

# **CHAPTER 1**

## **An Introduction to Southwestern Oklahoma State University**

### **OVERVIEW**

#### **UNIVERSITY SETTING AND HISTORY**

Southwestern Oklahoma State University is one of twenty-five institutions in the Oklahoma State System of Higher Education (Oklahoma Constitution, Article SIII-A, Section 1). The Oklahoma State Regents for Higher Education (OSRHE) is the legal structure for supervising public education at the collegiate level and is the coordinating board of all state institutions for higher education. Additionally, Southwestern is one of six state-supported regional universities governed by the Board of Regents of Oklahoma Colleges (BOROC). Southwestern Oklahoma State University provides access to higher education for all individuals without discrimination on the basis of race, national origin, gender, or disability status.

The University has evolved continuously from its origin to the present. The Oklahoma Territorial Legislature established Southwestern Normal School in 1901 at its present location in Weatherford, Oklahoma. The first classes met in 1903, four years prior to statehood. The original institution, a two-year teacher training school and four-year preparatory school, has expanded since then into a comprehensive regional university offering degrees at the associate's, bachelor's, master's, and professional levels. The newest degree offering, the Doctor of Pharmacy (Pharm. D.), received approval in 1998.

The Oklahoma State Legislature has changed Southwestern's name and mission several times: in 1920 to Southwestern State Teachers College, in 1939 to Southwestern Institute of Technology, in 1949 to Southwestern State College, and in 1974 to Southwestern Oklahoma State University. The most recent organizational change occurred in 1987 when the Oklahoma State Legislature merged Sayre Junior College, seventy miles west of Weatherford, as a branch campus of the University and changed its name to Southwestern Oklahoma State University at Sayre.

Southwestern Oklahoma State University at Sayre was founded as Sayre Junior College in 1938 under a legislative authorization which permitted public high schools to add 13th and 14th years of study to their curricula. In 1956, Sayre Junior College moved from facilities occupied jointly with Sayre High School to separate facilities. Southwestern Oklahoma State University at Sayre offers Associate of Science and Associate of Applied Science degrees in both general and specialized areas of study.

The University President, appointed by the governing board, oversees the work of three vice presidents: the Executive Vice President for Administration; the Vice President for Academic Affairs and Research Administration; and the Vice President for Student Services. These vice presidents, in turn, oversee the work of deans and directors specific to their respective areas (Appendix A, Organizational Charts).

## **MISSION AND PURPOSES**

The mission of Southwestern Oklahoma State University is to provide educational opportunities in higher education that meet the needs of the state and region; contribute to the educational, economic, and cultural environment; and support scholarly activity. Major areas of study on the Weatherford Campus, associate degree programs on the Sayre Campus, the general education curriculum, and participation in student activities/organizations provide opportunities for students to obtain skills, knowledge, and cultural appreciation that lead to productive lives and effective citizenship.

The mission is manifest and the purposes of the University are accomplished through the following:

- insuring quality education, the University recruits qualified faculty without regard to national origin, race, gender, disability, age or religion. Faculty growth opportunities are provided through an organized faculty development program. Excellence in teaching, scholarship, and service are encouraged and recognized. An organizational and intellectual environment is provided that insures freedom of individual expression and inquiry, provides representative governance for all members of the University community, and promotes student/faculty interaction. An assessment program provides the basis for continuous evaluation and program improvement.
- meeting its commitment to student development, the University recruits qualified students without regard to national origin, race, gender, disability, age, or religion and provides a community that encourages participation in intellectual and physical activities and leadership development. A curriculum is provided that develops communication and analytical skills; a comprehension of the arts, humanities, and cultural diversity; and knowledge of the scientific/technological world and of our historical heritage. Student orientation, advisement, enrichment, and participation in organizations and activities contribute to student growth and development.
- fulfilling its role as a cultural and educational resource for western Oklahoma, the University provides distance learning opportunities, continuing education associated with career enhancement, personal development, and cultural growth. Performances, exhibitions, and research that enhance knowledge and enrich society are supported and services to communities are provided through academic departments and other university agencies.

Southwestern Oklahoma State University at Sayre enables the University to focus its mission on that campus to provide lower division programs and educational opportunities in higher education that meet the needs of the Sayre Campus student body.

The following institutional functions have been approved by the Oklahoma State Regents for Higher Education, and are considered essential components of the mission on the Sayre Campus:

- to provide a lower division program of higher education for traditional and non-traditional students in Western Oklahoma and the Texas Panhandle.

- ❑ to provide a general education that enables students to become informed responsible citizens.
- ❑ to provide programs of education in the liberal arts and sciences leading to the Associate in Science degree through campus-based and distance learning.
- ❑ to provide career and technical programs to enable students to seek employment in various job fields, with completion of such programs culminating in the awarding of the Associate in Applied Science degree or an appropriate certificate.
- ❑ to provide transfer programs which include liberal arts, sciences, and pre-professional subjects, thus enabling students to pursue completion of baccalaureate or professional degrees at four-year colleges and universities.
- ❑ to provide courses, services, and programs in remedial education for individuals who require such assistance in order to function effectively at the collegiate level.
- ❑ to provide guidance services and a program of student activities for the promotion of personal development and effective citizenship.

## **RESPONSES TO NCA CONCERNS**

All concerns and recommendations cited by the 1990 and 1994 NCA teams have been addressed (Exhibits 2 and 3). The team conducting the focused visit in 1994 found that Southwestern's actions to correct the concerns of the 1990 team had been successful and noted only two concerns: affirmative action and computer/telecommunications planning. Reports on both have since received approval from NCA and the Board of Regents of Oklahoma Colleges. Descriptions follow of the corrective actions the University has taken for the eight concerns cited in the 1990 evaluation team's report.

### **Mission**

The mission statement needed revision since it did not reference research, the multi-cultural/international dimension of the University, and the outcomes expected. In addition, the two campuses' purposes were not clear with their separate mission statements. Two phases of revision resulted in a single mission statement for the University. The mission appears above and in Exhibit 8.

### **Southwestern at Sayre**

The merger of Sayre Junior College with Southwestern Oklahoma State University was the first consolidation of a junior college with a senior university in the state; it presented an adjustment challenge for both institutions. The NCA Visiting Team in 1990 noted the change and some of the difficulties that followed.

Since then, improvements for faculty and students on the Sayre campus have been designed to enhance professional development as well as satisfaction levels. Faculty on both campuses report that recent changes have created greater collegiality. An increased sense of shared purpose has grown, for example, as the two groups have

worked together to address curriculum-embedded assessment of the general education program common to both campuses. Faculty members at Sayre have developed tenure and promotion criteria specific to their campus. University-wide representative bodies and committees now include faculty from both Sayre and Weatherford. Interactive video allows joint meetings without time-consuming travel between the two campuses. Telecourses and interactive video classes also enable cooperation between the two faculties. On-site visits of faculty and departmental chairs between the two campuses facilitate the sharing of syllabi, assessments, and campus expectations.

In addition to improvements for the faculty, the Sayre campus now provides an excellent support system for its student body. All Sayre students commute since no residential halls are available. Additionally, a distinct variance in age exists between student populations on the two campuses: seventy-nine percent of the students on the Weatherford campus are 23 and under, while only 59 percent of the Sayre students are in that age bracket. Twenty-four percent of the Sayre students are between 27-39 years of age (Exhibit 4, 1999, pp. 34, 50). To support the particular needs of the Sayre student body, a new student center designed to accommodate commuting students was constructed. The new Phi Theta Kappa Chapter of Beta Iota recognizes and honors student achievement. Students are actively involved in establishing an annual International Day to promote multi-cultural awareness. Directors of intramural activities on the Weatherford campus are assisting Sayre personnel in designing a program that will benefit Sayre students; activities that fit commuting students' schedules receive special attention.

Infusions of capital and financial support have flowed to the Sayre campus to complete its incorporation as a branch of the University in an equitable manner. Several major renovations of existing buildings have been made, complemented by new parking lots and sidewalks. These changes have improved the overall appearance of the campus, bringing its facilities in line with the standards set on the Weatherford campus.

### **Scholarly Activities**

The 1990 evaluation team considered scholarly expectations and achievements at Southwestern to fall short of those typically established at a master's level institution; the team urged the University to develop processes that would support, recognize, and reward scholarly activities. Results of the University's attention to this matter are documented in the annual reports of the Office of Sponsored Programs (Exhibit 5). The number of faculty participating in research and the financial contribution from grants to the University are also indicated in the annual reports.

Scholarly activities have become a recognizable part of the University culture. Faculty and students receive financial support, and faculty may receive released time, to encourage research, writing, and conference presentations; additionally, they receive recognition for their efforts. The Student/Faculty Research Fair continues to expand, bringing research teams from other universities to the Southwestern campus. The student newspaper publishes a column that recognizes faculty for their research efforts. Information about grants is available in the Office of Sponsored Programs. Tenure and promotion guidelines establish University-wide expectations for teaching, scholarship, and service. Continued growth and success are expected in this area.

## Affirmative Action

The 1990 team articulated four requirements for the improvement of affirmative action at Southwestern: (1) develop a plan, (2) make a real commitment, (3) organize to reflect that commitment, and (4) insist on results.

When the 1994 team evaluated Southwestern's progress, it found that the University had responded to all four requirements: (1) The Affirmative Action Plan (Exhibit 52) contains the University's recruitment and employment policies and guidelines. (2) The University has responded to the 1994 NCA team's concern that the University recognize and require a multi-dimensional effort to provide a diverse experience for students, faculty, and staff. President Hibler's statement in her letter of April 16, 1998, to the Board of Regents of Oklahoma Colleges signifies the University's strong commitment: "A commitment to enhance the perceptions, understandings, and appreciation of the cultures that surround our students, faculty, and staff--locally, regionally, nationally, and internationally--remains strong." Some items of evidence that support the University's commitment include the following:

- ❑ The University has enhanced efforts to recruit minority students. This effort resulted in increases in minority enrollments from 11 percent in the fall of 1995 to 14 percent in the fall of 1999, according to the University Fact Books for those years (Exhibit 3).
- ❑ Academic departments continue to include cultural diversity in many courses across the curriculum. Pages 4-7 of *Diversity Report 1996-1997* (Exhibit 52) lists examples of educational experiences provided in the Schools of Arts and Sciences, Business, Education, and Health Sciences
- ❑ Student Government Associations on both campuses have established multi-cultural forums.
- ❑ Panorama programming has included many presentations related to various ethnic cultures (Exhibit 7).
- ❑ Southwestern's residence halls continue to emphasize universal acceptance through the hall/floor/wing programs, and the resident assistant training program addresses the need to promote universal living.
- ❑ The Social Sciences Department has sponsored student delegations to the Midwest Model United Nations as well as field trips by the History Club to exhibitions of French and Russian culture and history.
- ❑ Southwestern's Graduate School sends recruitment letters to all Southwestern minority baccalaureate graduates meeting its admission standards; majors in the School of Education observe and teach in multi-ethnic locations.

(3) A director responsible for advancing affirmative action had been hired, and (4) efforts in recruitment and diversification of the student population had resulted in greater representation of minorities on both campuses since 1990 (Exhibit 6). Some gains had been made in specific disciplines and in administrative positions. The full-time minority work force increased from 23 employees representing different ethnicities in the fall of

1997 to 30 employees in the fall of 1999, as shown in Table 1. Southwestern has expanded its efforts to identify possible minority and women candidates for University vacancies. A subscription to a nationwide publication, *Minority and Women Doctoral Directory*, allows matches of candidate qualifications with those required to fill vacancies. Another avenue for reaching minority candidates will be realized with the expansion of vacancy postings to institutions in the surrounding geographical areas of northern Texas and southern Kansas.

**Table 1. Full Time Workforce**  
**Southwestern Oklahoma State University**  
**As of November 1, 1999**

EEO CATEGORIES	TOTAL	TOTAL MALE	MALE										TOTAL FEMALE	FEMALE											
			WHITE		BLACK		HISPANIC		ASIAN		NAT. AM.			WHITE		BLACK		HISPANIC		ASIAN		NAT. AM.			
			#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%		
Exec./Admin./Mgr.	45	34	32	71.1	0	0.0	0	0.0	1	2.2	1	2.2	11	11	24.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Faculty	206	132	124	60.2	0	0.0	2	1.0	5	2.4	1	0.5	74	71	34.5	0	0.0	0	0.0	0	0.0	0	0.0	3	1.5
Other Professionals	36	14	13		1	2.8	0	0.0	0	0.0	0	0.0	22	20	55.6	0	0.0	0	0.0	2	5.6	0	0.0	0	0.0
Secretarial/Clerical	92	2	2	36.1	0	0.0	0	0.0	0	0.0	0	0.0	90	87	94.6	2	2.2	0	0.0	0	0.0	0	0.0	1	1.1
Tech. Paraprof	32	21	20	62.5	0	0.0	0	0.0	0	0.0	1	3.1	11	11	34.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Skilled Craft	19	17	16	84.2	0	0.0	1	5.3	0	0.0	0	0.0	2	2	10.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Service/Maint.	72	36	30	41.7	1	1.4	3	4.2	0	0.0	2	2.8	36	33	45.8	0	0.0	0	0.0	0	0.0	0	0.0	3	4.2
<b>TOTALS</b>	<b>502</b>	<b>256</b>	<b>237</b>	<b>47.2</b>	<b>2</b>	<b>0.4</b>	<b>6</b>	<b>1.2</b>	<b>6</b>	<b>1.2</b>	<b>5</b>	<b>1.0</b>	<b>246</b>	<b>235</b>	<b>46.8</b>	<b>2</b>	<b>0.4</b>	<b>0</b>	<b>0.0</b>	<b>2</b>	<b>0.4</b>	<b>7</b>	<b>1.4</b>		

Source: Human Resources  
1999-2000

## **General Education**

The 1990 NCA team evaluated the University's general education program and a proposed program from the General Education Review Committee. In the opinion of team members, the committee's recommendations were directed away from suitable University requirements. The team cited several needs for a revision of the general education program: to identify its objectives, to include a multi-cultural and international dimension, and, for faculty and administrative leadership, to rise above "turf" issues.

When the NCA follow-up team arrived in 1994 for a focused visit, team members found that the general education program had been revised (Exhibit 8). They considered the new program to be more coherent and better defined than the previous program. They also recognized that internationalism and multi-culturalism were added and integrated into the general education purposes. To further strengthen the general education program, a Director of General Education was appointed in 1995. The Director chairs the General Education Committee, which oversees the programs of study and assessment on both campuses. Faculty members have made much progress toward adopting attitudes that indicate understanding of and support for university-wide concerns.

## **Salary Policy**

The 1990 evaluation team considered the rigid entry-level salary policy in place at that time to be problematic: it could impede the recruitment of faculty in disciplines that are central to the mission of the University and that demonstrate strong student demand.

The current method of calculating salaries incorporates national and regional averages in establishing the salaries that are offered to new hires. This method is especially necessary in order to recruit faculty in areas of high market demand.

## **Assessment**

Academic assessment is a faculty-driven activity. Faculty's acceptance and support of assessment were noted in the *1994 NCA Team Report* (Exhibit 3, p. 8).

The Director of Assessment coordinates the program, which addresses entry-level, general education, and exit-level assessments. Various surveys conducted by the Assessment Center, coordinated through the University Assessment Committee, contribute to the process of assessing the satisfaction of students and alumni regarding Southwestern's educational quality and support services (Exhibit 6). Surveys also provide data to help evaluate Southwestern's progress in meeting the purposes of its mission statement. The *University Assessment Plan* (Exhibit 5) was updated in 1999. The plan contains details on the goals, measures, and reporting responsibilities for entry-level, mid-level (general education), and outcomes levels of assessment.

Southwestern's assessment structure meets NCA's criteria for effective programs. The University's mission and educational purposes form the base of the program. Assessments are performed at different times in different ways. Assessment data relate to planning and budgeting processes.

## **Telecommunications/Computer Committee**

Pockets of strength and areas of significant weakness represented Southwestern's condition in telecommunications and computing according to the 1990 evaluation team. The multiple committees then in place, which addressed administrative and academic needs separately, were dissolved; a single University-wide committee was formed representing all University constituencies. The University Telecommunications/Computer Committee has prepared a plan for 1998-2001 (Exhibit 34) which addresses four major concerns: infrastructure; students; faculty; and administration and staff. Areas addressed by the committee include the following:

- ❑ Total accessibility;
- ❑ University-wide standardization of software;
- ❑ The network system;
- ❑ Distance Learning and Adult Education;
- ❑ Training and development;
- ❑ Network/LAN systems maintenance; and
- ❑ Updating the strategic plan.

The committee has sponsored training sessions to assist faculty, staff, and students with Internet access. Faculty members continue to have opportunities for development in media presentation processes. An inventory of computing and telecommunications equipment and services reveals the advances already made. For example, renovation of the old student center on the Sayre Campus resulted in a new computer lab for students. Additionally, faculty and administrator computer access more than doubled between 1992 and spring of 2000. As indicated in Table 2, the number of computer work stations for students on both campus totals 366 networked and 116 standalone units. All faculty members on both campuses have computer access.

## **CHANGES SINCE THE LAST NCA COMPREHENSIVE VISIT**

Southwestern has embraced change since the visits by NCA Evaluation Teams in 1990 and 1994. Some of the more significant include the following:

- ❑ Construction of the General Thomas P. Stafford Center that currently houses the School of Business, Computer Sciences, Information Technology Services, several administrative offices, a multi-media center, computer labs, and several classrooms;
- ❑ Renovation of the Weatherford and Sayre facilities to comply with the Americans with Disabilities Act and to enhance existing facilities so as to produce better student learning environments and faculty offices;
- ❑ Modification of curricula to meet the needs of the state and region (Exhibit 9);
- ❑ Revision of tenure and promotion requirements and procedures (Exhibit 10);
- ❑ Formalization of assessment programs (Exhibit 11);
- ❑ Improvement of computing facilities for students and faculty (Table 2);
- ❑ Increased activity in the Office of Sponsored Programs and in faculty scholarly activity (Exhibit 5); and
- ❑ Enhancement of technology resources, including the networking of the Weatherford and Sayre campuses (Exhibit 12).

## **CHAPTER 2 PLANNING PROCESSES**

### **EVALUATIVE CRITERION 4**

***The institution can continue to accomplish its purposes and strengthen its educational effectiveness.***

#### **INTRODUCTION**

The 1990 NCA comprehensive report was completed as the State of Oklahoma was beginning to emerge from the collapse of the most recent oil boom while still languishing under the economic short-fall of agri-business. The University experienced some of its most challenging financial times during this period but was able to maintain its enrollment, mission, and tradition of quality in higher education programs. Prudent planning and wise use of existing and expected resources aided this advancement. Because of a commitment to maintain a position of excellence in higher education on the part of the faculty, administration, staff, students, alumni, and external stakeholders, Southwestern Oklahoma State University emerged from this period of economic challenges as a much stronger institution. Consequently, all of the short-term goals enumerated in the 1990 Self-Study Report (Exhibit 13, pp. 152-154) have been realized, as well as a significant majority of the long-term goals.

The current institutional planning process follows the University's organizational structure shown in Appendix A. The process begins with the budgetary units and proceeds to the President and appropriate boards of regents. Planning also begins with the upper administrative units as a result of mandates from the legislature, boards of regents, accrediting agencies, and other external agencies. These mandates filter down to the affected areas for action. Additionally, various continuing and *ad hoc* committees (Exhibit 7) are responsible for other planning activities. This diversified emphasis on planning insures that the University can maximize its preparedness on every level.

#### **INSTITUTIONAL CONTEXT ENTERING 2001**

Challenges facing Southwestern are real. Data reveal that faculty salaries are 86 percent of the national average (Exhibit 14, p.10). Staff salaries approach regional averages; however, in some high demand areas, the University ranks in the lower quartile. Salary averages compiled by the College and University Personnel Association (CUPA) allow comparisons by rank for most academic disciplines; however, salary averages from the American Association of Colleges of Pharmacy (AACCP) are used for the School of Pharmacy since they more closely approximate salaries within that profession. Summary comparisons using CUPA averages are shown in Table 3 on the following page:

**TABLE 2. COMPARISON OF SW SALARIES BY RANK TO CUPA AVERAGES**

9 Month Positions Only

Excludes split positions, i.e., coaches

	96-97	Increase/ Decrease	% Change	97-98	Increase/ Decrease	% Change	98-99	Increase/ Decrease	% Change	99-00*
<b>Professor</b>										
SW Avg.	49,827.00	2,821.00	5.66%	52,648.00	2,787.00	5.29%	55,435.00	1,540.00	2.78%	56,975.00
CUPA Avg.	64,142.00	1,914.00	2.98%	66,056.00	5,182.00	7.84%	71,238.00	2,137.00	3.00%	73,375.00
	77.68%	2.02%		79.70%	-1.89%		77.82%	-0.17%		77.65%
<b>Assoc. Prof.</b>										
SW Avg.	44,841.00	1,981.00	4.42%	46,822.00	1,362.00	2.91%	48,184.00	1,266.00	2.63%	49,450.00
CUPA Avg.	48,005.00	1,470.00	3.06%	49,475.00	2,581.00	5.22%	52,056.00	1,562.00	3.00%	53,618.00
	93.41%	1.23%		94.64%	-2.08%		92.56%	-0.34%		92.23%
<b>Asst. Prof.</b>										
SW Avg.	38,741.00	449.00	1.16%	39,190.00	394.00	1.01%	39,584.00	925.00	2.34%	40,509.00
CUPA Avg.	39,923.00	1,130.00	2.83%	41,053.00	2,022.00	4.93%	43,075.00	1,292.00	3.00%	44,367.00
	97.04%	-1.58%		95.46%	-3.57%		91.90%	-0.59%		91.30%
<b>Instructor</b>										
SW Avg.	29,631.00	1,561.00	5.27%	31,192.00	638.00	2.05%	31,830.00	779.00	2.45%	32,609.00
CUPA Avg.	29,939.00	1,116.00	3.73%	31,055.00	670.00	2.16%	31,725.00	953.00	3.00%	32,678.00
	98.97%	1.47%		100.44%	-0.11%		100.33%	-0.54%		99.79%
<b>All Ranks</b>										
SW Avg.	40,380.00	1,682.00	4.17%	42,062.00	1,332.00	3.17%	43,394.00	1,073.00	2.47%	44,467.00
CUPA Avg.	49,990.00	1,495.00	2.99%	51,485.00	3,553.00	6.90%	55,038.00	1,651.00	3.00%	56,689.00
	80.78%	0.92%		81.70%	-2.85%		78.84%	-0.40%		78.44%

\*For FY00, used 99 CUPA data + 3%

Enrollments at both campuses, using headcount figures, rose 1990 through 1993, then declined 1994 through 1999, with exception of a spike in 1998. *The Agenda for Excellence* offers steps designed to stem this downturn.

The steadily increasing need to rely on new and updated forms of educational technology produces increased costs in personnel, equipment, and facilities. Shifts in revenues and expenditures are creating an even greater need for Southwestern to increase its efficiencies, to expand enrollment, and to improve services. These needs provided the impetus to embark on the visioning project, outlined in this document, which produced *The Agenda for Excellence*. Not only does *The Agenda for Excellence* provide direction for Southwestern, it also serves as a symbol of movement toward the future. Table 4 lists enrollments since 1990 and the corresponding dollars spent per student on a full time equivalent (FTE) basis. The expenditure per FTE increased 24 percent from 1990 to 1999.

**TABLE 4. FALL ENROLLMENTS AND FTE EXPENDITURES**

FALL	W'ford & Sayre HEAD-COUNT	Weatherford		Sayre		W'ford & Sayre FTE	TOTAL E & G BUDGET* \$	INCREASE \$	% INCR.	\$ per FTE STUDENT
		FTE	%	FTE	%					
1990	5401	4095	90.66	422	9.34	4517	21,368,015.00	\$ 2,176,244.00	11.34	4,730.58
1991	5453	4098	89.79	466	10.21	4564	22,682,910.00	\$ 1,314,895.00	6.15	4,969.96
1992	5543	4162	89.80	473	10.20	4635	23,435,508.00	\$ 752,598.00	3.32	5,056.20
1993	5553	4224	89.66	487	10.34	4711	22,187,927.00	\$ (1,247,581.00)	-5.32	4,709.81
1994	5226	3983	90.26	430	9.74	4413	24,875,630.00	\$ 2,687,703.00	12.11	5,636.90
1995	5083	3914	90.94	390	9.06	4304	23,606,114.00	\$ (1,269,516.00)	-5.10	5,484.69
1996	5037	3848	90.75	392	9.25	4240	24,476,048.00	\$ 869,934.00	3.69	5,772.65
1997	4945	3840	91.67	349	8.33	4189	25,624,561.00	\$ 1,148,513.00	4.69	6,117.11
1998	5127	4054	91.86	359	8.14	4413	26,766,273.00	\$ 1,141,712.00	4.46	6,065.32
1999	4903	3836	91.40	361	8.60	4197	28,088,851.00	\$ 1,322,578.00	4.94	6,383.83

\*excludes budgeted scholarships

## THE PLANNING PROCESS

In summer of 1998, a Planning and Resource Council (PRC) was established to initiate the process of developing a vision for Southwestern. The PRC members represented a wide constituency of the University: faculty, administration, staff, students, alumni and external stakeholders. A consultant, Dr. Edward Penson, was retained to guide the PRC through the steps of developing a vision and a strategic plan for the University.

As a part of this process, three teams were selected to meet certain data collection objectives. These objectives included an internal scan, an external scan, and a values scan of University stakeholders (Exhibit 15). Over 40 individuals, including both faculty and staff, comprised the scan teams (Exhibit 16). Members of the NCA Self-Study Committee served as leaders of the three teams. The scan teams began their work in September, 1998; they reported the results of their work to the PRC in November, 1998.

On December 9, 1998, 65 individuals from the University and the community helped develop a strategic visioning scenario using the data collected by the three scan teams. On January 9, 1999, the PRC refined this scenario. Members of the PRC then convened on February 10 and 11, 1999, to establish goals by to achieve the vision for the future. Five goals, accompanied by initiatives for each, were identified and approved by the Council. The goals were submitted to the President of the University (Chair of the PRC) for formal approval. The President created five action teams consisting of volunteers and nominations from the Faculty Senate and from administrators. The action teams were comprised of representatives of both internal and external stakeholders. The President met with the five action teams and the PRC on September 23, 1999, to formalize this charge to the action teams: ***Develop action plans for implementation of initiatives to achieve your assigned goal by the date specified in the goal statement.***

### **SELF-STUDY 2000**

In addition to the 65 individuals involved in the planning process, another group served on Criterion Work Teams. The members of the Self-Study Committee chaired the Criterion Work Teams, which in turn were organized as sub-committees for the self-study. This allowed campus-wide representation and facilitated the participation of an additional 25 members of the University community. Selected Work Team findings are summarized in this report and are filed in the NCA Resource Room.

## THE AGENDA FOR EXCELLENCE

The environment within which *The Agenda for Excellence: A Vision for Southwestern* (Exhibit 1) was developed represents a significant departure from the planning processes of the past. *The Agenda for Excellence* focuses attention on where the University wants to be in three to five years with respect to these four areas:

- quality, cost-effectiveness, and demand-oriented programs;
- public awareness of the strengths of the University;

- cooperative arrangements with other institutions to share program strengths and broaden educational opportunities; and
- partnerships with other enterprises that cultivate career development for students and economic development for the larger community.

Several direct and indirect benefits resulted from these efforts. Because communication during the large-group planning stage crossed faculty, student, administrative, and support staff lines, participants became more aware of the University's infrastructure, particularly in the financial realm. Many people gained a better view of the University's "big picture" through this process. Participants aggressively sought opinions and comments from all constituencies and used valid data to create the goals and initiatives. This process enhanced the quality of *The Agenda for Excellence: A Vision for Southwestern*. Participants also reported that they had gained a greater understanding and a higher regard for other colleagues and educational programs as they examined data and discussed possibilities, particularly with respect to cooperation between the Weatherford and Sayre campuses. The most important outcome, however, was the project's tangible benefit: the vision statement to advance the institution to attainable goals during the next three to five years.

The President distributed *The Agenda for Excellence* to the University community at the August, 1999, general faculty meeting. Following the discussion of the plan's goals and initiatives, the President asked for faculty to volunteer to serve on the five Action Teams. The task of each Action Team was to identify, study, and select the measures whereby each goal would be attained. To ensure that all University constituencies were represented on the Action Teams, the President appointed administrators and support staff to each team to join the faculty representatives. Action Teams have continued to work on their plans; progress is reported periodically to the Coordinating Team (the Executive Vice President, the Vice President for Academic Affairs/Research Administrator, and the Director of Assessment/Self-Study Coordinator). Minutes of meetings held by the Coordinating Team and the Planning and Resource Council encapsulate the reviews and recommendations regarding these reports (Exhibit 16).

Implementation efforts began in the fall of 1999. The earliest completion date set for the five goals is fiscal year 2001. Action Teams are involving additional stakeholders as they explore strategies for implementation of the initiatives. The documentation of progress on action plans for all five goals as of June 2000 is summarized in Chapter 3 of this document.

The five goals selected by Southwestern's stakeholders and expressed in *The Agenda for Excellence: A Vision for Southwestern* are as follows:

- ❑ By 2003, Southwestern will be serving 5,500 students and will have advanced its position as one of the premier universities in Oklahoma with an emphasis on quality education.
- ❑ By 2001, the University will have an effective marketing plan that promotes greater exposure of its departments and programs.
- ❑ By 2001, the University will have enhanced the effective and efficient management of its resources.

- ❑ By 2003, the University will have established cooperative arrangements to enhance its mission of teaching, scholarly activity, public service, and economic development.
- ❑ By 2005, the assets of the Southwestern Oklahoma State University Foundation will have increased to ten million dollars.

Southwestern's traditional strength--the basic reason for its success--has been and continues to be the faculty's commitment to excellence in teaching. The University's historical commitment to teaching excellence is evidenced by the portion of the budget allocated to instruction (Exhibit 17). *The Agenda for Excellence* creates an opportunity to enhance that position by advancing Southwestern to a place among the premier universities in Oklahoma.

## **OTHER PLANNING INITIATIVES**

The President, at the suggestion of the Coordinating Team, extended the participatory planning further by requesting that all budget units prepare action plans to assist in the achievement of the five goals stated in *The Agenda for Excellence*. Future resource allocations will be based on data that support each unit's action plan and the plans created by the action teams.

Budget planning can now rely on the integration of goals contained in *The Agenda for Excellence*, Budget Unit Three-year Plans (Exhibit 18), Academic Plans, and the *University Telecommunications/Computer Strategic Plan* (Exhibit 12). Further efficiencies are possible when the Coordinating Team reviews all planning initiatives for consolidation. Data-driven priorities will be assigned as the Planning and Resource Council reviews plans submitted from the budget units and the Action Teams. Using those priorities, University executives, who are responsible for resource allocation, can base decisions on priorities set by the Planning and Resource Council.

The University community has been immersed in planning efforts, and can now witness efficient actions and effective decisions as a result. The beginnings of a culture of planning have been created and should evolve into forward-looking management at all levels. Planning at Southwestern will become more integrated and systematic as institutional leaders focus on making broad-based planning a significant part of University governance. As stated in the *Academic Plan 1999* (Exhibit 9), *The Agenda for Excellence* will serve as a guideline for planning to be supported by assessment data. The Executive Council must exercise its leadership to ensure that the planning processes thrive.

## **ACADEMIC PLANNING AND RESOURCE ALLOCATION**

The results of a survey (Exhibit 19) sent by the Values Scan Team to the dean of each school, the chair of each academic department, and the director of each administrative/support unit indicate that each has some type of planning process. Additionally, each unit integrates various forms of assessment into its respective planning processes, although the degree of integration of assessment and planning

varies among the different units according to the characteristics of each unit. For example, the School of Health Sciences uses general education assessment scores only minimally since all general education requirements must be met prior to admission to its programs. Other disciplines responsible for providing general education courses utilize general education assessment to work toward improved student outcomes.

Another critical assessment and planning initiative in use at Southwestern, mandated by the Oklahoma State Regents for Higher Education, is the Academic Planning and Resource Allocation (APRA) process (Exhibit 20). Each program within the institution is evaluated every five years with respect to cost and productivity. Consequently, an academic planning process has evolved to meet the requirements of the APRA review. The activities of the Action Team for Goal 3 indicate the team's strong reliance on the APRA process, as discussed below in Chapter 3.

APRA and the Academic Plan contribute significantly to the planning process. These two processes, integrated with other on-going planning activities, provide the University with direction for the future with assurance that it can continue to accomplish its stated mission.

## **CONCLUSIONS**

Southwestern's strategic vision and planning may seem ambitious to some and much overdue to others. Ambitious undertakings with successful outcomes are rapidly becoming a trademark and thus a tradition for the University. Significant progress has been made in many areas throughout the institution since the last comprehensive visit; this document is replete with evidence of that progress. A few examples of recent significant progress are as follows:

- ❑ Increased scholarly activity evidenced by increased funding for grants and contracts and independent activities by faculty and staff.
- ❑ An evolving process of more clearly defined tenure and promotion criteria, with policies and procedures that are defined in the Faculty Handbooks (Exhibit 10).
- ❑ Significant enhancement of the Sayre campus physical plant, including a new student union, improved library facilities, computing services, and faculty, programs.
- ❑ Continuous improvement in the Weatherford campus facilities through renovation of existing buildings (Education Building, Campbell Building, Science Building, Rankin Williams Field House, and Residence Halls) and new construction (Music Building and Thomas Stafford Center).
- ❑ Establishment of the University Assessment Center and the implementation of an assessment plan approved by NCA (Exhibit 11).
- ❑ Restructuring of the salary pay plan to address the concern of salary compression and market-driven pricing in some academic and administrative/support areas.
- ❑ Increased emphasis on the development and maintenance of an academic plan.

□ Restructuring of the General Education Program (Exhibit 8)

All of the cited areas of progress required ambition and strong short- and long-term planning to achieve the level of success that each enjoys. Southwestern's value to the community is evidenced by the contributions of alumni and friends to the University Foundation (Exhibit 21). The Planning and Resource Council perceived the value of the institution to the community to be significant enough to establish a total asset goal for the Foundation of \$10 million by the year 2005. *The Agenda for Excellence* builds on Southwestern's traditional strengths of teaching excellence; academic programs that address local and regional needs; and community service. Successes in the past and sound planning in the future will ensure that Southwestern can and will continue to accomplish its purpose by strengthening its educational effectiveness, by continuing its financial stability and growth, and by facilitating the growth of the University Foundation.

## CHAPTER 3

### PLANS FOR GOAL ACHIEVEMENT

#### VISIONING STATEMENT

There are several ways that Southwestern will focus its efforts to achieve the goals stated in *The Agenda for Excellence*. One key insight is the recognition of connections among the goals and the economic and cultural contexts in which they are embedded. For example, timelines in the goal statements clearly indicate that Goals 2 and 3 are distinctly connected to and, in some ways, prerequisite to Goal 1. Southwestern must implement an effective marketing plan (Goal 2) to increase student enrollments. Successful recruiting strategies must be combined with the initiative of improved retention rates (Goal 1) to allow the University to serve 5,500 students. Funding increases that stem from increased enrollments, added to resources freed for reallocation (Goal 3), would allow funding of planning initiatives.

After many months of hard work and deliberation, the five Action Teams, which had responsibility for developing action plans to guide the University to accomplish the goals set forth in its Agenda for Excellence, submitted their preliminary and/or final reports to the Action Plan Coordinating Team. These reports were reviewed, consolidated, prioritized, and referred back to the Action Teams for more attention. The summary of these reports was referred to the President and the Executive Council for more review. Following that review, the Action Teams' reports were presented to the Planning and Resource Council in July, 2000, for further consideration. The Action Team recommendations, based on work during 1999-2000, will be shared at the annual meeting of the general faculty on August 21, 2000. Responses to these recommendations are to be directed to the individual(s) designated as having primary responsibility for each action listed in Table 5. The column "Responses to Recommendations Due" lists dates for responses to be received by the persons listed in the column "Primary Responsibility." Upon final review and approval by the Planning and Resource Council and the President, implementation of the recommendations will begin as resources permit.

During the spring of 2001, the Planning and Resource Council and the Action Teams will jointly evaluate the institution's implementation progress and recommend any supplementary actions. The Planning and Resource Council will review the vision statement and goals annually to ensure that planning remains an ongoing process. Annual reviews, conducted prior to budget planning, will allow present goals to be modified and new goals to be added.

Summaries of the Action Teams' recommendations are listed in Table 5, which begins on the following page:

## ACTION TEAMS' RECOMMENDATIONS

### Goal 1

**By 2003, Southwestern will be serving 5,500 students and will have advanced its position as one of the premier universities in Oklahoma with an emphasis on quality education.**

Initiatives	Actions	Primary Responsibility	Oversight	Responses to Recommendations Due
1. Provide quality programs of instruction in areas of high demand.	Action 1. Increase internship possibilities.	COD	VPAA/RA	May 2001
	Action 2. Reassess the General Education component.	General Ed Committee	AVPAA; COD; VPAA/RA	January 2001
	Action 3. Assist faculty in obtaining funding for research by offering a grant- writing seminar.	Fac. Dev. Committee; Dir., Sponsored Programs	COD; VPAA/RA	January 2001
2. Incorporate faculty development programs to assist in the improvement of pedagogy.	Action 1. Offer one-to-one mentoring for new faculty to aid in pedagogical development.	Dept. Chairs	COD	May 2001
3. Improve advisement services to students.	Action 1. Provide required course lists for majors to students before their first registration.	Dept. Chairs	COD; VPAA/RA	January 2001
	Action 2. Complete degree/audit feature of POISE software to enable students and advisors access.	Dir., Inf. Tech. Svs.	COD;VPAA/RA; EVP	January 2001
	Action 3. Request all freshman orientation leaders require direct contact between freshmen and their assigned advisors.	VPSS	Exec. Council	May 2001
	Action 4. Increase awareness of preventive/personal counseling.	Dir., Student Development	VPSS	January 2001
4. Seek greater diversity in the recruitment of faculty.	Action 1. Review the policy of paying for travel to interviewees for faculty vacancies.	COD	VPAA/RA; EVP; President	January 2001
	Action 2. Revise policy for advertising faculty positons so that "possible positions" can appear in a timely manner in professional publications.	COD; Dir., Human Res.	VPAA/RA	November 2000
	Action 3. Communicate to faculty that they may conduct informal interivews for positions open at Southwestern while they are attending conferences.	COD	VPAA/RA	November 2000
5. Improve the retention rate for students	Action 1. Offer improved facilities for students:	Dir. of Plant	EVP	In progress
	Action 2. Provide a wellness center. (Contingent upon available resources.)	Exec. Council	President	June 2001
	Action 3. Create computer access to residence halls. (Contingent upon available resources)	Dir.,Inf. Tech. Svs.; Dir.,Housing	EVP; VPSS	January 2001
	Action 4. Designate someone to direct student activities. (Funding restraints necessitate reorganization of existing organizational structure to result in cost savings.)	VPSS	President	May 2001
6. Promote long-range planning.	Action 1. Issue directives.	VPs	President	Implemented

**Goal 2**

**By 2001, the University will have an effective marketing plan that promotes greater exposure of its departments and programs.**

<b>Initiatives</b>	<b>Actions</b>	<b>Primary Responsibility</b>	<b>Oversight</b>	<b>Responses to Recommendations Due</b>
1. Develop an effective marketing strategy for the University.	Action 1. Define the customer base.	Action Team	Coordinating Team; President	September 2000
	Action 2. Define target areas for recruiting.	Action Team	Coordinating Team; President	September 2000
	Action 3. Research and select recruiting methods considered to be most effective.	Action Team	Coordinating Team; President	September 2000
	Action 4. Determine measures of effectiveness.	Action Team	Coordinating Team; President	December 2000
2. Improve the University's Web site to make it more appealing to the public and potential students	Action 1. Assign departmental webmasters to work as an advisory council with the University's webmaster to redesign the Web site.	Dir., Inf. Tech. Svs.	EVP	In progress
	Action 2. Obtain input regarding the University community's attitudes of the Web site's designs both 'before and after.'	Dir., Public Inf.	President	September 2000
3. Increase the number of scholarships and communicate their availability to potential students	Action 1. Review present availability of scholarships and how the information regarding them is communicated to students.	Scholarship Committee	Exec. Council	September 2000
	Action 2. Devise a plan for increasing scholarship availability and the communication processes.	Scholarship Committee	Exec. Council	November 2000
4. Improve job placement services and communicate this success to potential students.	Action 1. Continue to upgrade the services to students. Document and communicate job placement successes to those responsible for recruiting.	Student Dev. Services	VPSS	December 2000
5. Enhance the promotional efforts of the University's High School/College Relations Office, Public Information Office, Development and Alumni Office, and the President's Office.	Action 1. Appoint a marketing manager to be responsible for oversight and coordination of all the marketing and recruiting efforts.	Exec. Council	President	Spring 2001
	Action 2. Establish an advisory council for marketing management that is composed of Action 2 Team members.	Enrollment Manager	Exec. Council	Spring 2001

**Goal 3**

**By 2001, the University will have enhanced the effective and efficient management of its resources.**

Initiatives	Actions	Primary Responsibility	Oversight	Responses to Recommendations Due
<p>1. Review all divisions, departments, and programs for reorganization, deletion, retention, or expansion in an effort to redirect resources to build to the strengths of the University.</p>	<p>Action 1. The Art Department will periodically evaluate the effects of the recent restructuring of course offerings and degrees in terms of APRA.</p>	<p>Chair, Art Dept.</p>	<p>COD</p>	<p>December 2000</p>
	<p>Action 2. The recently merged Chemistry-Physics Department will evaluate the current restructuring of the chemistry and physics programs annually.</p>	<p>Chair, Chemistry-Physics Dept.</p>	<p>COD</p>	<p>May 2001</p>
	<p>Action 3. Retain the general education course offerings by the Music Department, but retain only the Music Education Degree. Restructure the Music Education Degree so that students can complete the majority of their general education courses within the first two years of study and provide a reasonable opportunity for students to complete their degrees within four years.</p>	<p>Chair, Music Dept.</p>	<p>COD</p>	<p>December 2000</p>
	<p>Action 4. Review possibility of merging the remaining Music Department components of general education and Music Education with the Department of Art to create the Department of Music and Art, or Department of Fine Arts.</p>	<p>Chairs, Art &amp; Music Depts.</p>	<p>COD</p>	<p>December 2000</p>
	<p>Action 5. Review the current English and English Education Degree programs to determine a mechanism that provides a core of required upper division courses for both degree options.</p>	<p>Chair, Lang. Arts Dept.; Dean, School of Ed.</p>	<p>COD</p>	<p>December 2000</p>
	<p>Action 6. Develop a degree option in place of the present History and Political Science degrees. The option will combine a core of upper division courses for both majors.</p>	<p>Chair, Soc. Sci. Dept.</p>	<p>COD</p>	<p>December 2000</p>
	<p>Action 7. Review the current Math and Math Education degree programs and develop a core of required upper division courses for both degree options.</p>	<p>Chair, Math Dept.; Dean, School of Ed.</p>	<p>COD</p>	<p>December 2000</p>

**Goal 3, Continued**

Initiatives	Actions	Primary Responsibility	Oversight	Responses to Recommendations Due
	Action 8. Review the subject coursework related to education degrees and develop a core that could be used by majors in the specific areas (outside education) as well as those obtaining the education degree in that field.	Chairs of respective departments	COD	December 2000
	Action 9. Review subject areas with weak enrollments in both education and non-education degree tracks (English, Math, Science, and Social Science) to develop a core of required upper level courses for both the education degree and the subject area degree options.	Chairs, Lang. Arts, Math, Biology, Chem-Physics, Soc.Sciences	COD	December 2000
	Action 10. Maintain only graduate programs that meet APRA guidelines. Add new graduate programs only if valid data support the expectation that they will meet the guidelines. Ensure ongoing evaluation of each graduate program.	Dean, Graduate School	COD; VPAA/RA	December 2000
	Action 11. Periodically review general education courses and degree programs in the School of Arts and Sciences to determine if APRA Guidelines are being met.	Dean, Arts & Sciences	COD; VPAA/RA	December 2000
	Action 12. Periodically review the degree programs in the School of Education for cost effectiveness.	Dean, School of Ed.	COD	May 2001
	Action 13. Monitor prescriptive accreditation requirements with regard to APRA guidelines relevant to the School of Health Sciences and School of Business.	Deans, School of Busiess and Health Sciences	COD	March 2001
	Action 14. Review academic administration organization: the departments and their respective schools and the current "dean" administrative structure.	VPAA/RA	Exec. Council	May 2001
	Action 15. Streamline the connections between APRA and the Academic Plan and any other planning efforts.	VPAA/RA	Exec. Council	May 2001
	Action 16. Annually evaluate the need for adding additional general education classes following the third freshman clinic.	AVPAA	COD	Summer 2001
	Action 17. Develop an active adjunct list to meet last minutes needs for added classes.	Dept. Chairs	COD	November 2000
	Action 18. Develop cross-discipline assignments in line with faculty member qualifications.	COD	VPAA/RA	February 2001

<b>Goal 3, Continued</b>				
<b>Initiatives</b>	<b>Actions</b>	<b>Primary Responsibility</b>	<b>Oversight</b>	<b>Responses to Recommendations Due</b>
	Action 19. Develop comprehensive plan for large, medium, and small classes to be aligned with resource allocations.	COD	VPAA/RA	May 2001
	Action 20. Develop guidelines for scheduling of teaching assignments for greater productivity of faculty to benefit the growth of the departments, schools, and University. Include scholarly activity, recruiting, mentoring of internships, faculty development, etc.	Dept. Chairs	COD	May 2001
	Action 21. Work with other regional institutions to continue the process of offering courses online.	AVPAA	VPAA/RA	December 2000
	Action 22. Encourage faculty development of Web-based courses and departmental development of Web-based degree programs.	COD	VPAA/RA	December 2000
	Action 23. Continue to review all budget units for efficiency and effectiveness, using benchmarks to ensure that the units contribute to the effective operation of the University.	All VP's	Exec. Council	May 2001
	Action 24. Review the demands on the Computer Services area as programs increasingly require enhanced technology and support services. Workloads may require that personnel be added.	Dir., Inf. Tech. Svs.	Exec. Council	December 2000
	Action 25. Review requirements for additional skilled personnel so that the Physical Plant can accomplish planned major renovation projects.	EVP	Exec. Council	December 2000
	Action 26. Review outsourcing opportunities.	EVP; VPSS	Exec. Council; President	December 2000
	Action 27. Review and recommend any changes to the overall organizational structure of the University to improve the efficacy of management.	Action Team; Coordinating Team; Exec. Council	President	June 2001
2. Enhance the operation of Sponsored Programs.	Action 1. Establish a committee to develop plans to license the University's intellectual property.	Dir., Sponsored Programs; COD	EVP; VPAA/RA	February 2001
	Action 2. Evaluate efficiency, effectiveness, funding and responsibilities of Sponsored Programs to allow this unit to maintain its role.	Dir., Sponsored Programs	VPAA/RA	May 2001

**Goal 4**

**By 2003, the University will established cooperative arrangements to enhance its mission of teaching, scholarly activity, public service, and economic development.**

<b>Initiatives</b>	<b>Actions</b>	<b>Primary Responsibility</b>	<b>Oversight</b>	<b>Responses to Recommendations Due</b>
1. Develop and initiate cooperative arrangements with other educational institutions, government, business, industry, and other entities to strengthen educational opportunities; contribute to the educational, economic, and cultural environment; and support scholarly activity.	Action 1. Encourage faculty and academic units to seek opportunities to improve all aspects of the University through development of cooperative arrangements.	COD	VPAA/RA	June 2001
2. Assess the role of distance-learning.	Action 1. Determine the University's (needs) expectations for utilization of distance-learning by 2003.	Dir., Distance Learning; AVPAA	COD; VPAA/RA	June 2001
	Action 2. Compare the expectations in Action 1 with existing levels of utilization. Develop a plan to meet those expectations, whether they be for expansion or phase-out.	Dir., Distance Learning; AVPAA	COD; VPAA/RA	November 2001
3. Improve cooperation among departments of the University.	Action 1. Appoint a standing committee to review potential for development of high demand majors by merging and utilizing available resources.	COD; Dept. Chairs	VPAA/RA; President	December 2000
4. Improve cooperation with departments of other universities.	Action 1. Appoint ad hoc committee to develop a pilot program that is designed to make Southwestern more responsive to needs in education in relation to the job market. (Incorporating distance learning is key.)	COD; VPAA/RA	VPAA/RA; President	December 2000
5. Evaluate the benefits and costs of cooperative arrangements.	Action 1. Devise a model for evaluating costs and benefits of cooperative arrangements and share it with the University community.	Dept. Chairs; COD	VPAA/RA; EVP; President	October 2001

**Goal 5**

**By 2005, the assets of the Southwestern Oklahoma State University Foundation will have increased to \$10 million.**

Initiatives	Actions	Primary Responsibility	Oversight	Responses to Recommendations Due
1. Instill a commitment to the importance of supporting the University into Southwestern's family including students, faculty, staff, and alumni.	Action 1. Develop promotional/informational strategy by holding a year-long series of meetings with academic and administrative units, alumni officers, and other groups to explain the expanding role of the Foundation, and to obtain support ideas.	Dir., Development; Dir, Public Inf.	Exec. Council; President	June 2001
2. Develop a broad-based constituency within each school, division and department. (Expand to include communities of Weatherford and Sayre.)	Action 1. Request that each school/division/department identify and prioritize financial needs that have a low probability of being funding in the University's operating budget. Establish a reporting mechanism to communicate this information.	Dir., Development; VP's; COD	Exec. Council; President	June 2001
	Action 2. Seek additional funding by exploring city sales tax opportunities in Weatherford and Sayre.	Dir., Public Inf.	President	December 2001
3. Develop a university-wide alumni monitoring and tracking system.	Action 1. Appoint an ad hoc committee to explore the best practices for developing an alumni data base that can be continuously updated by all who are aware of name, address and employer changes.	Dir., Development	President	June 2001
4. Continue to enhance and expand alumni relations.	Action 1. Develop promotional/informational strategy in connection with Initiative 1-Action 1 and Initiative 3-Action 1 to organize a Key Alumni Supporter Strike Team list, whose mission would be to elicit help and support directly from other alumni.	Dir., Development; Dir., Public Inf.	President	Spring 2001





## CHAPTER 4

### EVIDENCE TO SUPPORT SOUTHWESTERN'S REQUEST FOR NCA RE-ACCREDITATION

This chapter provides evidence that Southwestern Oklahoma State University meets North Central Association re-accreditation criteria at the associate's, bachelor's, master's, and professional degree levels. The first section deals with General Institutional Requirements, and the second deals with evidence supporting NCA's Criteria for Accreditation.

#### GENERAL INSTITUTIONAL REQUIREMENTS

This *Self-Study 2000 Report* and supporting materials document that Southwestern meets the General Institutional Requirements (GIRs) specified by the North Central Association for Institutions of Higher Education.

#### MISSION

***GIR 1. It has a mission statement formally adopted by the governing board and made public, declaring that it is an institution of higher education.***

Southwestern's revised mission statement addressed all the concerns expressed by the 1990 NCA visiting team. The Board of Regents of Oklahoma Colleges adopted the mission statement, which is published on the Web site, in the University's catalogs, and in other publications. The Sayre campus has a supplementary statement that speaks to its unique purposes. The Criterion One section in this chapter includes more information concerning the mission statement.

***GIR 2. It is a degree-granting institution.***

Southwestern grants degrees at the associate's, bachelor's, master's, and professional levels. The Sayre campus confers two associate degrees: the Associate in Science (AS) and Associate in Applied Science (AAS). The University awards the following bachelor's degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Education, Bachelor of Music, Bachelor of Social Work, Bachelor of Business Administration, and Bachelor of Music Education. Master's degrees granted include the Master of Business Administration, Master of Education, Master of Music, and the Master of Science in Applied Psychology which is only for students completing the discontinued program. The Doctor of Pharmacy (Pharm.D.), a professional degree, was approved by NCA (Exhibit 22) in 1998.

## AUTHORIZATION

***GIR 3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.***

The Constitution of the State of Oklahoma grants legal authority to Southwestern to confer its certificates, diplomas, and degrees pursuant to Section 2 of Article XIII-A.

***GIR 4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.***

Southwestern possesses legal documents to confirm its status as a public institution. All activities germane to the University must have the approval of the administration, the Board of Regents of Oklahoma Colleges, the Oklahoma State Regents for Higher Education, and/or the State Legislature. The substance and process of approval are outlined in the *Policy Manual of the Board of Regents of Oklahoma Colleges* (Exhibit 23) and *The Oklahoma State Regents' Policies and Procedures* (Exhibit 24).

## GOVERNANCE

***GIR 5. It has a governing body that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.***

In Oklahoma, high-level governance of all public institutions is divided between the Oklahoma State Regents for Higher Education (OSRHE), which is a coordinating board, and various governing boards for individual institutions or groups of institutions. The Board of Regents of Oklahoma Colleges (BOROC) serves as the governing board for Southwestern and provides operational oversight. "High level of governance" denotes the constitutional or statutory authority over colleges and universities, whereas other aspects of governance are carried out by the BOROC.

***GIR 6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.***

To assure consideration of the public interest, all members of the various governing boards are appointed by the Governor of Oklahoma, with the advice and consent of the Senate, with one exception: the State Superintendent of Public Instruction is elected and serves as a member on the Board of Regents of Colleges (BOROC). The boards are autonomous in their decision making. The divisions of authority between the coordinating board, OSRHE, and the governing board, BOROC, are defined in the Oklahoma State Constitution and the Oklahoma State Statutes.

***GIR 7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.***

The Board of Regents of Oklahoma Colleges appointed President Joe Anna Hibler to serve as Southwestern's Chief Executive Officer effective July 1, 1990. President Hibler reviews and approves all administrative policies of the University. The President delegates authority to the Executive Vice President for Administration, the Vice President for Academic Affairs and Research Administration, and the Vice President for Student Services to execute their assigned areas of responsibility. Four directors also report to the President: the Athletic Director; the Director of Alumni and Development; the Director of Public Information; and the Director of Institutional Research.

***GIR 8. Its governing board authorizes the institution's affiliation with the Commission.***

Southwestern's governing board, the Board of Regents of Oklahoma Colleges, has authorized Southwestern's affiliation with the Commission on Institutions of Higher Education. This affiliation has been continuous since 1950.

**FACULTY**

***GIR 9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.***

Faculty members at Southwestern have earned appropriate terminal degrees or have related experience for the degrees offered in their units. The faculty listings in the University catalogs include their degrees; numbers in each category are shown in Appendix B. Adjunct faculty have earned degrees from accredited institutions or have the related professional experience requisite for their teaching assignments. Vitae and transcripts for all faculty are filed in the office of the Vice President for Academic Affairs. Detailed data concerning faculty are provided in support of Criterion 2 in this chapter.

***GIR 10. A sufficient number of faculty are full time employees of the institution.***

During the last ten years, Southwestern maintained an average of 220 faculty members per academic year. Exhibits contain data concerning the full-time and part-time (adjunct) proportions of the instructional staff during the 1999-2000 academic year. See Exhibit 25 for a listing of full time and part-time faculty.

***GIR 11. Its faculty have a significant role in developing and evaluating all of the institution's educational programs.***

Southwestern's Faculty Senate Constitution, contained in the University's faculty handbooks (Exhibit 10), defines faculty's significant role in developing and evaluating all of Southwestern's educational programs. New course and program materials are reviewed at the departmental level and then reviewed by the appropriate dean. The next level of review rests with the chief academic officer of the University, the Vice President for Academic Affairs and Research Administration (VPAA/RA). The VPAA/RA coordinates the proposal with all involved academic departments and curriculum

agencies within the University. Approval by all constituencies, including the President of the University, results in submission of the request to the governing board (BOROC) for approval. Upon approval by the governing board, the recommendation is forwarded to the coordinating board (OSRHE) for final approval. Faculty perform annual assessment of Southwestern's educational programs as defined in the *University Assessment Plan* (Exhibit 11). In addition, faculty perform intensive internal reviews of their programs every five years based on policies in OSRHE's Academic Planning and Resource Allocation, also known as APRA (Exhibit 26). Faculty are involved in the evaluation of the general education program (Exhibit 11).

The existence of the University's nine standing committees demonstrates the breadth of faculty's role in developing and evaluating Southwestern's educational programs. The standing committees include Nominating; Personnel Policies; University Policies; Curriculum; Student Affairs; Judiciary; Executive; Audit; and Budget and Program (Exhibits 10, 16).

## **EDUCATIONAL PROGRAMS**

### ***GIR 12. It confers degrees.***

Southwestern holds commencement ceremonies each year on the Weatherford and Sayre campuses at the close of the spring semester. During Academic Year 1998-1999, 118 associate's, 714 bachelor's, and 119 master's degrees were conferred (Exhibit 4). Degree program information is printed in University catalogs and posted on the Web site.

### ***GIR 13. It has degree programs in operation, with students enrolled in them.***

The *Fact Book* prepared by the Office of Institutional Research each fall and spring semester indicates that the majority of Southwestern's students are seeking degrees. Fall 1999, 88.2 percent of all enrolled students had declared major fields of study (Exhibit 4).

### ***GIR 14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.***

Southwestern offers associate, bachelor's, master's, and professional degree programs, all of which are compatible with its mission statements. Comparisons indicate that Southwestern's programs are similar to those offered by other post-secondary institutions with like characteristics. Its programs are also similar to those offered by other regional institutions governed by the BOROC (Northwestern Oklahoma State University, Southeastern Oklahoma State University, University of Central Oklahoma, East Central University, and Northeastern State University), and to those of the other four state-supported regional universities (Cameron University, Panhandle State University, Langston University, and University of Science and Arts of Oklahoma).

***GIR 15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of length and content of the programs.***

Southwestern's programs follow the conventional practice in higher education for naming, length, and content. All degrees require a fixed number of semester credit hours as specified in University catalogs. Degree and course offerings comply with the policies and guidelines provided by the University's coordinating and governing boards.

***GIR 16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to insure breadth of knowledge and to promote intellectual inquiry.***

General education purposes clearly support Southwestern's mission statements, and evidence of this support is included in the discussion of general education in Criterion 3. General education comprises an essential element of all Southwestern's undergraduate degree programs. Following the *1990 Self-Study Report*, the General Education Committee recommended major revisions in the program, which were subsequently approved by the relevant curriculum agencies, the Faculty Senate, and the governing and coordinating boards. The new program, as listed in the Sayre and Undergraduate catalogs (Exhibit 8), took effect in fall 1994.

***GIR 17. It has admission policies and practices that are consistent with its mission statement and appropriate to its educational programs.***

Southwestern's admission policies and practices are compatible with its mission statement. Admissions criteria and procedures, which are prescribed by the coordinating and governing boards, appear in the University catalogs and in recruiting and admissions materials. Consistency and appropriateness of Southwestern's policies and practices are described more fully in this chapter of *Self-Study 2000*.

***GIR 18. It provides its students with access to learning resources and support services requisite for its degree programs.***

The University makes every effort to provide students with full access to learning resources and support services for each degree program. Student satisfaction surveys indicate that academic advisement has improved. Career and personal counseling are now provided; tutoring in various disciplines is offered in the academic departments and in Student Development Services; and the number of computer labs has been increased and equipment has been updated. To assist students with special needs, syllabuses for University courses make reference to ADA policies. Additional support services are also provided for students housed in the University's residence halls.

## FINANCES

***GIR 19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.***

The University undergoes external financial audits by certified public accountants annually, as well as internal audits periodically. Audit reports are included in Exhibit 27.

***GIR 20. Its financial documents demonstrate the appropriate allocation and use of resources to support its education programs.***

Southwestern's audit reports and financial statements include comparative information. The statement of current funds, revenues, and changes in fund balances show the expenditures for current funds by functional category and fund. In this report, Criterion 2 discusses the institution's financial resources and supports the University's high levels of accountability.

***GIR 21. Its financial practices, records, and reports demonstrate fiscal viability.***

Southwestern's financial practices, records, and reports demonstrate fiscal viability. This information, together with that contained in Appendix B, *Basic Institutional Data Form D*, establishes that Southwestern has sufficient resources and adequate cash flow to support its educational programs. Copies of Southwestern's audits and annual budgets are available in Exhibits 17 and 27.

***GIR 22. Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.***

Southwestern's publications and documents represent the integrity of the institution. Information contained within the catalogs, recruiting materials, and student handbooks accurately represents the University.

***GIR 23. It accurately discloses its standing with accrediting bodies with which it is affiliated.***

An examination of the publications and documents listing accreditation affiliations indicates Southwestern's adherence to this requirement. A regular process for correcting and updating the university catalogs, currently underway for a 2001 publication date, will supply the few telephone numbers and addresses of accrediting bodies currently missing from University publications in order to be in complete compliance with this GIR. Examples are available for review in the NCA Resource Room in Exhibit 34.

***GIR 24. It makes available upon request information that accurately describes its financial condition.***

Southwestern is a public institution, subject to the Open Records Act of the State of Oklahoma; as such, its financial resources and distribution thereof are a part of the public record.

## **EVALUATIVE CRITERION 1**

***The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.***

### **INSTITUTIONAL GOALS IN RELATION TO THE UNIVERSITY'S MISSION**

Updates of Southwestern's catalogs contain the University's public statements of mission and purposes. Revisions to the mission statement were completed in 1993 prior to the publication of the 1994-1996 catalogs; the new statement is presented in Chapter 1. Faculty committees consisting of representatives of the institution's major discipline areas drafted the new mission statement.

The mission statement defines Southwestern and articulates its three purposes: teaching, research, and service. University constituencies indicated their awareness and approval of these purposes when they were interviewed during the extensive scanning operations carried out in the first stages of the planning effort (Exhibit 15).

### **INFORMING THE PUBLIC**

Southwestern's publicly stated purposes have been published in each update of the *Undergraduate Catalog* and *Sayre Campus Catalog* and will be included in the next edition of the *Graduate Catalog* (Exhibit 8). The mission statement also is referenced in the institution's publicity materials contained in the Publications File, Exhibit 28.

### **EVALUATING THE MISSION**

Several avenues exist for evaluating and modifying Southwestern's mission statements. When changes are recommended by Budget Units and by the Action Teams, the Planning and Resource Council examines the statements and recommends actions to the President. Additionally, faculty members may identify changes needed in the mission statement as they conduct assessments for program review. Administrators evaluate the requests as they work with their budget unit plans for improving services and efficiencies. Students, alumni, and external constituencies evaluate Southwestern's efforts to fulfill the mission through various surveys, interviews, and advisory committees. Requests for changes are communicated through the normal reporting processes on both campuses.

## **FREEDOM OF INQUIRY**

Freedom of inquiry for faculty and students is explicitly stated in the University mission statement (Exhibit 8), in faculty handbooks (Exhibit 10), and in the *Student Handbook* (Exhibit 29). In addition, a review of the *Scan Team Reports* (Exhibit 15) indicates that stakeholders have an understanding of Southwestern's support of free inquiry.

## **TEACHING EXCELLENCE**

Southwestern's stakeholders recognize that an ongoing commitment to excellence in teaching is the hallmark of the University. (See comparative advantages listed in *Scan Team Reports*, Exhibit 15). This commitment is reflected in the portion of the budget allocated for instruction and academic support. During the past four fiscal years, instruction and academic support received approximately 67 percent of the annual budget allocation (Exhibit 17). Historically, this percentage has been consistently higher for Southwestern than it has for other public regional universities in Oklahoma.

Despite the necessity to arrange larger class sizes for certain general education courses, the University still maintains a full-time equivalency (FTE) student/faculty ratio of 19:1. During the spring semester of 1999, the average class size, adjusted for seminar and individual-study sections, was 28.0 on the Weatherford campus and 18.1 on the Sayre campus (Exhibit 30). Full-time faculty conduct 92 percent of all classes; University-wide, 63 percent of full-time faculty have earned doctorates (Exhibit 9, 1999, p.3). Exhibit 31 also lists all faculty members and their earned degrees. On the Weatherford campus, 67 percent of full-time faculty have doctorates. The number of programs with professional accreditation, shown on page 83 of this document, distinguishes Southwestern among its peers. The number of accredited programs exceeds that of one of the doctoral granting institutions in the State of Oklahoma.

Southwestern's mission and visioning statements reflect outcomes expected of faculty in terms of scholarly activity. Scholarly activity is an important part of the faculty promotion and tenure review process, which also considers the applicants' teaching effectiveness and service to the University and community. The increasing emphasis within the University on scholarly activity in support of teaching is reflected in the increase in externally sponsored grants, contracts, and cooperative agreements. During 1998-1999, various federal, state, and private agencies funded 47 proposals having a value of \$3,333,033. This total is more than ten times larger than the value of externally-funded grants in 1992 (Exhibit 5). During this period, the percentage of the University budget allocated to research has increased from 0.9 percent to 1.6 percent (Exhibit 17). Also, the University Foundation substantially increased support for research and scholarly activities. The annual Student Research/Scholarly Activity Fair provides opportunity for students who are engaged in research to present their work.

One mechanism for recognizing and rewarding teaching excellence is Southwestern's Academic Excellence Award, presented annually at a banquet, which honors faculty. This award, funded by William Bernhardt, M.D., honors an outstanding member of faculty who exhibits exceptional achievement in teaching, scholarship and service (Exhibit 32).

Southwestern is a learning community where close student-faculty interaction enhances both teaching and learning. To support such an environment, the institution encourages students to participate actively in all aspects of their education, from formal classroom instruction to research, academic advising, and extracurricular activities. Students may select from a total of 86 University-sponsored student organizations available on both campuses. The organizations are listed in the *Undergraduate Catalog* and the *Sayre Campus Catalog* (Exhibit 8).

The mission statements also describe the expectation for excellence in student outcomes. An extensive assessment program, coordinated by the Director of Assessment, monitors student achievement for general education courses and for major programs. Reports to Southwestern's many professional accrediting agencies include data that reflect high levels of student learning (Exhibit 33). The assessment process and its results are described in this chapter in the discussion of Evaluative Criterion 3.

## **UNIVERSITY OUTREACH**

Southwestern serves as a major cultural and information resource for western Oklahoma by sponsoring artistic performances, lectures, and other cultural events. Southwestern has a growing presence due to the number and variety of its outreach programs. For example, the Distance Learning Program has grown: during the 1998-1999 academic year, 53 interactive video courses originated on the Weatherford campus and 18 courses originated on the Sayre campus. A total of 709 students completed courses from interactive video remote sites during the 1998-1999 academic year (Exhibit 34). Southwestern at Sayre also transmits concurrent enrollment courses by interactive video. The number of sites in western Oklahoma is expected to increase from four to possibly 12 by the fall of 2000. Courses of this type provide an opportunity for high school students who are remote from institutions of higher education to begin their college studies.

The Business Development Center provides assistance to area businesses and works to promote economic development in western Oklahoma (Exhibit 35). Crowder Lake State Park, a 22-acre park and a 158-acre lake, is operated by Southwestern Oklahoma State University according to the terms of a cooperative agreement with the Oklahoma Tourism and Recreation Department. The park, located 10 miles south of Weatherford, provides recreational opportunities for area residents as well as a wide variety of educational programs for University students and public school groups. The Foss Lake Adventure Program and the SWOSU Adventure Program at Ghost Mound south of Hydro are joint projects between Southwestern Oklahoma State University and the Oklahoma Office of Juvenile Affairs. The Chair of the Department of Health, Physical Education and Recreation provides administrative oversight. These programs provide residential care, emphasizing the building of self-esteem and the improvement of academic skills for area youth who have been adjudicated as being in need of supervision or delinquent. Additionally, Weatherford High School's Alternative Program is housed on campus. As well as serving the region and State, these programs provide opportunities for those Southwestern students majoring in several related areas to acquire practical experience in their fields.

## **CONCLUSIONS**

The missions and purposes of the University are understood and embraced by the University community. A set of goals to advance the missions has been developed through a strategic planning process that involved all University constituencies. The *Undergraduate Catalog*, *Graduate Catalog*, and *Sayre Campus Catalog* are published every three years and provide a comprehensive view of the University mission and purposes. Brochures and other recruiting materials (Exhibit 28) provide additional information about the University and its programs. Freedom of inquiry for faculty and students is explicitly stated in the University's mission statements, Faculty handbooks, and the *Student Handbook*. Southwestern's commitment to teaching excellence and to the high standard of learning expected from students are apparent from its mission statements, from the results of extensive assessment data, and from its long range plan.

## **EVALUATIVE CRITERION 2**

***The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.***

Southwestern's history reflects the effective and efficient utilization of its resources. All the structures necessary to accomplish its purposes are in place. The University's strong position is due to sound fiscal policies and the mechanisms in place for evaluating needs and making adjustments. It is imperative that future uses of resources be carefully planned; consequently, the Planning and Resource Council was established to evaluate institutional needs and resources continually and to recommend modifications based on its evaluations

## **HUMAN RESOURCES STRUCTURE AND GOVERNANCE BOARDS**

The Oklahoma State Regents for Higher Education (OSRHE) and various boards for individual institutions or groups of institutions govern all of the public institutions of higher education in Oklahoma. The OSRHE constitutes the coordinating board of control for Southwestern and Oklahoma's other 24 state-supported colleges and universities. OSRHE membership and its defined responsibilities are provided on the inside back cover of this report.

The Oklahoma Constitution established three governing boards for the State's colleges and universities, one being the Board of Regents of Oklahoma Colleges (BOROC). All other governing boards in the State were established by legislative action and are commonly referred to as statutory boards. BOROC governs Southwestern Oklahoma State University in addition to five other regional institutions. BOROC's powers and duties are listed on the inside back cover of this report.

## **CENTRAL ADMINISTRATION**

The University's organizational charts are included as Appendix A. The President, Dr. Joe Anna Hibler, was appointed by and reports to the Board of Regents of Oklahoma Colleges. As chief executive officer, the President provides leadership for the University.

The qualifications and responsibilities of the University President are included in the BOROC Policy Manual, Section 1.25 (Exhibit 23).

The President and Vice Presidents serve as the executive officers of the University. The Vice Presidents report directly to the President; their duties and responsibilities are outlined in faculty handbooks (Exhibit 10). Each executive officer has over twenty years' experience in higher education.

## **FACULTY GOVERNANCE AND PARTICIPATION**

The University has a long history of faculty governance. The current Faculty Senate was organized in 1967, replacing its predecessor, the Faculty Association. The Senate was formed to facilitate the participation of faculty in developing and achieving the purposes of the University. The Senate has the prerogative to make recommendations to the administration and the faculty on all matters relating to the best interests of the University. The Constitution of the Faculty of Southwestern Oklahoma State University (Exhibits 10, 36) describes the duties and responsibilities of the Faculty Senate and its officers. Exhibit 37 lists current Faculty Senate officers.

Faculty committees are numerous and play a crucial role in the overall administration of the University. Members of the faculty, as well as many support staff and students, serve on all University committees. Current membership of the standing committees is shown in Exhibit 16.

The general faculty has a significant role in developing and evaluating educational programs to meet Southwestern's goals. Program development generally begins at the faculty level as needs are identified and trends are assessed. Once a new program is proposed, a faculty committee is established to investigate the merits/needs of its development. Curriculum is developed and existing resources are evaluated. The recommendation of the faculty committee is reviewed at the departmental level followed by the dean of the appropriate school. The next steps are review of the recommendation by the Vice President for Academic Affairs and Research Administration. The recommendation is then forwarded to all affected academic departments and curriculum agencies of the University. After all constituents involved, including the President, give approval, a final recommendation is forwarded to the Academic Affairs Committee of the governing board. Upon approval of the governing board, the recommendation is sent to the coordinating board for final approval. Exhibit 38 contains a summary of Faculty Senate actions during 1998-2000.

In addition to their role in developing and evaluating specific educational programs offered by the University, faculty members are also involved in the development and evaluation of the general education (GE) program. Nine faculty members serve on the General Education Committee, which is chaired by the Director of General Education. The Faculty Senate serves in an advisory capacity on curriculum-related issues. The Curriculum Committee of the Faculty Senate has the responsibility to make recommendations on curriculum issues prior to a full Senate review.

Faculty have significant roles in the processes by which program evaluation is accomplished, including (1) Academic Planning and Resource Allocation (APRA), (2)

academic assessment, and (3) developing departmental academic plans or Budget Unit Three-year Action Plans.

The Oklahoma State Regents for Higher Education requires an ongoing program review process (APRA). All academic programs must undergo an intensive internal review on a five-year cycle. Faculty and the respective department chairpersons who are involved with individual programs perform this review.

Although the University maintains an Assessment Center and employs a Director of Assessment, academic assessment is a faculty-driven activity. The University Assessment Committee (composed primarily of faculty) established formal assessment guidelines in 1991-1992. Faculty members design, select, and administer assessment measures for student achievement and degree programs. Assessment activity is a catalyst for program development and program restructuring or elimination.

Faculty members in academic units participate in program review to prepare three-year plans. From the departmental plans, the dean prepares an academic plan for the school. These plans are forwarded to the Chief Academic Officer of the University. The resulting *Academic Plan* is reviewed by the President and submitted to the University's coordinating and governing boards.

Two other examples of faculty governance are the climate surveys conducted 1995 through 1998 and the confidence/no confidence vote conducted in spring of 2000 (Exhibit 38). Information on these and other motions brought to the Faculty Senate and actions taken regarding recommendations to the Council of Deans and the Vice President for Academic Affairs is included in Exhibit 39.

## **ACADEMIC SUPPORT UNITS**

The academic units, Al Harris Library, Conference Center, Media Services and Continuing Education, and Assessment provide support for Southwestern. The deans and directors of these units report to the Vice President for Academic Affairs and Research Administration.

## **UNIVERSITY LIBRARIES**

Libraries on Southwestern's two campuses support the University's mission to ensure quality education, enable student development, and serve as a cultural and educational resource for western Oklahoma. The libraries provide opportunities for students to "obtain skills, knowledge, and cultural appreciation that lead to effective life-long use of information, productive lives, and effective citizenship." To this end, materials are chosen that not only support the curriculum, but that also introduce multicultural diversity with items from many sources and authors. The library staff spends much time assisting students both in finding specific information and in developing the skills to find information for themselves.

Almost all the electronic data that the Library owns or accesses is available through the Library homepage, <http://www.swosu.edu/library>. This includes many newly acquired electronic databases, the library's online catalog, selected electronic journals, and many

other useful items from the Internet, such as the state union library catalog at <http://www.auto-graphics.com/cgipac/mmx/odol>. The Library Instruction Room has been added and equipped with individual computers. Library resources are being made available to faculty in their offices as the campus infrastructure and vendor licensing allow. A listing of electronic database subscriptions is shown in Table 6.

In 1995, the government documents section contained non-cataloged federal documents. Today the library is a full state document depository; increasing numbers of both federal and state documents are cataloged. The online catalog includes Internet sources for several journals. Electronic versions of scholarly journals are becoming more numerous and are being added to the listing as they are identified. Electronic books have recently been added as well.

The materials budget has increased by 10 percent in five of the past seven years, enabling the continued purchase of scholarly journals in a time of significant inflation of subscription costs. Usage of materials has been monitored over the past several years, and a few journal titles are no longer purchased based on this knowledge. Funds are set aside each year to allow review of an area of the collection. Both formal and informal collaboration occurs between librarians and faculty concerning library resources for specific course development.

Changes occurring since the last NCA visit include opening the library to non-Southwestern students; adding OK-Share, a cooperative program among academic libraries, which allows checking out items at other libraries; and increased participation of library staff in statewide library organizations. These changes expand the resources available to the region.

A librarian on the Weatherford library staff serves as liaison with the Sayre library. Sayre staff and faculty consider this arrangement beneficial to students and faculty. Recent remodeling of the Mackey building, which houses the Sayre Library, allows space for approximately 6,000 volumes.

## TABLE 6. LIBRARY ELECTRONIC DATABASE SUBSCRIPTIONS/AGREEMENTS

### GENERAL:

BIOGRAPHY RESOURCE CENTER (Gale)  
COLLEGE SOURCE (internet)  
GPO  
GROLIER/AMERICANA  
MARQUIS WHO'S WHO  
NEWSBANK RETROSPECTIVE  
OXFORD ENGLISH DICTIONARY  
PROJECT MUSE (electronic journals/internet)

### ARTS & SCIENCES:

AMERICAN HISTORY AND LIFE (internet)  
HISTORICAL ABSTRACTS (internet)  
MASTERPLOTS (Salem Press)  
MLA  
MUSIC INDEX (Harmonie Park Pr)  
SOCIAL WORK REFERENCE LIBRARY

### EDUCATION:

KRAUS CURRICULUM DEVELOPMENT LIBRARY

### HEALTH SCIENCES:

CINAHL (Silver Platter)  
CINAHL (First Search)  
FACTS & COMPARISONS  
GOODMAN & GILMAN  
IOWA DRUG INFORMATION SERVICE  
MICROMEDIX (free)

### US DEPOSITORY ITEMS CONTROLLED BY AGREEMENTS:

GPO Access  
STAT-USA  
CENSTATS

### STATEWIDE ACCESS:

DAILY OKLAHOMAN (OCALD Cooperative)  
FIRST SEARCH (State pays)  
INFOTRAC (State pays)  
NEWSBANK(OCALD Cooperative)  
PSYCINFO (cost shared with OSHRE)  
TULSA WORLD (OCALD Cooperative, see Newsbank)  
WORLD ALMANAC (First Search/internet)

### STAFF USE ONLY:

BOOKS IN PRINT  
ULRICH

## **CONFERENCE CENTER, MEDIA SERVICES, AND CONTINUING EDUCATION**

The Media Center evolved from one of the regional film libraries as part of the Office of Extension and Public Service. In 1967 the primary function of the Instructional Media Center (IMC) was to provide film rentals to area public schools and to provide equipment and non-print media for instructional utilization on campus. In the fall of 1991, the IMC moved from the Al Harris Library to the Conference Center. In its present form, Media Services provides integral support for the Conference Center, a facility acquired to provide meeting space for the University and the general public as well. The Conference Center features a main meeting room equipped with a wireless remote control system for lights, audio level, and video playback using videotape and/or live satellite videoconferences. Smaller adjoining rooms are also available for discussions and conference breakout sessions.

## **OFFICE OF ASSESSMENT**

Formalized assessment was initiated in 1991-1992 to serve faculty, students, and administrative units under the aegis of the University Assessment Center. Services provided by this office lend support to academics in the following ways: by coordinating assessments of student academic achievement; by providing program support, particularly for student evaluations of faculty and instruction; and by assisting faculty and students with research projects. Administrative support is provided for evaluations and surveys. Assessment is partially funded by student fees assessed at the rate of \$1 per credit hour.

## **DISTANCE LEARNING**

Distance learning at Southwestern consists of three different course formats:

- ❑ Text Production Courses use computer software. Courses are based on computer-assisted tutorials.
- ❑ Telecourses are primarily delivered in lecture formats on the Oklahoma Educational Television Authority (OETA) Channel. A local coordinator administers assignments and tests for the courses. Proposed courses for the fall of 2000 are included in Exhibit 34.
- ❑ Thirty-four Interactive Video Courses were offered at 12 sites during spring of 2000 (Exhibit 34). These courses provide vehicles for M.Ed. and MBA programs as well as a cooperative nursing program with Western Oklahoma State College in Altus and with Redlands Community College in El Reno.

The University mission spells out Southwestern's role as a cultural and educational resource for western Oklahoma. If the University is to fulfill this mission in the future, a continued commitment to distance learning and advanced information technology will be essential. *The Agenda for Excellence* indicates the importance of distance learning; Goal 4 contains an initiative to assess the role of distance learning. Two other initiatives, which address the continuing provision of quality programs of instruction that

accommodate students by offering adequate numbers of courses, directly relate to distance learning. Concerns about distance learning exist among faculty and administrators. Action Teams will investigate all aspects thoroughly and make recommendations based on their findings.

## **ADMINISTRATIVE UNITS**

### **INFORMATION TECHNOLOGY SERVICES**

Information Technology Services (ITS) provides support for both academic and administrative areas on both the Weatherford and Sayre campuses. The ITS Director reports to the Executive Vice President, as shown in the University's organizational chart (Appendix A). The University's Computer/Telecommunication Advisory Committee also supports the University's technology needs.

The University Computer/Telecommunication Advisory Committee developed a strategic plan (Exhibit 12) to help guide the University into the 21st century. The mission of this committee, as stated in its strategic plan, is "...to empower all campus faculty, staff and students, through the use of appropriate technology, to do their best, most creative, and most effective work in carrying out the campus mission and in attaining their professional and academic goals." Information Technology Services' main objective is to provide the necessary leadership, resources and support to ensure that this mission is accomplished in both academic and administrative areas.

The academic technology environment is changing rapidly. Southwestern strives to provide students and faculty with convenient and consistent access to computing technology. Access is provided through computing classrooms and labs, multimedia carts in all academic buildings, full network access (including Internet) in a large number of classrooms, and a networked computer for each faculty member. These computers are equipped with institutionally standardized software, as well as specialized software for the area of academia in which they are utilized. All students and faculty are eligible for e-mail accounts, and all faculty are provided space to publish on the Internet. Southwestern is a hub-site for OneNet, a statewide communications network which provides Internet access via multiple T-1 links. OneNet also provides full motion and compressed video services for distance learning. ITS also supports Digital Research Associates library automation software. The University's administrative systems are based on POISE software from Campus America. Both systems provide a stable, well-rounded suite of products to meet Southwestern's data information needs.

Southwestern continues to expand training and assistance programs to encourage full use of technology resources. The Computer/Telecommunication Advisory Committee keeps the administration apprised of new and effective uses of technology. This information is used to help ensure that students and faculty have the technology resources they need to succeed in accomplishing their goals.

### **STUDENT FINANCIAL SERVICES**

This service area reports to the Executive Vice President. It provides proactive avenues for students to find funding to pay for educational expenses in the following ways:

- ❑ Transmitting Free Application for Federal Student Aid (FAFSA) data electronically;
- ❑ Providing counseling on all financial aid issues;
- ❑ Conducting information nights in high schools and other community settings;
- ❑ Representing student's interests on policy issues at the federal and state levels;
- ❑ Seeking new sources of scholarship, grant, and work funding for students;
- ❑ Participating in training opportunities to stay abreast of legal issues; and
- ❑ Publishing weekly a listing of currently available scholarships in the student newspaper, *The Southwestern*.

Advancements in services in recent years have included a totally revamped department web site, interactive aid distribution directly to students' school accounts, an annual awareness campaign describing early application benefits, and a progressive move toward utilizing electronic fund transfers of student loans.

## **SAFETY AND SECURITY**

The Weatherford campus maintains a Department of Public Safety, which houses the campus police and safety personnel. The Executive Vice President has oversight for this function. To insure that a quality safety and security program is available on campus, officers have received certification from the Council of Law Enforcement Education and Training (CLEET). Additionally, the University is in its third year of a Community Oriented Policing Services (COPS) Universal Grant funded by the Department of Justice. The COPS grant has provided for three additional campus police officers on the Weatherford campus. At the Sayre campus, one part-time officer is responsible for safety and security; this employee, however, is not CLEET certified. Southwestern continues to be ranked as one of the safest campuses in America. For comparison purposes, national crime rate statistics are available on the Internet at <http://www.campussafety.org> and in Exhibit 40. Table 7 on the following page depicts Southwestern's reports during the last four years.

**TABLE 7. CAMPUS CRIME REPORTS**

	<b>96-97</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>
<b>Hate crimes</b>	1	0	0	0
<b>Weapons possessions</b>	0	0	1	0
<b>Drug abuse violation</b>	0	1	1	0
<b>Liquor law violations</b>	1	2	0	0
<b>Larceny</b>	25	20	26	30
<b>Motor vehicle theft</b>	1	0	0	0
<b>Burglary</b>	16	5	4	7
<b>Non-injury accidents</b>	-	-	-	35
<b>Injury accidents</b>	-	-	-	0
<b>Aggravated assault</b>	0	0	0	0
<b>Simple assault</b>	-	-	-	0
<b>Vandalism</b>	-	-	-	12
<b>Robbery</b>	0	0	0	1
<b>Rape</b>	0	0	0	0
<b>Murder</b>	0	0	0	0
<b>*Manslaughter</b>	-	-	0	0
<b>*Arson</b>	-	-	0	0

\*Statistics for these categories were not reported prior to 1998-99.

## **ADMINISTRATIVE COUNCIL**

The Administrative Council consists of executive officers, deans, and directors of administrative units. The Council meets after each of the BOROC meetings primarily for communication purposes.

## **SUPPORT STAFF**

The support staff is represented by the Support Personnel Organization. The by-laws of the organization outline the duties and responsibilities of the organization and its officers (Exhibit 41). During the past year, the Support Personnel Organization has sponsored brown bag luncheon programs for informal presentations on benefits and services provided by the Federal Employees Credit Union, which is now housed on campus. The organization has also assisted the President with the annual picnic; conducted tours of the campus for new employees; and continued the Employee of the Month recognition program. Two support staff members who attended a seminar on how to handle people with tact and skill will conduct sessions for the support staff during fall 2000.

## **STUDENT SERVICES**

Student Services units provide various forms of support to help ensure student success. Unit directors and the Dean of Students report to the Vice President for Student Services on the Weatherford campus and to the Dean of the Sayre campus. Students volunteer to be mentors and to assist in teaching freshman orientation classes. Student orientation leaders also welcome students to campus and help direct Howdy Week activities.

## **STUDENT HEALTH SERVICES**

The mission of Student Health Services (SHS) is to enhance the educational process through activities that remove or modify barriers to learning, promote optimal health, and empower students, faculty, and staff to be self-directed and well-informed consumers of health-care services.

SHS strives to address health issues relevant to the college population. In conjunction with the Southwestern Division of Nursing, the University Nurse participates in research projects that promote campus health. SHS also works with Student Development Services to foster the emotional health of students, faculty, and staff.

## **DEAN OF STUDENTS**

The Dean of Students handles a variety of student-related concerns. On the Weatherford campus, the Dean of Students is responsible for the oversight of student conduct, disabled student services, total withdrawals, drop and financial aid appeals, requests for reinstatements, leadership development, and student-related ombudsmanship; the Dean of the Sayre campus is responsible for these functions at that location. In the following narrative, the term "Dean" refers to both positions.

Violations of the University's Student Code of Conduct are referred to the Dean for investigation and adjudication. The Code is found in the *Student Handbook*, which is

distributed to all new students upon enrollment. Additionally, students seeking accommodation under the Americans with Disabilities Act (ADA) must contact the Dean and provide appropriate documentation describing their disability and the desired accommodation(s). The Dean works with students and faculty in the coordination and provision of services. At the Sayre campus, most of these responsibilities are delegated to others on the staff.

## **HIGH SCHOOL/COLLEGE RELATIONS**

Recruiting is the primary responsibility of these offices. Personnel provide prospective students and their families with accurate, timely, and necessary information and supply the forms needed to apply for post-secondary study at Southwestern. The High School/College Relations Offices on both campuses also attempt to provide pre-admissions counseling to assist prospective students in determining their needs, academic aspirations, and compatibility with Southwestern.

Another function of this office is the New Student Orientation Program, which assists and facilitates the transition of new students and their families to Southwestern and prepares them for the University's educational, cultural, and social opportunities. Freshman clinics and orientation classes are partially credited with the improvement in retention rates.

## **HOUSING DEPARTMENT**

The Sayre campus provides no residential facilities. The Weatherford campus houses approximately 900 residents in five traditional facilities and one family housing complex. The Housing Department works with both the Physical Plant and the Department of Public Safety to provide well maintained, clean facilities and a sense of safety and security for residents. It provides a living/learning environment that encourages and builds community by providing programs that promote the emotional, educational, occupational, spiritual, recreational, cultural, and social well being of students.

## **FINE ARTS CENTER**

Located on the Weatherford campus, the Fine Arts Center is intended primarily for the support of University-sponsored activities. This auditorium is designed to serve as an instructional facility and as a cultural center for western Oklahoma. Various departments on the campus conduct programs in the auditorium. The facility provides a professional environment in which to showcase the talents of students, faculty, and visiting performing artists and lecturers. The Fine Arts Center is also the home of the annual Panorama series of free public performances. Exhibit 7 contains information about Panorama events.

## **STUDENT DEVELOPMENT SERVICES**

Student Development Services (SDS) at Weatherford assists students in defining and accomplishing their academic, career, and personal goals. All services provided at SDS are free to Southwestern students.

Through SDS, students receive academic assistance in three ways: a general education peer tutoring program, assistance in improving study skills, and assessment of students'

time management and goal setting skills. Students placed on academic probation are required to make contact with SDS. Students searching for the right employment niche can receive career counseling through personal consultation with a career counselor, by utilizing "Oklahoma Career Search," a computerized career assessment tool, and through access to the Career Resource Center, which has a variety of employment-related items available. Students who are experiencing emotional, behavioral, transitional, and crisis-related problems can receive personal counseling; cases that are beyond the counselors' level of expertise are referred to a community mental health service or individuals in private practice.

Sayre campus provides similar services to students with a somewhat different organization. The Counselor's Office at Sayre is similar to Student Development Services on the Weatherford campus. The Counselor assists students as they pursue their educational, career, and personal goals. Career counseling utilizes the computer versions of Oklahoma Career Search and Discover Program. Personal counseling (intervention) is provided in short-term situations. Referrals to mental health services are provided to students having long-term counseling needs. The Counselor's Office also enrolls all first-time students and works with students who have been placed on academic probation or suspension. One key difference is that tutoring is provided by Student Development Services at Weatherford but by the Learning Center at Sayre.

## **PLACEMENT SERVICES**

Placement Services on the Weatherford campus and the Counselor's Office on the Sayre campus provide many opportunities and services to students to assist them with their transition between college and the work force. Individual counseling and posting of employment opportunities are used extensively at both campuses. Placement Services at Weatherford also sponsors two annual events, the Senior Career Workshop and the Career Fair. The workshop provides seniors with important information about resume writing, interview skills, and beginning a job search. The on-campus Career Fair allows students to distribute their resumes and to network with representatives of a variety of prospective employers.

Several companies and educational organizations conduct on-campus interviews. Resume referrals also provide employment opportunities and interview practice for students. Mock interviews are also available through Placement Services for students who wish to develop and improve their interview skills. A resume service is available for non-education seniors and alumni; education majors are provided with an education credential file. Job vacancy information is available at SDS. For example, an education vacancy list is published and mailed monthly from March through July and is available year round on the SDS Web page. Other non-education vacancies are filed and made available to students on both campuses.

## **STUDENT GOVERNMENT ASSOCIATIONS (SGA)**

The Student Government Associations on both campuses provide communication and participation opportunities for students in University governance. University committee membership for members of SGA provides another avenue for student input into decisions affecting the institution.

The Weatherford SGA sponsors annual blood drives, dances, outdoor movies, organizational fairs, community service (The Big Event), and represents the student body by serving on several University committees (Exhibits 16, 42). The Sayre SGA recently coordinated an International Day and an intramural basketball tournament; participated in various recruiting activities; purchased picnic tables for the campus; and helped establish a fitness/weight training room for student use and a walkway to the track.

## **INTERCOLLEGIATE ATHLETICS**

Southwestern offers a diverse intercollegiate athletics program. The University is a member of the National Collegiate Athletic Association (NCAA) Division II, and also a member of the Lone Star Conference. Southwestern sponsors 10 NCAA-sanctioned sports (five for both men and women) as well as men and women's rodeo, which is sponsored by the National Intercollegiate Rodeo Association. The Athletic Director reports to the University President.

## **FINANCIAL RESOURCES**

Southwestern has the third largest enrollment among the ten regional universities in Oklahoma. Over the last ten years, enrollment has remained near or above the 5,000 level. Full-time equivalency has averaged approximately 4,400 over the same period. Enrollment for the fall of 1999 was 4,903 with a full-time equivalency of 4,197 (See Table 4, Fall Enrollments and FTE Expenditures, Chapter 2.)

## **FUNDING**

The primary sources of revenue for the University are state appropriations, student tuition, fees, grants and contracts, and auxiliary operations. The legislature appropriates state funds to the Oklahoma State Regents for Higher Education, and that board has the responsibility of allocating those funds to the various higher education institutions and constituent agencies. The allocation process is based on a program budgeting formula using full time equivalent enrollment as a significant factor. Southwestern receives a fair distribution of the funds allocated. Typically, the University receives approximately three percent of the total funds to be allocated statewide. Although the University fares well within the State, the state colleges and universities are funded at approximately 70 percent of their needs based on the formula used by the OSRHE. Over the last several years, the OSRHE has reported to the state legislature that Oklahoma colleges and universities are funded at 65 to 70 percent of peer states. The following table provides comparisons of the University to the other universities in Oklahoma.

**TABLE 8. FISCAL YEAR 1999-2000 ALLOCATION OF STATE APPROPRIATED FUNDS**

<u>Regional University</u>	<u>Proposed Budget Need</u>	<u>Allocation Amount</u>	<u>% of need Allocated</u>	<u>% of Total Allocation by Institution</u>	<u>3-Year Average FTE Students</u>
University of Central Oklahoma	\$70,961,195	\$43,188,983	60.86%	6.24%	10,862
Northeastern State University	43,434,686	30,154,066	69.42%	4.36%	6,849
<b>Southwestern Okla. State University</b>	<b>27,271,107</b>	<b>20,032,759</b>	<b>73.46%</b>	<b>2.89%</b>	<b>4,358</b>
Cameron University	24,549,367	18,071,348	73.61%	2.61%	4,125
East Central University	22,795,187	15,314,571	67.18%	2.21%	3,730
Southeastern Oklahoma State University	20,295,839	14,831,523	73.08%	2.14%	3,315
Langston University	19,639,891	13,717,226	69.84%	1.98%	2,689
Rogers State University	10,485,434	10,133,752	96.65%	1.46%	1,938
Northwestern Oklahoma State University	12,287,253	7,827,357	63.70%	1.13%	1,514
University of Science & Arts of Oklahoma	9,201,259	6,159,297	66.94%	0.89%	1,233
Oklahoma Panhandle State University	7,889,877	5,827,943	73.87%	0.84%	1,042
	\$268,811,095	\$185,258,825	68.92%	26.77%	41,655
Other Colleges & Universities	\$722,483,221	\$506,783,366	70.14%	73.23%	70,478
Totals	\$991,294,316	\$692,042,191	69.81%	100.00%	112,133

(Sources: 1999-2000 Proposed Institutional Operating Budget Needs, Allocation of State Appropriated Funds FY 1999-2000)

## **BUDGETING PROCESS**

The University's annual budget contains three major subdivisions: Educational and General Part I (E&G I), Educational and General Part II (E&G II), and ancillary operations. E&G I provides the primary budget of the University. State appropriations make up the largest portion of the revenues that support E&G I, followed by tuition and fees. The Oklahoma State legislature approves the maximum rates for tuition and fees; the OSRHE then approves the actual rates state colleges and universities may charge. Exhibit 43 explains the current tuition and fee structure approved for Southwestern Oklahoma State University. In addition to these funding sources, the University receives an annual allocation of state land-grant funds approximating \$450,000. These funds must be used only for land, buildings, renovations, and equipment (Exhibit 44).

The E&G I budget (exclusive of scholarships and fellowships) for FY1991 was \$21,368,015. By FY2000, the comparable budget had grown to \$28,088,851, an annual average increase of over three percent. (The reason for excluding scholarships and fellowships is that OSRHE required that these items be omitted from the budgeting process until FY1995. Therefore, they have been omitted here for comparison purposes.) During this same period, total enrollment dropped by three percent. Exhibit 17 contains budgeting data.

Total E&G I budget allocations for 1991-2000 and actual expenditures for the periods 1991-1999 are presented in Exhibit 12. When compared to national averages for similar universities, Southwestern Oklahoma State University has an appropriate allocation of financial resources.

E&G II provides the budget for sponsored programs, which is the administrative office charged with supporting scholarly activities; this function has grown significantly since 1991. In FY1991, the E&G II budget was \$226,000. In contrast, actual program expenditures for FY1999 were approximately \$3,300,000 and are expected to be approximately \$3,500,000 for FY2000. This reflects a growth of over 1460 percent since FY1991.

During this same time, ancillary operations have grown from approximately \$4,400,000 to \$5,200,000, an average annual increase of slightly under two percent. A major reason for the small growth has been the decline in the number of students electing to live in campus housing. This trend has negatively impacted revenues from housing and food services. Additionally, the University has maintained low room and board rates. The current room and board rates are detailed in Exhibit 43.

Copies of certified audits are available in Exhibit 27. The University has no bonded indebtedness.

## **OUTSOURCING**

Southwestern Oklahoma State University outsourced its bookstore in May of 1991 to Follett College Stores. Follett leases space in the student unions (Weatherford and Sayre) for bookstore operations. In addition to the bookstores, the University leases

space to C-Stores, a convenience store operation on the Weatherford campus adjacent to Rogers and Jefferson Halls.

## **ENDOWMENTS/FOUNDATION**

Southwestern's first endowed chair, announced in June 2000, honors its founder, Everett Dobson, an alumnus and member of Southwestern's Athletic Hall of Fame. His \$250,000 gift will generate matching funds from the Oklahoma State Regents for Higher Education under an OSRHE program designed to expand the number of endowed chairs at public institutions. Earnings from the funds will be used to support an endowed chair for the School of Business.

Two foundations support Southwestern Oklahoma State University, each according to its own mission. The largest, the Southwestern Oklahoma State University Foundation, provides general support to the University and supplies scholarships for its students. The assets of this foundation were approximately \$6,000,000 as of December 31, 1999; one of the goals of *The Agenda for Excellence* is to increase the financial holdings of this foundation to \$10,000,000 by 2005. The University's specialized foundation, the Southwestern Pharmacy Alumni Foundation, provides general support to the School of Pharmacy and scholarships for Pharmacy students. The assets of this foundation were approximately \$2,300,000 as of December 31, 1999. This foundation also contributes approximately \$10,000 to the University's general scholarship fund annually.

In addition to foundational support, the University maintains a trust fund earmarked for students: the Distinguished Freshman Trust Fund, with assets approximating \$400,000, provides for scholarships only.

The University also maintains an endowed fund with the OSRHE. The endowed fund, managed by the OSRHE, is approximately \$540,000. The earnings from these funds support the University's lectureship and cultural event series, Panorama.

## **PHYSICAL RESOURCES**

Southwestern maintains an inventory of land, buildings and equipment managed and maintained by the Director of Physical Plant, who reports to the Executive Vice President. The University's real estate holdings include approximately 190 acres of land and 50 buildings that provide more than 1,000,000 square feet of space. During the last 15 years, the University has undertaken significant, on-going building and renovation projects. The University's physical resources are insured at the following values: buildings, \$99,094,420; furniture, fixtures, and equipment (exclusive of computers), \$21,770,500; and computers, \$3,469,000 during FY2000. The most current building and land inventory is included in Exhibit 45.

## **WEATHERFORD CAMPUS**

On the Weatherford campus, there are over 150 classrooms and laboratories with a total seating capacity of over 5,500 (Exhibit 46). The most recent additions include Greenhouse No. 2 (1997, 1,800 sq. ft.), Gen. Thomas P. Stafford Center (1996, 64,000 sq. ft.), and Music Hall (1994, 10,000 sq. ft.). Renovation of the Education Building was completed in

1997; also in that year, renovations to the former Math and Business Building were completed and the building was rededicated under its new name, Campbell Hall. The renovation of the Science Building, the oldest surviving building on campus, began in 1999. The Chemistry, Pharmacy, Physics Building is scheduled for work after the completion of renovations to Old Science.

There are six dormitories on the Weatherford Campus. Five of them are in operation, with the capacity to house 1253 students. One dormitory was closed in 1996 due to decreased demand for campus residential housing. The operational dormitories maintain occupancy rates of approximately 75 percent.

## **SAYRE CAMPUS**

On the Sayre campus, over 20 classrooms and laboratories provide a seating capacity in excess of 700 (Exhibit 46). A new Student Union was constructed on the campus in 1994 (5,000 sq. ft.). This building contains a snack bar and also houses the bookstore. All of the buildings on the Sayre campus have undergone improvements, the most recent being the addition of an exercise room in the Field House. New air conditioning units were added to Mackey Hall in the summer of 1999.

## **FACILITIES MANAGEMENT**

The University began improving the maintenance of its facilities at an accelerated rate in 1986. In the NCA 1980 Site Visit Report, maintenance of facilities was a major concern. By 1990, this concern had been addressed so well that maintenance was regarded as a major strength for the University in the NCA report for that year. Annual evaluations indicate that maintenance is highly rated (Exhibit 47). Since 1986, campus development and beautification have continued to improve. The University receives numerous compliments each year on the attractiveness of both the Weatherford and Sayre campuses.

## **EVALUATIVE CRITERION 3**

*The institution is accomplishing its educational and other purposes.*

### **ACADEMIC ORGANIZATION**

The overall academic organization of Southwestern Oklahoma State University is well crafted, delineating clear lines of responsibility for all units. The organizational chart depicts the chain of command for departments in each of the schools and for academic support services. Ownership of general education and distance education is university-wide. Divisional level units are as follows:

- ❑ School of Arts and Sciences
- ❑ School of Business
- ❑ School of Education
- ❑ School of Health Sciences
- ❑ School of Pharmacy
- ❑ Graduate School
- ❑ Sayre campus

Each of the schools possesses well-trained faculty, standard curricula, professional accreditation requirements, secondary admission requirements, and degree programs. One administration governs both campuses. Due to the distance between the campuses, Sayre has a resident faculty; however, faculty members at both campuses teach courses over distance education facilities.

The Faculty Senate has the prerogative to make recommendations to the academic administration and faculty on all matters relating to the best interests of the University. The Senate was formed to contribute to the academic administration by facilitating the participation of faculty in developing and achieving the purposes of the University.

Southwestern's divisional structure continues to be effective in preserving its academic character and sensitivity to the needs of its constituencies.

### **ACADEMIC CHARACTER**

Three fundamental values that have shaped the University were identified during the values scanning process (Exhibit 15) for the visioning project and the self-study:

- ❑ We value the student-centered focus of faculty, staff, and administration;
- ❑ We value the quality of the faculty, administration, staff, and students with regard to teaching, service, and scholarly activity; and

- We value our reputation as an institution that delivers quality programs of higher education to meet the needs of the population we serve.

The three values correspond with the commitments that are set forth in Southwestern's mission statement and that define its character as an academic institution. These fundamental values translate into positive educational experiences for students; moreover, the Internal Scan Team identified the institution's academics as its number one comparative advantage (Exhibit 9). Building on this strong academic foundation and expanding it in new directions, the initiatives contained in *The Agenda for Excellence* emphasize the need for cooperative arrangements with other educational entities and with business and industry. This focus on developing cooperative arrangements emphasizes the University's concern for finding new ways, in addition to traditional ways, to fulfill its purposes. Southwestern sees the liberal arts and professional studies as mutually supportive in its curricular design and academic structure.

## **ACADEMIC PROGRAMS**

Southwestern Oklahoma State University is characterized by a strong commitment to teaching in ways that meet the individual needs of students. A strong, identifiable relationship exists between Southwestern's mission and purposes and the specific educational objectives of individual departments and programs. This relationship has evolved so as to validate the achievement of student learner outcomes that prepare graduates to succeed in their career choices.

Southwestern is comprised of six academic units: the School of Arts and Sciences, the School of Business, the School of Education, the School of Health Sciences, the Graduate School, and the Sayre campus. Southwestern holds 17 national accreditations for 12 of its degree programs; another, for Social Work, is being sought. Table 10, which lists the accrediting agencies, is located in the section that addresses Criterion 5 in this chapter.

Each degree program follows a designated curriculum, including general education courses required of most students, all of which are individually described in the University catalogs. The general education program consists of 48-49 hours of required courses; this curriculum is the foundation of every incoming student's undergraduate education and the basis from which the autonomous schools build their separate degree programs. As part of the general education program, all first-time entering freshmen must also enroll in Freshman Orientation. This course gives students an overview of University processes, specific policies and procedures, and the academic, cultural, and social resources that higher education at Southwestern affords them.

The University's schools each possess the following characteristics: general education curricular requirements, professional curriculum listings, and specific professional accreditation requirements. The following sections describe each academic unit and its status, including distance learning and general education. Most of the information contained in the sections below was taken from the University's Academic Plans (Exhibit 9).

## **WEATHERFORD CAMPUS**

### ***School of Arts and Sciences***

Degrees offered in the School of Arts and Sciences are listed in the University catalogs. The school's eleven departments include Art; Biological Sciences; Chemistry and Physics (recently consolidated); Computer Science; Health, Physical Education and Recreation; Language Arts; Mathematics; Music; Psychology; Social Sciences; and Technology. The departments offer programs leading to the degrees of Bachelor of Arts (8), Bachelor of Science (11), and other baccalaureate degrees in music and social work. They provide the majority of the courses in the general education program, as well as a significant number of courses for the School of Health Sciences. Preprofessional programs for dentistry, physical therapy, engineering, law, medicine, pharmacy, and veterinary medicine are also offered, as are thirty-nine minor programs of study.

#### **Art Department**

The Art Department offers the comprehensive degrees of Bachelor of Graphic Design and Bachelor of Arts in Art Education. The two-year Commercial Art Certificate Program and the Bachelor of Arts degree program were phased out between 1992 and 1995. Art Department faculty numbers were reduced from seven to five members. As the number of enrollments in the majors decreased, the curriculum was revised to limit course offerings to those needed to support general education, commercial art, and art education. The department developed a graphics design studio that serves the publication and advertising art needs of the University; additionally, faculty members help design the graphics for *Westview*, a twice-yearly publication devoted to life in western Oklahoma.

During 1996-1997, both of the comprehensive degrees of Bachelor of Arts in Art Education and Bachelor of Graphic Design were redesigned, allowing students to take advantage of learning opportunities that include portfolio development, senior exhibitions, and art processes that promote greater student and faculty productivity.

#### **Biology Department**

This department offers a Bachelor of Science degree. The number of Biological Science majors increased between 1990 and 1996 from 190 to 287. Since that time, the number has declined to 258 in 1999 (Exhibit 4, 1999, p. 18). The department meets a heavy service demand from general education and programs within the School of Health Sciences. Renovation projects in the Science Building, where the department is housed, have provided additional laboratory, classroom, and faculty office space; the new labs provide space for faculty and student research and field biology. Recent curriculum revisions have afforded students opportunities to gain experiences as laboratory assistants, to develop greater awareness of ethical and social issues, and to develop skills in research, writing and oral communication. The academic priorities of the department focus on promoting scientific inquiry and on providing a resource center for investigating and disseminating information concerning the biological phenomena of the region.

## **Chemistry and Physics Department**

The Physics Department merged with the Chemistry Department to form a single department of Chemistry and Physics in 1999. Seven degree programs, both the Bachelor of Arts (2) and the Bachelor of Science (5), are offered in this department. The department has been charged to review the curriculum and degree programs to determine if all are viable. Also, the chair and faculty are meeting with the faculties of other regional universities to develop courses that may be taught using distance education technology.

Employment opportunities for graduates in both chemistry and physics are available. Chemistry programs show consistent increases in enrollment, but Physics programs have consistent low enrollments despite continuing recruitment efforts. Chemistry research continues to expand at Southwestern. The number of students and the quality of their work are steadily increasing, as evidenced by the number of presentations given by students at local, regional, and national meetings. The Chemistry program continues to be one of the few programs in Oklahoma accredited by the American Chemical Society, and students continue to score well above the national averages on standardized exams written by this society's examinations committee. Chemistry also has a heavy service demand to provide support courses for students in general education, elementary and secondary education, pharmacy, biology, nursing and other health sciences.

## **Computer Science Department**

This department awards one Bachelor of Science degree. Southwestern's Computer Science graduates have found high employment demand for their services. Major curriculum revisions occurred for the Computer Science Emphasis and the Information Science Emphasis tracks of the Computer Science major in 1998. The adoption of C++ as the introductory language for the core course sequence of several computer courses and the upgrading of language systems to include the latest versions have been implemented during the past two years. These changes provide students with flexibility, yet they also assure an adequate coverage of important computer science topics. Renovated facilities that are equipped with new computer hardware provide more classroom and faculty space. The number of majors in Computer Science has increased in part due to the successful Internship Program in which both students and employers participate. The level of research, scholarly activity, and faculty development efforts within the department continue to increase. The department provides a support course for general education, also. The Chair of Technology is currently serving as Interim Chair of Computer Sciences.

Faculty members in this department continue to foster positive relationships with prospective employers, to expand the internship program, and to stay in touch with the rapidly changing field of computing.

## **Health, Physical Education and Recreation Department**

The Health, Physical Education and Recreation (HPER) Department has well-qualified faculty, and graduates from degree programs offered by HPER can expect several employment options: recent history indicates that at the time of graduation more than 90 percent have obtained employment. This department offers both a Bachelor of Science degree and a support course for general education; it also manages a small state park at Crowder Lake that features numerous recreational opportunities for Southwestern's

students. There was some decline in the department's enrollments in the early 1990s, but since 1995 there has been a gradual increase, especially in the Recreational Leadership major. Restructuring of the general education program impacted this department, as it did many others. HPER now offers the required wellness class to provide students with the mechanism and the environmental opportunity to embrace lifetime fitness as an enjoyable requirement for personal and professional success. In addition, students have the opportunity to see firsthand the positive impact of alternative education schools and schools addressing behavior modification through adventure programming. The Foss Lake Adventure Program (1995) and the Ghost Mound Adventure Program (1999) provide these experiences. These programs of learning are unique to Southwestern. Additionally, the Oklahoma State Regents for Higher Education recently approved certification for the Academic Athletic Training Program. Curriculum upgrades continue to meet changing trends and student interest.

### **Language Arts Department**

The Language Arts Department offers courses of study leading to degrees in three majors: the Bachelor of Arts in English, the Bachelor of Arts in Communication Arts, and the Bachelor of Education in English Education; additionally, it supports minors in English, Communication Arts, and Spanish. Between two-thirds and three-quarters of the courses taught in this department serve the needs of students in the general education program and remediation. Renovations completed during 1997 in the former Math and Business Building, now Campbell Hall, improved the Department's classrooms and office space. A complete revision of the former Speech-Theatre major to bring it into line with the curricula of comparable universities was approved for the fall of 1996. The new Communication Arts major, featuring emphases in Speech Communication, Theatre, and Mass Communication, was offered for the first time that fall; the major has grown significantly since then and is now larger than the combined English and English Education programs.

The Language Arts Department provides annual professional development opportunities for English and Spanish public school teachers in Oklahoma and sponsors a student writing competition every spring. Department members edit *Westview*, a literary journal, and are active in state, regional, and national professional organizations. Additionally, faculty and students edit *Channel One*, a freshman essay anthology; *The Southwestern*, the campus newspaper; *The Graduate Record*, a senior yearbook; and *Chapbook*, an annual student creative writing journal set to be revived after a brief hiatus during the 2000-01 academic year.

### **Mathematics Department**

The Mathematics Department is moving toward more scholarly effort, professional activity, and use of technology in the classroom. The number of mathematics and mathematics education majors showed little deviation until 1996. Some decline in enrollments has occurred since that time, although employment opportunities are good and graduates are successful both in industry and education. Remedial courses and general education offerings make up a portion of this department's responsibilities. Mathematics Department offices and classrooms were renovated during the 1996 fall semester. The use of computers, graphing calculators and multimedia is increasing. With both Macintosh- and IBM-compatible computer labs and other opportunities for problem solving with investigative tools, the students have a more positive learning environment.

## **Music Department**

A yearlong review of operations was conducted in 1998-1999. Several charges given to the department for the 1999-2000 academic year included the following: (1) to review degree requirements regarding the number of applied lessons and credit hours needed for graduation, (2) to review enrollments in applied lessons to ensure they meet students' needs for endorsements, and (3) to assist faculty advisors' work with music majors to balance students' programs of study with both general education classes and music courses during their freshman and sophomore years. Since there are ten different program offerings in the music department, the highest among Oklahoma regional universities, a careful evaluation must continue to determine which are essential programs. New facilities were completed in 1994, and efforts are underway to upgrade equipment.

## **Psychology Department**

The department was moved from the School of Education to the School of Arts and Sciences in 1994. Psychology faculty members continue to teach all educational psychology courses for the School of Education, however. During 1996-1997, major revisions were made in the requirements for the degree of Master of Science in Applied Psychology, resulting in an enrollment increase in 1998-1999; students were attempting to complete state certification prior to changes that are taking effect in 2000. When data determined that increased enrollment would not continue, this program was "parked." The department is currently reviewing its curriculum for the undergraduate degree program. Major changes have been made in the number of courses offered by distance learning and through telecourses. The Psychology faculty is currently utilizing technology for multi-media presentations.

## **Social Sciences Department**

Faculty members in the Social Sciences Department have a heavy workload to support general education course requirements in addition to the Department's four degree programs: history, political science, criminal justice, and social work. Accreditation of the Social Work program is in process; the sociology program, however, will complete a two-year phase out in 2000. Departmental priorities include reviewing course offerings to streamline elective choices and integrating technology more frequently into classroom pedagogy. Faculty and administrators are currently reviewing course sharing among Oklahoma's regional universities for the criminal justice program.

## **Technology Department**

Since technology is a dynamic field of study, a modern, realistic curriculum is a high priority for this department. The Department's success is apparent in two particular ways: the Engineering Technology program received its national accreditation in 1997-1998 (ABET), and majors in Technology Education score in the upper percentiles on the state teacher certification examination. Current departmental priorities include accreditation of the Manufacturing Engineering Technology program; valid assessment and certificate activities that give graduates a recognized credential for employment in addition to their diplomas and transcripts; continuing development and certification of faculty by professional, technical, and engineering societies; and continuing support of an active

Industrial Advisory Council in Engineering Technology and Technology Education. The Advisory Council provides current input relating to industrial and educational trends.

### ***School of Business***

Degrees offered in the School of Business, as listed in the University catalogs, provide professional education to facilitate students' personal development for careers in business, government, non-profit organizations, teaching, or graduate study in business. In 1994, the School of Business reorganized to operate more effectively and to increase efficiencies. The new organizational structure consists of two departments, Business Administration and Accounting and Finance, which offer six majors leading to the Bachelor of Business Administration (B.B.A.) and the Master of Business Administration. The certificate programs were deleted. The Bachelor of Business Administration is the School's undergraduate degree, providing majors in Accounting and Finance, Business Information Systems, Marketing, Management, and General Business.

The Association of Business Schools and Programs accredits the School of Business; the Association of Collegiate Business Schools and Programs (ACBSP) also has accredited it. Over the past ten years, there has been consistent faculty improvement in the level of scholarly activity and research. Publication of the *General Business Index for Western Oklahoma* began in 1995. Although student enrollments declined from a high of 853 students in 1990 to 501 in 1996, since that time enrollments appear to have stabilized around 650 (Exhibit 9, 2000). The number of faculty has been reduced to 20, five fewer than in 1991. The School of Business moved into the new General Thomas P. Stafford Center in 1996.

The Business and Development Center was created in 1998 with financial assistance provided by a grant from the Oklahoma State Regents for Higher Education (OSRHE). Funding is provided by annual appropriations from the OSRHE. Establishing the Center permitted Southwestern's economic development and business assistance programs to be placed under one umbrella. The Center contains the Small Business Development Center, the Alliance for Manufacturing, and the Great Plains General Business Index (Exhibit 35).

### ***School of Education***

The School of Education consists of two academic departments since reorganizing in 1996-1997. The Department of Elementary and Secondary Programs prepares elementary, special education, secondary, and PK-12 pre-service teacher's and master's degree candidates in those areas. The Department of School Service Programs offers graduate programs and certification in school administration, school counseling, agency counseling, and school psychometry.

The National Council for Accreditation of Teacher Education (NCATE) and the Oklahoma Commission for Teacher Preparation (OCTP) accredit the School of Education. The School of Education administration and faculty continually assess programs and curricula to determine their degree of productivity, rigor, and relevance to the needs of teachers and other educational professionals. As a result, changes over the past several years include the suspension of the programs for the Master of Education in Library Media and

the Master of Education in Teaching in 1998. The Early Childhood Program is now an endorsement for majors in the Elementary Education program. The School of Education has fully implemented the undergraduate portfolio concept and has revised syllabuses to meet the requirements of the Oklahoma Commission for Teacher Preparation. Additionally, portfolio requirements for graduate programs were implemented in the fall of 1999. Graduate students also must pass the Capstone Examination. A post-master's certification program was added in the Department of School Service Programs leading to an Oklahoma Standard School Superintendent's Certificate. In an effort to increase the number of minority students attending Southwestern, the School of Education received a grant to implement programs for Recruitment of Culturally Diverse Candidates. The faculty of the School of Education increased participation in scholarly activity by presenting papers at conferences, writing for publication, and writing grant proposals.

### ***School of Health Sciences***

Southwestern Oklahoma State University educates many health care professionals for rural western Oklahoma and the region. The School of Health Sciences is composed of the School of Pharmacy, the Division of Nursing, and the Division of Allied Health Sciences. Many graduates remain in western Oklahoma to fill critical positions in a variety of health care settings, including hospitals, pharmacies, clinics, nursing homes, and home health care agencies.

### **Division of Nursing**

The Division of Nursing is one of the 14 baccalaureate nursing programs at 15 different sites across Oklahoma. It is one of the two programs leading to the Bachelor of Science in Nursing (B.S.N.) south of Interstate 40 and west of Interstate 35. Enrollment of students in professional courses has increased 58 percent since 1992. The first-time pass rate for the licensing exam (NCLEX) continues to remain at or above national norm. A career mobility track, developed in 1993 for RNs returning for a B.S.N., has provided western Oklahoma and the region with more than 60 graduates through December of 1999. This weekend option reaches students throughout Oklahoma via distance learning, with sites in El Reno, Altus, and Weatherford. A joint effort with Redlands Community College and Western Oklahoma State College, this venture has proven to be advantageous to students, faculty, and institutions.

During the summer of 1998, the Division of Nursing moved into renovated lab space adjacent to faculty offices that included two new skill labs, two computer labs, a small classroom, and additional storage space for equipment and supplies.

Two faculty members hold doctorates in nursing and nine others hold master's degrees within their specialty areas. Nursing faculty and students provide specific health teaching in cooperative arrangements with the Health, Physical Education and Recreation Department and the School of Education. The primary focus of the Division of Nursing has been concentrated on curriculum revision. The implementation of a new curriculum will begin in the fall of 2000.

## **Division of Allied Health**

The Division of Allied Health offers or coordinates four nationally accredited programs. Two of these, the programs in Medical Technology (hospital-based accreditation) and in Health Information Management (University-based accreditation), have stable enrollments. Two others with cooperative accreditation, the programs in Physical Therapist Assistant and Occupational Therapy Assistant, have shown reductions in the number of applicants. All of these programs had a 100 percent pass rate on national certification exams in 1998. Each of these programs has limited enrollment, based on highly selective criteria and personal interviews, that reflects current employment trends. The Division of Allied Health has two majors culminating in Bachelor of Science degrees: Health Care Administration and Health Science. Both have open enrollment and have experienced growth in 1998-1999. Students utilize the Health Science major for pre-medicine, pre-physician associate, pre-medical technology, pre-physical therapy, pre-occupational therapy, pre-radiology, and pre-dental hygiene health care programs. Recent renovation in the Science Building allows faculty increased access to improved technology with the reassignment of computers for the Health Information Laboratory. This department is recruiting qualified faculty to teach pivotal courses that meet the enrollment increases and growth in Health Care Administration and the Health Science major.

## ***School of Pharmacy***

The primary focus for the School of Pharmacy is the full implementation of the Doctor of Pharmacy (Pharm.D.) Degree which was initiated for all incoming professional students in 1998. The Pharm.D. is a two / four degree: two years of pre-professional course work followed by a four-year professional program which includes a full academic year of practice as well as didactic courses. Through the implementation (over four years) of the program, enrollment will be slightly less than enrollments of the previous professional Baccalaureate of Science in Pharmacy program (80 students vs. 110). The Pharm.D. program has required additional faculty, practicum sites, and increased program costs. However, the increased program costs are offset by increased income from the new professional program credit-hour fee equal to the current in-state tuition (Doctor of Pharmacy Program Fee). While the cost to students in the professional program was increased, the overall tuition and fees remain significantly below the national average.

The Oklahoma State Regents for Higher Education recently approved a cooperative agreement between Southwestern and the University of Oklahoma College of Pharmacy to offer a joint program of study for current pharmacists who wish to pursue the degree of Pharm.D. This alternative track admitted the first student in the fall of 1999. Additionally, the School of Pharmacy actively supports the pharmacy profession by offering the continuing education units that practicing pharmacists are required by law to maintain.

## ***Graduate School***

Southwestern has four graduate degree programs: the Master of Education, the Master of Business Administration, the Master of Music, and the Master of Science in Applied Psychology. All programs except the Master of Education are under review; the Master of Science in Applied Psychology has been parked. Two primary objectives of the Graduate School are promoting independent thought and providing advanced declarative and

procedural knowledge. Additional elements of each degree program are particularized in the courses, research, and other learning activities that are designed to accomplish the objectives of each program. Another function of the Graduate School is to ensure continued compliance with state boards and accrediting agencies.

## **SAYRE CAMPUS**

The Sayre campus has experienced significant enrollment growth since its merger with Southwestern; its planning emphases have been on the improvement of academic quality and of physical facilities. Coordination of services between the Sayre and Weatherford campuses continues to be a priority. Major accomplishments include the following: (1) interactive video teaching facilities were installed in 1993 and are utilized by many departments cooperatively; (2) libraries on both campuses have been automated and networked to increase Sayre's access to Weatherford and other state and national resources; (3) a new student center and bookstore opened, providing additional instructional space; and (4) a new Computer-based Learning Center was established in 1994. New associate degree programs include Physical Therapist Assistant, Occupational Therapy Assistant, the Associate of Science and the Associate of Applied Science in Criminal Justice/Corrections, the Associate of Science and the Associate of Applied Science in Computer Science, and continued accreditation for Radiologic Technology. In the fall of 1998, the Associate in Applied Science Electronics Technology-Telecommunications degree was reactivated. The position of Dean for the Sayre campus was vacated due to retirement and was filled in January 2000.

## **DISTANCE LEARNING**

Southwestern is committed to the expansion of its presence in academia by offering courses through distance learning. The number of distance learning classes increased by 38 percent in 1999-2000 from the previous year. Telecourses continued to be popular at both campuses: 588 students enrolled in 51 courses. As OneNet became a reality, faculty developed more courses for delivery via distance learning and on the Internet, thereby producing more educational opportunities to students. Distance learning priorities include the delivery of the Master of Business Administration degree program to Woodward and Goodwell and an increased participation in the Cooperative School Counselor M.Ed. program. Additionally, the R.N. to B.S.N. completion program was delivered electronically to Altus, and the Superintendent Certificate program and M.Ed. degree program were delivered to Altus, Chickasha, Fort Cobb, El Reno and Arnett. Exhibit 34 contains information concerning sites, courses, and numbers of enrollments in distance learning.

As technology costs have increased, representatives of regional universities have met several times to discuss the sharing of courses to save at-risk majors with low enrollment. The University is remodeling distance learning facilities to increase its capacity to offer interactive video and web-based courses. Recent technology appropriations for common education have created opportunities for Southwestern to offer school districts concurrent enrollment. The University continues to place an emphasis on the use of instructional technology. Faculty members and administrators provide recommendations regarding technology acquisitions and human resource needs in order to develop additional interactive multimedia and web-based courses (Exhibit 9, 2000, p. 5).

## **GENERAL EDUCATION PROGRAM**

Southwestern's General Education (GE) program provides the foundation for each student's undergraduate education. The program provides a broad-based liberal arts educational experience that emphasizes the learning of the facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful to all students. Students' intellectual gains can be placed into two categories, broad knowledge and specialized knowledge. The major program goals support the specialized knowledge category, and the general education goals and purposes support the broad knowledge category. Southwestern's present general education program was implemented in fall 1994. This program provided a more focused and coherent plan, as recommended by previous NCA accreditation visits.

### **STRUCTURE**

All general education courses support one or more of the four overall purposes of the General Education Program and include the following: (1) basic skills in communication and basic skills in mathematics; (2) appreciation of our scientific heritage; (3) appreciation of the fine arts; and (4) knowledge of social and intellectual beings and their institutions (Exhibit 8, *Undergraduate Catalog, 1998-2001*, p. 44, and *Sayre Campus Catalog, 1998-2000*, p. 55).

### **ASSESSMENT**

Faculty use curriculum-embedded measures to assess student learning in all general education courses. Data support the effectiveness of the embedded assessment measures. General education faculty members provide summary reports of student progress in meeting learner outcomes that tie directly to the outcomes stated in the general education purposes. These outcomes are linked directly to the missions of the Weatherford and Sayre campuses. Examples of assessment reports are available in Exhibit 47. (See Biological Concepts, World History, Foreign Language, Contemporary Economics, Computer and Information Access, and Math Concepts.)

To evaluate outcome assessments from faculty course summary reports, a matrix was developed by the General Education Committee (Exhibit 48). The Committee evaluates the assessment report and updates the matrix each semester. Documented assessment reports for 30 of the 38 general education courses were available as of fall 1999. Data from curriculum-embedded measures are combined with that from various student and alumni satisfaction surveys to allow the General Education Committee to assess the overall general education program. The Committee reviews the applicable data and makes recommendations for change based on assessment data.

The General Education Committee continues to provide faculty contact and support. The majority of the programs have provided assessment reports that continue to show course maintenance and/or refinement. Additionally, the general education assessment process has resulted in further refinement of the University Assessment Plan.

During the 1997-98 review of the general education program, the General Education Committee requested faculty's recommendations for modifying the current program. After

review, based on data received from faculty and administration, the Committee decided that no revisions would be recommended until data revealed a need for changes (Exhibit 49).

Table 9, Levels of Assessment Implementation on page 69, includes general education assessment. Southwestern's quality general education courses provide a strong foundation on which the professional programs build.

## **FACULTY INVOLVEMENT IN ASSESSMENT**

The University Assessment Committee (UAC) was formed during the 1991-1992 academic year with the Director of Assessment as chair. Committee makeup, outlined in the *Faculty Handbook*, includes faculty and student support representatives. The UAC functions in an advisory capacity to assist with the development, amendment, and implementation of the assessment plan. The academic units possess full responsibility for the goals, objectives, and measures used in the assessment of student academic achievement and program quality.

The University Assessment Plan (Exhibit 11) was conceived with the participation of faculty, chairs, deans, and others in academic support units. The resulting plan specifies goals and assessment measures that individual units expect to utilize each year. The UAC recommends that units employ multiple measures including surveys, focus groups, portfolio reviews, various forms of examinations, and other measures of student achievement.

Attention has been given to helping faculty create more meaningful and measurable objectives. Further improvements in goal statements, the use of multiple measures, and benchmarking are expected as faculty members become more involved in the assessment process. Some academic units have done a creditable job in creating measures, employing them, and relating them to their unit objectives for student achievement. Assessment evidence supports the claim that Southwestern's students demonstrate a mastery of their subject(s); engage in scholarly activity (especially graduate students); and believe that their University experience fosters interest in lifelong learning.

Assessment of student achievement in distance learning courses is accomplished in many of the same ways as in traditional courses. The Distance Learning Office utilizes surveys to assess the delivery of the courses, student satisfaction with the remote sites, and course management (Exhibit 34). Results are shared with faculty who teach the courses and with personnel at the remote sites.

Challenges associated with the implementation of the University's Assessment Plan relate primarily to ensuring that linkage among measures, objectives, and outcomes continues and becomes more distinct. All degree programs have their assessment goals/objectives stated and the measures employed for assessment designated. Implementation success is shown in Table 9, Levels of Assessment Implementation. As faculty and chairs in each of the academic units develop their Three-year Action Plans, they have an opportunity to visualize the worth of their assessment data for determining their levels of effectiveness. A key advantage of the assessment process is that

resource needs and allocations through the University's budgeting processes are now data driven.

Academic units have demonstrated that they can draw functional conclusions based on their assessment data. Reports indicate that changes have occurred in course content and scheduling as well as programs of study (Exhibit 51). Evidence demonstrates that Southwestern is meeting the challenge of assessment by implementing improvements and basing allocation needs on assessment results.

## **FACULTY**

### **Profiles and Credentials**

Its faculty is the lifeblood of any university. Southwestern's faculty was listed as one of the university's comparative advantages, and stakeholders stated that they valued the involvement of faculty who held appropriate degrees and credentials. The last two reports of NCA visits (comprehensive visit in 1990; focused visit in 1994) list these faculty qualities as University strengths: dedication and enthusiasm, generally high morale, and a sense of pride. Since that time, limited resources and rightsizing of academic programs have had some impact on faculty morale.

Southwestern's faculty demographics changed substantially during the 1990s. One of the results is the shift in the number of faculty in the two age groups. Many faculty members who began their teaching careers at Southwestern in the sixties have retired or are nearing retirement age. The number of faculty new to Southwestern will have an increasing impact on the University during the next five years. Detailed listings of faculty demographics and credentials will be available for review as Exhibit 25 in the NCA resource file.

### **Evaluations**

Improvements have been made in the recognition and support of scholarly activities through the development of tenure and promotion guidelines that include the University's expectations for teaching, scholarship, and service with documentation. These improvements were noted in the *1994 NCA Focus Visit Team Report*. Procedures and policies are included in the *Faculty Handbook*, which is distributed to all faculty. The Personnel Policies Committee is one of nine Faculty Senate standing committees. This committee considers issues such as appointment and dismissal, tenure, promotion, sabbatical leaves, class loads, salaries, and benefits, among others, and makes recommendations for the consideration of the full Senate.

Student evaluations are part of the evaluation of teaching performance. Peer evaluations as well as administrative evaluations (by the chair and/or dean) are also required for formal tenure and/or promotion applications. The questionnaire presently in use for student evaluation of faculty is under revision by a Faculty Senate committee, which will probably recommend modifications of content. Exhibit 50 contains summaries of faculty evaluations and a copy of the questionnaire currently in use.

## **INSTITUTIONAL CHANGES AND IMPACTS ON FACULTY**

Significant changes resulting in impacts on the faculty have occurred since the 1990 NCA Comprehensive Visit. Faculty assignments have undergone varying stages of modification as a result of the University's needs for rightsizing, parking, adding, deleting, modifying, and combining programs in response to enrollment fluctuations. Requirements of accrediting and governmental agencies have had an influence on faculty workloads. Internal and external requirements for assessment have increased tremendously during the last ten years.

More changes lie ahead. Faculty not only will be prime players in implementing the initiatives of the five goals stated in *The Agenda for Excellence*, but will also benefit from the results. Stakeholders may expect desirable outcomes such as the following: increased professional pride in the improved quality of programs of instruction; faculty development opportunities; resource redirection to support the strengths of the University; improved cooperation within the University as well as with other institutions; support for creative approaches to arranging cooperative agreements with outside entities; and support of scholarly activity. The greatest benefit for faculty members lies in the opportunity for their participation in decision-making through this planning and implementation process since this extent of stakeholder participation is a first for Southwestern.

The University administration is aware of the downside of the many changes. Faculty and staff members affected by program modifications and rightsizing face tremendous personal and professional challenges. The administration is sensitive to those challenges and has indicated that utmost care and caution will be exercised as decisions based on Action Team recommendations are made.

**TABLE 9. LEVELS OF ASSESSMENT IMPLEMENTATION**

**DEGREE PROGRAMS**

<b>PATTERNS OF CHARACTERISTICS</b>	<b>LEVEL ONE  Beginning Implementation of Assessment Programs</b>	<b>LEVEL TWO  Making Progress in Implementing Assessment</b>	<b>LEVEL THREE  Maturing Stages of Continuous Improvement</b>
<u><b>Institutional Culture</b></u>			
♦ Mission			X
♦ Collective/Shared Values			X
<u><b>Shared Responsibility</b></u>			
♦ Faculty		X	
♦ Administration & Board		X	
♦ Students		X	
<u><b>Institutional Support</b></u>			
♦ Structures		X	
♦ Resources			X
<u><b>Efficacy of Assessment</b></u>		X	

**GENERAL EDUCATION PROGRAM**

<b>PATTERNS OF CHARACTERISTICS</b>	<b>LEVEL ONE  Beginning Implementation of Assessment Programs</b>	<b>LEVEL TWO  Making Progress in Implementing Assessment</b>	<b>LEVEL THREE  Maturing Stages of Continuous Improvement</b>
<u><b>Institutional Culture</b></u>			
♦ Mission			X
♦ Collective/Shared Values			X
<u><b>Shared Responsibility</b></u>			
♦ Faculty		X	
♦ Administration & Board		X	
♦ Students		X	
<u><b>Institutional Support</b></u>			
♦ Structures			X
♦ Resources			X
<u><b>Efficacy of Assessment</b></u>			X

## **EVALUATIVE CRITERION 4**

This criterion is included in Chapter 3 because the design of the entire self-study process places a special emphasis on planning.

## **EVALUATIVE CRITERION 5**

### ***The institution demonstrates integrity in its practices and relationships.***

Traditionally, Southwestern Oklahoma State University has been an exemplar of integrity in all phases of its mission:

- ❑ Following the procedures of Oklahoma's governing bodies for higher education;
- ❑ Disseminating complete and accurate information in its publications;
- ❑ Adhering to published accrediting agency guidelines;
- ❑ Refining its financial operations;
- ❑ Presenting robust operations and programs;
- ❑ Promoting its academic development;
- ❑ Improving its recruitment practices; and, most importantly,
- ❑ Granting appropriate degrees.

Evidence of Southwestern's integrity is found in the University's written documents and operating procedures. Policies and procedures for all phases of Southwestern's operations are widely distributed in print and are being added to the University's web site in an expeditious manner. Southwestern's ethical practices are evident when examining its relationships both with business enterprises and with other educational entities; moreover, the University's record of compliance with the letter and spirit of applicable state and federal laws governing institutional behavior is exemplary.

## **UNIVERSITY PUBLICATIONS**

Southwestern's official publications serve as the primary conduits of information for both external and internal constituencies; they demonstrate the institution's commitment to providing complete and accurate information. The University disseminates information through a number of official and informative publications and through the University's web site, <http://www.swosu.edu>.

## **EDUCATIONAL PROGRAM PUBLICATIONS**

The *Undergraduate Catalog*, *Graduate Catalog*, and *Sayre Campus Catalog* are published every three years. Collectively, they provide a comprehensive view of the

University with a special emphasis on academics (Exhibit 8). These catalogs contain descriptions of Southwestern's educational programs, degree requirements, learning resources, admissions policies and practices, scholarships, charges and refund policies, academic credentials of faculty and administrators, and course listings. Normally, courses that are no longer offered but that still have the potential of being re-offered at a later time are "parked" (i.e., they are removed from the documents prior to publication) in accordance with guidelines from the OSRHE. Because the catalogs are published every three years, some of the courses described in them may not appear in the fall, spring, and summer course schedules. Prior to publishing each new edition, corrections and proposed revisions are made available for review by the executive administration, the deans of the various schools, the mid-management chairpersons, and selected members of the general faculty.

When filling faculty vacancies, Southwestern places emphasis on adhering to the policies of affirmative action: personnel are selected without regard to national origin, race, gender, disability, age, or religion. This consistent observance of fair and unbiased hiring practices will continue to provide an intellectual community of faculty members who incorporate the best interests of students into their teaching philosophies. In support of both faculty and students, the University strives to make available the best facilities (a functioning and comfortable building and grounds operation), state-of-the-art equipment and materials, a sound financial structure, and a commitment of support, both financial and academic, from the University administration.

In addition, the University encourages faculty development, professional interest in the success of students, ongoing research and scholarly work, a strong liaison between the University and the community, cooperation between the faculty and the administration, creative teaching, and cooperation and creative sharing with the other institutions of the state and the region.

- ❑ Faculty members are assigned advisement responsibilities so they can monitor the progress of the students.
- ❑ Institutional research grants are available to faculty members to support on-campus faculty research projects.
- ❑ Faculty members are highly involved in community activities. They serve on the Chamber of Commerce and on civic club committees; conduct community seminars; work with charity fund raisers; present programs in the public schools; act as resource personnel for school projects; and judge science fairs and forensics events.
- ❑ Faculty members and administrators attend local, state, and regional meetings, serve on committees and make presentations.
- ❑ Advertisements are published for each faculty vacancy and distributed on campus and to appropriate sites, including publications for minority and ethnic candidates.
- ❑ Students are recruited through an organized program involving job fairs, public school contacts, and mailings.

The University is committed to the guidelines of numerous academic accrediting agencies; from these guidelines, the faculty members develop strong and relevant programs to ensure a quality education for Southwestern's students.

The University adheres to the Oklahoma Open Meeting Act, Chapter 2, Article 2, section 522, by announcing meeting agendas in advance. Although rarely do any members of the general public attend official meetings of the University, chairs of these meetings welcome the public to all proceedings unless the meeting is restricted under the Open Meetings Act. Executive sessions are line items on agendas; additionally, the public is restricted from discussions of the employment, hiring, appointment, promotion, demotion, disciplining, or resignation of any individual salaried public officer or employee.

## **ADMISSIONS POLICIES AND PRACTICES**

Admission policies and practices are consistent with the University's mission and can be found in the *Southwestern Oklahoma State University Undergraduate Catalog* on page 38. The Oklahoma State Regents for Higher Education have established minimum requirements for admission. Remedial courses are offered to those students who do not meet minimum criteria in accordance with state law. Individuals who meet curricular requirements but do not qualify for admission on performance criteria (e.g., ACT scores, high school GPA, and class rank) may be eligible for admission through the alternative admission category. Applicants who are admitted under the alternative category must present evidence that they have a reasonable chance for academic success. Other criteria for admission include unusual talent/ability (e.g. art, music, and drama) or a disadvantaged educational and/or economic background. Admission requirements to specific educational programs vary by department and change periodically, but are consistent with the Southwestern Oklahoma State University mission.

General admission requirements for graduate students are found in the *Southwestern Oklahoma State University Graduate Catalog* on page 14. Programs of graduate studies and University graduate policies are administered through the Graduate School. Policies governing graduate programs are formulated by the Graduate Council, which is comprised of representatives selected from the graduate faculty, graduate students, and the administration. The Dean of the Graduate School chairs the Graduate Council.

Essential components of the mission for the Sayre campus include, but are not limited to, two key mandates:

- The faculty provides a lower-division program of higher education for traditional and non-traditional students;
- Courses, services, and programs in remedial education are available for individuals who require such assistance in order to function effectively at the collegiate level.

Admission policies and practices on the Sayre campus are consistent with this mission and can be found in the *Southwestern Oklahoma State University Undergraduate Catalog, 1998-2001*, and the *Southwestern Oklahoma State University 1998-2001 Sayre Campus Catalog*.

Provisional admission requirements are provided for adults who are not high school graduates or who have been out of high school for two or more years. Special admission requirements for international students can be found on page 39 of the *Southwestern Oklahoma State University 1998-2001 Undergraduate Catalog*, page 14 in the *Southwestern Oklahoma State University 1998-2001 Graduate Catalog*, and page 30 in the *Southwestern Oklahoma State University 1998-2001 Sayre Campus Catalog* (Exhibit 8).

Southwestern Oklahoma State University faces challenges in recruiting diversity in its student body. However, the Office of Institutional Research reinforces Southwestern Oklahoma State University's commitment to its mission by collecting data on a yearly basis of first-time full-time freshmen by ethnicity; these data show the University's commitment to minority recruitment. Annual reports are communicated through the University's fact books (Exhibit 4). Since 1996, workshops and conferences sponsored by the University's Faculty Development Committee provide faculty information addressing issues such as advising students from diverse cultural backgrounds, finding ways to enhance minority student achievement, and coping with a changing campus culture.

## **POLICIES AND PROCEDURES DIRECTLY AFFECTING STUDENTS**

Examples of policies affecting students listed in the *Student Handbook* (Exhibit 25) are as follows:

- ❑ Student Code of Conduct
- ❑ Campus Security Policies
- ❑ General Policies
  - Americans with Disabilities Act
  - Student grievances and appeals
  - Policies on the use of tobacco and drugs
  - Sexual harassment policies
  - Sexual misconduct policies
- ❑ Academic Support Services
  - Computer laboratories
  - Al Harris Library resources
  - University Media Services
  - Career Counseling services
  - Placement Services
- ❑ Academic Information

The University has a safe campus environment for its students because of an efficient campus security force. The University also has adequate lighting. Specific violations can be reviewed from records at the Campus Security Headquarters, from the Office of the

Vice President of Academic Affairs, and from the Office of the Vice President for Student Services.

There have been few grievances lodged against the University by students and most have been resolved satisfactorily without further incident. Information about specific cases can be found in the Office of the Vice President for Student Services.

## **CHARGES AND REFUND POLICIES**

The University includes its fee structure in the University catalogs; however, because there are periodic changes in the fee structure after the catalogs are printed, updated and current information is available from the Southwestern Oklahoma State University Business Office. The refund policies are stated in the current class schedules (Exhibit 28) and are available in the business offices on both campuses.

## **ACADEMIC CREDENTIALS OF FACULTY AND ADMINISTRATORS**

The official academic credentials of the current faculty are available in the Office of the Vice President for Academic Affairs. The names, job titles, and degrees of administrative officers, professional staff, and faculty are listed in the University catalogs as well. The faculty is minimally fluid, so the listings in the catalogs can be inaccurate to a small degree until the next update is printed or posted electronically. The faculty listings and web pages are on the University home page, <http://www.swosu.edu>.

## **POLICIES AND PROCEDURES DIRECTLY AFFECTING FACULTY**

The faculty handbooks contain the general policies of the University and the particular policies on hiring faculty, releasing faculty, promotion and tenure, the membership of campus committees, contracts, adjunct instructors, resolution of disputes and grievances, and other administrative policies pertaining to the University faculty (Exhibit 10). Southwestern has been in compliance with these published policies, and there have been few complaints lodged against the University for any violation of these policies. Information on specific cases can be found in the Office of the Vice President for Academic Affairs. Examples of the contents of faculty handbooks are as follows:

- ❑ Affirmative Action Plan;
- ❑ Faculty and student responsibilities concerning the Americans with Disabilities Act;
- ❑ Faculty Grievance Policies and Appeals Plan;
- ❑ Faculty Governance;
- ❑ Faculty Personnel Policies;
- ❑ General University Policies; and
- ❑ Academic Policies.

The University revises and publishes an expanded version of the *Affirmative Action Plan* (Exhibit 52) at the beginning of each academic year and disseminates the plan both internally and externally. Internally, written communication from the University's President re-emphasizes the University's commitment to Equal Employment Opportunity and Affirmative Action and is posted throughout the campus. The University's Policy Statement is posted in the immediate vicinity of the Human Resources Office and is periodically re-posted on bulletin boards near employee work sites. A copy of the University's Affirmative Action Policy Statement is included in employee manuals and is available to all job applicants.

Externally, recruitment sources are informed of the University's Equal Employment Opportunity policy and are requested to recruit and refer in a manner that represents the University's policy. The Equal Opportunity Statement is listed on all purchase orders, leases, contracts, and other documents. External University contractual provisions are periodically reviewed to ensure they are non-discriminatory (Exhibit 52 of 1999-2000, p. 6). Further information concerning the *Affirmative Action Plan* can be obtained from the Office of Human Resources and Affirmative Action.

The *Student Handbook*, *Staff Handbook*, and Faculty Handbooks (Exhibits 29, 53, and 10) are updated periodically to provide extensive information about academic and non-academic policies and procedures directly affecting students, staff, and faculty.

## **OTHER PUBLICATIONS AFFECTING STUDENTS AND FACULTY**

In recent years, Southwestern's presence on the World Wide Web has become increasingly important as a means of disseminating information within and outside the University. The Southwestern web site, <http://www.swosu.edu>, contains much of the information found in the catalogs and handbooks, as well as updates such as revisions in programs of study, current tuition rates, and changes in faculty.

*Quest* is an e-mail informational newsletter prepared by the Office of Business Affairs and sent to the chairpersons of the various departments, administrators, and faculty members on a monthly basis. Its purpose is to inform personnel of changes in various policies and operations occurring on campus. On occasion, brief editions may be distributed if the information is pertinent to emergency procedures. An example of *Quest* is included in the NCA resource file in Exhibit 28.

Southwestern's annual *Fact Book* includes a wealth of data, including such diverse information as student demographics, number and kind of undergraduate and graduate degrees granted, and average faculty salaries (Exhibit 4).

In addition to the documents described above, Southwestern produces internal and external newsletters that further the University's mission. *Echoes from the Hill*, published by the Development and Alumni Office, informs Southwestern's alumni about new programs and activities and showcases faculty and staff accomplishments. *Notes from the President's Office* and *Facts and Trends*, from the office of the Vice-President of Academic Affairs, keep faculty and staff abreast of pertinent university and higher education issues. The *SWOSU Campus Safety Newsletter* addresses timely issues such as tornado precautions, health information, and emergency fire procedures (Exhibit 40).

Class Schedules are published three times a year, for the fall, spring, and summer terms. The schedules are also published on the Southwestern Oklahoma State University home page at <http://www.swosu.edu>. This publication is prepared by the office of the Vice-President for Academic Affairs using input from both campuses. Class Schedules are prepared well in advance of the term, (prior to the pre-enrollment periods), so that students may plan their courses of study with their advisors, and so that departments can assign appropriate instructors to the courses. The Class Schedule includes an index of courses by department, the pre-enrollment schedule, the general enrollment procedures, precautions and special information, University entrance requirements, a semester calendar, examination policies, the scheduled course listings, and a final examination schedule. Revisions to the schedules are published and distributed periodically as changes become available (Exhibit 28).

The University publishes numerous pamphlets and brochures that briefly explain available programs. These mini-publications are available on campus from the Office of Public Information; additionally, they are mailed out in response to requests, disseminated at recruitment fairs and at the Oklahoma State Fair in October, and presented to prospective students at high schools by the Office of High School/College Relations. They are periodically reviewed for accuracy and updated by the respective departments.

Three bulletins that are of importance are listed below:

- *Update on Contemporary Issues 1999-2000*. This pamphlet contains current issues such as the Drug-Free Workplace, Campus Crime Statistics, Campus Security, Hazing, Harassment, Academic Forgiveness, Administrative Withdrawal, Sexual Assault, Use of Tobacco, Graduation Rates, Family Educational Rights and Privacy Act, Americans with Disabilities Act, and Satisfactory Academic Progress.
- *What Students Don't Know about Sexual Assault Is a Crime*. This brochure contains information for student victims of sexual assault/contact, rape, and sexual harassment. Several suggestions concerning prevention are included.
- *Documentation Guidelines for a Disability*. This flyer contains definitions of disabilities, guidelines, and the respective responsibilities of students and faculty.

These documents are available in Exhibit 28.

In addition to the official publications, students in the Communication Arts program on the Weatherford campus publish *The Southwestern*, the campus newspaper, each Wednesday during the fall and spring semesters, except during holidays and finals week. Editions are also published during the summer term. This publication is the voice of the students and sometimes the faculty, and the opinions expressed in it do not necessarily reflect those of the University administration, staff, or faculty (Exhibit 28).

## **PROFESSIONAL ACCREDITING AFFILIATIONS**

Each academic catalog, *Southwestern Oklahoma State University Undergraduate Catalog, 1998-2001*, *Southwestern Oklahoma State University Graduate Catalog, 1998-2001*, and the *Southwestern Oklahoma University Sayre Campus Catalog, 1998-2001*, (Exhibit 8) provides information concerning the accrediting agencies which specify guidelines for program development. With few exceptions, the listing is accurate. Two exceptions, the Oklahoma State Board of Education, and the American Occupational

Therapy Association, Inc., have been removed from the list. The Oklahoma Commission for Teacher Preparation and the American Health Information Management Association have been added to the listing in Table 10 on the following page.

**TABLE 10. ACCREDITING AGENCIES**

<b>SOUTHWESTERN OKLAHOMA STATE UNIVERSITY</b>		
<b>Accrediting Agency</b>	<b>Last Visit</b>	<b>Next Visit or Report</b>
North Central Association of Colleges and Schools	1990	2000-01
National Council for Accreditation of Teacher Education	Fall 1995	2001
American Chemical Society	1999	2004
National Association for Music Therapy	1986	NA
National League for Nursing	1995	2003
Joint Review Committee-Education in Radiologic Technology Accreditation	Fall 1997	2000
Commission on Accreditation of Allied Health Education Programs	1995	2003-04
American Council on Pharmaceutical Education	1999	2002
Association of Collegiate Business Schools and Programs	1997	2004
American Health Information Management Association	1995	2003-04
Accrediting Bureau of Health Education Schools	1995	2001
National Association of Schools of Music	1994	2004
Commission on Accreditation in Physical Therapy Education	1999	2001
Oklahoma Commission for Teacher Preparation	New	2001
Oklahoma Board of Nursing	1998	2003
Accreditation Council for Occupational Therapy Education	1997	2001
Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET)	1999	2003
Oklahoma State Regents for Higher Education	N/A	N/A

At the present time the University is in compliance with all of the listed accrediting agencies. The Commission on Accreditation in Physical Therapy Education has granted probationary accreditation with a request for the University to submit additional materials by February 2001. Table 8 reflects the accrediting agencies' last and next scheduled team visits. Letters from accrediting agencies that support compliance are on file in the Office of the Vice-President of Academic Affairs. The University is presently in the process of applying for accreditation by the Council on Social Work Education and is in the second year of candidacy. Information concerning this transaction is on file in the Office of the Vice President for Academic affairs, also.

## **FINANCIAL CONDITION**

Southwestern Oklahoma State University's financial condition involves three major areas: (1) comprehensive University accounts; (2) the Foundation Office; and (3) the Office of Sponsored Programs. See Criterion 2 in this chapter for detailed information.

## **INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS**

The President, Vice President for Academic Affairs/Research Administration, and the Vice President for Student Services maintain records of the formal, written student complaints filed with their offices as well as disposition of those complaints. Records are available for review by the NCA team.

## **CONCLUSIONS**

Southwestern Oklahoma State University traditionally has provided an exemplary learning environment for its student body and has provided academic support services for both the students and faculty. It has formulated a mission statement that is representative of a true and honest effort to provide the best possible intellectual environment for the students and for a professional faculty community.

The University has conducted financial business with accuracy and integrity and has followed the procedures prescribed by the Oklahoma State Regents for Higher Education, the Oklahoma State Budget Office, and the Board of Regents for Oklahoma Colleges. The Office of Business Affairs keeps accurate records that are readily available to those who need to view the information. In addition, all transactions are examined periodically by internal and external auditors. To date, all financial transactions have been reported to be in accordance with accepted policies. Reports indicate that the University is operating on a sound basis within the budget as allocated and approved by the Oklahoma State Board of Regents for Higher Education and Board of Regents of Oklahoma Colleges.

A concerted effort has been made recently at the request of the Vice President for Academic Affairs to revise the University undergraduate, graduate, and Sayre catalogs in an attempt to standardize them as well as to insure the accuracy of the content of each publication. University publications are revised and published frequently to keep them updated as changes occur; other publications that have a longer duration are supplemented with updated material as the changes are known. Presently, the class schedules have reflected a reduced amount of error because of the involvement of the respective schools, departments, and faculty on campus. Newsletters have been created to

disseminate current information and academic statistics so that the administration, faculty, staff, students, and University patrons are well informed.

Southwestern Oklahoma State University has prided itself in the quality of its programs and on its compliance with the guidelines of its various accrediting agencies. Programs are reviewed periodically to implement modifications that conform to the changes in accrediting policies and philosophy.

## CHAPTER 5

### REQUEST FOR CONTINUED AFFILIATION

*Self-Study 2001* presents substantial evidence of Southwestern Oklahoma State University's eligibility for re-accreditation. Based on this evidence, the President of the University and the Board of Regents of Oklahoma Colleges request continued accreditation by the Commission on Institutions of Higher Education.

## WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

**Institution:** SOUTHWESTERN OKLAHOMA STATE UNIVERSITY  
100 Campus Drive  
Weatherford, OK 73096

**Type of Review:** Continued Accreditation

**Date of This Review:** October 2, 2000 - October 4, 2000

**Status:** Accredited (1922-34; 1950-

**Institution** *Recommended Wording:* No Change

**Highest Degree Awarded:** Doctor's

**Institution** *Recommended Wording:* No Change

**Most Recent Action:** August 7, 1998

**Stipulations on Accreditation:** Accreditation at the Doctoral level is limited to the Doctor of Pharmacy (Pharm.D) and at the Master's level to degrees in professional programs.

**Institution** *Recommended Wording:* No Change

**New Degree Sites:** No prior Commission approval required for offering existing degree programs at new sites within the state.

**Institution** *Recommended Wording:* No Change

**Progress reports required:** None

**Monitoring reports required:** None

**Contingency reports required:** None

**Other visits required:** None

**Last comprehensive evaluation:** 1990-91

**Next comprehensive evaluation:**

**Institution** *Recommended Wording:* 2010-2011

### Statement of Institutional Scope and Activities

**Legal status:** Public institution.

**Fall 1999 student FTE:** 4197

**Fall 1999 student headcount:** 4903

**Number of degree programs:** Associate's (8) Bachelor's (37) Master's (4) Doctor's (1).

**Degree sites with full services:** Weatherford, OK; Sayre, OK.

**Other degree sites:** None.

**Other sites:** Courses are also offered at one other location in state.

**Other program features:** The institution provides credit offerings through alternative delivery.

## FIGURES

Figure 1. Interrelation of the Planning Process and the Self-Study

Figure 2. Campus Crime Statistics

## APPENDICES

Appendix A. Organizational Charts

Appendix B. Basic Institutional Data Forms

## TABLES

Table 1. Full-time Workforce

Table 2. Student Computer Access

Table 3. Comparisons of Salaries by Rank to CUPA Averages

Table 4. Fall Enrollments and FTE Expenditures

Table 5. Action Teams' Recommendations

Table 6. Library Electronic Database Subscriptions/Agreements

Table 7. FY1999-2000 Allocation of State Appropriated Funds

Table 8. Levels of Assessment Implementation

Table 9. Accrediting Agencies

## EXHIBITS

1. *The Agenda for Excellence: A Vision for Southwestern*

2. 1990 NCA Teams Report

3. 1994 NCA Team Report
4. *Fact Book*, Fall, 1993-1999
5. Sponsored Programs Annual Reports
6. Diversity
7. Panorama Events
8. University Catalogs
9. Academic Plans, 1993-2000
10. Faculty Handbooks
11. University Assessment Plan
12. University Telecommunications/Computer Strategic Plan for 1998-2001
13. 1990 and 1994 Self-Study Reports
14. Salary Comparisons
15. Scan Team Reports
16. University Committee Membership
17. Budget Operating Funds
18. Budget Unit Three-year Plans
19. Values Scan Team Survey Results
20. Academic Planning and Resource Allocation (APRA)
21. Foundation Annual Report
22. Institution Change Request and NCA Team Report (Pharm. D.)
23. Policy Manual (Extract) for BOROC
24. Policy Manual (Extract) for OSRHE
25. Full Time and Adjunct Faculty 1999-2000
26. Program Reviews
27. Audit Reports

28. Publications File
29. Student Handbook
30. Class Size
31. Full-time and Part-time (Adjunct) Faculty
32. Excellence in Teaching Award
33. Accreditation Documents
34. Distance Learning
35. Business Development Center
36. Faculty Senate Constitution and By-laws
37. Faculty Senate Officers
38. Faculty Senate Climate Surveys/Confidence Vote
39. Faculty Senate Motions
40. Safety and Security
41. Support Personnel Organization By-laws
42. Student Government Association
43. Costs of Attendance at Southwestern
44. Land Grant Allocations
45. Building and Land Inventory
46. Classroom Capacities
47. General Education Assessment Examples
48. General Education Assessment Matrix
49. General Education Committee Minutes
50. Faculty Evaluation Summaries and Questionnaire
51. Outcomes Assessment Reports
52. Affirmative Action Plan

53. Staff Handbook