers Associate in Applied Science (AAS) degrees for students intending to enter directly into the workforce upon graduation. The college offers five AAS degrees and two certificates. Students who begin an AAS degree program are permitted to change to a transfer degree program should their goals change to include the pursuit of a four-year degree upon graduation from SSC. Seven faculty serve as Degree Program Mentors for these programs.

The 2019-2020 Catalog [Technical-Occupational "Enter-the-Workforce" Degree Programs and Certificates](#) are:

- Business Technology AAS
- Child Development Certificate
- Early College Certificate
- Engineering Technology AAS
- Medical Laboratory Technology AAS
- Nursing AAS
- Physical Therapist Assistant AAS

3. Programs of remedial and developmental education

SSC offers transitional education in English and math to help prepare students for college-level courses. The College Catalog details the [Transitional Education Program](#). Students who present curricular or basic academic skills deficiencies are required to take placement tests in the Testing Center, located in the Walkingstick Student Services Building, prior to enrollment. Academic advisors refer students for placement testing and review results to address curricular and basic academic skills deficiencies. Following the scoring and review of the placement tests, an academic advisor will advise a student on courses required or appropriate for their assessed level. The purpose is to assure student success in courses requiring extensive use of mathematic, English composition, reading, and vocabulary skills. A placement test is also available to determine student readiness for

enrollment in General Chemistry.

Students who score below 19 on any ACT subject test and fail to test into college-level courses during secondary testing are considered to be transitional students. All SSC students who test into transitional math will be permitted to enroll in a college-level math course based on their major field of study. These students will also be co-enrolled in a transitional "Special Topics" math course, which typically meets immediately following the college-level course. This type of remediation is called co-requisite remediation and is designed to provide students access to intensive faculty-led tutoring and activities to facilitate their success in the college-level math course.

Co-requisite remediation is also used in language arts. Most students who test as transitional composition students will be able to enroll in ENG 1113 Composition I. These students will also be co-enrolled in a transitional "Special Topics" composition course, which typically meets immediately following the college-level course. Language arts co-requisite remediation is designed to provide students access to intensive faculty-led tutoring and activities to facilitate their success in the college-level composition course.

Transitional math and composition students who are permitted to enroll in a college-level course based on enrolling in a co-requisite transitional course must pass both the college-level course and the transitional (Special Topics) course to receive credit for either of the courses. In essence, the credit is all or nothing for the college-level course and the co-requisite transitional course. Students who test into FLA 0125 Fundamentals of Language Arts based on reading skills are not eligible for co-enrollment in ENG 1113 and are required to participate in a structured first-year experience with more limited enrollment choices.

The college is firmly committed to helping students complete the remediation process as quickly as possible, and, in many cases, in their first semester of attendance. Students who test into transitional courses in only math and/or science will be permitted to take college-level courses in other appropriate subject areas.

The Mission Guides SSC's Student Support Services

SSC offers a variety of special support and activity programs to assist and enrich students' educational experiences. The SSC Student Handbook, which is posted on the SSC Website, alerts students to these programs:

- Academic Services: Students may contact college academic counselors for referral to services or courses that will assist with development of better study skills, time management techniques, and test-taking skills. Freshman Seminar and Academic Learning Strategies courses are available for all students. Individual academic assistance is available in each of the college's divisions during instructors' office hours and by arrangement. For additional help, students can go to one of many free tutoring locations around campus.
- Student Support Services (SSS): Academic support from SSS, a TRiO program, is available to qualifying students based on federal eligibility criteria. The SSS Project serves 160 SSC students each academic year offering tutoring, academic advisement, computer lab, enrollment assistance, career guidance, and transfer assistance.
- STEM Student Support Services (STEM SSS): STEM SSS provides academic support to students interested in pursuing degrees related to health science and/or STEM related fields. Many students who participate in the STEM SSS program go on to pursue careers in areas such as engineering, nursing, allied heath, and medical lab technology. The program has two

over-arching goals: 1) to offer services that will enhance academic success and lead to graduation from SSC and 2) to assist students with transfer to a four-year university. Students who qualify for STEM SSS are eligible to receive the following services: tutoring; academic advising; transfer assistance; enrollment assistance; financial literacy education; career counseling; FAFSA completion assistance; assistance with subjects such as test anxiety, study habits, stress management, and study skills; exploration of four-year universities; and trips designed for cultural enrichment.

Other support programs funded by grants include TRiO Programs and Native American Serving Non-Tribal Institution (NASNTI) initiatives. The TRiO Programs include Student Support Services (SSS) and STEM Student Support Services (STEM SSS), Educational Talent Search (FOCUS), Upward Bound / Upward Bound Math-Science Projects, and Gaining Early Awareness and Readiness (GEAR-UP). Information about these programs is provided to students and the public on page 13 of the SSC College Catalog published on the SSC Website.

SSC has sponsored one or more TRiO Programs since 1989. The college currently offers services to qualified individuals through the following programs:

- Student Support Services (SSS) and STEM Student Support Services (STEM SSS) provide eligible students with opportunities for academic development, assist students with basic college requirements, and serve to motivate students toward the successful completion of post-secondary education. The programs provide tutoring, academic counseling, transfer assistance, and assistance with financial aid applications. SSS and STEM SSS can also provide grant aid to current participants who are receiving Federal Pell Grants.
- Educational Talent Search (FOCUS) serves students in the sixth through twelfth grades in 17 schools in the Seminole State College service area. Program services include tutoring, academic and personal counseling, academic preparation workshops, assistance with applying to colleges, and assistance with financial aid application and preparing for the ACT. The goal of the Talent Search Program is to encourage participants to continue in and graduate from secondary school and enroll in post-secondary education. Educational Talent Search also provides assistance to secondary and post-secondary dropouts who wish to reenter educational programs.
- Upward Bound/ Upward Bound Math-Science Projects are federally funded programs designed to help students in the ninth through twelfth grades prepare for higher education. Participants receive instruction in literature, composition, mathematics, and science during a six-week summer program at Seminole State College. The four projects also provide tutoring, study skills workshops, and cultural and educational field trips during the academic year and in summer programs. The programs serve 235 students from 18 high schools in the Seminole State College service area.
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federally-funded program designed to better prepare middle school and high school students for college, through academic preparation programs, scholarship and financial aid information, college access information for students and parents, and professional development activities for educators.

SSC's NASNTI grant program is committed to empowering students' academic success through post-secondary options leading to baccalaureate transfer and socioeconomic stability. The NASNTI project has three components: revision of high-risk courses, comprehensive professional development, and engagement services for students. 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. To achieve this, the project also includes tutoring, peer mentors, professional development, early alert, and the infusion of technology into education labs. The NASNTI grant is funded by the U.S. Department of Education. The NASNTI offices are located in the Boren Library on the SSC campus.

Several computer labs have tutors available to help students in various disciplines, as well, such as the Writing Center and the Math Lab, with hours clearly posted.

SSC's Enrollment Profile Reflects the Mission

Institutional Statistics prove that SSC's Enrollment Profile aligns with the College's Mission, with the majority of students consistently coming from the five-county service area. The 2018 statistics show 1,341 students (of a total enrollment of 1,602) were from 17 towns within the college's five-county service area.

SSC's enrollment profile is further detailed by the Institute of Education Sciences National Center for Educational Statistics website, IPEDs data for 2018. The data shows that in 2018, 94% of SSC's total enrollment of 1,602 students were in-state students, with 45% of entering students counted as "full-time, first-time," proving that SSC is functioning within its mission to provide undergraduate two-year degree programs that serve the needs of its service area.

Response to 1.A.3

SSC's planning and budgeting priorities are also consistent with the mission. These priorities are explained in Criterion 5.C.1 of this report.

Sources

- Board of Regents Minutes March 2010-SSC-Board of Regents-20 December 2019.pdf
- Board of Regents Minutes-August 2019-SSC-12 January 2020 2019.pdf
- CORE Values-SSC-29 December 2019.pdf
- Function Statement Sections 1-2-3-SSC-29 December 2019.pdf
- Function Statement-SSC-Presidents Office-07 October 2019.pdf
- Institutional Beliefs and Commitments-SSC-21 December 2019.pdf
- Institutional Statistics Fall 2018-SSC-21 December 2019.pdf
- IPEDS Enrollment Data 2018-SSC-29 December 2019.pdf
- Math Lab Tutoring Hours-SSC-29 December 2019.pdf
- Mission Statement-SSC-29 December 2019.pdf
- Mission-Functions-Accreditation-History-Policy I-3-1-SSC-2 January 2020
- Policy I-3-1-Mission Functions Accreditation and History-SSC-12 January 2020.pdf
- Service Area-SSC-2 January 2020.pdf
- Strategic Plan-SSC-22 December 2019.pdf
- Student Support Services Section IV Catalog-SSC-29 December 2019.pdf
- Technical Occupation Degree Programs and Certificates-SSC-29 December 2019.pdf
- Transfer Degree Programs-College Catalog-SSC-31 December 2019.pdf
- Transitional Education Program-College Catalog-SSC-29 December 2019.pdf
- TRiO Programs-SSC-29 December 2019.pdf
- Vision A Continuing Quest for Unparalleled Excellence-SSC-29 December 2019.pdf

- Vision Statement-SSC-Presidents Office-20 December 2019.pdf
- Who We Are-SSC-29 December 2019.pdf
- Writing Lab Tutor Schedule-SSC-2 January 2020.pdf

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Response to 1.B.1

SSC Ensures Public Availability of Mission Documents

SSC's mission is clearly articulated in seven documents detailing institutional priorities, operations, and goals: Mission Statement, CORE Values, Function Statement, Strategic Plan, Institutional Beliefs and Commitments, Vision: A Continuing Quest for Unparalleled Excellence, and General Education Outcomes.

All of these mission documents are available publicly, particularly to prospective and enrolled students. These mission documents are published in various easily accessible locations, such as the SSC Website, Student Handbook, College Catalog, Policy Manual, and Faculty Handbook. The SSC Mission Statement is displayed prominently on the SSC Website banner.

The Mission, Vision, CORE Values, and Functions are published in the Faculty Handbook, available as a PDF link in MySSCOK, which faculty may access with their system login username and password.

The Mission Statement and CORE Values are published in the Student Handbook, available on the SSC Website under "Current Students."

The Mission Statement, CORE Values, and General Education Outcomes are included in all course syllabi and distributed to all students each semester via Brightspace, SSC's Learning Management System.

The General Education Outcomes are available to the public via the "General Education Assessment" section of the "Office of Institutional Effectiveness" page posted on the SSC Website**.**

Response to 1.B.2

SSC Ensures Currency and Relevancy of Mission Documents

Seminole State College regularly evaluates and, when appropriate, revises the mission documents.

SSC faculty and students regularly review course syllabi each semester, which include the SSC Mission Statement, CORE Values and General Education Outcomes as a natural occurrence of the college's Standard Syllabus Format and Assessment Program. Likewise, the faculty and Division Chairs are consulted to review course descriptions before new College Catalogs are published each academic year. The Student Handbook is reviewed and revised on an annual basis as well.

SSC's Administrative Council and Board of Regents regularly review the mission documents for continued relevancy. During the last Accreditation Self-Study in 2009, SSC faculty and staff determined a need to update the old Mission Statement to better reflect the changing goals of the college. Several individuals representing different areas of the college, (students, faculty, staff, and administration), were selected to draft a new mission statement. The new Mission Statement was then circulated among the faculty and staff for input and review before being approved by the Faculty Senate, Administrative Council and SSC Board of Regents. The new Mission, Core Values, and Function were updated and approved by the Board of Regents on March 25, 2010, as documented in the SSC Policy Manual.

The SSC Vision Statement was reviewed by SSC Administration October 17, 2017 and revised to change the word "clients" to "students" to more appropriately reflect the functions of an academic institution. This revision is documented in the SSC Faculty Handbook .

The SSC General Education Outcomes were last reviewed and updated for clarity in April 2014 by SSC faculty, the Assessment Committee, and the Administrative Council.

SSC's mission documents create the foundation for the college's strong commitment to high academic standards. The mission documents sustain and advance excellence in higher learning at the college and state the goals for that learning.

Specifically, SSC's Function Statement identifies the college's constituents and scope of its programs and services. The Function Statement derives from the Oklahoma State Regents for Higher Education's Charter for Seminole State College and is referenced in the SSC Policy Manual (Policy I-3-1), which is posted on the SSC Website. The Charter specifies SSC's service area of "Seminole county and surrounding area" which includes neighboring Hughes, Lincoln, Okfuskee, and Pottawatomie counties in east central Oklahoma. This service area is clearly defined and included in the SSC Faculty Handbook .

The SSC Function Statement details the scope of the college's programs to this five-county service area: "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 students."

SSC's CORE Values are emphasized by their inclusion in class syllabi, the College Catalog, Student and Faculty Handbooks, and the SSC Policy Manual. These guiding values clearly specify that the principles of Compassion, Opportunity, Respect and Excellence will be considered in all actions of the college.

SSC's General Education Outcomes are the academic standards for a well-rounded general education, and they show that SSC meets the general education demands of its sister universities as called for by the 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 for training students for careers or other educational opportunities in order to help them become successful, productive citizens. General Education Outcome 3 particularly emphasizes this goal: "[Students will] Demonstrate knowledge and display behavior related to functioning in and adding value to a global society."

Response to 1.B.3

The Mission Documents Identify SSC's Constituents, Programs, and Services

SSC's Function Statement defines the varied internal and external constituencies the college intends to serve.

For SSC's internal, student constituency, the Function Statement explains that SSC will provide "General education and other university-parallel coursework, One and two-year programs of collegiate-level technical-occupational education to prepare individuals to enter the workforce, Programs of remedial and developmental education, and [. . .] Special support and activity programs which assist and enrich students' educational experience."

For SSC's external constituencies, the Function Statement explains that SSC will provide "Formal and informal programs of study especially designed to serve community needs for continuing education [. . .] and Programs of economic development, in conjunction with area colleges and universities which serve the needs of its service area."

SSC's Service Area is clearly defined in the Faculty Handbook: "The assigned service area of Seminole State College consists of Hughes, Lincoln, Okfuskee, Pottawatomie, and Seminole Counties."

Within this service area, the college's external constituents include SSC's Institutional Affiliations as well as "Facility Users," such as various civic groups like the Chamber of Commerce, Rotary Club, Lions 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.

Sources

- Board of Regents Minutes March 2010-SSC-Board of Regents-20 December 2019.pdf
- Campus Facility Users-SSC-Community and Other Constituents-20 December 2019.pdf
- College Assistance to Businesses and Economic Development Activities II-7-3-SSC-22 December 2019
- CORE Values-SSC-29 December 2019.pdf
- Course Syllabus Template Form-MYSSCOK-SSC-30 December 2019
- Function Statement-SSC-Presidents Office-07 October 2019.pdf
- General Education Outcomes-Assessment Web Page-SSC-31 December 2019.pdf
- Institutional Affiliations-SSC-21 December 2019.pdf
- Institutional Beliefs and Commitments-SSC-21 December 2019.pdf
- Mission Statement-SSC-29 December 2019.pdf
- Partnership Groups-SSC-2 January 2020.pdf
- Policy I-3-1-Mission Functions Accreditation and History-SSC-12 January 2020.pdf
- Service Area-SSC-2 January 2020.pdf
- Strategic Plan-SSC-22 December 2019.pdf
- Vision A Continuing Quest for Unparalleled Excellence-SSC-29 December 2019.pdf
- Vision Statement-SSC-Presidents Office-20 December 2019.pdf

1.C - Core Component 1.C

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

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Response to 1.C.1

SSC Addresses Its Role in a Multicultural Society

SSC clearly allows for diversity of its constituents within the college's mission documents. The mission documents are all based upon the unifying goal of meeting the needs and expectations of SSC's service area population. Therefore, since the service area is diverse in many ways, the college's functions and services must constantly evolve to fit the demands of this diverse society.

The mission documents affirm the college's commitment to honor the dignity and worth of all individuals. This commitment is most poignantly articulated in SSC's CORE Values: "Compassion: Celebrating a diverse campus, local and global community of people and displaying professionalism and compassion in all interactions." The CORE Values are included in all course syllabi, the College Catalog, and Student Handbook, providing an ethical framework for all the college's values, beliefs, and operations.

SSC's Institutional Beliefs and Commitments further demonstrate the college's ongoing commitment to diversity and inclusion: "Universal Access: SSC will make its programs and services broadly accessible to students of diverse backgrounds and experiences." To this end, SSC demonstrates a commitment campus-wide in all general education curricula to emphasize the importance of diversity.

SSC's four General Education Outcomes, which serve as the foundation for all student learning at the college, include two outcomes specific to diversity and inclusion: "Outcome 3: Demonstrate knowledge and display behavior related to functioning in and adding value to a global society, and Outcome 4: Recognize the role(s) of history, culture, the arts, or sciences within civilization." These goals for student learning demonstrate that SSC is committed to teaching students how to successfully function in society and understand differences in civilizations.

SSC's Strategic Plan Addresses Diversity and Inclusion

The college's Strategic Plan derives from its mission documents, and, thus, inherently involves addressing diversity and inclusion. Each segment of the Strategic Plan is governed by a series of "Decision Filters" to aid in determining priority. The first Decision Filter is "Mission / Student Success – All initiatives will be aligned to the mission of Seminole State College and student success efforts." Therefore, since SSC's mission documents specify efforts toward diversity and inclusion, so too does the Strategic Plan. The Strategic Plan makes specific mention of diversity and inclusion in

the section "Institutional Sustainability": "SSC will invest in human resources in such a way as to recruit, retain, and develop diverse talent. [. . .] The above will be undertaken in a spirit of inclusivity and transparency."

SSC's Student Demographics and Enrollment Strategies Demonstrate Commitment to Diversity and Inclusion

The college's enrollment data from fall 2018 show that 39.1% of the student population self-identified as non-white (including the 0.9% who reported as "race/ethnicity unknown"), demonstrating the diversity of SSC's student body. The following percentages of students by race/ethnicity are from the fall 2018 total undergraduate enrollment of 1,602 students:

- 25.4% American Indian or Alaskan Native
- 0.5% Asian
- 4.1% Black or African American
- 4.9% Hispanic/Latino
- 0.2% Native Hawaiian or other Pacific Islander
- 60.9% White
- 2.4% Two or more races
- 0.9% Race/ethnicity unknown
- 0.7% Non-resident alien

According to this 2018 data, 33.7% of the students enrolled were men and 66.4% were women.

The college's enrollment and recruitment strategies demonstrate a commitment to diversity as well, as seen in SSC's Recruitment Plan: "Goal 6. Extend and cultivate cultural, community and civic diversity in student recruitment" and "Objective 5. Increase focus on diversity and inclusion in recruitment through activities and participation: Develop special recruitment activities with a focus on expanding the diversity of the student body; Increase participation in community and cultural events that both promote diversity and contribute to a diverse student body; Involve individuals that encompass diverse backgrounds and cultures."

Response to 1.C.2

SSC's Activities and Processes Emphasize Diversity and Inclusion

SSC's mission documents provide a foundation for the college's basic strategies to address diversity and present SSC's processes and activities in a multicultural society.

The college's Function Statement acknowledges the diverse educational and economic needs of SSC's students and other constituents. SSC's primary function is to provide a diverse range of educational services, 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 [. . .]." The Function Statement recognizes the economic diversity of SSC's constituents and provides strategies to address that diversity through "programs of economic development [that] serve the needs of our service area."

SSC's Rural Business and Resource Center aims to aid economic development in Seminole State College's five-county service area. By offering free individual counseling and training opportunities,

the Rural Business and Resources Center works to assist individuals and communities in exploring the opportunities of starting or expanding and improving an existing business.

SSC responds to the diverse needs of its constituents by offering Business and Industry Training courses for local business and industry needs, as well as Community Service courses. SSC's Community Service courses cover a wide range of topics that assist individuals in gaining knowledge, awareness, and understanding; improving job skills; filling leisure time; learning new hobbies; or learning for the enjoyment of learning. The College Catalog includes course descriptions for these courses.

SSC's Statement of Institutional Beliefs and Commitments presents the college's function in a diverse society: "B. Universal Access / SSC will make its programs and services broadly accessibly 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 constituents by stating that SSC strives to "meet the needs and exceed the expectations of our community and our students." 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 diverse society is represented in this statement's claim to "make a continual effort to meet the needs and exceed the expectations of our community and our students." Therefore, as the service area is multicultural and diverse in many ways, so too, is SSC's vision, which is to serve the constituents' ever-changing needs and expectations.

General Education Outcomes 3 and 4 are strategies for addressing diversity within general education requirements for all students at the college. These outcomes require students to: "Demonstrate knowledge and display behavior related to functioning in and adding value to a global society [and] Recognize the role(s) of history, culture, the arts, or sciences within civilization." These outcomes similarly present SSC's function in a diverse and multicultural society as the college's duty to equip students with learning experiences necessary to demonstrate this knowledge and understanding critical to successful functioning in such a society.

SSC's ongoing, inherent commitment to diversity is exemplified by 195 courses documented on the college's May 2019 General Education Outcomes Matrix, compiled by the Coordinator for Institutional Effectiveness and published on the "General Education Assessment" page of the SSC Website, under the Office of Institutional Effectiveness.

Many of SSC's courses address diversity, including options in language studies, humanities, literature, creative writing, history, art, government, and leadership. Courses are available in a variety of formats, including day, evening, online, eight-week, and weekend options to meet the various needs of SSC's diverse student population.

SSC's College Catalog provides evidence of the college's attention to diversity. The following list is a sample of 57 courses that include attention to diversity of some sort in their course descriptions. Complete descriptions for these courses can be found in the College Catalog:

- American Literature I and II,
- American National Government,
- Art Appreciation,
- Art History I and II,
- British Literature I and II,

- Child Development,
- Conversational Russian,
- Early Western Civilization to 1660,
- Family and Community Relationships,
- French I and II,
- General Anthropology,
- Global Studies in Culture and Diversity,
- Global Studies in Humanities,
- Global Studies in International Business,
- Global Studies in Language Arts and Humanities,
- Global Studies in Mandarin Chinese,
- Global Studies in Spanish,
- History of Native Americans since 1890,
- History of Native Americans to 1890,
- Intermediate Seminole / Creek Language,
- International Business,
- Internship in Native American Studies,
- Introduction to Early Childhood Education,
- Introduction to International Relations,
- Introduction to Literature,
- Introduction to Seminole / Creek Language,
- Introduction to Social Work,
- Introduction to Theatre,
- Leadership Development through the Classics,
- Macroeconomics,
- Modern Western Civilization since 1660,
- Multiculturalism through Film,
- Native American Contemporary Issues,
- Native American Cultural Expressions,
- Native American History and Policy,
- Native American Literature,
- Native Peoples of North America,
- New Testament,
- Old Testament,
- Program and Curriculum Planning for Early Childhood,
- Seminole / Creek Language I,
- Senior Citizen Aquatic Exercise,
- Sign Language I and II,
- Social Problems,
- Social Science Issues as Perceived through Movies,
- Spanish I and II,
- The Life of Jesus,
- Women's Fitness,
- Workplace and Microeconomics,
- World Literature I, and
- World Regional Geography.

SSC's Function Statement outlines the operations of the college, which include providing "special support and activity programs which assist and enrich students' educational experience." This

statement shows that SSC values diversity because the faculty and staff work to help all students succeed by providing "extra-assistance" programs, such as remedial and developmental courses, ADA accommodations, and tutoring services.

SSC's Statement of Institutional Beliefs and Commitments also demonstrates the college's dedication to diversity within its activities and processes: "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." Since SSC's students come from varied cultural and economic backgrounds, SSC faculty and staff must be understanding of such diversity first and foremost in order to help the students meet their "self-chosen personal and academic goals."

SSC's Vision: A Continuing Quest for Unparalleled Excellence affirms the college's commitment to diversity and inclusion by its statement to "make a continual effort to meet the needs and exceed the expectations of our community and our students." This commitment shows the college honors the dignity and worth of its diverse constituents by striving to continually assess constituents' expectations in order to serve their needs.

SSC provides on-campus centers, offices, committees, and student organizations that address societal diversity and inclusion.

SSC's Engagement Center, which is a product of the NASNTI grant, is located in the Boren Library. The NASNTI project was designed to improve the college's capacity to increase academic success and retention of Native American and other students at SSC. The project provides opportunities for the college community to learn more about and understand the heritage of its Native American students, while strengthening the spirit of acceptance on campus. In addition to providing faculty development in diversity, retention, instruction strategies, and developmental education, NASNTI also provides tutoring, mentoring, and advising for students and promotes multicultural awareness through programs and presentations focusing on diversity. The NASNTI program hosts cultural events throughout the year for the campus and surrounding community, including several programs for Black History Month and Native American Heritage Month. One of the main emphases of NASNTI's initiatives is to provide special presentations supporting diversity and cultural understanding.

The Ben and Bonnie Walkingstick Student Services Center provides a one-stop shop for potential and current students to assist with their diverse needs, including access to SSC's Americans with Disabilities Act Coordinator, Veteran's Affairs Coordinator, and International Student Liaison. Contact information for these individuals is listed in the Faculty and Staff Directory on the SSC Website.

SSC promotes diversity and inclusion through its Global Studies Committee as well. Under the purview of the Vice President for Academic Affairs, SSC's current Global Studies Committee consists of five faculty members, representing a cross-section of the various academic divisions. The committee approves Global Studies courses and curriculum and provides oversight of academic rigor and other issues related to ensuring the quality and consistency of SSC's multidisciplinary Global Studies courses. These opportunities are available to both students and community members each year. The Evidence File has lists of past Global Studies trips, as well as the Global Studies Committee meeting minutes.

In addition to the Global Studies trips, SSC has developed an educational and cultural study abroad program with students and instructors at Denmark's College360. All aspects of the partnership between Seminole State College and College360 focus on the benefit of cultural and educational learning for the students at both institutions. Over the last five years, 90 students from College360 and 10 faculty have visited SSC. Additionally, 21 SSC students and four SSC faculty have visited Denmark's College360.

During their time at SSC, the Danish students attended various classes in the Business and Education division as well as several different psychology classes in the Social Science division. The Danish students lived in the SSC residence halls with other SSC residential students and participated in several activities to acclimate them to Oklahoma and the community's culture, such as visiting Pops in Arcadia, the Route 66 Museum, the Jasmine Moran Children's Museum, the National Cowboy and Western Heritage Museum, the Chickasaw Cultural Center, and the National Oklahoma Bombing Memorial. The Danish students also had the opportunity to experience shooting various guns, which they cannot do in Denmark, and they spent several days and nights living with local host families, participating in American-type activities with the families. These activities included watching various sporting events, shopping, visiting restaurants, watching movies, and grilling outdoors.

The SSC students visiting College360 in Silkeborg enjoyed living with host families the entire time they were in Denmark. College360 does not have students living on campus, so our SSC students lived as Danes during their visit. The SSC students attended various classes at College360, such as European and American History and Government, as well as English classes. Additionally, SSC students visited several cities of Danish historical significance such as the capitol, Copenhagen, Aarhus, and a day trip to Ribe, Sweden. SSC students visited several art and cultural museums, including a bunker museum from WWII when the Germans had one of their headquarters in the forests surrounding Silkeborg. The SSC students got to enjoy other cultural experiences, such as public train transportation, Danish food, and shopping.

Students from numerous countries have attended, or are currently attending SSC, and their presence increases diversity and multicultural understanding on campus. Some of the countries represented by these international students include China, the Bahamas, Afghanistan, Ghana, Bangladesh, Mexico, Colombia, United Kingdom, Canada, Uganda, and France. The International Student Inventory shows documentation of SSC's ongoing commitment to recruiting diverse, international students.

Diversity and inclusion are also addressed by the college's various student organizations, such as the Native American Student Association, Phi Theta Kappa International Honor Society, Student Government Association, SSC Art Club, Sigma Kappa Delta National English Honor Society, Psi Beta National Psychology Honor Society, Student Nurses Association, SSC Aggie Club, and Future Business Leaders of America.

Sources

- Business and Industry Training and Community Service Courses-20 December 2019.pdf
- Campus Facility Users-SSC-Community and Other Constituents-20 December 2019.pdf
- Career-Tech Partnerships-SSC-Academic Affairs-20 December 2019.pdf
- CORE Values-SSC-29 December 2019.pdf
- Course Descriptions 2019-20 Catalog-SSC-Academic Affairs-20 December 2019.pdf

- Diversity Courses-SSC-18 December 2019
- Function Statement-SSC-Presidents Office-07 October 2019.pdf
- General Education Outcomes Matrix-SSC-20 December 2019.pdf
- General Education Outcomes-Assessment Web Page-SSC-31 December 2019.pdf
- Global Studies Committee Meeting Minutes-SSC-29 December 2019.pdf
- Global Studies Trips-SSC-29 December 2019.pdf
- Institutional Affiliations-SSC-21 December 2019.pdf
- Institutional Beliefs and Commitments-SSC-21 December 2019.pdf
- International Student Inventory-SSC-2 January 2020.pdf
- IPEDS Enrollment Data 2018-SSC-29 December 2019.pdf
- NASNTI Cultural Programming-SSC-21 December 2019.pdf
- Recruitment Plan-2019-2020-SSC-12 January 2020.pdf
- Rural Business and Resources Center-SSC-2 January 2020.pdf
- Strategic Plan-SSC-22 December 2019.pdf
- Student Organizations-SSC-27 December 2019
- Vision A Continuing Quest for Unparalleled Excellence-SSC-29 December 2019.pdf

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Response to 1.D.1

SSC's Actions and Decisions Serve the Public Good

Commitment to the public good is a key mission in SSC's CORE Value of Excellence: "continually striving to achieve the highest standards and exhibit excellence in our programs and relationships with all stakeholders."

SSC programs host cultural events, exhibits, and concerts that are open to the students and the general public, including the NASNTI Cultural Presentations and the Howlers and Yawpers Creativity Symposiums. Many community organizations reserve the Enoch Kelly Haney Center to host town hall meetings and guest speakers in order to raise awareness of community, state, and national events.

SSC has career-tech partnerships with Gordon Cooper Technology Center to offer Physical Therapy Assistant and Medical Laboratory Technician programs that could potentially address the shortages in the medical field for PTA and MLT graduates.

SSC's commitment to the public good is also seen by its efforts of engaging all stakeholders in a mutually beneficial relationship to enhance the economic development of the SSC service area with the Rural Business and Resources Center. By offering free individual counseling and training opportunities, the Rural Business and Resources Center works to assist individuals and communities in exploring the opportunities of starting or expanding and improving an existing business.

SSC's Employment Readiness program is designed to help educate Department of Human Services (DHS) welfare recipients and place them in productive jobs. Temporary Assistance for Needy Families (TANF) recipients enroll in class and receive "employment readiness" training, such as assistance with career training, mentoring, and job matching, in accordance with partnerships with the Oklahoma Employment Security Commission and Workforce Oklahoma.

As part of its public obligation, the college disseminates regular press releases to area papers regarding both positive and negative campus issues. SSC posts the releases on the SSC Website to make the news available to the public and maintain transparency. SSC also provides campus

information to external constituencies through use of social media outlets, flyers, and postcards through email and campus mail, as well as face-to-face interactions with community members and local organizations through the college's Media Relations Office.

Response to 1.D.2

SSC's Educational Responsibilities Are the College's Primary Purpose

SSC is a public college with no formal "investors." All relevant external interests maintain a supportive role in fulfilling the college's mission and include, but are not limited to, the SSC Educational Foundation, Seminole State Athletic Booster Club, Faculty Senate, private donors, and federal grant programs.

Response to 1.D.3

SSC Engages with External Constituencies

SSC's external constituents and affiliates include various civic groups like the Chamber of Commerce, Rotary Club, Lions Club, Seminole Nation and various colleges, universities, technical institutions, high schools, community members, politicians, individuals, and employers. (Please see the SSC Facility Users and Partnership Groups lists in the Evidence File.) The college provides facility use to many of our external constituents for meetings, events, and programs, and has built a FEMA safe room to provide safety on campus for students and the public. SSC offers a variety of educational outreach opportunities to off-site students in area high schools and technical centers, via online and Zoom courses.

SSC's Business and Industry Training and Community Service offerings also respond to identified needs of external constituencies and community members, as the college's mission and resources allow. SSC is committed to working closely with individuals, groups and the larger community in identifying their needs and desires and initiating programs to serve them. The Business and Industry program offers prompt, specific training for local business and industry needs through courses at both traditional and nontraditional times, and offers hands-on training for companies of all sizes using the latest technology and techniques. SSC's Community Service program is implemented through noncredit work including short courses, workshops, lectures, and seminars addressing the goals of the program. Some of the work is directed towards assisting individuals to gain knowledge, awareness and understanding or to improve job skills. Some activities are designed to assist in filling leisure time, learning new hobbies, or learning for the enjoyment of learning. The 2019-2020 College Catalog includes 52 Business and Industry and Community Service Courses.

Sources

- Business and Industry Training and Community Service Courses-20 December 2019.pdf
- Campus Facility Users-SSC-Community and Other Constituents-20 December 2019.pdf
- Career-Tech Partnerships-SSC-Academic Affairs-20 December 2019.pdf
- CORE Values-SSC-29 December 2019.pdf
- Course Descriptions 2019-20 Catalog-SSC-Academic Affairs-20 December 2019.pdf
- Employment Readiness and TANF-SSC-11 January 2020
- Field Experience and Practicum Courses-SSC-18 December 2019
- Function Statement-SSC-Presidents Office-07 October 2019.pdf

- Howlers and Yawpers Schedules-SSC-5 January 2020
- Institutional Affiliations-SSC-21 December 2019.pdf
- Institutional Statistics Fall 2018-SSC-21 December 2019.pdf
- NASNTI Cultural Programming-SSC-21 December 2019.pdf
- Partnership Groups-SSC-2 January 2020.pdf
- Rural Business and Resources Center-SSC-2 January 2020.pdf

1.S - Criterion 1 - Summary

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

Summary

SSC's Mission Statement is clear and concise, and the college's mission documents clearly detail the functions and goals of the college. The college's comprehensive Strategic Plan is structured with priorities founded on the mission. Consequently, all functions of the college work together to support the mission and provide access to higher education and academic excellence with an intentional focus on pathways to completion and student success.

Sources

- Mission Statement-SSC-29 December 2019.pdf
- Strategic Plan-SSC-22 December 2019.pdf

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

Response to 2.A

SSC Upholds and Protects Integrity in All Functions

As the college's top governing body, the SSC Board of Regents exercises its responsibility to ensure the college operates legally, responsibly, and with fiscal honesty. SSC is chartered by the Oklahoma State Regents for Higher Education as a public college and therefore operates under Oklahoma laws. SSC's functions are approved by the OSRHE, in compliance with federal, state, and OSRHE regulations. SSC understands and abides by local, state, and federal laws and regulations applicable to it. Thus, SSC is committed to operating legally and responsibly, following the policies and procedures established in its 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, but are not limited to:

- 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
- Health Information Portability and Accountability Act (HIPAA).

The college also reports to the State of Oklahoma and federal entities as required. Please see Criterion Five and Federal Compliance for more information. The Evidence File also includes a List of Annual Reports the college submits to the OSRHE and the federal Department of Education.

SSC Maintains Financial Integrity

SSC follows budgeting policies to maintain its fiscal integrity. Since SSC is a state-funded institution, the college's monies are directly dependent upon the annual allocation from the State of Oklahoma, which changes from year to year. To ensure that SSC maintains its financial responsibilities, the college follows policies and procedures that serve to prioritize spending and allocation needs. Divisional, instructional, and personnel budgets are based to a large extent on the identification of needs from the divisions' annual assessment reports and degree program evaluations. For example, the SSC Sample Budget Request Form shows the procedure the various academic divisions use to identify and request their budgeting priorities for the upcoming year. Similarly, SSC's most recent Strategic Master Plan has been developed with these needs in mind and will be budgeted accordingly.

SSC follows "zero-based budgeting" for its budgeting procedures. The first step in the budgeting procedure is sending the budget request forms to each budget (department) manager for completion. The form asks for detailed information under each category (object code). The manager is to assume no funds are available. To allocate funds, the manager must detail the requests for required funds to meet department objectives. The various departmental requests are submitted back to Fiscal Affairs and compiled. The total is then compared against the estimated available revenue for the year. The three SSC Vice Presidents (for Fiscal Affairs, Student Affairs, and Academic Affairs) come together to reconcile or negotiate any necessary cuts to achieve the revenue projection. Final approval of the proposal is from the full Administrative Council, and ultimately, the SSC Board of Regents.

The revenue estimate is calculated based on the known information: state appropriation, TANF grant, concurrent reimbursement, indirect reimbursement from federal grants, and estimated revenue based on enrollment and collection history. Revenue is forecast by line item per month and is used to compare the actual revenue to the budget in order to give a full year projection. Enrollment impact is determined by analyzing the credit hour enrollment history for the last several years and following that trend line to calculate a realistic projection. Those numbers then produce the tuition and various fee estimates for the year.

SSC follows procedures for purchasing and approvals, and the Vice President for Fiscal Affairs provides a monthly statement of the college's financial status to the Board of Regents, with the minutes published on the SSC Website. Additionally, the college undergoes annual independent audits by a third-party firm. To ensure fiscal honesty and integrity, SSC is required to have independent audit reports, and the Board must accept those reports. The audits' acceptance is voted on in a public meeting. The SSC President consults the Board to ensure that the college has federal audits of its federal programs. Part I, Chapter 2 of SSC's Policy Manual details the functions of the college's "Audit Committee" in Policy I-2-II. The policy states: "Recognizing the critical importance of proper financial management of the college, and the oversight responsibility of the SSC Board of Regents, an Audit Committee will be appointed annually by the Chair of the Board. The Audit Committee will work with the President in reviewing financial matters of the institution. The committee will serve in an advisory capacity to the full Board of Regents." The President's Office retains the list of annual Audit Committee members.

External audits since the last comprehensive evaluation show SSC's continued fiscal integrity. These clean independent audits are available for review in the Evidence File, under "Audits and CFI History" and "CFI History 2." The following list reports the findings of these independent audits since 2010:

- 2018 – Financial statements present fairly in all material respects,
- 2017 – Financial statements present fairly in all material respects,

- 2016 – Financial statements present fairly in all material respects,
- 2015 – Financial statements present fairly in all material respects,
- 2014 – Financial statements present fairly in all material respects,
- 2013 – Financial statements present fairly in all material respects,
- 2012 – Financial statements present fairly in all material respects,
- 2011 – Financial statements present fairly in all material respects,
- 2010 – Financial statements present fairly in all material respects.

To further ensure financial integrity, the college maintains fiscal separation of duties with a small staff and utilizes an accounting system that reports receipts and expenditures for all funds. Students have 24/7 access to their student account and financial aid information via the MySSCOK student portal on the SSC Website.

At this time, SSC does not have separate funds for bond payments or bond indebtedness. The bonds are owned by various agencies within the State of Oklahoma. Some of the college's borrowing is actually paid for through appropriations to the OSRHE, and some are paid directly through either E&G, auxiliary, or section 13 funds. Because SSC is a cash-basis institution, the payments are recorded as operating expenditures.

The SSC Policy Manual includes policies that further ensure the college's fiscal integrity, such as:

- Audit Committee Policy (I-2-II)
- Budget Policy (III-1-I)
- Financial Accounting System (III-1-2)
- Purchasing Policy (III-1-3)
- Inventories Policy (III-1-4)
- Capitalization Policy for Fixed Equipment (III-1-5)
- Food, Beverage, and Gift Expense Policy (III-1-6)
- Athletic Revenue (III-2-1)
- Travel Advances (III-3-1)
- Cash Disbursements (also shows internal controls) (III-3-2)
- Refund of Student Tuition and Fees (III-3-3)
- Financial Disclosure Statement (III-4-2)
- Athletic Grant-in-Aid (III-5-1)
- Athletic Scholarships and Financial Assistance (III-5-2)
- Room and Board Charges (III-5-3).

SSC Upholds Academic Integrity

SSC has specific policies and procedures to ensure academic integrity. These policies are explained in more detail in Core Component 2E, Item 3 of this Assurance Argument.

SSC also ensures academic integrity through the college's ongoing culture of assessment, growth, improvement, and professional development. The Vice President for Academic Affairs maintains records of Faculty Credentials, which show the college's faculty meet the necessary academic standards for teaching in their disciplines and academic levels. SSC's Faculty Handbook includes guidelines for Minimum Qualifications and Equivalent Experience to document appropriate credentials. The VPAA is responsible for ensuring the college's compliance with the OSRHE Course Equivalency Project (CEP), which delineates course curriculum expectations for transferability to other state institutions. Of the total 297 courses in the 2019-2020 SSC College Catalog, 141 (48%)

are listed on the OSRHE CEP Transfer Matrix. This percentage shows that SSC works to maintain Academic Integrity by ensuring transfer courses meet the state requirements of common course descriptions and student learning objectives.

The SSC Policy Manual includes several policies that protect and uphold both faculty and students' academic integrity. For instance, SSC's Faculty Tenure Policy and Procedure places significant emphasis on teaching and scholarship. SSC's Program Review Policy in Chapter 7 of the Policy Manual protects academic integrity by providing formal oversight of the college's degree programs in three key aspects: centrality of the program to the college's mission, and the overall vitality and uniqueness of the program.

SSC's Academic Freedom / Expressive Activity Policy (Policy III-5-5) provides further support of academic integrity by protecting the necessary free exchange of ideas, which is essential to the mission of the college.

Part II, Chapter 4 of the SSC Policy Manual includes policies that support SSC's culture of ongoing academic quality improvement. The college's commitment to supporting faculty in research and other special professional development endeavors is evidenced by SSC's Sabbatical / Release Time / Special Projects Policy (Policy II-4-24), which states: "[. . .] one of the most vital parts of any institution of higher learning are its faculty, and professional staff, ideally, comprised of vibrant, enthused employees who continue to learn."

SSC's Professional Development Plan, also in Part II, Chapter 4 of the Policy Manual, further demonstrates the college's commitment to academic quality: "[. . .] professional growth is essential to providing quality services to students – the central mission of our education system."

To further support professional development among faculty, money is set aside annually for the Faculty Senate's Professional Development Committee to disburse to faculty through an application and committee approval process. Each academic division has some money built into their budgets that may be allocated for professional development activities as well.

The SSC Policy Manual includes Policy II-4-30, "Tuition and Fee Reimbursement Plan" to promote the continued educational efforts of the entire SSC Community. This policy includes information regarding tuition and fee reimbursement, educational attainment pay, and salary schedule increments upon degree completion. Salary schedule increments may be applied to any SSC employee upon completion of a degree.

SSC Ensures Integrity of Personnel

SSC's Human Resources Office maintains records of job descriptions and hiring protocols for each position at the college. As an Equal Opportunity Employer, the college actively works to recruit people from all backgrounds to apply for employment and advertises for positions in diverse publications. SSC follows an established Hiring Procedure for the ranking of applicants' résumés and vitae, as well as an interview process that ensures the highest standards of ethics are maintained in the questioning and treatment of the applicants.

SSC's Board of Regents, administration, faculty and staff's policies and processes ensure fair and ethical behavior. All employees are required to sign a Loyalty Oath to uphold the CORE Values of the college. All administrators, faculty, and staff take the Loyalty Oath, which is available on the Human Resources web page.

SSC's Board of Regents Uphold Integrity

As part of the college's efforts to ensure integrity of personnel, SSC also has policies to ensure integrity of its Board of Regents.

Part II, Chapter 2 of SSC's Policy Manual details the role of SSC's Board of Regents. Policy I-2-I explains: "In accordance with Title 70, Section 4413C and Section 4423C of the Oklahoma Statutes, the Board of Regents for Seminole State College shall have powers and duties cited as follows: 'The Board shall adopt rules as it deems necessary for the governing of the Board and the discharge of its duties, and shall cause to be kept the minutes of all meetings and transactions considered at each meeting, in a suitable book to be obtained and kept for such purpose. 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.'"

SSC Policy II-1-1 includes statements regarding the Appointment of Regents, Oath of Office, Regents Education Program, Vacancies, and Conflict of Interest. Policy II-1-2 includes information regarding Travel Compensation, Business Transactions with College, Operating Procedures – Bylaws, and Bylaws and Rules of Procedure for the Seminole State College Board of Regents (which includes Organization of the Board).

Policy II -1-3 details the duties of the Board's officers and provides information regarding Board Meetings, Quorum, and Order of Business. Policy II-1-4 includes Keeping of Minutes, Board Committees, and Board Policies, Rules and Regulations, and Policy II-1-5 includes Appearance by Individuals or Groups before the Board to Present a Problem or Request, and Public Policy.

SSC's Administration Upholds Integrity

Part II, Chapter 3 of the SSC Policy Manual contains information regarding College Administration. The Duties of the President are outlined in Policy II-3-1. The Line of Responsibility for College Administration and Review of Administrative Decisions are included in Policies II-3-2 and II-3-3, respectively.

SSC Abides by Established General Policies regarding College Personnel

All personnel of the college are governed by Policy II-4-1, which details the General Policies regarding College Personnel and includes information about the Non-Discrimination Policy, Presidential Search and Selection, Employment Qualifications, and Appointment of Personnel. The "Appointment of Personnel" section explains Initial Appointment, Responsibilities, New Employment Probationary Period, Contract Renewals, and Authorization of Emeritus Status.

Section II, Chapter 4 of the Policy Manual includes additional policies that ensure integrity of the college's personnel:

- Outside Employment
- Employment Grievances
- Resignations
- Employee Discipline

- Termination for Reasons of Financial Exigency or Change of Institutional Programs
- Retirement
- Employee Insurance Benefits
- Other Employee Benefits (Tuition and Fee Waivers, Use of Recreational Facilities)
- Leaves and Absences: All Full-Time Employees
- Family Medical Leave
- Sick Leave
- Bereavement Leave
- Abandonment of Position
- Military Leave
- Insurance Coverage while on Leave
- Administrative Leave – Weather
- Professional Leave
- Shared Leave
- Compensatory / Overtime Policy
- Sabbatical / Release Time / Special Projects Policy
- On-the-Job Injuries
- Professional Development Plan
- Tuition and Fee Reimbursement Plan
- Continuing Education Unit Plan
- Solicitation / Dissemination of Information of Campus

Chapter 5 of SSC's Policy Manual includes policies regarding Employee Salary Schedules:

- Scales Categories and General Information
- Entry Base Salary Schedules
- Salary Schedule for Classified Staff
- Salary Scale Adjustments for Faculty with Administrative Duties
- Longevity Pay Increases
- Overload and Adjunct Pay Policy

Chapter 6 of SSC's Policy Manual includes policies for Employee Evaluation and Faculty Tenure:

- Administrative Evaluation
- Faculty Evaluation
- E&G Classified Staff Evaluation
- Evaluation of President
- Faculty Tenure Policy and Procedure
- Faculty Tenure Status
- Tenure Density
- Tenure Application Procedure
- Division Chair Action on Tenure
- Vice President for Academic Affairs Action on Tenure
- Tenure Re-Application
- Academic Rank

Chapter 7 of SSC's Policy Manual includes additional policies that serve to ensure the integrity of SSC's Human Resources:

- Ethics Policy

- Tobacco Use on Campus
- Drug-Free Workplace
- Sexual Harassment Policy
- Consensual Sexual Relationship Ethics Statement

All SSC Board members, employees, and students must undergo training regarding diversity and harassment, including sexual harassment, and safety protocols. All employees, including SSC police officers, faculty, staff, and administrators, are required to complete NIMS 100.he online training through the FEMA Emergency Management Institute: Introduction to Incident Command System ICS-100 for Higher Education and IS00700.b An Introduction to the National Incident Management System. Once employees complete the training, they email their completion certificate as documentation to the SSC Chief of Police, who maintains files of the completed training certificates.

The SSC Police visit Learning Strategies courses every semester and train students about tornado procedures, active shooter procedures, and bomb threats. SSC Police explain the locations for severe weather refuge in each building and the shelter in the Dan and Andrea Boren Building. SSC Police train students about All Hazards Emergency Operations Procedures, including Protective Actions, such as evacuation, shelter in place, lockdown, and relocation to a safe place. Students are also trained about the Emergency Notification System (Rave, campus emergency sirens, and building captains).

The SSC Police train faculty and staff during their group meetings and inservice meetings about Emergency Operation Procedures.

In September of 2019, the SSC Police partnered with the Potawatomi Department of Health and the Local Emergency Planning Committee (LEPC) to conduct training with SSC's nursing students for a Point of Distribution (POD) exercise to distribute vaccinations to local first responders, police officers, fire departments, nurses, and SSC faculty, staff, and students.

SSC's Annual Security Report is available publicly on the SSC Website.

All new hires are required to complete the following training in support of the federal compliance Clery Act:

- **Campus SaVE Act for Employees – Sexual Violence Awareness**: The goal of this course is to inform employees about the requirements of the Campus SaVE Act. This includes the identification of and response to incidents of sexual violence against students. This course will cover sexual violence awareness, risk reduction and bystander intervention, action to take after sexual violence has occurred, and student disciplinary proceedings, victim protections and sanctions; and

- **Title IX and Sexual Misconduct**: This course provides information about Title IX and sexual misconduct in colleges. While this course serves as an overview on the topic, it is important to follow federal and state laws and the educational institution's policies and procedures. This course covers the definition of sexual misconduct, Title IX regulations, obligations under Title IX, and effective policies.

In support of federal compliance and the newly approved protection of personal information policy, employees hired in designated positions are mandated to complete the below training within 30 days of hire:

- **Identity Theft and Consumer Protection: FACTA**: Identity Theft and Consumer Protection: FACTA is the Fair and Accurate Credit Transactions Act of 2003. This course is designed to protect consumers from identity theft relating to financial transactions and records. This course provides staff with guidance for compliance with FACTA's Red Flags Rule, which requires applicable organizations to implement an identity-theft prevention program to detect warning signs.

- **Payment Card Industry Data Security Standard (PCI DSS) Overview**: As the amount and types of online transactions continue to grow exponentially, so does the possibility of fraud. This course provides school staff members with a basic overview of the Payment Card Industry Data Security Standard (PCI DSS), as well as information to help improve the security posture of an organization. Topics include: PCI terms and definitions, PCI principles and control objectives, and best practices for PCI compliance.

The Human Resources office is in the discovery and implementation phase of adding new training programs for administrators, faculty and staff in response to a need identified by a 2018 campus satisfaction survey. In support of the campus satisfaction survey and SSC's Non-Discrimination Policy, all current and newly hired employees will be required to complete the below training within 30 days of hire:

- **Discrimination Awareness in the Workplace:** This course is designed to instill staff with a basic awareness and understanding of discrimination, which can help them avoid discriminatory behaviors as well as build a culture that reflects acceptance and respect for all. This course covers the definition of discrimination and harassment, how to avoid discrimination and harassment, and doing one's part to promote a discrimination-free environment.

In fall of 2019, the Office of Human Resources began hosting a training series designed specifically for the college's supervisors. This series is a direct response to the college's climate survey request and is based on the SSC Strategic Plan Institutional Sustainability Initiative to develop and implement a sustainable professional and leadership development plan. The training series will provide supervisors with the necessary knowledge, skills and behaviors to excel in their current roles. The objectives for the training series include an understanding of different personality styles and effective ways to communicate; how to set expectations for and measure employee performance; honing critical thinking skills; and working with challenges within teams. The topics are listed below:

- Training Series 1 **Everything DiSC for Managers and Effective Communication Skills:** The goal of the workshop is to examine the Four Personality Styles and potential communication issues with each style.
- Training Series 2 **Performance Management:** The goal of the workshop is to ensure that supervisors have a working understanding of performance management (setting expectations, providing feedback, and managing conflict associated with providing feedback). In this training series, the supervisors will be given the SafeColleges training manual library to reference training opportunities.
- Training Series 3 **Think Like a Leader, Critical Thinking for Critical Decisions:** The goal of the workshop is to teach supervisors an easy five-step process to help them and their team make RGD's (really good decisions).
- Training Series 4 **Working with Challenging Employees while Coaching Your Team to**

Excellence: The goal of the workshop is to teach supervisors how to use coaching in progressive discipline while getting to the root of performance issues.

Working with Academic Affairs, Human Resources has committed to conducting two "Lunch and Learns" a year in the area of personal or professional development. HR conducted their first Lunch and Learn on "Stress Management with Chair Yoga."

SSC's Human Resources documents, statements, and forms are clearly published on the SSC Website, as well as in SSC's Policy Manual and Employee Benefit and Leave Handbook. The Employee Grievance procedure is on the SSC HR web page, and is included in the Faculty Handbook and SSC Policy II-4-11.

SSC Maintains Integrity regarding Auxiliary Functions

SSC's Auxiliary Functions include housing, food service, bookstore, institutional support, and athletics. With the exception of food service, all the auxiliary functions are internal functions. Thus, integrity assurance for these functions is no different than the rest of the institution. From a fiscal affairs perspective, all are subject to the same regulations, audits, and reviews as the remainder of the college (p-cards, purchases, cash handling, vacations, hiring/firing, etc.). Contracts for food service are reviewed annually by the Vice President for Student Services, as are housing policies and procedures. Athletics policies and procedures are reviewed annually by the Athletic Director.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Response to 2.B

SSC Clearly Presents Programs and Requirements

The degree programs, admission requirements, tuition and other costs to students are available in the College Catalog, which is published annually on the SSC Website.

All programs clearly relate to the college's mission and are designed to help students transfer to a four-year university or enter the workforce, as well as to provide remedial education, continuing education, or economic development.

Each degree program also has a specified "Degree Program Ambassador" available for current and prospective students who would like to learn more about the program requirements and potential transfer or job opportunities in that discipline.

The SSC Website's Academics page provides additional information to the public about the different degree programs and requirements in a single place.

SSC's Admission Requirements are clearly listed on the Admissions page of the SSC Website, as well as published in the College Catalog. Enrollment procedures are also published in the College Catalog, with a list of tuition and fees.

SSC welcomes, encourages, and supports student success at all stages of a student's college experience. SSC understands that part of ensuring success is making information readily available to students. The college makes this information available online and in the College Catalog. SSC has an "open-door" admissions policy in accordance with admission criteria set by the OSRHE. Admission materials are available online and in the Admissions Office. Applications for admission are processed on a continuing basis. Students are encouraged to apply for admission several months in advance of the desired semester enrollment to facilitate the process of academic advising, placement, and enrollment. SSC advertises in local newspapers and radio stations, as well as on social media and the college's website, to encourage students to register for admissions, apply for financial aid, and enroll during prime times to allow them to prepare for upcoming semesters.

The college believes a student's success is enhanced by assessment of basic academic skills in English, math, science, and reading, and through placement in courses meeting the assessed needs of individual students. This placement testing is provided prior to enrollment, and the placement testing procedures and placement scores are posted online for public transparency. Information about Entry-Level Assessment and the college's Transitional Education Program are published in the College Catalog.

Certain degree programs have additional admissions standards, which are clearly published on the SSC Website's Admissions page, as well as in the College Catalog. These programs include Medical Laboratory Technology Program, Nursing, LPN to RN Advanced Standing Nursing Option Associate in Applied Science, and Physical Therapist Assistant.

Admission and enrollment begin in person at the Admissions Office in the Student Services Center. Details for enrollment can also be found in any current class schedule. Semester course schedules, final exam schedules, and academic calendars are clearly and publicly published on the SSC Website.

SSC Clearly Presents Faculty and Staff

SSC's Faculty and Staff Roster is included in the College Catalog and lists employees' names, titles, degrees, and years of service at SSC. The Faculty and Staff Phone and Email Directory is clearly posted on the SSC Website and is regularly updated. The Faculty Roster is published on the Academics page of the website. SSC email addresses, business cards, name tags and ID's are also provided to help faculty and staff identify themselves to students and the public.

SSC Clearly Presents Tuition and Other Costs

SSC provides an up-to-date, online Consumer Information Page on the SSC Website, which includes a complete listing of tuition and fees (posted under "Price of Attendance"), as well as a Financial Aid Shopping Sheet and Net Price Calculator to help current and prospective students clearly understand the costs involved in earning their degrees.

The costs to students regarding tuition, fees, room and board are published in the College Catalog and Admissions sections on the SSC Website. Additionally, required textbooks and other materials for individual courses are listed in the semester course schedules, which are published on the website and included in class syllabi.

Payment plan information is available on the website, and monthly statements are sent to students with current balances. The college's Financial Aid Office offers additional counseling and assistance to students to help them understand their financial obligations in earning their degrees. The Financial Aid Office's operating hours, staff, and location are published on the website.

SSC Clearly Presents Institutional Control

The College Catalog lists the Governing Boards of the college, showing the ten members of the OSRHE as well as the seven members of the SSC Board of Regents. The SSC Board of Regents, with their photos, are published publicly on the SSC Website.

The SSC Board of Regents is governed by the Oklahoma Open Meetings Act, per SSC Policies II-2-1, 2, 3, and Policy II-7-11 Open Records Policy and Procedure.

SSC Clearly Presents Accreditation Relationships

SSC maintains affiliations with accrediting groups in order to ensure the college operates responsibly. SSC values the process of accreditation and prominently displays the HLC Mark of Affiliation on the SSC Website home page and in the College Catalog. The entire Self-Study Report from the college's last HLC accreditation visit in 2010 is also published on the website. A complete history of SSC's ongoing accreditation with HLC is made publicly available online, on

the college's Accreditation page, accessible via the Office of Institutional Effectiveness tab on the SSC Website. The college's various accreditations are published on the website and in the College Catalog. These accreditations include the Higher Learning Commission, Accreditation Commission for Education in Nursing (ACEN), Commission on Accreditation in Physical Therapy Education (CAPTE), and National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Sources

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Response to 2.C.1

SSC's Board of Regents Governs the College with Integrity and Autonomy

SSC's seven-member Board of Regents operates as the college's governing board, in accordance with the Oklahoma State System of Higher Education and the OSRHE. SSC's Board members are appointed by the Oklahoma governor with the advice and consent of the Oklahoma Senate, and vacancies are filled in the same manner.

This relationship is delineated in SSC Policy I-1-2, which explains that SSC is a member of the Oklahoma State System of Higher Education, pursuant to the Oklahoma Constitution, Article XIII-A, Section I, noted in the Higher Education Code (revised July 1986) Section I, which reads: "All institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of a unified system to be known as The Oklahoma State System of Higher Education [. . .] As part of the State System of Higher Education, Seminole State College is responsible to the Oklahoma State Regents for Higher Education (OSRHE) under the Oklahoma Constitution, Article XIII-A, Section 2."

Within this policy, Article XIV, Part C of Section 180 of the Higher Education Code describes the authorization of the OSRHE to create separate Boards of Regents for the state system's two-year colleges, which include SSC. The OSRHE ensures that these separate two-year colleges' Boards of Regents consist of seven members to serve seven-year overlapping terms, with members of said Board to be appointed by the governor and with the advice and consent of the state senate. Four members of the Board of Regents must be from the county in which the college is located. The Evidence File includes a List of SSC Regents by County, to show compliance with OSRHE requirements.

The Powers and Duties of SSC's Board of Regents are listed in Policy I-2-1 of the SSC Policy Manual: "In accordance with Title 70, Section 4423C of the Oklahoma Statutes, the Board of Regents for Seminole State College shall have powers and duties cited as follows: 'The Board shall adopt rules as it deems necessary for the governing of the Board and the discharge of its duties, and

shall cause to be kept the minutes of all meetings and transactions considered at teach meeting, in a suitable book to be obtained and kept for such purpose. The Board of Regents . . . shall be the governing board of the community college and shall have the same 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.'"

SSC Policy II-1-1 explains the college's General Administration and includes details regarding the Appointment of Regents, their Oath of Office, Regents Education Program, Vacancies, and Conflict of Interest. Board members are required to take 15 hours of Regents Education and abide by the Oklahoma State Employees' Loyalty Oath. Board policy also prohibits members from being employed by the college or from entering into financial transactions involving business with the college.

Policy II-1-2 includes information regarding the Board's Operating Procedures – Bylaws, and Rules of Procedure, which includes the Organization of the Board.

Policy II-1-3 delineates the duties of the Board's officers, Board meetings, Quorum, and Order of Business; Policy II-1-4 details information regarding Keeping of Minutes, Board Committees, and Board Policies, Rules and Regulations; and Policy II-1-5 explains Appearance by Individuals or Groups before the Board to Present a Problem or Request and Public Policy. Board meetings adhere to Oklahoma Open Meeting Act rules, and minutes approved by the Board are published regularly on the SSC Website.

Board policies and practices document that the Board's focus is on the college's mission. The Board has been supportive of the administration's efforts to preserve the core functions of SSC, while continuing to add new programs and activities where possible.

The Board is responsible for ensuring that SSC is "effective for the functions and purposes for which it shall have been established," as stated in SSC Policy I-2-1. The Board, of necessity, understands and supports the mission. Board approval of tuition and fee increases has been vital to the continued operation of the college. Other representative examples of the Board's practices that document that the Board's focus is on preserving and enhancing the college's mission are found within the Board's meeting minutes:

- In February of 2016, the Board voted to authorize the addition of an AS in Agriculture degree program,
- In February of 2016, the Board voted to authorize the addition of an AAS in Physical Therapist Assistant degree program,
- In May of 2016, the Board voted to authorize the creation of a partnership between SSC and Gordon Cooper Technology Center, designed to continue the Medical Laboratory Technology (MLT) program, in response to budget cuts in the state of Oklahoma, and
- In June of 2016, the Board voted to authorize the creation of the SSC women's soccer team.

Response to 2.C.2

SSC's Board Considers the Interests of Internal and External Constituents

The Board of Regents meets regularly with the President and Vice Presidents to discuss business and

needs, and to communicate any other information to those present. 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 meeting. These letters also help keep the Board informed of the college's internal and external constituencies' interests and concerns.

Representative examples of the Board considering requests from constituents in its decision-making deliberations include:

- Board approval to adopt *Jenzabar* information software to replace the obsolete *Poise* system, in accordance with the wishes of SSC faculty and staff in December of 2015, and
- Board approval of the creation of an Agency Special Account to administer OKHEEI Self-Insurance Premiums, Claims, and Expenses, at the request of SSC's internal administrative and Human Resources constituencies in November of 2016.

Board meetings adhere to the Oklahoma Open Meeting Act, and the meeting minutes serve as official records of the meetings. The minutes are published on the SSC Website and are made available for inspection by any concerned citizen in accordance with the Oklahoma Open Records Act. SSC Board Policy II-1-5 provides for groups or individuals to appear before the Board to present problems or concerns. The monthly Board meeting agendas include a permanent place for the hearing of external delegations.

Response to 2.C.3

SSC's Board Preserves Its Independence

SSC's Board consists of seven members with overlapping terms. This structure ensures a continuous "changing of the guard" that mitigates the likelihood of corruption. Another safeguard protecting SSC Board independence is the selection of Board members by the state governor and requiring Senate approval. Board meetings are conducted with transparency and integrity in accordance with Oklahoma Open Meeting Act rules.

Response to 2.C.4

SSC's Board Appropriately Delegates the Day-to-Day Management of the College

The SSC Board of Regents operates as the governing board for the college and delegates authority to the college President, as explained in SSC Policy II-3-1. The college President thereby serves as the Chief Executive Officer and is granted authority to guide and direct all operations and activities of the college and is held accountable directly to the Board. Policy II-3-2 reflects this delegation of authority for the college's administration and Line of Responsibility: "The line 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 offices to be in charge during his / her absence." Thus, Board policy defines the duties and responsibilities of administrative officers and outlines general policies concerning personnel, which is left to the college president and others to administer. The SSC Organizational Chart shows the operational flow and chain-of-command for the college, as functioning under the President and Board of Regents' purview.

The Board of Regents meets with the President and other members of the Administrative Team on a regular basis to discuss business and to communicate any other information to those present. The schedule of monthly Board Meetings is regular and public. A President's Report and a Financial

Report (from the Vice President for Fiscal Affairs) are made at every Board meeting. The Vice President for Student Affairs and the Vice President for Academic Affairs also regularly report to the Board and make recommendations in accordance with the academic interests of the college. Some examples of these recommendations include the approval of the Expressive Activity Policy at the recommendation of the VPSA; granting of tenure to members of the faculty at the recommendation of the President and VPAA; and modifications, additions, or deletions to degree programs at the recommendation of the administration and faculty. For instance, in March of 2015, modifications to a dozen SSC degree programs were approved by the Board at the recommendation of the SSC administration and faculty.

The President meets with the Administrative Council on a weekly basis, which includes the Vice Presidents, the Human Resources Director, the Information Technology Director, the Director of Community Relations, and the Faculty Senate President. Inclusion of the Faculty Senate President on the Administrative Council is an important conduit through which Administrative concerns are communicated directly to the faculty, and vice versa, and contributes to a sense of shared governance.

Policy II-3-3 is another policy regarding the flow of decision-making. This policy explains the process for Review of Administrative Decisions, stating that decisions made by administrative personnel and major publications are subject to approval by the President, as well as any major changes in college procedures, with the Board of Regents approving policy changes as appropriate. In addition, Policy II-4-1 states, "The President of the College, as Chief Executive Officer, is hereby delegated authority by the Board of Regents for all employment decisions (excluding Vice Presidential positions) regarding hiring, assignment of personnel, priorities, designation of duties and job descriptions, discipline, termination, or any other personnel actions. For any position with the title of Vice President, Board approval is required prior to hiring or termination."

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2.D - Core Component 2.D

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

Argument

Response to 2.D

SSC Is Committed to Freedom of Expression and Pursuit of Truth

SSC's Board of Regents has approved and disseminated statements supporting freedom of inquiry, as seen in the SSC 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."

The Student Bill of Rights and Responsibility includes a statement on Protection of Freedom of Expression, under "Classroom Rights": "The instructor, in the classroom and in conferences, should encourage free discussion, inquiry, and expressions. Student grades are evaluated solely on academic and attendance standards, not on opinions or conduct in matters unrelated to academic situations. [As regarding Protection of Freedom of Expression:] Students will be free to take reasoned exceptions to the data or views offered in any course of study or to reserve judgment about matters of opinion, but they are responsible for learning the content of any course [in which] they are enrolled."

SSC's Ethics Policy (II-7-8) provides information regarding the non-censorship of SSC personnel. Within this policy, item "F" states: "all citizens of this country have basic guaranteed rights as individuals to register and vote as they may choose, express political opinions, make voluntary political contributions, or to otherwise participate fully in public affairs, including running for public office, except as prohibited by law. In so doing, however, Regents and employees should act in a manner which does not materially compromise the neutrality, efficiency, or integrity of their official duties."

The SSC Policy Manual also includes statements regarding Academic Freedom (Expressive Activity Policy III-5-5) and Intellectual Property (Ownership of Materials Produced with Aid of Funds or Equipment Administered by the College Policy II-7-4).

Sources

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2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Response to 2.E.1

SSC Ensures Ethical Scholarly Practices

SSC has an Ethics Policy to ensure ethics in the classroom, which includes instructional activities. SSC's Ethics Policy is available in the SSC Policy Manual, which is published on the SSC Website. SSC follows this Ethics Policy, even when it means dismissing employees or following disciplinary actions for students.

Since SSC is not a research institution, only a limited number of faculty, staff, and student research projects have been dealt with over the years. As such, the college handles any ethics concerns under the general guidelines of the Academic Integrity procedure and Ethics Policy. Faculty, staff, and their supervisors or ad hoc committees have historically had the responsibility of ensuring adherence to these ethical standards.

Ethical conduct policies and procedures are specified in the SSC Student Handbook, including the Academic Integrity Procedure, Student Bill of Rights and Responsibility, Student Code of Conduct, and Student Academic Grievance Procedure. Specific statements relating to Academic Honesty and Plagiarism are included in all course syllabi.

Each division on campus is dedicated to ensuring adherence to these policies and procedures. The Offices of the President, Academic Affairs, and Student Affairs can provide specific examples of ethics-related concerns that have been addressed in accordance with published policies and procedures.

SSC's faculty, staff, and students, in keeping with the college's mission, produce scholarship and create knowledge through basic and applied research. While SSC is an instruction-based, two-year college and specific "research activities" are not part of faculty contractual obligations, they are natural outgrowths of the academic processes of teaching and learning. Consequently, SSC's faculty, staff, and students do participate in various types of research. The college publicly acknowledges these scholarly achievements in press releases and other print and online communications.

SSC's faculty, staff, and administrators work diligently to stay aware of current research in their fields. The college's 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 Policy Manual includes policies regarding Professional Development as well as Continuing Education and Salary Schedule Increments upon Degree Completion. The administration has allocated funds to the Faculty Senate Professional Development Committee to be distributed annually through an application process. 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.

Response to 2.E.2

SSC Guides Students in the Ethical Use of Information Resources

The SSC Student Handbook provides policies and procedures regarding the ethical use of information resources. The Academic Integrity Procedure provides clear definitions of Plagiarism and other forms of Academic Dishonesty, including cheating, fabrication or falsifying, impersonating, collusion, facilitating, and misrepresentation. The College Catalog provides a clear definition of plagiarism, and specific statements regarding Academic Honesty and Plagiarism are required inclusions in all course syllabi.

Each division on campus is dedicated to ensuring adherence to these policies and procedures. For example, as part of their regular curriculum and assessment processes, the English faculty implemented a standardized "Plagiarism Quiz" to be given in all Composition I and Composition II courses. This quiz functions as an effective mechanism for teaching and assessing student's understanding of the basic terminology and requirements necessary to ensure plagiarism is avoided. All students in these English courses are required to take the exam multiple times and receive a perfect score. As a direct result of this Plagiarism Quiz, instances of plagiarism within the English Department's classes have significantly decreased through the years. The English faculty regularly share the quiz and their teaching methodology with faculty from other disciplines in an effort to make students aware of how to avoid plagiarism and responsibly use information resources. The English faculty have presented information about these topics to the campus community during Learning Strategy courses (freshman orientation), Faculty Senate, and In-Service.

Another specific example of students being instructed in the ethical use of information is found within the Nursing program. Beginning in their first semester of the program, nursing students are taught 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 a regimented task that requires ethical and precise recording of knowledge gained. Within the nursing program curriculum, the ethical use of evidence-based practice and the role of the associate-degreed nurse in the research process are emphasized.

The Library offers additional assistance to students in the ethical use of information resources. A Fair Use checklist is available to students, staff, and faculty on the Library's web page, and a knowledgeable librarian is available to assist students at the Circulation Desk during scheduled hours.

Tutors in the Writing Center are trained to assist students in properly documenting research sources in their essays. Additionally, many student support programs reinforce students' skills and responsible use of knowledge, such as the federally funded TRiO programs and NASNTI grant initiatives.

The Student Handbook provides further guidance for students regarding "Computer / Network / Internet Usage and Unauthorized File Sharing Procedures," which include statements about respecting copyright and other intellectual-property rights. Likewise, the Federal Compliance section of the SSC Website includes information about copyright infringements and sanctions, and computer use and file sharing.

Response to 2.E.3

SSC Ensures Academic Honesty and Integrity

SSC's Academic Integrity Procedure is clearly explained in the Student Handbook, which is published on the SSC Website. The procedure defines the many different forms of academic dishonesty, including plagiarism, cheating, fabrication or falsifying, impersonating, collusion, facilitating, and misrepresentation, and the consequences of such actions, as well as the student appeals process. Statements regarding Plagiarism and other forms of Academic Dishonesty are included in all course syllabi. Academic honesty is stressed across campus, with particular emphasis in first-year courses that are required for all transfer degrees, such as Composition I and II and Learning Strategies.

Faculty and students are informed and expected to follow the set procedure for filing complaints of plagiarism and other forms of academic dishonesty, which allows for student grievances and appeals. The Faculty Handbook and Student Handbook both detail the Academic Integrity Procedure. In cases of academic dishonesty, faculty are required to file the Academic Integrity Report form, which is available as an online form in "Faculty Information" in MySSCOK (SSC's secure employee and student portal that requires unique login verification).

SSC's College Catalog includes published information regarding Plagiarism, Transfer of Credit, Grades and Grade Point System, Academic Suspension, Academic Forgiveness and Reprieve, Repeated Courses, and other pertinent policies to Academic Integrity.

SSC's Student Handbook includes the college's Satisfactory Academic Progress Policy (SAP) for financial aid, which details minimum GPA standards, as well as suspension, probation, and academic plan and appeals processes. The Student Handbook also includes statements regarding Recommended Academic Load and Academic Overload for students.

Part of ensuring integrity is providing transparency of information to constituents. Therefore, the college publishes its Course Catalog, Degree Programs, and Student Handbook on the SSC Website.

Sources

- Academic Honesty and Plagiarism Statements from Sample Course Syllabi-SSC-29 December 2019 .pdf
- Academic Integrity Procedure-Student Handbook-SSC-29 December 2019
- Academic Integrity Report Form-SSC-29 December 2019
- Academic Integrity Report Form-SSC-29 December 2019
- Board of Regents Duties-Minutes-Quorum-Order of Business- Policy II-1-3-SSC-30 December 2019
- Code of Conduct-Student Handbook-SSC-29 December 2019
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- Continuing Education-Policy II-4-32-SSC-29 December 2019.pdf
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- Definition of Plagiarism-College Catalog-SSC-29 December 2019
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- Faculty Senate Professional Development Application Form-SSC-30 December 2019
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- Ownership of Materials Produced with Aid of Funds or Equipment Administered by the College-Policy II-7-4-SSC-29 December 2019.pdf
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- Professional Development Plan Policy II-4-29-SSC-22 December 2019
- Recommended Academic Load and Academic Overload for Students-Student Handbook-SSC-29 December 2019
- Salary Increments Upon Degree Completion – Policy Manual-SSC-29 December 2019
- Satisfactory Academic Progress Policy-Student Handbook-SSC-29 December 2019.pdf
- Student Academic Grievance Procedure-Student Handbook-SSC-29 December 2019
- Student Bill of Rights and Responsibility-Student Handbook-SSC-29 December 2019
- Student Handbook FY 2019-SSC-12 January 2020

2.S - Criterion 2 - Summary

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

Summary

SSC's Policy Manual serves as an effective foundation for the college's governance. The Faculty Handbook, Student Handbook, College Catalog, and HR web page offer easily accessible and clear guidance for specific procedures. SSC maintains transparency of information through publishing federal compliance and consumer information on its website. Students, faculty, and staff are expected to maintain integrity and follow established codes of conduct in all of the college's day-to-day operations.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Response to 3.A.1

SSC's Courses and Programs Are Current and Relevant

SSC is a two-year college that confers associate degrees. These degree programs and their requirements are clearly posted on the SSC Website and included in the College Catalog, which is reviewed and updated annually.

As a state institution, SSC is a member of the Oklahoma State Regents for Higher Education's Course Equivalency Project (CEP). This CEP project ensures the currency, relevancy, and rigor of all courses within the state system for transferability. Representatives from the state institutions' various academic disciplines meet annually to determine common course descriptions and learning outcomes for the courses listed on the CEP Transfer Matrix. For an institution to have a course approved for inclusion on the CEP Transfer Matrix, the syllabus, course description, general curriculum outline, and course objectives must reflect what the CEP has determined as appropriate for the course and must be approved by a majority vote of the members of that discipline's CEP committee. SSC has 141 courses listed on the OSRHE CEP Transfer Matrix, and offers 17 associates degrees, five associates in applied science degrees, and two certificates, proving its programs are appropriate to higher education.

SSC Requires Appropriate Levels of Student Performance

Within these degree programs, SSC adheres to a 4.0 grade point average scale for determining academic performance. According to SSC's Continued Enrollment Policy in the College Catalog, for a student to maintain satisfactory academic performance, an overall GPA of 2.0 is the minimum expectation. Students are placed on academic probation if their GPA falls below 1.7 during their first 30 credit hours attempted, and if their GPA falls below 1.9 if they have more than 30 hours

attempted. The College Catalog specifies that all courses in which a student has a recorded grade will be counted in the calculation of GPA for retention purposes, excluding any repeated courses, those that have been reprieved or removed, zero-level (remedial) courses, and physical education activity courses. Students are encouraged to seek academic tutoring if their GPA is a D or F. Students cannot enroll in the next level of sequential courses, such as Composition I and II and several math and science courses, if they have not achieved at least a D (2.0) in the course.

While SSC is an "open-enrollment" college in the tradition of community colleges, students must demonstrate appropriate levels of proficiency before enrollment in certain courses. The College Catalog provides information regarding Entry-Level Assessment and the Transitional Education Program. Remediation courses have clearly articulated placement procedures, curricular requirements, and completion goals, which are stated in the course syllabi. Please see the Evidence File for course syllabi for SSC's Transitional Education Courses: Fundamentals of Language Arts, Special Topics in Composition, Special Topics in Math, Special Topics in Statistics, and Special Topics in Algebra.

Response to 3.A.2

SSC Confers Associate Degrees

As a two-year college, SSC only confers associate degrees. SSC offers 17 associates degrees in arts and science (AA, AS), five associates in applied science degrees (AAS), and two certificates (Child Development and Early College). Each degree program and certificate are clearly posted on the SSC Website and published in the College Catalog. Each degree program and certificates' learning goals are clearly articulated in the Seminole State College Degree Program Outcomes document, which is published on the Office of Institutional Effectiveness' web page. This document specifies the degree program or certificate overview, curriculum, major field electives, general education relationship, mission centrality, outcomes for transfer degree programs with measurable indicators, and outcomes specific to the particular degree or certificate with measurable indicators, for each degree program and certificate offered by the college.

In addition to clearly articulated learning goals for each degree program and certificate, each course fulfills one or more of SSC's four General Education Outcomes, and every course syllabus identifies which of these General Education Outcomes are met by the course, as well as the course's specific Degree Program Outcomes, Course Outcomes, and Learning Objectives.

Response to 3.A.3

SSC's Assessment Processes Ensure Consistency and Quality of Student Learning

SSC's Assessment Processes work to ensure consistency and quality of curriculum and student learning among the various modes and locations of delivery. SSC's Office of Institutional Effectiveness oversees the college's robust academic assessment policies and procedures. The college's assessment practices and emphases are clearly posted on the Office of Institutional Effectiveness' web page.

SSC measures progress against course learning objectives by the college's annual Course-Embedded Assessment (CEA) reports, which inform larger Program Review analyses and the college's Academic Plan, which are submitted annually to the OSRHE. The CEA reports require the same analysis criteria for all class modalities: face-to-face, online, Zoom, blended, and off-campus

courses.

SSC ensures all courses, regardless of modality or location, meet the required seat minutes to be in compliance with federal credit hour policy. SSC follows the Seat-Time Guidelines and Teaching Credit Hours procedure outlined in the Faculty Handbook:

"For face-to-face lecture courses, a contact hour is defined as 50 minutes of seat time. One credit hour of college credit requires 16 contact hours or 800 minutes of seat-time, regardless of how many weeks are in the semester. To earn one credit hour during a 16-week semester, a student must attend a class that meets 50 minutes per week to reach the required 800 minutes. To earn one credit hour during an 8-week semester, a student must attend a class that meets 100 minutes per week to reach the required 800 minutes. Three credit hours of college credit in face-to-face lecture courses requires 48 hours or 2400 minutes of seat-time regardless of how many weeks are in the term. To earn three credit hours during a 16-week semester, a student must attend a class 150 minutes per week to reach the required 2400 minutes. To earn three credit hours during an 8-week semester, a student must attend a class 300 minutes per week to reach the required 2400 minutes. For lab, studio, and activity courses, the required contact time varies between 1600 and 2400 minutes depending on the course and established standards in the field. For example, one credit hour of lab in BIOL 1114 General Biology requires 1600 minutes of contact time or 100 minutes per week during a 16-week semester. One credit hour of lab in BIOL 2214 Human Physiology requires 2400 minutes of contact time or 150 minutes per week during a 16-week semester. Some variations are field specific. For example, all nursing courses require 2400 minutes of lab contact time per credit hour. Like nursing, most art studio courses require 2400 minutes of contact time per credit hour. A four-credit-hour course of which three of the credit hours are derived from lecture and one of the credit hour is derived from lab requires 2400 minutes of contact time in lecture plus 1600-2400 minutes of contact time in lab. Activity courses typically require 100 minutes per week in a 16-week semester or 1600 minutes per credit hour."

SSC also uses a Blended Class Seat-Time Calculator to help ensure and track seat minute equivalency in blended classes. SSC reports this compliance to the OSRHE each year.

SSC uses Jenzabar EX, which is the college's Student Information System, to calculate seat time. Jenzabar EX gives a warning when class times are not exact. SSC reports seat minutes every semester to the OSRHE using the UDS (Unitized Data System) to document the characteristics of each individual class. This reporting includes beginning-ending time, duration of class, type of class, and instructor along with other items. If any of these are not correct in seat time or do not show enough content for online, blended, or Zoom classes, then the college is required to submit an explanation and to correct the situation.

Sources

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- Blended Course Seat-time Calculator-SSC-30 December 2019
- CEA Sample Report Form-SSC-30 December 2019
- CEA-Modality of Instruction-SSC-30 December 2019

- Continued Enrollment Policy-College Catalog-SSC-30 December 2019
- Course Syllabus Template Form-MYSSCOK-SSC-30 December 2019
- Degree Program Outcomes–Office of Institutional Effectiveness Web Page-SSC-30 December 2019.pdf
- Entry-Level Assessment and Transitional Education Program-College Catalog-SSC-29 December 2019.pdf
- General Education Outcomes-Assessment Web Page-SSC-31 December 2019.pdf
- OSRHE CEP Web Page-SSC-30 December 2019
- Program Reviews-Program Review Web Page and 3 Years of Degree Program Review Reports-SSC-30 December 2019
- Seat Time Guidelines and Teaching Credit Hours-Faculty Handbook 4.6.2-SSC-30 December 2019.pdf
- SSC Transfer Oriented Degree and Technical-Occupation Degree Programs-College Catalog-SSC-30 December 2019
- Transitional Courses Syllabi-SSC-30 December 2019

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Response to 3.B.1

SSC's General Education Is Appropriate

As part of Oklahoma's state system of Higher Education, SSC is responsible to the OSRHE. As stated in SSC Policy I-1-2, the OSRHE maintains SSC as a two-year college under Article XIV, Section 180 of the Higher Education Code, and establishes SSC's primary service area.

Thus, SSC operates in accordance with its designated mission by offering associates degrees designed to transfer to a four-year degree, or to help students enter the workforce. SSC offers 17 transfer degree programs as Associate in Arts or Associate in Science, five enter-the-workforce degrees (technical-occupational programs) as Associate in Applied Science degrees, and two certificate programs.

SSC's General Education Requirements for Associate in Arts and Associate in Science transfer degrees are listed in the College Catalog as a core of 42 credit hours, with an additional 20-23 hours from the students' chosen major degree program completing the total degree requirements. SSC's associate degrees range from 60 to 67 required total credit hours, depending on the specific transfer needs of the discipline.

The AAS degrees require 19 to 21 hours of general education requirements, with additional courses supplying the Technical-Occupational Field Support and Technical-Occupational Field Requirements for a total of 64 to 72 hours needed for the degrees, depending on the discipline. It should be noted that these AAS degrees in Business Technology, Engineering Technology, Medical Laboratory Technology, Nursing, and Physical Therapist Assistant are designed to help students enter the

workforce upon degree completions, and, therefore, by necessity require a few more credit hours than the transfer associates degrees.

SSC's two certificate programs both require 18 hours. The Child Development Certificate is intended to prepare students for employment in early childhood programs and meets the employment requirement for both early childhood and infant and toddler programs in the State of Oklahoma. The objective of the Early College Certificate is to encourage concurrent high school students and college-bound Career Tech students to complete 18 hours of college credit prior to entering the workforce or college full-time.

Response to 3.B.2

SSC's General Education Philosophy Forms the College's Educational Framework

General Education courses form the central core for all associate degrees at SSC. General Education courses vary in content, but all have the common purpose of broadening student perspectives toward human life, cultural diversity, and biological and physical environments by focusing on at least one, and frequently more, of the following General Education Student Learning Outcomes:

- Outcome 1 – Demonstrate effective and scholarly communication skills
- Outcome 2 – Utilize scientific reasoning and / or critical thinking to solve problems
- Outcome 3 – Demonstrate knowledge and display behavior related to functioning in and adding value to a global society
- Outcome 4 – Recognize the role(s) of history, culture, the arts or sciences within civilization.

SSC's General Education is grounded in the college's philosophy that higher education is intended to broaden students' exposure to commonly recognized areas of knowledge, to introduce diverse subject areas that will encourage informed student choices in today's global society, and to equip students with essential and useful skills necessary for careers and life-long learning.

Response to 3.B.3

SSC's Programs Prepare Students for Changing, Global Environments

In order to ensure SSC equips students with the necessary skills to effectively manage and communicate information and create original work in changing and diverse environments, all associate degrees are based on a general education core.

All courses within this general education core have the purpose of broadening student perspectives toward human life, cultural diversity, and biological and physical environments by focusing on at least one of the General Education Student Learning Outcomes, detailed above. To this end, each degree program requires a core of 42 general education hours, with additional courses totaling at least 60 hours per degree program.

Thus, 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 global society, and to equip students with useful skills necessary for careers and life-long learning in a changing global society.

Response to 3.B.4

SSC's Educational Offerings Are Committed to Recognizing Diversity

SSC's commitment to provide education that recognizes human and cultural diversity is most poignantly articulated in SSC's General Education Student Learning Outcomes 3 and 4: "Outcome 3 – [Students will] Demonstrate knowledge and display behavior related to functioning in and adding value to a global society, and Outcome 4 – [Students will] Recognize the role(s) of history, culture, the arts, or sciences within civilization."

The SSC General Education Outcomes Matrix on the SSC Website shows that of 255 courses offered at the college, 138 meet outcome 3, and 130 meet outcome 4. Furthermore, 58 courses listed in the SSC Catalog mention some element of human or cultural diversity as part of their course descriptions. Additionally, SSC offers several Global Studies courses with various emphases and has an ongoing cultural and educational exchange partnership with College360 in Silkeborg, Denmark.

Response to 3.B.5

SSC's Faculty and Students Contribute Scholarship and Creativity

SSC's faculty work diligently to stay aware of current research in their fields. A listing of several professional development experiences undertaken by faculty in the last few years is provided in the Evidence File.

The college's 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 have a strong tradition of applying the skills and knowledge they learn from their attendance, presentations, and leadership in conferences, organizations, and events in their fields to improving their teaching or service areas.

SSC's students also contribute scholarship, creative work, and discovery of knowledge through the opportunities provided to them through the various student organizations available on campus. SSC offers various internship, field experience and practicum courses as well.

Sources

- AAS Degrees-College Catalog-SSC-30 December 2019
- Certificate Programs-College Catalog-SSC-30 December 2019
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- Field Experience and Practicum Courses-SSC-18 December 2019
- General Education Outcomes Matrix May 2019-SSC-21 December 2019
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- Policy I-1-2-Status as a State Institution and Powers and Duties of the Board of Regents-SSC-30 December 2019.pdf
- Professional Development Plan Policy II-4-29-SSC-22 December 2019
- Student Organizations-SSC-27 December 2019
- Technical Occupation Degree Programs and Certificates-SSC-29 December 2019.pdf
- Transfer Degree Programs-College Catalog-SSC-31 December 2019.pdf

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Response to 3.C.1

SSC Has Sufficient and Appropriately Involved Instructional Staff

SSC employs 43 full-time faculty and a varying number of adjunct and part-time faculty according to need. Of the full-time faculty, 14% have terminal degrees. The overall student to faculty ratio is 18:1. (Please see IPEDs data in Evidence File.) All faculty are hired based on established credentialing requirements that ensure they are appropriately qualified to teach in their subject areas. Every faculty member is required to follow a standard syllabus template and complete course-embedded assessment (CEA) reports each year. These syllabi and assessment reports ensure that faculty are effectively establishing oversight of curriculum and student performance measures and expectations. The sample syllabus format and CEA are found in the Evidence File.

Response to 3.C.2

SSC Instructors Are Appropriately Qualified

SSC's Policy II-4-1 explains Employment Qualifications for faculty, and the Human Resources Office maintains current job descriptions and employment qualifications for every position on campus. The Faculty Handbook also includes statements regarding faculty credentials. In the Faculty Handbook, section 3.8 Faculty Qualifications includes items 3.8.1 "Minimum Faculty Qualifications," 3.8.2. "Equivalent Experience," and 3.8.3 "Professional Development Plans."

SSC follows established faculty credentialing guidelines and maintains a credentialing file in the VPAA office to ensure that all faculty are appropriately qualified to teach in their subject areas in all

of the college's academic programs. SSC follows the tradition of requiring a master's degree in the discipline or 18 graduate hours to qualify to teach in that discipline. In cases where alternate credentialing may be required, the college follows a faculty credentialing procedure and form. Faculty credentials are documented in the personnel files kept in the Academic Affairs Office.

The college recently recognized a need to implement a more thorough Tested Experience document to establish clearer academic guidelines for each discipline. In the fall of 2019, the issue was proposed in Academic Affairs and then passed on to Faculty Senate for the faculty to lead the initiative. In the spirit of shared governance, a Tested Experience Committee was formed, including faculty representatives from each academic division on campus.

The committee researched and created a set of guidelines and a form. These documents were shared with the faculty at large for input via email and at the Faculty Senate meetings. The documents were are also shared at Division Chair Council. After approvals from Faculty Senate and the Division Chair Council, the documents were sent to Administrative Council for further recommendations and input. The college hopes to have these Tested Experience documents fully developed and implemented within the next academic year as a way to establish even more quality control for the college's academic excellence. The college is proud of its culture of self-reflection and analyzing ways in which it can continue to grow and improve.

Response to 3.C.3

SSC Regularly Evaluates Faculty

In accordance with SSC Policy II-6-2, Division Chairs complete an evaluation of each faculty member in their divisions in February of each year. These evaluations are then forwarded to the Vice President for Academic Affairs.

As stated in the policy, the evaluation process calls for the completion of a Performance Evaluation by the Division Chairs, which addresses the faculty member's professional performance during the preceding calendar year (January – December). New faculty members are evaluated only on fall semester performance. The Division Chairs discuss the evaluation with each individual faculty member, and both sign and date the Performance Evaluation Form. The annual performance evaluation serves the dual function of assisting faculty in their professional development planning and the institution in its efforts to ensure quality instruction for its students. Division Chairs evaluate new adjunct faculty at least once through classroom visitation either in person or through a full-time faculty member assigned that task by the chairperson.

The Faculty Handbook includes information in Section 3.7 regarding Faculty Performance Evaluations and their intended use to foster continuous improvement of faculty performance and student learning. The handbook offers instructions for Division Chair Evaluation of Full-time Faculty and Adjunct Faculty (3.7.1 and 3.7.2) as well as the VPAA's evaluation of Division Chairs.

Response to 3.C.4

SSC Values and Supports Professional Development

SSC has a Professional Development Plan. Likewise, the college budgets professional development funds for Faculty Senate to allocate based on an application and committee approval process. Any faculty member may fill out the form and make application to the Faculty Senate's Professional

Development Committee to be approved for funding as monies allow, as long as the request falls within the guidelines of furthering the educational mission of the college.

SSC's Professional Development Plan states: "professional growth is essential to providing quality service to students [and] Professional development opportunities allow employees to grow emotionally, educationally, culturally, and physically; and professional development activities help ensure that 'burnout' and 'deadwood' do not develop within the institution."

SSC has other policies in place to further encourage faculty to stay current in their teaching roles and continue their professional development through Tuition Reimbursement, Educational Attainment Pay, Salary Schedule Increments Upon Degree Completion and PDP: Continuing Education Plan. Information regarding the college's ongoing commitment to allocating monies for professional development funding is found in this section of the policy manual.

Response to 3.C.5

SSC's Faculty Are Accessible

Full-time faculty members are required to keep at least ten office hours a week for students to be able to access them outside of class time for any issues, concerns, or help they may need with their courses. Part-time and adjunct faculty are encouraged to make themselves available to students a few minutes before or after classes to answer questions and provide help.

All full-time, part-time, and adjunct faculty are required to include their contact telephone and email addresses as well as their office hours schedule in their class syllabi. Office hours and instructors' class schedules are posted on all instructors' office doors.

Response to 3.C.6

SSC Staff Members Are Qualified and Trained

SSC's Professional Development Funding, Tuition and Fee Reimbursement, Educational Attainment Pay, Salary Schedule Increments upon Degree Completion and PDP: Continuing Education Plan policies apply to professional and classified staff as well as faculty.

All employees working in student services meet minimum employment qualifications. The Human Resources Office maintains job descriptions for every position on campus that detail these criteria. The College Catalog includes a roster of SSC's administration and staff showing academic degrees and years of service to the institution.

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- Faculty Minimum Qualifications-Equivalent Experience-Professional Development Plans-Faculty Handbook 3.8.1-2-3-SSC-30 December 2019
- Faculty Senate Professional Development Application Form-SSC-30 December 2019
- IPEDS Enrollment Data 2018-SSC-29 December 2019.pdf
- Professional Development Plan Policy II-4-29-SSC-22 December 2019
- Salary Increments Upon Degree Completion – Policy Manual-SSC-29 December 2019
- Transfer Degree Programs-College Catalog-SSC-31 December 2019.pdf
- Tuition Reimbursement Plan and Continuing Education-Policy II-4-30 and II-4-32-SSC-30 December 2019

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Response to 3.D.1

SSC's Student Support Services Meet the Demands of Its Student Population

The Student Handbook and College Catalog provide information about SSC's various student support services. As stated within the Student Handbook under "Academic Services," students may contact the college's academic counselors for referral to services or courses that will assist with development of better study skills, time management, and test-taking skills. Learning Strategies courses are available for all students, and individual academic assistance is available in each of the college's academic divisions during instructors' office hours and by arrangement. For additional help, students may go to one of the many tutoring locations around campus, such as NASNTI's Engagement Center, the Writing Center, Math Lab, or CAT Lab.

Academic support from Student Support Services (SSS), a TRiO program, is also available to qualifying students based on federal eligibility criteria. SSS serves 160 SSC students each academic year, offering tutoring, academic advising, computer lab, enrollment assistance, career guidance, and transfer assistance.

STEM Student Support Services (STEM SSS) provides academic support to students interested in pursuing degrees related to health science and STEM-related fields. Students who qualify for STEM SSS receive services such as tutoring; academic advising; transfer assistance; enrollment assistance; financial literacy education; career counseling; FAFSA completion assistance; and help with managing test anxiety, improving study skills, and managing stress. The College Catalog provides additional information about these services as well as ADA services and Veterans Assistance.

The NANSTI grant is posted on the SSC Website under "Community Programs" and provides student support such as tutoring, peer mentors, professional development, early alert, and the infusion of technology into education labs.

The college opened two additional resources for students in the fall of 2019, the SSC Food Pantry and the SSC Help Center. Following the belief that students' basic needs must be met before students can excel academically, SSC opened the Food Pantry in October 2019. The purpose of the Food Pantry is to remove food insecurities and offer educational resources to SSC students in need. The mission is to promote and support the wellbeing of the SSC campus community by providing free supplemental food assistance to SSC students. Donation carts are set up at various locations around campus, and SSC employees may make monetary donations through monthly payroll deductions if they choose. The SSC Help Center also opened in October of 2019. The Center's mission is to provide support for students who are facing mental health issues, seeking counseling referrals, or needing guidance on their academic careers. Beginning in 2020, SSC faculty and staff will be able to complete online training about suicide prevention. Both the Food Pantry and SSC Help Center are located in the Boren Library building and offer easy parking and discreet access.

Response to 3.D.2

SSC Addresses Students' Academic Needs

The College Catalog includes information about Entry-Level Assessment, which is the process SSC uses to determine students' readiness for college-level courses. Entry-Level Assessment at SSC is based on the Academic Affairs Procedures mandated by the OSRHE. SSC has established a minimum score of 19 on ACT subject tests in science, mathematics, reading and English as the initial determinant for individual student readiness for college-level work in those subjects. Only students who score at or above this level are permitted to enroll in college-level courses in each subject area.

ACT subject test scores in English, reading, and science are valid for five years. ACT subject test scores in math are valid for one year. Students who score below 19 in any of these subject areas are considered to have basic academic skills deficiencies and may elect to participate in secondary testing to attempt to place into college-level courses in these subjects. Students with ACT subject test scores below 19 who choose not to undergo secondary testing will be placed in transitional courses based on their ACT subject test scores, and in the case of mathematics, on a placement rubric. Students who lack ACT Assessment Test scores entirely are required to undergo secondary testing prior to enrolling. The primary testing instruments for secondary testing are Accuplacer Assessment Tests in reading and writing skills, and divisional tests and a placement rubric in math. Students are permitted to take a placement test in a subject no more than twice each enrollment period.

Students who do not demonstrate college-level performance on secondary tests will not be permitted to enroll in college-level courses in those subjects. Those students must complete the appropriate transitional education course(s) in the appropriate subject area(s) with a grade of C or better, within the first 24 hours of college-level hours attempted. Students continuously enrolled in courses designed to remediate deficiencies may be allowed to continue enrollment beyond the 24-hour limit. Institutional entry-level assessments may also include a "multiple measures" evaluation of past academic performance; mental, physical, and emotional educational readiness; educational goals; study skills; values; self-concept; and motivation.

Students with less than 19 on the ACT Science Test must be concurrently enrolled in or have completed college-level math and composition to enroll in an entry-level science course other than General Chemistry I, which requires a Toledo Chemistry Test or completion of CHEM 1114 Introduction to Chemistry.

Information about SSC's Transitional Education Program is published in the College Catalog, the Assessment of Student Learning Procedure, and the Transitional Education Report.

Response to 3.D.3

SSC Provides Academic Advising

The College Catalog and Student Handbook offer information about SSC's Academic Advising. SSC follows an advising system comprised of three different layers of guidance for students: 1) New Student Advisors serve all incoming students through the Enrollment Center in the Walkingstick Student Services Center; 2) Returning Student Advisors meet and develop relationships with all students as a part of Learning Strategies courses; and 3) Degree Program Mentors provide major-field expertise and career-specific advisement to students for their degree programs.

Response to 3.D.4 and 3.D.5

SSC's Infrastructure and Resources Support Effective Teaching and Learning

SSC has adequate technology and other resources to support effective teaching and learning. The Evidence File includes an Infrastructure and Resources list.

SSC provides guidance to students about using information resources and managing research. SSC has policies and practices in place to ensure students understand the importance of properly attributing research materials. Section 2.E. of this Assurance Argument explains these processes and policies in more detail.

Sources

- Academic Advising-Student Handbook-SSC-30 December 2019
- Academic Services-Student Handbook-SSC-30 December 2019
- ADA and Veterans Services-College Catalog-SSC-30 December 2019
- Entry-Level Assessment and Transitional Education Program-College Catalog-SSC-29 December 2019.pdf
- Entry-Level Assessment-College Catalog-SSC-29 December 2019.pdf
- Food Pantry-Collegian-Nov 2019-SSC-30 December 2019.pdf
- Food Pantry-SSC-30 December 2019.pdf
- Infrastructure and Resources to Support Teaching-SSC-30 December 2019
- NASNTI Web Page-SSC-30 December 2019
- SSS Web Page-SSC-30 December 2019
- Transitional Education Program-College Catalog-SSC-29 December 2019.pdf

3.E - Core Component 3.E

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

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Response to 3.E.1 and 3.E.2

SSC's Co-curricular Activities Enrich Students' Educational Experiences

SSC has defined co-curricular activities according to the guidelines established by HLC. Co-curricular activities are learning activities, programs, and experiences that reinforce the college's mission and values and complement the formal curriculum. Examples of co-curricular activities include study abroad, student-faculty research experiences, service learning, professional clubs or organizations, athletics, honor societies and career service.

Some representative examples of various SSC co-curricular activities include:

- Global Studies courses, in which students travel to a variety of different countries, most recently including France, Italy, and England,
- Student Government Association members' attendance at the National Conference,
- Howlers and Yawpers Creativity Symposiums,
- Special Projects in Art courses,
- Division Internships,
- Speech Tournament judging,
- Sigma Kappa Delta's Children's Book Drive,
- SSC Health Science's Coordinating Blood Drives,
- Serving and Assisting in Food Pantry,
- Assisting with Constitution Day,
- Native American Student Association sponsoring speakers and hosting regular field trips to cultural centers,
- NASNTI hosting several cultural and student success presentations and events,
- STEM SSS Women in STEM Day,
- Athletic teams assisting with wrapping Christmas gifts for charities and other community service opportunities, such as reading books for children at local elementary schools,
- Field trips to museums and plays for art and theatre courses.
- Honor societies' community engagement and service opportunities, such as food drives, clothing drives, and book drives,
- Halloween "Trick or Trail" Community-wide Event on campus.
- Food drives, clothing drives, and book drives hosted by various honor societies on campus,
- Christmas Cards for Veterans/Soldiers

- Phi Theta Kappa's Relay for Life, and
- Cultural and educational exchange program with College360 in Silkeborg, Denmark.

Sources

- Co-Curricular Activities Examples-31 December 2019.pdf

3.S - Criterion 3 - Summary

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

Summary

SSC fulfills the claims it makes to provide students with high-quality educational experiences. SSC ensures its degree programs are appropriate by adhering to transfer guidelines and standards established by the OSRHE's Course Equivalency Project.

SSC is committed to intellectual inquiry and integration of a broad range of learning skills, as evidenced by the college's General Education Outcomes and Program Reviews. The college's extensive offering of courses emphasizing diversity also demonstrates SSC's commitment to helping students understand the value of human diversity and the importance of functioning in a changing global society.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Response to 4.A.1

SSC Has an Established Schedule of Regular Program Reviews

The Office of Institutional Effectiveness' web page lists the current status of the college's program reviews under "Degree Program Assessment." This page shows the current and past degree program reviews, executive summaries of the reviews, and degree program evaluations. In accordance with SSC Policy II-7-2, each degree program is reviewed every five years on a set schedule. These reviews are submitted to the OSRHE to prove ongoing viability of the college's program.

The college's academic divisions evaluate their respective degree programs annually and modify them as needed. All degree program evaluations, including the assessment of specific course offerings, are guided by a combination of evaluative factors. Degree programs must comply with established measures, which include the institution's educational standards, the division's academic

goals, and equivalency criteria established by the CEP of the OSRHE. Added guidance is provided through articulation agreements with institutions such as East Central University (ECU). Program evaluations rely on assessment data collected through various means. The primary sources of assessment data are garnered from three assessment tools: 1) course-embedded assessments – created by instructors to evaluate the level and degree of student learning within specific courses, which are generated every fall semester; 2) end-of-instruction assessments completed by students who evaluate specific courses at the end of the semester; and 3) the Graduate Exit Survey wherein students who have completed their degree programs assess their overall educational experience, including the quality of education. Additionally, administrators, division chairs and faculty are given access to the information provided in annual Integrated Postsecondary Education Data System (IPEDS) and Unitized Data System (UDS) reports, which provide vital information for improving programmatic and curricular design, as well as instructive effectiveness.

Response to 4.A.2 and 4.A.3

SSC Evaluates All Credit and Assures the Quality of Transfer Credit Accepted

According to the College Catalog, SSC believes that students proficient in specific areas should have the opportunity to establish college credit through advanced standing examinations. A total of 30 semester hours may be earned through advanced standing exams, College Level Examination Program (CLEP) tests, or the College Board's Advanced Placement Program (APP). The college has established guidelines for credit hours transcripted for advanced standing exams, CLEP, and APP.

The College Catalog includes clear procedures for the acceptance of credit for students transferring to SSC from other colleges and technology centers. SSC evaluates all transfer transcripts, including military Joint Services Transcripts. The college relies on responsible third parties for making transcript recommendations. For international transcripts, SSC relies on guidelines recommended by the World Education Services and Educational Credit Evaluators. SSC uses the OSRHE's Course Equivalency Project (CEP) Transfer Matrix to assign equivalencies from Oklahoma's public institutions.

SSC only accepts transfer credits from regionally accredited institutions of higher learning, approved prior learning assessments, or recommendations for credit for prior learning. SSC's admissions use College Source to verify regional accreditation from transfer colleges.

Response to 4.A.4

SSC Maintains and Exercises Authority over Prerequisites and Rigor for Courses

Each division is responsible for setting prerequisites in compliance with the OSRHE CEP Transfer Matrix. Likewise, each division is responsible for ensuring consistency in curriculum across the different delivery modalities. The divisions are also responsible for ensuring the course objectives are in alignment with the Common Course Descriptions and Student Learning Objectives iterated on the CEP, as well as in accordance with researching best practices for courses within the diverse disciplines at sister institutions.

SSC's four General Education Outcomes serve as the basic framework for all of the courses offered at the college, and the courses' individual student learning expectations are derived from that framework. Course-embedded assessments are conducted in all courses to ensure the quality and consistency of these expectations for all degree programs.

In order to further ensure quality and consistency of its academic offerings, SSC provides equal access to learning resources for all students. SSC students may download Microsoft Office for free to use on their home devices, and they may access SSC's subscription to Ebscohost from off-campus locations with the college's username and login information provided to them in their classes. Students may receive tutoring in the Writing Center, Math Lab, or other locations on campus as well.

The VPAA's office maintains personnel files with documentation of faculty credentials. The college requires the same guidelines for minimum faculty credentialing for all its programs, including instructors of courses offered to concurrent, dual-credit high school students.

SSC assures that dual credit courses for high school students are equivalent to all other courses offered at the college. Concurrent high school students receive credit by taking courses from credentialed SSC faculty. Concurrent students are also governed by the same policies and standards as all other SSC students. There is no "separate curriculum" available at SSC specifically for concurrently enrolled high school students.

Response to 4.A.5

SSC Maintains Specialized Accreditations

SSC publishes the status of its specialized accreditations on its website. In addition to accreditation by HLC, SSC's specialized accreditations include: Accreditation Commission for Education in Nursing (ACEN), Commission on Accreditation in Physical Therapy Education (CAPTE), and National Accrediting Agency for Clinical Laboratory Science (NAACLS).

Response to 4.A.6

SSC Evaluates Graduates' Success

SSC tracks and evaluates the academic success of its graduates who transfer to four-year institutions to complete their bachelor's degrees. SSC posts these Transfer Reports from Four-Year Institutions by academic year on SSC's Office of Institutional Effectiveness' web page.

SSC's Nursing Program tracks completion rates, NCLEX pass rates, and job placement as indicators of their graduates' success. As part of their regular, ongoing program review, MLT tracks employment and continuing education rates of its graduates for a period of three years, as required by NAACLS. The MLT Program also tracks the American Society for Clinical Pathology (ASCP) Board of Certification Exam Scores (BOC) for each graduating class by year. The Physical Therapist Assistant Program was recently accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) in April of 2019 and is in the process of tracking data for its first cohort of students.

Transfer reports from the primary receiving institutions provide grade point averages and degrees earned for students who transfer from SSC. Students from SSC transfer mainly to East Central University, University of Central Oklahoma, Oklahoma University, and Oklahoma State University.

At the end of the spring semester, the Coordinator of Institutional Effectiveness contacts representatives of these four institutions requesting information pertaining to the number of graduates and the GPAs received by all of SSC's transfer students. Due to SSC's emphasis on preparing students to transfer, students are expected to achieve similar GPAs at the transfer institutions.

SSC administers a Graduate Exit Survey as a required part of graduating students' degree application process. The purpose of the survey is to obtain information about students' future plans and satisfaction with experiences while at SSC. The survey is administered through the collaboration of Student Services and Academic Affairs. The results are divided in the categories of general information; post graduate plans; and satisfaction with academics, student services, facilities, and campus safety. Only students applying for graduation complete this survey.

Sources

- Accreditations List-Web Page-SSC-31 December 2019
- Advance Standing Credit-College Catalog-SSC-31 December 2019
- Advanced Standing Exams-CLEP-AP-SSC-31 December 2019
- CEA Sample Report Form-SSC-30 December 2019
- CEP Common Course Descriptions-SSC-29 December 2019.pdf
- College Source-Web Page-SSC-31 December 2019
- ECU 2+2 Agreements-College Catalog-SSC-31 December 2019
- Educational Credit Evaluators-Web Page-SSC-31 December 2019.pdf
- Faculty Minimum Qualifications-Faculty Handbook 3.8.1-SSC-31 December 2019.pdf
- General Education Outcomes-Assessment Web Page-SSC-31 December 2019.pdf
- Graduate Exit Surveys-2013-2019-SSC-31 December 2019
- International Transcript Guidelines-World Education Services-SSC-31 December 2019.pdf
- Nursing Completion Rates-NCLEX Pass Rates-SSC-31 December 2019
- OSRHE-Transfer Matrix-Web Page-SSC-31 December 2019.pdf
- Program Review-Evaluations-SSC-31 December 2019
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- Program Review-Policy II-7-2-SSC-31 December 2019
- Program Reviews-2011-2018-SSC-31 December 2019
- Program Review-Web Page-SSC-30 December 2019
- Program-Review-2014-2015-NHS-Medical-Laboratory-Technology-AAS-2014-15-SSC-2 January 2020
- Students Transferring from Colleges and Transfer of Credit from Oklahoma Technology Centers-College Catalog-SSC-31 December 2019
- Transfer Reports from 4 Year Institutions-2013-2018-SSC-31 December 2019

4.B - Core Component 4.B

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Response to 4.B.1

SSC's Assessment Processes Effectively Measure Goals for Student Learning

SSC's Assessment of Student Learning is a dynamic, comprehensive process. Assessment of Student Learning is designed to create and sustain a culture of learning on campus. SSC views assessment as a vital process that provides a mechanism for the college to evaluate its educational philosophy and its methods of providing a quality educational experience for students. Most importantly, it focuses on student learning and the improvement of the learning environment at SSC. Assessment is a process that begins when students are admitted to the college, continues as students actively pursue their studies, and follows the students after graduation with an associate degree or program certification.

For several decades, SSC has placed and continues to place a high priority on the quality of student learning and has created a broad spectrum of assessments aimed at continuous evaluation of its educational quality. The array of assessments includes various institutional actors, including the office of the Vice President of Academic Affairs, the Registrar's Office, the Student Success Council, and the Assessment Committee.

The primary goal of the Assessment of Student Learning is to continuously improve student learning and achievement. It is an ongoing process, distinct from the evaluation of individual students and faculty, and is driven by the college's mission. An effective institutional assessment process measures the specific outcomes for students as a group and addresses the attainment of Degree Program and General Education Outcomes by students as an aggregate, as explained in SSC's Assessment of Student Learning Procedure. Thus, effective assessment conveys meaningful analysis regarding broader aspects of student and institutional achievement.

In general, the following questions guide the Assessment of Student Learning at the college: what are students learning, and how do we use this evidence to improve student learning? To answer these questions, academic assessment is first conducted at the course level, but also involves the use of other self-inspective activities. All assessment activities are designed to determine if desired student learning outcomes from general education, degree programs, and the institution as a whole are being

met.

The SSC Assessment of Student Learning Procedure is published on the Office of Institutional Effectiveness' web page and consists of five overlapping levels of student assessment. Entry-level assessment uses primarily direct measures of student basic skills proficiency by ACT, SAT, institutional placement test scores, and scoring rubrics. The Assessment of Transitional Education tracks the success of students requiring remediation from their point of entry to the completion of general education gateway courses and degree completion. Assessments of General Education and Degree Program Assessments, Evaluations, and Reviews are conducted simultaneously and most prominently at the course level in the form of annual Course-Embedded Assessments and via annual administration of the ETS Proficiency Profile and the analysis of available transfer data. The Assessment of Student Engagement provides indirect assessment data that contributes to student assessment at each of the previous levels to differing degrees. Indirect assessments regularly used for this purpose include internal instruments such as the Entering Student Engagement Survey, Student Feedback on Classroom Instruction, Graduate Exit Survey, and SSC Institutional Statistics Report. SSC used the ACT Collegiate Assessment of Academic Proficiency until 2018, when the college decided to replace that assessment tool with the ETS Proficiency Profile.

The SSC Assessment of Student Learning Procedure 2019-2020 details the college's Assessment Purpose; Assessment Process Overview; Entry-Level Assessment; Assessment of Transitional Education; Assessment of General Education, including Course-Embedded Assessment, Co-curricular Assessment, ETS Proficiency Profile, Transfer Data, and other reports; Assessment of Degree Programs, including Course Syllabi and Course-Embedded Assessment, Degree Programs Outcomes Assessment, Degree Program Evaluations, and Degree Program Reviews; Assessment of Student Engagement and Satisfaction, including SSC Student Feedback on Classroom Instruction, SSC Graduate Exit Survey, SSC Institutional Statistics Reports, Entering Student Engagement Survey, and Instructor Evaluation of Student Participation Survey; the Assessment of Student Learning Committee and current year's Committee Action Agenda; and an Appendix of Course-Embedded Assessment Options.

SSC's assessment processes are reviewed and refined each academic year. The Assessment of Student Learning interacts with the overall campus operation and decision-making, as shown by Figure 2 from SSC's Assessment of Student Learning Procedure, 2019-2020, "The Interactive Role of Assessment at SSC." This figure illustrates the noticeable impact of assessment data upon SSC resource allocation. Likewise, the needs of local and global communities have an impact on the design and interpretation of assessment activities. In total, all these variable processes and influences interact with each other and with the college's mission, forming a dynamic, interactive relationship.

The scrutiny of degree programs follows a scaffolded process that begins with Course Syllabi and Course-embedded Assessment. The process then builds into the next levels of assessment through a sequence of Degree Program Assessment, Evaluation and Review that occur on a periodic basis and ultimately support the college's mission. This assessment sequence is illustrated in Figure 4 of SSC's Assessment of Student Learning Procedure, "Assessment of Degree Programs at SSC."

Response to 4.B.2

SSC's Assessment of Student Learning Clearly Articulates Learning Goals

The college assesses achievement of articulated learning goals for all curricular and co-curricular programs. Entry-level assessment is explained in the College Catalog and is based on the Academic

Affairs Procedures mandated by the OSRHE. SSC has established a minimum score of 19 on ACT subject tests in science reasoning, mathematics, reading, and English as the initial determinant for individual student readiness for college-level work in those subjects. Only students who score at or above this level are permitted to enroll in college-level courses in each subject area. Students scoring below 19 in any of these subject areas are considered to have basic academic skills deficiencies, are not immediately permitted to enroll in college-level courses in that subject area, and are required to undergo secondary testing. Tables showing SSC Placement Cut Scores delineating appropriate entry-level math and language arts courses based on primary and secondary testing are available on the SSC Office of Institutional Effectiveness web page.

The Assessment of Transitional Education has clearly articulated learning goals. Students must clear any necessary remediation for basic academic skills deficiencies within the first 24 college-level hours attempted. The course descriptions for the transitional courses specify the minimum thresholds students need to achieve to clear the academic skills deficiencies before being allowed to enroll in the college-level courses. These thresholds are clearly stated in the College Catalog and Course Syllabi. For ENG 0125 Fundamentals of Language Arts, students must achieve at least a 10th grade reading level on the Lexile measure and attain an overall course grade of C or better.

After successful completion of ENG 0125, students may enroll in ENG 1113 Composition I the following semester, with the co-requisite transitional education course, ENG 0203 Special Topics in Composition. It should be noted, as shown on the SSC Placement Cut Scores, that not all transitional students will need the Fundamentals of Language Arts course. In fact, most of SSC's transitional English students will only require the Composition I paired with the co-requisite Special Topics in Composition for successful remediation.

Transitional students enrolled in Composition I with Special Topics in Composition must pass both courses to receive credit for either of the courses. OSRHE transfer regulations specify that a D or better qualifies as transferable college credit among the state institutions, so in order to satisfy remediation requirements for the co-requisite Special Topics in Composition paired with the Composition I courses, these transitional students must make at least a D in both courses to clear remediation requirements for their academic skills deficiencies.

For students requiring mathematics remediation, those placing into MATH 0104 Basic Algebra according to the SSC Placement Cut Scores must pass with a C or better before moving on to the next level of remediation or college-level course. As shown on the SSC Math Cut Scores, transitional math students must take the appropriate co-requisite Special Topics remediation course for their selected Math Pathway as determined by their degree program.

SSC offers MATH 0203 Special Topics in Math as the transitional education co-requisite for MATH 1413 Quantitative Reasoning; MATH 0223 Special Topics in Statistics as the transitional education co-requisite for MATH 1503 Elementary Statistics; and MATH 0243 Special Topics in Algebra as the transitional education co-requisite for MATH 1513 Pre-calculus for Engineering / Physics / Computer Science and MATH 1523 Pre-calculus for Business / Biology. Like the English co-requisite remediation, students in any mathematics transitional co-requisite special topics course paired with a college-level math course must pass both classes with at least a D to clear the remediation requirements.

Assessment of Transitional Education focuses on tracking student success and completion rates at four levels: 1) transitional course completion, 2) completion of remediation process, 3) completion of general education gateway courses, and 4) graduation. Data for each of these levels is presented and

analyzed in SSC's Transitional Education Report.

Without sacrificing academic rigor, the transitional education program continuously strives to improve both the number and the percentage of students that successfully complete each of the four levels mentioned above. This is accomplished in part through the development of new strategies and teaching methodologies that target the specific needs of SSC's students. Assessment is fundamental to that process.

Assessment of General Education focuses on four outcomes the college has established as the framework for all education offered at the college. All SSC courses must accomplish one or more of the General Education Student Outcomes.

In order to assess these General Education Outcomes, several direct indicators are utilized, including Course-Embedded Assessment of the general education component of all SSC courses, student performance on the ETS Proficiency Profile, and the success of students that transfer to four-year institutions. Several indirect assessments are also used to evaluate the effectiveness of general education. These direct and indirect measures are illustrated in Figure 3, "Assessment of General Education at SSC" on page 7 of the SSC Assessment of Student Learning Procedure, 2019-2020.

SSC has primarily relied on the Course Embedded Assessments as the most prominent way to assess the General Education Outcomes. Details regarding the structure and philosophy of Course Embedded Assessment are listed in the SSC Assessment of Student Learning Procedure document, pages 8-9.

This procedure explains that preset thresholds for General Education Outcome Use of Course-Embedded Assessments have been set at the 30% growth range or 60% minimum post-test. When preset thresholds for General Education Outcome Course-Embedded Assessments are not met, the Coordinator of Institutional Effectiveness informs the Division Chairs, department committees, and other key personnel to begin the process of improvement. These people analyze the individual components in the area needing improvement, identify issues needing improvement, develop an action plan, and present the plan for approval to the Assessment of Student Learning Committee. The campus-wide completion of Course-Embedded Assessment of General Education Outcomes facilitates the accumulation of a wealth of data and recommendations for the improvement of student learning as it pertains to General Education and the college as a whole.

The General Education Outcomes Matrix, available on the Office of Institutional Effectiveness webpage, shows which courses assess each of the four general education outcomes. SSC assesses co-curricular learning activities in an manner consistent with traditional courses using course-embedded assessment or other pre- or post-assessment tools listed in this procedure, and as such, adheres to the same established goals for student learning as the college's curricular programs. The college defines co-curricular learning as including structured activities or experiences that take place outside of the classroom and complement what students learn in the course. The experiences are connected to or mirror the academic curriculum.

Response to 4.B.3

SSC Uses Assessment Information to Improve Student Learning

Assessment of Student Learning is based upon the Course-Embedded Assessments (CEA) used in every course at the college. Instructors complete feedback forms as part of the CEA with analysis

questions designed to target ways to improve student learning. These questions require the instructors to articulate and analyze the following information: 1) their strengths in teaching and whether those strengths are reflected through assessment, 2) which course outcomes had the most growth and why, 3) which course outcomes had the least growth and why, 4) which formative assessments were used during the semester and whether they affected the CEA, 5) plans to improve student learning for the next semester, and 6) any resources needed to enable the instructors to improve student learning.

These analyses are used to guide curriculum decisions, textbook choices, hiring decisions, technology and learning resource needs, and other budgetary considerations. The CEA becomes the foundation for degree program review and evaluations and are major influencers on budgeting decisions and allocations of resources. The CEA analyses provide a mechanism to support ongoing decisions about curricular quality control, needs, and methods for planning and improvement.

The plans for improvement are included in the Program Reviews. For instance, in the Associate in Science in Computer Science October 1, 2018 Program Review, instructors' CEA results showed a need to modify the curriculum for the Computer Science degree. To answer this need, the division added a Programming II course in C++ and updated some of the books used in the major field requirements and electives. These changes were made to help students stay on track when they transfer to various four-year institutions. The assessment also indicated the need for a full-time Computer Science instructor, and SSC administration is currently in the process of finding a way to address this need.

The program review process requires divisions to articulate institutional program recommendations based on the assessment data. Table 9 of the Associate in Science in Computer Science October 1, 2018 Program Review shows this process of goal setting for improvement of student learning, which includes a chart stating the recommendation for improvement, the implementation plan, and a target date. Each Degree Program Review completed for all the divisions at SSC includes this chart. The Program Reviews and their inherent, ongoing plans for quality improvement are publicly available on the SSC Office of Institutional Effectiveness web page and submitted annually to the OSRHE.

The college's Annual Report of Student Assessment Activity, which is also submitted annually to the OSRHE, further documents how SSC uses information gained from assessment to improve student learning. An example is found in the 2017-2018 report, on page 14, regarding the creation of a Student Success Council. Based on needs identified through assessment, this Council is an effort to emphasize providing students with the opportunity to succeed academically and personally.

Through the leadership of the Assessment of Student Learning Committee and the Vice President for Academic Affairs, the college has chosen assessments directly correlated to this effort. At the entry level, SSC redesigned its transitional education course offerings to allow students to progress more quickly through the courses without sacrificing academic integrity and revised the placement process to allow the use of institutionally designed placement tests and a placement rubric for transitional mathematics. In assessing general education, SSC continues to research available avenues such as Student Tracker to increase data collected as students transfer to four-year institutions. SSC continues to create and implement assessment tools used to increase and emphasize student success. SSC also continues to evaluate the assessments and the assessment process to best lead students to reach their goals.

The 2017-2018 Annual Report of Student Assessment Activity provides further examples of how the college uses information gained from assessment. Page 18, section II-7 includes information about modifications made to assessment and teaching in response to the evaluation of general education

assessment. After evaluating those assessment results, for instance, SSC determined a need to find methods to collect more information about transfer student success as a necessary way to help identify areas to strengthen in the college's general education programs and better prepare students for greater academic success after transferring to a four-year institution.

A good example of instructional changes that occurred or were planned in the degree programs to help improve student learning in response to Program Outcomes Assessment is found in section III-3 of the report, on page 20. Based on responses to the Degree Program Assessments, instructors plan to address learning outcomes which had the least amount of growth through more real-world scenarios. While instructors demonstrated a desire for equipment and resources to be able to facilitate a more learner-centered approach to teaching, the instructors also indicated they would like training in the implementation of these teaching strategies.

Response to 4.B.4

Faculty Drive Assessment of Student Learning at SSC

The primary mechanism for SSC's Assessment of Student Learning is the Course-Embedded Assessment, which is conducted by SSC faculty. These assessment reports feed into General Education Evaluation, and they are used to inform Degree Program Evaluations, Assessments, and Reviews, which involve faculty, division chairs, assessment committee members, and the Vice President for Academic Affairs.

The Assessment Committee is comprised of representatives from many different areas across campus. The current committee members are listed on the Office of Institutional Effectiveness web page, and include the VPAA, the Coordinator of Institutional Effectiveness, the Coordinator of Accreditation, faculty representatives from each academic division, Faculty Senate President, and representatives from Fiscal Affairs and Student Affairs.

Sources

- ACT Collegiate Assessment of Academic Proficiency-2017-18-SSC-31 December 2019
- Annual Report of Student Assessment Activity-2017-18-pages 17-18-SSC-31 December 2019
- Assessment Committee Members–The Office of Institutional Effectiveness-SSC-31 December 2019
- Assessment of Degree Programs at SSC-Figure 4-Assessment of Student Learning Procedure 2019-20-pages 11-12-SSC-31 December 2019
- Assessment of General Education-Assessment of Student Learning Procedure 2019-20-page 7-SSC-31 December 2019
- Assessment of General Education-Figure 3-from Assessment of Student Learning Procedure-page 7-SSC-31 December 2019
- Assessment of Student Learning Procedure-2019-2020-SSC-31 December 2019
- Assessment of Student Learning Procedure-Assessment Process Overview-page 5-SSC-31 December 2019.pdf
- Assessment of Student Learning Procedure-Introduction and Assessment Purpose-page 3-SSC-31 December 2019
- Assessment of Transitional Education Report-2018-19-SSC-31 December 2019.pdf
- CEA Sample Report Form-SSC-30 December 2019

- Charting the Future of SSC-Strategic Plan 2019-2022-SSC-31 December 2019
- Co-Curricular Activities Assessment-Assessment of Student Learning Procedure-page 9-SSC-31 December 2019
- Course Embedded Assessment Report-Questions and Answers-Sample-SSC-31 December 2019
- Course Embedded Assessment Structure and Philosophy-Assessment of Student Learning Procedure 2019-20-pages 8-9-SSC-31 December 2019.pdf
- Course Embedded Assessment Summaries 2013-2019-SSC-12 January 2020.pdf
- Entering Student Engagement Survey 2016-2019-SSC-31 December 2019
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- Faculty Survey on Student Engagement-2016-2019-SSC-31 December 2019
- General Education Outcomes Matrix-SSC-Academic Affairs-20 December 2019
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- OSRHE Assessment of Student Activity Report 2018-19-SSC-31 December 2019
- OSRHE-UDS-SSC-31 December 2019
- Placement Scores for Math and English-SSC-29 December 2019
- Program Review-AS in Computer Science 2018-Table 9-SSC-31 December 2019
- Program Review-Computer-Science-AS-2018-SSC-31 December 2019
- Program Review-Executive Summaries-2011-2018-SSC-31 December 2019
- Program Reviews-Program Review Web Page and 3 Years of Degree Program Review Reports-SSC-30 December 2019
- Section II-7-2017-2018 Annual Report of Student Assessment Activity-SSC-31 December 2019
- Student Feedback on Instruction 2013-2019-SSC-31 December 2019
- Student Success Council-Members-Mission-Function-Purpose-Agenda-Minutes-SSC-31 December 2019
- The Interactive Role of Assessment at SSC-Figure 2-Assessment of Student Learning Procedure 2019-20-page 4-SSC-31 December 2019
- Transfer Reports from 4 Year Institutions-2013-2018-SSC-31 December 2019
- Transitional Education Assessment-Assessment of Student Learning Procedure 2019-20-SSC-31 December 2019
- Transitional Education English and Math Courses-Course Descriptions-Sample Syllabi-SSC-31 December 2019
- Transitional Education Program-College Catalog-SSC-29 December 2019.pdf
- Transitional Education Report 2018-19-SSC-31 December 2019

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Argument

Response to 4.C.1

SSC's Goals for Student Retention, Persistence, and Completion Are Appropriate

The college's 2019-2022 Strategic Plan, "Charting the Future of Seminole State College," includes appropriate goals for student retention, persistence, and completion, demonstrating the college's ongoing commitment to educational quality and improvement.

This commitment is articulated most specifically in the "Student Success" section of the Strategic Plan. Initiative SS-2 states that SSC will continue the college's commitment to accelerating remediation in math and language arts by offering co-requisite remediation to approximately 75% of students requiring remediation. Initiative SS-3 claims that SSC will achieve a first-time, full-time cohort retention rate of 70% by increasing the retention rate by 3% each year compared to the previous three-year average. Initiative SS-4 states that SSC will work to achieve a first-time, full-time cohort graduation rate of 50% by increasing the graduation rate by 3% each year compared to the previous three-year average and will dedicate increased institutional resources to graduation through reverse transfer efforts.

To help facilitate these goals, SSC has hired a full-time recruitment specialist and developed an extensive Recruitment Plan. Additionally, the Vice President for Student Affairs is coordinating efforts to implement a comprehensive Enrollment Management Plan, which is in its early stages of development. Efforts are also underway to identify ways to strengthen the college's student advising model and graduation planning process.

Response to 4.C.2

SSC Collects and Analyzes Retention, Persistence, and Completion Data

SSC annually files IPEDS surveys to the US Department of Education, showing Fall Enrollment, 12-Month Enrollment, Graduation Rates, and Outcome Measures. In addition, SSC compiles and submits Unitized Data System (UDS) reports to the Oklahoma State Board of Regents, which show Semester and Annual Enrollment, Degrees Conferred, Transfer Students, Graduation Rates, Retention Rates, and Remediation Studies.

Response to 4.C.3

SSC Makes Improvements Informed by Retention, Persistence, and Completion Data

SSC's administration reviews the IPEDS and UDS reports each year. The study of these reports prompts improvements to the degree programs, the college catalog, transfer agreements, and agreements among SSC and other institutions, such as Gordon Cooper Vo-Tech and East Central University. Smaller, yet still noticeable, changes on campus are also informed by the data, such as the implementation of outdoor mini signs, which remind students to visit their advisors and enroll, and encourage them to persist through graduation with a valuable degree.

Additionally, SSC's IT team will be installing the Retention Module into the new Jenzabar EX collegiate registration, tracking, and financial system. The Retention Module will monitor performance and attendance data for all students, identify early warning signs of student failure and absence, and help optimize advisors' time by directing their focus to students who need help the most. Since advisors are already using the Jenzabar EX system, they will be able to easily meld the new Retention Module into their ongoing efforts of guiding SSC students toward graduation.

Response to 4.C.4

SSC's Data Collection and Analysis Efforts Reflect Good Practice

The IPEDS and UDS reports are used as references when questions are asked of student performance in terms of enrollment, grades, participation, and effectiveness and efficiency of faculty and advisors.

The IPEDs feedback comparing SSC to similar institutions is studied to learn how SSC fits into the overall supply and demand for education resources in the state and region, as well as nationally and internationally. In this way, SSC's methods and processes for collecting and analyzing data is very much in line with the best practices in place at other similar institutions.

Sources

- Charting the Future of SSC-Strategic Plan 2019-2022-SSC-31 December 2019
- Enrollment Management Plan-SSC-2 January 2020.pdf
- IPEDS 2016 to 2018-SSC-27 December 2019
- OSRHE-UDS-SSC-31 December 2019
- Recruitment Plan-2019-2020-SSC-12 January 2020.pdf
- Student Success-Strategic Plan 2019-2022-SSC-31 December 2019

4.S - Criterion 4 - Summary

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

Summary

SSC's assessment efforts continue to evolve and improve. In recent years, two assessments have been created to provide additional data to expand the college's understanding of educational effectiveness. The Entering Student Engagement Survey has provided important insights on the overall experience of students who are new to SSC. In 2016, faculty members were given an opportunity for the first time to offer their reflections of the learning dynamic within their respective classrooms through the Faculty Survey of Student Engagement. Data gathered through these two assessment tools will hopefully provide a broader picture that can be used to craft a more comprehensive learning experience for students.

While the overall evaluation of SSC's assessment regimen is positive, certain challenges remain. A common challenge pertains to efforts to increase assessment participation through non-coercive means. The response rate is high for surveys such as the Course-Embedded Assessments (95%) and the Graduate Exit Survey (100%), and these methods of evaluation are required of both faculty and graduating students. One of the goals of the various assessment agencies on campus is to increase voluntary feedback on assessments such as the Student Feedback on Classroom Instruction (though it should be noted that the response rate is 56%). Another challenge faced by SSC's Assessment Committee is related to funding. Without adequate funds, SSC is unable to engage other evaluative tools, which threatens to drop the college behind other IHLs nationwide, if not within the state. While these may be common challenges for other community colleges, they remain an area of concern for future assessment efforts.

Sources

- Course Embedded Assessment Summaries 2013-2019-SSC-12 January 2020.pdf
- Entering Student Engagement Survey 2016-2019-SSC-31 December 2019
- Faculty Survey on Student Engagement-2016-2019-SSC-31 December 2019
- Graduate Exit Surveys-2013-2019-SSC-31 December 2019
- Student Feedback on Instruction 2013-2019-SSC-31 December 2019

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Response to 5.A.1

SSC's Resources and Infrastructure Sufficiently Support Its Operations

SSC's fiscal, human, technological, and physical resources effectively work together to achieve the excellent educational quality the college provides for its students.

Fiscal Resources

SSC's fiscal resources include funding from a variety of sources, such as state appropriations (42.7%), tuition (33.1%), student fees (16.0%), state-appropriated grants (4.1%), other contracts / reimbursements (3.8%), and other sources (0.3%). SSC receives most of its funding from state appropriations, followed by tuition and fees as the next largest contributors to the college's yearly revenue.

Due to state budget shortfalls, state funding has been decreased over the last several years; however, SSC has been able to increase tuition and fees, while still staying within an affordable amount for students, in order to help offset the difference and maintain continued fiscal viability. The Evidence File shows SSC's Tuition and Fees History.

SSC's independent audited financial statements and Composition Financial Index Patterns show the

college's fiscal viability. SSC's fiscal resources are sufficient to achieve the educational quality the college provides. SSC's resources and allocations support its educational programs and plan for maintaining and strengthening the quality of that education.

Human Resources

SSC has sufficient human resources to ensure the success of its educational programs. SSC's Organizational Chart shows the different categories and focus areas of the college's personnel. A complete list of Employees with Degrees and Years of Service is regularly updated and published in the SSC College Catalog. This list of highly qualified and appropriately credentialed faculty and staff shows the connections between SSC's qualified personnel and consistency of educational quality.

Physical and Technological Infrastructure

SSC's physical and technological infrastructure sufficiently supports the college's operations. SSC's physical space includes 84 acres and 17 buildings. Of these buildings, five are classroom buildings, two are residence halls, two are student services facilities, one is a physical education and recreation facility, one is an auditorium, and others serve various operational, administrative, or office needs, including housing grant offices. SSC's newest facility, completed in 2017, is the Dan and Andrea Boren Building, which provides space for seven offices and a storm shelter with a capacity for 250 people.

SSC's physical resources include the physical plant operations and maintenance, including Deferred Maintenance needs of the college. Thus, as shown by these budgeted maintenance expenditures, SSC provides and plans for excellent educational quality by creating a safe and comfortable learning environment that allows for ongoing, necessary infrastructure enhancements.

SSC's technological resources serve to provide educational quality by implementing 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 SSC Technology Inventory.

Recently, the priorities for the college's technological resources have been focused on the implementation of Jenzabar EX, which has been an 18-month upgrade to the college's aging Jenzabar PX (Poise) system. The final contract was signed in December 2015, and SSC went live with the new EX system in July 2017. EX stores all of the college's student demographic and academic information as well as business information, such as payroll and accounts payable / receivable.

This implementation came with a major upgrade to the college's web portal in the form of JICS (MySSCOK). This modular platform allows self-service access to students so they can find their current courses, their transcripts, current billing information, and eventually, the possibility for online enrollment. The new Jenzabar EX system provides an "Early Alert" mechanism for any faculty or staff member to report possible issues with a student, such as missed classes, appointments, grades or other behaviors that might affect their overall success. JICS helps faculty and staff by allowing them the ability to run simple reports without the need for coding. They may also view their classes, enter grades, and obtain their payroll information all from a single site.

SSC also uses PowerFAIDS to facilitate the processing of financial aid. This system integrates into EX. Data about course enrollment and other pertinent information are exchanged so the financial aid

office can track and communicate with students to properly disburse their funds. The Net Partner portion of PowerFAIDS allows students to see their financial aid awards and accept them online. PowerFAIDS was a simultaneous implementation that went live a little earlier than EX in November 2016, because of the timeline to begin filing for financial aid. This software platform is an ongoing project that continues to get better and more customized for the college.

SSC and the college's federal grants have purchased many computers to upgrade several labs across campus: NASNTI has upgraded 26 computers in Colclazier 106, 18 computers in Colclazier 108, 19 computers in Colcazier 110, and 24 computers in Boren Library 126; Upward Bound and Talent Search upgraded 10 computers in Scott 102; Health Sciences Student Support Services upgraded seven computers in Scott 101; and Student Support Services upgraded 12 computers in Scott 104. SSC's IT purchased 70 refurbished computers to replace defunct machines in the two residence halls and in two classrooms in the Haney Center, Rooms 117 and 245. The Office of U.S. Citizenship and Immigration Services recently donated 225 off-lease machines to the college, and IT is currently in the process of refurbishing and placing these systems in labs and faculty and staff offices using high-speed, solid-state disk drives.

Efforts to replace the college's dilapidated wireless system began in 2018. This is an ongoing process, with 40 new access points currently active and plans to double that number in the next few years.

Another recent improvement to SSC's technological infrastructure was the implementation of a modern VoIP phone system in June 2019 as a campus-wide replacement for the older analog phone system. The new system is cost-efficient and has many other useful features, such as caller ID, the ability to use a mobile app to make and receive calls as if from one's office phone, and the ability to use one's office phone number for SMS messaging instead of giving out a personal mobile number. Each user also has their own Go To Meeting "room" where video conferencing and collaboration can take place like any other online meeting.

During the VoIP install, IT upgraded a few key parts of the network to allow for better traffic flow. Since SSC's last accreditation cycle, the college has implemented a single sign-on system that allows students, faculty, and staff to use one single account to access the vast majority of the college's systems. IT has continued to push into modern systems whenever possible as well as being frugal with the budget. Use of virtualized systems, open-source software, and centralized management all lend to this.

SSC has also expanded options for distance education delivery. For example, in the past, the college's video classrooms were tied to a specific classroom with the installed necessary technology and were somewhat cumbersome to get connected and working properly. Now, the college is able to utilize Zoom, Skype for Business / Microsoft Teams, or even Go To Meeting to host classes in a completely digital environment.

Additionally, the college changed LMS from Cruiser to Brightspace in 2016. With this change came the separation of the LMS and student email, which allowed students to better access their email versus the older email services of Cruiser. Because most other schools in the state use Brightspace, a Desire to Learn (D2L) product, this change allows SSC and the students additional resources for the use and configuration of the system. Furthermore, when students transfer from SSC to other institutions, they are already familiar with Brightspace.

IT has worked to update the SSC Website to improve ease of access. IT has redesigned tabs and

buttons that give access to emergency alerts. Information about college application and college tours are all front and center. Degree information has been redesigned to be easily accessible from a single location. The SSC Bookstore can now be accessed online, and safety information and consumer information are clearly labeled and easily accessed.

SSC's IT continues to work to upgrade the college's network infrastructure and operating systems. IT uses centralized software update systems that help to manage and report on the status of the college's entire system. SSC utilizes a gateway system that not only has a firewall, but also filtering, anti-virus, VPN, and intrusion detection / prevention. In addition, SSC uses a centrally managed desktop antivirus program that reports on suspicious activity.

All of these efforts serve to ensure SSC's technological infrastructure is sufficiently supporting the college's ever-evolving operations.

Response to 5.A.2

SSC's Resource Allocation Ensures Continued Viability of the College's Educational Purposes

SSC's Annual Expenditures demonstrate that the college dedicates much of its resources to student learning, as most of the revenue is dedicated to instruction. For FY20, SSC's budget for Annual Expenditures is 43.9% Instruction; 16.3% Physical Plant; 16.0% Institutional Support; 11.1% Student Services; and 4.5% Academic Support. SSC ensures its funds are used to support student learning and are not misdirected to other areas or entities not serving that purpose. State regulations allow no more than 16% for institutional support.

Funding availability, program outcomes, and program assessments are reviewed to determine the fiscal needs of the college, along with consideration of the mission, Strategic Plan, and specific requests. All of these are factored into the justification of allocation of the college's Fiscal Resources.

SSC's fiscal reports are evaluated by regular external audits. These audits are located in the Evidence File. The results of these audits are routinely clean, which shows SSC meets its stated institutional expectation of maintaining integrity and providing quality resources and services. Thus, SSC is protected against being adversely affected by inappropriate allocations.

Response to 5.A.3

SSC's Mission and Goals Are Realistic and Attainable

The major planning document for the college is the 2019-2022 Strategic Plan, Charting the Future of Seminole State College. A central component of the goal-setting, or strategic planning process for realizing priorities for the college, is determining decision filters that guide how new ideas and opportunities are evaluated.

The first decision filter is the Mission Statement and its emphasis on student success. The Strategic Plan clearly articulates that all initiatives will be aligned to the college's mission and student success efforts. With this guideline, all SSC's resources, structures, and processes are used toward the fulfillment of the college's mission.

In order to ensure the goals are realistic, align with the mission, and meet the needs of all stakeholders, planning goals are updated through the guidance of the President with campus-wide input, including SSC Board of Regents, Administrative Council, campus organizations, student

organizations, faculty, staff, and various community members from within the college's five-county service area. These internal and external constituents are brought together to review and develop goals through planning retreats, public sessions, organized meetings, and online correspondence both on campus and at other off-campus locations within the communities SSC serves.

Particular institutional goals that align with the mission's defining value of "empowering people for academic success" include small class sizes, student accessibility to faculty, student academic advisement by faculty and staff, multiple educational offerings in different formats, computer and tutoring labs (CAT, Math, Writing), Student Support Services tutoring and advising, NASNTI and other grants tutoring and advising services, and student organizations and activities.

Goals that align with SSC's mission to "empower people for personal development" include in-service and other professional development opportunities for faculty and staff, Healthy Campus initiatives for college employees (including work-out office release time and healthy tips), continuing education opportunities for all full-time employees, faculty and staff sponsorship of student organizations, various Business and Industry classes, community outreach activities and programs, and Learning Strategies classes for all students.

Goals that align with SSC's mission to "empower people for lifelong learning" include SSC's commitment to tuition reimbursement for faculty and staff, Global Studies program for students and community members who wish to travel, and continuing education opportunities.

The college's Strategic Plan includes mechanisms for ensuring SSC's goals are realistic and supportable by the college's resources. The Institutional Sustainability section of the Strategic Plan states that SSC will take an intentional approach to sustainability. The intention will be to use the Strategic Plan's Decision Filters to determine adding or expanding academic, athletic or activity-based programs to enhance enrollment and financial baselines. New programs will be added and / or current programs enhanced in such a way as to bring new enrollment to SSC. The new enrollment will not only strengthen the financial base of the college, but also it will offer new opportunities to engage and enrich students. To this end, existing programs (academic, athletic, activity, and support services) will be reviewed regularly for performance and potential.

Personnel will be recruited and appropriately compensated as to be retained, while simultaneously being developed for greater knowledge, impact, and responsibility. The effect will be lower employee turnover and better prepared future leaders. In a spirit of inclusivity and transparency, the Strategic Plan claims that SSC will therefore invest in human resources in such manner as to recruit, retain, and develop diverse talent. The college will also invest in capital assets to lessen deferred maintenance.

Response to 5.A.4

SSC's Faculty and Staff Are Qualified and Trained

SSC uses its human resources effectively to recruit, hire, and maintain quality personnel, as well as to 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.

SSC has guidelines to ensure faculty and staff credentials and maintains personnel records as documentation of those credentials. All full-time faculty and staff are listed in the College Catalog with their respective degrees.

SSC's HR Office ensures all full-time positions have documented job descriptions that specify minimum qualifications used for screening applicants, so that only the most qualified applicants are considered for the respective position. The HR office oversees the hiring process of new employees, including the use of an interview rubric, a hiring committee selection process that includes representation of diverse and campus-wide entities, proper vetting of applicants, and a fair hiring procedure.

Training for all faculty and staff is highly encouraged. Faculty and staff are encouraged to attend annual state and regional training seminars and conferences. The college, grant programs, community organizations, student organizations, faculty, and staff provide training and awareness events on campus, and Academic Affairs manages a faculty mentoring program, which is inclusive of the expertise of tenured faculty. Academic advising is performed by faculty and staff. IT provides training for campus constituents, and SSC has many events, such as In-service, Health Awareness, and symposiums that are open to faculty and staff, as well as other constituents.

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's Faculty Senate. The professional development opportunities have consisted of on-campus colloquia, off-campus training, workshops and conferences.

The college also offers employees the opportunity to attend other higher learning institutions to promote the continued educational efforts of the entire SSC community through a tuition and fee reimbursement plan. The HR office 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 attainments pay for any graduate or undergraduate hours taken and successfully completed. Pay increments are awarded to faculty and staff working on advanced degrees.

SSC's Human Resources office also continually strives for "self-improvement." The HR 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 learning by exploring endeavors in recruiting and hiring policies and procedures, reviewing and revising personnel classifications, and updating employee handbooks.

SSC's faculty have prepared to meet future changes through professional development opportunities that have addressed a variety of topics, including: technology in the classroom, online courses, 2+2 programs, state matrix workshops for transfer courses, Oklahoma Association of Community Colleges (OACC), Assessment of Student Learning, transitional education, program and curriculum planning, diversity training, and developing online courses.

SSC's administration have attended 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 student service. Furthermore, they have participated in Jenzabar EX training for audit and reporting practices. Administrators have participated in professional development in risk management, higher education leadership 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 SSC Regents also participate in professional development, as required by SSC Policy II-1-1 and the State of Oklahoma, for the Regents Education Program.

The professional and classified staff have participated in professional development over such topics as: federal and state compliance, grant compliance, homeland security, risk management, student services, enrollment management, human resources, technology, 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 offices (OACRAO), Oklahoma Association of Financial Aid Administrators (OASFAA), Campus Police – handling the mentally ill, and National Incident Management System.

Response to 5.A.5

SSC's Resource Allocation Methods Are Efficient and Fair

SSC adheres to systematic allocation methods, which ensure financial resources, space utilization, technology, faculty and staff are allocated in an efficient and fair manner.

Routine plans for resource development and allocation include program and division budget requests, and an annual "final budget proposal," which is the Educational and General (E&G) budget.

SSC's budget requests are tied to the program and institutional mission, program outcomes and Strategic Plan. The mechanisms to prioritize budget requests lie within each division as it relates to the program outcomes and assessment. Division requests must be justified and are prioritized based on program assessment and the Strategic Plan, using a zero-based budget process.

Program or divisional budget requests then proceed through the chain of command for approval and the development of a final institutional budget, which is submitted to the SSC Board of Regents for approval, and then on to OSRHE. 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 annually completes a three-year budget needs request, which is submitted to the OSRHE for approval. SSC's budget request is incorporated with the budget requests from other state institutions into a proposal that is forwarded to the Oklahoma State Legislature for funding consideration. SSC's funding is based nearly evenly on enrollment and state appropriations. Funding is distributed to each division in accordance with the goals and mission of the college.

SSC has a well-developed process in place for budgeting and for monitoring expense. Budget requests and procedures are mission-driven, delineate the flow of decision making, and involve campus-wide input at all levels.

Budget requests are sent to each division's budget manager for completion. The form asks for detailed information under each budget code. SSC uses "zero-based budgeting," which requires budget managers to assume no funds are available to them, and in order for funds to be allocated, they must detail requests for required funds to meet the objectives.

The various divisions' budget requests are compiled, and the total is then compared to the estimated revenue for the year. The three Vice Presidents meet to reconcile or negotiate to get to the revenue projection. Final approval of the budget proposal is from the full administrative council and then the

Board of Regents.

The revenue estimate is calculated based on known information, including state appropriation, TANF grant, concurrent reimbursement, and indirect reimbursement from federal grants, as well as estimated revenue based on enrollment and collection history. Enrollment impact is projected by tracking the credit hour enrollment history for the last several years and following the trend line to calculate a realistic projection. Those numbers then produce the tuition and various fee estimates for the year.

SSC complies with bank covenants and lines of credit, and policies and procedures in accordance with state laws. SSC's Fiscal Affairs Office has a web-based monitoring system that allows 24/7 monitoring accessibility of enrollment and revenues, as well as expenses that require approval. The college President and authorized staff have the ability to track expenditures and allocations following a delineated chain of command. Finally, external audits are performed to verify adherence to SSC's budgeting process. Audit results are available in the Evidence File.

Sources

- 2018 and 2019 Audits-SSC-31 December 2019
- 2019 Budget Proposal to Board of Regents-SSC-2 January 2020
- Audits and CFI History-SSC-21 December 2019
- Board of Regents Minutes-June 2018-SSC-31 December 2019
- Board of Regents Web Page-SSC-29 December 2019
- Board of Regents Web Page-SSC-29 December 2019
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- Charting the Future of SSC-Strategic Plan 2019-2022-SSC-31 December 2019
- College Staff Roster-Degrees and Years of Service-College Catalog-SSC-31 December 2019
- Course Embedded Assessment Structure and Philosophy-Assessment of Student Learning Procedure 2019-20-pages 8-9-SSC-31 December 2019.pdf
- Deferred Maintenance-SSC-29 December 2019
- Faculty Minimum Qualifications-Equivalent Experience-Professional Development Plans-Faculty Handbook 3.8.1-2-3-SSC-30 December 2019
- Faculty Professional Development Examples-SSC-30 December 2019
- FY 2020 SSC Revenue-Budget-State Appropriations Projections-SSC-31 December 2019
- FY19 Budget Proposal to Board of Regents-June 2018-SSC-13 January 2020
- Hiring Procedure-SSC-30 December 2019
- Inventory-SSC-21 December 2019
- Organizational Chart FY20-SSC-29 December 2019
- Professional Development Plan Policy II-4-29-SSC-22 December 2019
- Regents Education Program-Policy II-1-1-SSC-31 December 2019
- Salary Increments Upon Degree Completion – Policy Manual-SSC-29 December 2019
- Sample Budget Request Form-SSC-29 December 2019
- Sample Job Descriptions-SSC-31 December 2019
- Strategic Plan-SSC-22 December 2019
- Tuition and Fee Reimbursement Plan Policy II-4-30-SSC-22 December 2019
- Tuition and Fees History-SSC-27 December 2019
- Tuition Reimbursement Plan and Continuing Education-Policy II-4-30 and II-4-32-SSC-30 December 2019

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Response to 5.B.1

SSC's Board of Regents Are Knowledgeable and Provide Appropriate Oversight

Seminole State College's Organizational Governance primarily consists of SSC's Board of Regents, President, and Vice Presidents.

SSC's Board of Regents are appointed by Oklahoma's Governor and receive training by the Oklahoma State Regents for Higher Education, as explained in SSC Policy II-1-1: "Regents Education Program." SSC's Board of Regents consists of seven members, representing five different communities within the college's service area.

The Board 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. These meetings typically occur monthly or as action requires. At the meetings, the Board reviews and approves purchases, financial reports, academic reports, new or revised academic policies, and audit reports.

SSC's Board of Regents' duties are delineated in the SSC Policy Manual, in Policy II-1-3. The Board meetings adhere to Oklahoma Open Meeting Act regulations, and all minutes are publicly posted on the SSC Website.

Response to 5.B.2 and 5.B.3

SSC Engages Internal Constituents in the College's Governance

Under the general oversight of the SSC Board of Regents, the SSC President and Vice Presidents form the core of the college's governance. SSC's Board of Regents enables the college's President to exercise effective leadership, as documented in SSC Policy II-3-2. Therefore, in accordance with policy, the distribution of responsibilities is delegated chiefly by the President: "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."

The President meets with the SSC Administrative Council weekly, which consists of the Vice President for Academic Affairs, Vice President for Student Affairs, and Vice President for Fiscal Affairs, as well as the Director of Human Resources, Director of Information Technology, and Director of Community Relations. A representative from Faculty Senate is also invited to attend the meetings.

Faculty Senate and the Student Government Association are respected and important entities of the campus. While not officially part of the formal governing structures of the college, they may make recommendations to Administrative Council in the spirit of shared governance. SSC faculty inform, discuss, and present issues, concerns, actions, and other findings to Administration via the Faculty Senate President. Various Faculty Senate Committees address diverse needs and concerns of the faculty. Administration is invited to share news and updates at the monthly Faculty Senate meetings, and the Faculty Senate President is likewise invited to attend the weekly Administrative Council meetings. The Faculty Senate President attends the monthly Board of Regents meetings, as well. Faculty from each of the different academic divisions also attend the monthly Board meetings in an effort to highlight activities and personnel in those divisions.

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 administration to improve the quality of learning and services at the college.

SSC's Student Government Association may also formulate and propose ideas for college improvement to the SSC Administration. The Student Government Association represents the needs and concerns of the student body and relays these issues to the appropriate Vice Presidents and President. The SGA learn various governmental procedures through their campus, state, and national meetings, which are approved by the College's Vice Presidents and President.

The Vice President for Academic Affairs meets regularly with the Division Chair Council to discuss academic and enrollment issues. The Division Chair Council serves as a Curriculum Committee and revises and reviews Degree Programs and other academic curriculum issues. The Degree Programs are made available online. The respective division chairs hold monthly meetings with their divisional faculty to relay vital information and receive input on academic issues.

Other entities, such as the Assessment Committee, Distance Education Committee, Student Success Council, Classified Staff Council, and Professional Staff Council, also have regular meetings and may make recommendations to Administrative Council as needed.

Sources

- 2019 Budget Proposal to Board of Regents-SSC-2 January 2020
- Administrative Council Minutes-SSC-31 December 2019
- Assessment Committee Meeting Minutes-2018-19-SSC-31 December 2019
- Board of Regents Duties-Minutes-Quorum-Order of Business- Policy II-1-3-SSC-30 December 2019
- Board of Regents Minutes-January 2018-June 2019-SSC-31 December 2019
- Board of Regents Minutes-June 2018-SSC-31 December 2019

- Board of Regents Minutes-June 2019-SSC-31 December 2019
- Board of Regents Web Page-SSC-29 December 2019
- CFI History 2-SSC-22 December 2019
- Classified Staff Meeting Minutes-2019-SSC-31 December 2019
- College Administration-Line of Responsibility-Policy II-3-2-SSC-29 December 2019.pdf
- Distance Education Meeting Minutes-SSC-2 January 2020
- Division Chair Council Meeting Minutes-SSC-2 January 2020.pdf
- Faculty Senate Meeting Minutes-SSC-21 December 2019
- Organizational Chart FY20-SSC-29 December 2019
- Professional Staff Council Meeting Minutes-SSC-27 December 2019
- Regents Education Program-Policy II-1-1-SSC-31 December 2019
- SGA Meeting Minutes-SSC-2 January 2020
- Student Success Council Minutes-SSC-20 December 2019

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Response to 5.C.1 and 5.C.2

SSC's Resource Allocation Effectively Supports Its Mission and Strategic Plan

As explained in other core components of this report, SSC's budget allocation is determined through consideration of priorities identified in the Strategic Plan and is tied to divisional budget requests based on needs identified in course and program assessments and evaluations. The annual divisional budget requests show this connection, and the Course Embedded Assessment Reports include a section asking faculty to analyze resources and needs.

The projected budget for FY2020 shows a commitment of $4,823,598 (43.9%) of SSC's total revenue for Instruction; $1,789,393 (16.3%) for Operation and Maintenance of Plant; $1,761,720 (16.0%) for Institutional Support; $1,222,002 (11.1%) for Student Services; $901,900 (8.2%) for Scholarships and Waivers; and $496,215 (4.5%) for Academic Support. These allocations reflect the mission and institutional priorities iterated in the college's Strategic Plan.

Response to 5.C.3

SSC's Planning Processes Involve Internal and External Constituents

The college recently recognized a need for a more thorough institutional planning initiative and began the process of developing a new Strategic Plan in 2018. The strategic planning process involved two facilitated meetings. The first meeting was held November 5, 2018 and included the SSC Administrative Council as the leadership team. The purpose of this meeting was to establish the foundational processes for strategic planning at the college and determine initial priorities for the creation of a three-year strategic plan. The second facilitated meeting was held February 28, 2019. This session included broader campus and community representation. The purpose of this session was to generate ideas, insights, and possible action steps for consideration in the creation of a three-year strategic plan. As part of the facilitation process, an environmental scan was conducted to assess current planning processes and perceived community priorities for strategic planning.

At SSC, planning occurs in the following ways:

- External advisory groups,
- Budget needs surveys,
- Oklahoma State Regents for Higher Education Yearly Plan,
- Updates based on safety procedures and laws, and
- Informed input from campus stakeholders.

For the purposes of SSC's strategic planning effort, an online survey was administered to campus and community stakeholders. The purpose of the survey was to assess general perspectives on possible strategic priorities. The following priorities were identified by the respondents:

- Environmental Science academic program,
- Parking,
- New classrooms, and
- Daycare services.

Of the respondents, 88 were community members, 74 were traditional students, 58 were nontraditional students, 101 were SSC employees, and 18 lived on campus. The results of the survey are included in the Strategic Planning Summary Report.

A central component of the strategic planning process was determining the decision filters that would guide how new ideas and opportunities would be evaluated. Based on consultation with the SSC Administrative Council as well as campus and community stakeholders, six decision filters were established, with the first one focusing on aligning all strategic planning initiatives to SSC's mission and student success efforts.

The college's 2019-2022 Strategic Plan, Charting the Future of Seminole State College, is now fully implemented and serves as the framework for all other institutional planning, from assessment and degree program review, to hiring and assignment of personnel, to technology and physical plant maintenance, and other budgetary or operational needs.

Response to 5.C.4

SSC's Planning Processes Allow for Unexpected Change

The college's planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth. SSC's planning processes allow for the college to reallocate programs when necessary by being able to adjust courses and programs with personnel. 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.

Fortunately, despite budget cuts in state appropriations, the college has not had to formally declare financial exigency in many years, but instead has been able to navigate the difficulties through careful planning and resource allocations.

SSC experienced a major decrease in state appropriations in FY16, with appropriations falling from $6,026,195 (FY15) to $5,259,354 in FY16, and then to $4,887, 462 the following year (FY17), and

$4,590,271 in FY18 and $4,562,216 in FY19, with a slightly projected increase to $4,698,880 for FY20, as shown by the FY20 Budget Proposal.

SSC has worked to reduce over-reliance on state appropriations in direct result of these budget cuts. For example, in 2007, the percentage of SSC's Educational and General Fund (E&G) revenue, which is SSC's main operational budget, that was directly tied to state appropriations, was 61.3%. In contrast, in FY19, after several years of state budget cuts, the college's E&G total revenue was 41.7% reliant on state appropriations, showing a decrease of 19.6%. These budget cuts have been handled by the college in several ways over the last few years.

SSC's Board of Regents have approved increases to tuition and fees, most recently in June 2019, with a 3.3% increase in effect for the fall 2019 semester. The Board meeting minutes document this approval and include a statement from the SSC President, who "discussed the need for an increase in tuition to help fund a raise for professional and classified staff employees." In June of 2018, the Board voted to increase resident tuition by three dollars, nonresident tuition by nine dollars, and the Infrastructure Fee by two dollars per credit hour.

In addition to increasing tuition and fees, SSC has responded to decreased state funding by eliminating vacant positions on campus that have been left open due to retirement or resignation, including academic deans, faculty, and professional and classified staff. SSC has worked to consolidate job responsibilities, such as sharing office managers among the academic divisions, whose jobs also include managing the college's switchboard and mail. Likewise, the college consolidated academic divisions from six to five and has modified job descriptions as needed, such as including student advising in faculty contracts among other duties. SSC has received grant assistance for tutoring, advising, and enrollment, through the SSS and NASNTI grants.

Other ways SSC has become more cost-efficient include flex scheduling for staff during the summer for the campus to be closed on Fridays, eliminating duplicate assessment testing, and increasing the number of nursing students accepted into the program. SSC's budgeting and resource allocation processes are also very much tied to institutional needs identified through assessment data and the college's Strategic Plan. Moreover, the college's CFI patterns demonstrate the institution's fiscal viability, despite state appropriation shortfalls.

Response to 5.C.5

SSC's Planning Anticipates Emerging Technological Factors

SSC's 2019-2020 Strategic Plan focuses one of its four sections specifically on enhancing the college's Digital Presence, with the stated goal of providing students, customers, and the community with a state-of-the-art technological experience. Six initiatives are articulated to support this goal:

- DP-1: Execute a complete redesign of the SSC website to include new Content Management Systems, as well as an updated, attractive appearance, and easy to access format that is specifically mobile friendly,
- DP-2: Implement offerings of 100% online programs,
- DP-3: Develop 100% online onboarding and enrollment process,
- DP-4: Provide campus-wide videoconferencing options,
- DP-5: Develop an SSC mobile application,
- DP-6: Strategically enhance online marketing presence.

SSC's Planning Anticipates Emerging Demographic Shifts and Globalization

SSC's Strategic Plan also allows for emerging factors in demographic shifts and globalization. Specifically, the "Service Area Engagement" section of the Strategic Plan details ways the college looks to the future and plans for changes in an evolving global economy while still maintaining quality service to the college's five-county target area. Part of the "goal intention" of this section states that SSC will "create a known presence through providing courses and training for local business and seek ways to encourage economic development and civic engagement through the service area and beyond." Strategic Plan initiatives that relate to the college's commitment to navigating changes connected to demographic shifts and globalization include strategies that focus on involvement in community and increased communication with various community, civic, and business entities. These initiatives include:

- SAE-3: Encourage employees to be involved in community and civic organizations and activities,
- SAE-4: Expand on efforts that bring business and industry leaders to campus in advisory groups to provide guidance on curriculum,
- SAE-5: Foster the development of internship programs and service learning which provide valuable services for employers and workforce preparation experiences for students,
- SAE-6: Provide cultural, educational, and wellness programs for campus that can be open to the public and benefit the quality of life for the college's service area.

Understanding that the recruitment and hiring of diverse personnel is also critical in honoring the college's goal of providing a quality education that prepares students to thrive in a changing global economy, the college's planning involves strategies to increase diversity in its human resources.

The Strategic Plan's goal of "Institutional Stability" demonstrates the college's commitment to diversity in the goal's intention: "SSC will invest in human resources in such a way as to recruit, retain, and develop diverse talent [. . .] The above will be undertaken in a spirit of inclusivity and transparency."

SSC's planning processes for recruitment of students also demonstrate the college's commitment to diversity. SSC's Recruitment Plan, 2019-2020 Establishing Strategy and Creating Growth, includes six goals, with one of them being to extend and cultivate cultural, community, and civic diversity in student recruitment.

The Recruitment Plan includes an objective to increase focus on diversity and recruitment through activities and participation. Strategies to realize this initiative include developing special recruitment activities with a focus on expanding the diversity of the student body; increasing participation in community and cultural events that both promote diversity and contribute to a diverse student body; and involving individuals that encompass diverse backgrounds and cultures.

Sources

- Audits and CFI History-SSC-21 December 2019
- Board of Regents Minutes-June 2018-SSC-31 December 2019
- Board of Regents Minutes-June 2019-SSC-31 December 2019
- Charting the Future of SSC-Strategic Plan 2019-2022-SSC-31 December 2019
- Faculty Professional Development Examples-SSC-30 December 2019

- Financial Exigency or Change of Institutional Programs-Policy II-4-14-SSC-31 December 2019
- FY 2020 SSC Revenue-Budget-State Appropriations Projections-SSC-31 December 2019
- General Education Outcomes-Assessment Web Page-SSC-31 December 2019.pdf
- Professional Staff Council Meeting Minutes-SSC-27 December 2019
- Recruitment Plan-2019-2020-SSC-12 January 2020.pdf
- Sample Job Descriptions-SSC-31 December 2019
- Strategic Planning Summary Report v02-SSC-29 December 2019
- Strategic Plan-SSC-22 December 2019

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Response to 5.D.1 and 5.D.2

SSC Is Committed to Improvement

SSC'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 faculty evaluations, institutional assessments, and budgeting and auditing systems for collecting, 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's ongoing evaluation processes include audits, surveys, assessments, formal evaluations, reviews, and self-evaluations at every organizational level. At the institutional level, the Vice President for Academic Affairs develops and delivers to the OSRHE an annual Institutional Academic Plan. This Academic Plan provides a means for the State Regents to view each state 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 at the college, and 2) informing the state regents about the college's plans for the future.

The college's Strategic Plan, Institutional Academic Plan, and Degree Program Reviews are the primary documents that evaluate the college's overall institutional effectiveness and include 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, SSC Board of Regents, and then OSRHE.

The evaluation processes in place at the administrative level include evaluation of administrative council members by those directly supervised by the administrator and the President. The President completes an annual self-evaluation, which is the President's Report of Accomplishments that lists achievements for the academic year. The information is presented to the Board of Regents and distributed to campus and community groups. The President is evaluated by the Chair of the Board of Regents every December.

SSC's Faculty Handbook includes information regarding Faculty Performance Evaluation, in line with SSC's Faculty Evaluation Policy. 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, via a "Student Feedback on Instruction"

survey. Faculty are also encouraged to complete annual self-evaluations and tenure and tenure goal-setting processes as required. The classified and professional staff are also evaluated by their direct supervisors.

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.

Sources

- Academic Plan Form B Outline and Degree Completion Plan Outline Form A-2019-20-SSC-31 December 2019
- Charting the Future of SSC-Strategic Plan 2019-2022-SSC-31 December 2019
- Evaluation Form-Administrative Council Members-SSC-3 January 2020.pdf
- Evaluation Form-Division Chairs by Faculty-SSC-5 January 2020.pdf
- Evaluation Form-Faculty Performance Form-SSC-5 January 2020.pdf
- Evaluation Form-Professional Staff-SSC-3 January 2020.pdf
- Evaluation Policy-Administrative Council-SSC-4 January 2020.pdf
- Evaluation Policy-Division Chairs of Faculty-Policy II-6-2-SSC-4 January 2020
- Evaluation Policy-Division Chairs of Faculty-Policy II-6-2-SSC-4 January 2020.pdf
- Evaluation Policy-Faculty Evaluation and Tenure-Policy II-6-SSC-5 January 2020
- Evaluation Policy-Faculty Performance-Faculty Handbook-3.7-SSC-30 December 2019
- Evaluation Policy-Professional Staff-Policy Manual Chapter 6-SSC-4 January 2020.pdf
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- General Education Outcomes-Assessment Web Page-SSC-31 December 2019.pdf
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- Program Reviews-2011-2018-SSC-31 December 2019
- Student Feedback on Instruction 2013-2019-SSC-31 December 2019
- Tenure Policy and Procedure-Faculty Handbook-3.18-3.19-SSC-4 January 2020

5.S - Criterion 5 - Summary

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

Summary

SSC's President and Vice Presidents remain active in the political climate surrounding higher education by communicating with state and federal government representatives about increasing funding; attending legislative sessions; and utilizing lobbyists when appropriate.

SSC's future is framed by the priorities identified in the four sections of the college's Strategic Plan: Institutional Sustainability, Service Area Engagement, Digital Presence, and Student Success. All functions of the college relate to the mission by supporting one of these four priorities of the Strategic Plan in some way. Indeed, SSC is a dynamic institution that continually strives for improvement, plans for the future, and furthers a long-standing tradition of student success.

Sources

- Strategic Plan-SSC-22 December 2019