Assurance Argument

Seminole State College - OK

Review date: 7/22/2024

1 - Mission

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

1.A - Core Component 1.A

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

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

Core Component 1.A.1

Seminole State College Is Mission-Driven

Seminole State College's mission, established through a comprehensive process tailored to the institution's unique context, serves as the guiding principle for its role as the leading two-year public college in the five-county service area of Hughes, Lincoln, Okfuskee, Seminole, and Pottawatomie counties in Oklahoma. To effectively address the diverse needs of this region, the college's curriculum, operations, and services are strategically aligned with and driven by this mission, as detailed in the 2023-2024 Catalog, pg ii.

The college's operational framework is anchored by four cornerstone documents: the Mission Statement, CORE Values (2023-2024 Catalog pg ii). Functions, and 2023-2026 Strategic Plan: "Charting the Future of Seminole State College." These documents collectively inform and direct the college's strategic initiatives and daily activities.

The Mission Statement of Seminole State College, "Empowering people for academic success, personal development, and lifelong learning," is succinctly articulated and prominently featured on the college's website, in the College Catalog, and the Student Handbook. Adopted in 2010 by the Board of Regents, upon a collaborative recommendation from the Faculty Senate and Administrative Council, with input from multiple constituency groups and Strategic Planning Retreats, the Mission Statement underwent revision to more accurately reflect the college's evolving roles and responsibilities. The revision process was comprehensive, engaging faculty, staff, administration, and

regens in a transparent and strategic dialogue to ensure alignment with the college's objectives and community expectations.

SSC's CORE Values provide an ethical framework for the college's operations *(2023-2024 Catalog pg. ii*) They are:

- Compassion: Celebrating a diverse campus, local and global community of people and displaying professionalism and compassion in all interactions;

- Opportunity: Presenting current trends and future possibilities for career, academic and personal enrichment;

- Respect: Building mutual respect, integrity, and confidence for ourselves, for others and for the environment;

- Excellence: Continually striving to achieve the highest standards and exhibit excellence in our programs and relationships with all stakeholders.

SSC's Function Statement, officially documented in the SSC Policy Manual, originates from the Charter granted by the Oklahoma State Regents for Higher Education (OSRHE) and acknowledges SSC's distinct role in its central Oklahoma, five-county area. The primary mission is to offer associate degrees that facilitate transfer to institutions granting baccalaureate degrees or to support entry into the workforce. The Function Statement delineates the scope and extent of the college's operations as authorized by the OSRHE:

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

The Strategic Plan aligns all of the college's operations with its mission, ensuring a cohesive approach to institutional objectives. The four primary documents that articulate this mission are available to the public in two places:

1. The SSC website hosts the College Catalog.
2. The SSC Policy Manual includes the Mission Statement, Functions, and CORE Values.

All affirm the college's commitment to transparency and accountability.

Other documents, available on the college website, articulate the overarching mission of the institution and include:

- SSC's Institutional Beliefs and Commitments detail a set of core priorities that guide the institution's operations and strategic direction. These are:

1. *Student Success:* SSC is committed to helping students reach their educational goals. To this end, the impact on students will be the primary consideration in the establishment of institutional policies, procedures, programs, and services. Most importantly, the college will foster a learning environment that values and nurtures the process of students working toward self-chosen personal and academic goals;
2. *Universal Access:* SSC will make its programs and services universally accessible to students of diverse backgrounds and experiences;
3. *Extensive and Effective Collaboration:* SSC will encourage and implement working partnerships with other agencies or firms to enhance the quantity and quality of services provided;
4. *Instructional Innovation:* SSC will use technology and diverse teaching methodologies to affect greater quality and efficiency in the delivery of educational programs and services; and
5. *Quality over Quantity:* SSC will dedicate its limited resources only to high-quality programs and services.

- [SSC's Vision: A Continuing Quest for Unparalleled Excellence](#) states: Seminole State College seeks to be an institution of unparalleled excellence, regarded by both internal and external constituents as a college whose quality is second-to-none, where employees and regents make a continual effort to meet the needs and exceed the expectations of our community and our students.
- [SSC's General Education Outcomes](#) specify the essential achievements expected of all graduates. SSC Faculty design all courses to meet one or more of these outcomes, ensuring a comprehensive educational experience that not only prepares students for future challenges and opportunities but also helps SSC maintain exacting standards for academic excellence:
  - Outcome 1: Demonstrate effective and scholarly communication skills.
  - Outcome 2: Utilize scientific reasoning and/or critical thinking to solve problems.
  - Outcome 3: Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
  - Outcome 4: Recognize the role(s) of history, culture, the arts, or sciences within civilization.

The mission-related documents undergo periodic review by SSC Administration and Board of Regents in accordance with SSC Policy Manual procedures. Board review of the Mission, CORE Values, and Functions is evidenced by the [August 2019 Board Minutes](#).

Update 1.A.1: Seminole State College's mission, values, and strategic plan, along with its diverse academic offerings and robust student support services, consistently prioritize student success and community engagement, fulfilling the criteria outlined in 1.A. The college's commitment to regular review and adaptation of these guiding documents as needed ensures continued alignment with its evolving goals and the needs of its constituents.

Response to 1.A.2

The Mission Guides SSC's Academic Programs

SSC's faculty and administration actively work together to foster an environment that helps develop students who are academically proficient and civically responsible. The college's academic programs, student support services, and enrollment profile are consistent with the mission. [Sections 1, 2, and 3 from SSC's Function Statement](#) underscore the college's commitment to maintaining academic

programs that reflect its core objectives.

1. **General education and other university-parallel coursework**

   SSC's Transfer Degrees include Associate in Arts (AA) and Associate in Science (AS) for students planning to transfer to four-year colleges or universities. The college offers 16 transfer degree programs with a broad variety of majors, and each degree program has a faculty member who serves as a Degree Program Mentor. Within several transfer degrees, students have the option to choose from available emphases.

   The 2023-2024 Catalog Transfer Degree Programs [Degree Programs Website Screenshots 2024](#) and associated emphases (beginning on page 27) are as follows

   - Agriculture AS
     - Agribusiness Emphasis
     - Leadership Emphasis
     - Pre-Vet Emphasis
   - Biology AS
   - Business AS
   - Child Development AA
   - Computer Science AS
   - Criminal Justice AS
   - Elementary Education AA
     - Elementary Education AA - ECU Option
     - Elementary Education AA
   - Enterprise Development AS - Business Administation
   - Enterprise Development AA - General Studies
   - Health, Physical Education, and Recreation AS
   - Health Sciences AS
   - Liberal Studies AA
     - Art Emphasis AA
     - Biology Emphasis AA
     - Language Arts Emphasis AA
     - Mathematics Emphasis AA
     - Physical Sciences Emphasis AA
     - Liberal Studies Emphasis AA
   - Pre-Engineering AS
   - Psychology AS
   - Secondary Education AS
     - Biology Teacher Emphasis AS
     - Chemistry Teacher Emphasis AS
     - English Teacher Emphasis AS
     - History Teacher Emphasis AS
     - Math Teacher Emphasis AS
     - Physics Teacher Emphasis AS
     - Secondary Education AS
   - Social Sciences AA
     - Government/History Emphasis AA
     - Sociology Emphasis AA

- Social Sciences AA

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

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

The Technical-Occupational "Enter-the-Workforce" Degree Programs and Certificates are as follows and are detailed in the college catalog on page 61:

- Child Development Certificate
- Engineering Technology AAS
- Medical Laboratory Technology AAS
- Nursing AAS
  - LPN to RN Advanced Standing Option
- Physical Therapist Assistant AAS

3. Programs of remedial and developmental education

SSC offers transitional education in English and math to help prepare students for college-level courses, detailed in the Transitional Education Program (College Catalog pg. 21). Prior to enrollment, students with curricular or basic academic skills deficiencies are referred by academic advisors to take placement tests in the Testing Center, located in the Walkingstick Student Services Building. Following the scoring and review of the placement tests, an academic advisor will confer with students about courses required or appropriate for their assessed level. The purpose is to ensure student success in courses requiring extensive use of mathematics, English composition, reading, and vocabulary skills. A placement test is also available to determine student readiness for enrollment in General Chemistry.

Transitional students are those who score below 19 on any ACT subject test, do not qualify through multiple measures scoring, or fail to test into college-level courses during secondary testing. The college uses a co-requisite remediation model that co-enrolls students in the credit-bearing course plus a "Special Topics" course, which typically meets immediately afterwards and offers intensive faculty-led tutoring and activities to facilitate student success. Currently, only math and English Composition I provide this co-requisite remediation. Transitional students must pass both the college-level course and the co-requisite transitional (Special Topics) course to receive credit for either of the courses.

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

The Mission Guides SSC's Student Support Services

SSC offers many special support and activity programs to assist and enrich students' educational experiences. These resources are detailed in The SSC Student Handbook:

- Academic Services: These cover individualized support, course offerings, and tutoring/supplemental instruction. Students may contact college academic counselors for referral to services or courses that will assist with the development of better study skills, time management techniques, and test-taking skills. Freshman Seminar and Academic Learning Strategies courses are available for all students. Individual academic assistance is available in each of the college's divisions during instructors' office hours and by arrangement. For additional help, students can go to one of many free tutoring locations around campus.
- Specialized Support Programs: SSC has a longstanding commitment to supporting educational access and success, as evidenced by its continuous sponsorship of TRiO Programs since 1989. Currently, the college offers several TRiO programs designed to assist qualified individuals in achieving their academic goals:
    - Student Support Services (SSS): This TRiO program provides targeted academic support to students meeting federal eligibility criteria. Services include tutoring, academic advising, enrollment assistance, career guidance, and transfer assistance.
    - STEM Student Support Services (STEM SSS): Designed to enhance academic success and facilitate transfer to four-year institutions, STEM SSS caters to students pursuing degrees in health science or STEM-related fields. Services include tutoring, academic advising, enrollment assistance, financial literacy education, career counseling, FAFSA completion assistance, and workshops addressing test anxiety, study habits, stress management, and study skills.
    - *Educational Talent Search (FOCUS)* serves students in grades six through twelve from approximately 17 schools within the SSC service area. Program services include tutoring, academic and personal counseling, academic preparation workshops, assistance with applying to colleges, and assistance with financial aid application and preparing for the ACT. The goal of the Talent Search Program aims to encourage secondary school graduation and post-secondary enrollment, also assisting secondary and post-secondary students who did not receive a high school diploma seeking to re-enter educational programs.
    - *Upward Bound/ Upward Bound Math-Science Projects* are federally funded programs that prepare ninth through twelfth-grade students for higher education. Participants receive instruction in literature, composition, mathematics, and science during a six-week summer program at SSC. Additionally, they receive tutoring, study skills workshops, and cultural and educational field trips throughout the academic year and summer. These projects serve students from approximately 18 high schools within the SSC service area.
- Another support program is the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a federally funded program designed to prepare middle school and high school students for college through academic preparation programs, scholarship and financial aid information, college access information for students and parents, and professional development activities for educators.

SSC provides further support to promote student success and academic achievement, including:

- SSC's Native American Serving Non-Tribal Institutions or NASNTI: This grant program focuses on fostering student academic success through post-secondary pathways leading to baccalaureate transfer and socioeconomic stability. It consists of three interconnected

components: revision of high-risk courses, comprehensive professional development, and student engagement services. By incorporating tutoring, peer mentoring, professional development, early alert systems, and the integration of technology into educational labs, NASNTI creates a multifaceted approach to bolster student success and retention. Funded by the U.S. Department of Education, NASNTI offices are located in the Boren Library on the SSC campus.

- On-Campus Tutoring Labs: Several computer labs on campus offer tutoring services across various disciplines, further supporting student learning and academic progress. Notably, the Writing House Lab and the Math Lab provide dedicated support with clearly posted hours for student accessibility. Information about the college's various tutoring resources is available on the SSC web site (SSC Tutoring Resources Web Page.pdf).

Detailed information about these support programs can be found in the SSC College Catalog, pg. 14, published on the SSC Website.

These combined initiatives highlight SSC's dedication to providing comprehensive support services to ensure student success across diverse disciplines and backgrounds.

SSC's Enrollment Profile Reflects the Mission

Institutional Statistics affirm that SSC's Enrollment Profile aligns with the College's Mission, with the majority of students consistently coming from the five-county service area. The 2023 statistics show 1,003 students (of a total enrollment of 1,329) were from 16 towns within the college's five-county service area.

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

Update 1.A.2: Seminole State College's diverse range of academic programs, robust student support services, and focus on transitional education directly align with its mission to empower learners, demonstrating compliance with Core Component 1.A. The college's commitment to serving its local community is reflected in its enrollment profile, primarily comprised of students from its five-county service area.

Response to 1.A.3

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

SSC Ensures Public Availability of Mission Documents

SSC maintains transparency and public accessibility of its mission-related documents. These documents, which outline institutional priorities, operations, and goals include Mission Statement, CORE Values, Function Statement, Strategic Plan, Institutional Beliefs and Commitments, Vision: A Continuing Quest for Unparalleled Excellence, and General Education Outcomes.

These documents are readily available to prospective and enrolled students through various channels,

including:

- SSC Website: The Mission Statement is prominently displayed on the website banner.
- Student Handbook: Available on the SSC website under "Current Students," the handbook includes the Mission Statement and CORE Values.
- College Catalog: The catalog provides further details on the college's mission and educational offerings.
- Faculty Handbook: Accessible as a PDF link in MySSCOK, the faculty handbook includes the Mission, Vision, CORE Values, and Functions.
- Course Syllabi: All course syllabi, distributed to students each semester via Brightspace (SSC's Learning Management System), include the Mission Statement, CORE Values, and General Education Outcomes.
- Office of Institutional Effectiveness Website: The General Education Outcomes are publicly accessible on the SSC website under the "General Education Assessment" section of the "Office of Institutional Effectiveness" page.

This comprehensive approach ensures that SSC's mission is transparently communicated and readily accessible to all stakeholders.

Update 1.A.3: Seminole State College ensures public accessibility of its mission-related documents through a variety of platforms, including its website, student and faculty handbooks, course syllabi, and the Office of Institutional Effectiveness webpage. This transparent approach reinforces the college's commitment to its mission and ensures that stakeholders are well-informed about the institution's goals and priorities.

Sources

- 2023-2024 Catalog pg ii
- 23-24 Math and Composition Placement Scores.pdf
- 3B Technical and Occupational Programs AAS College Catalogue 2023-2024 Section VIII
- August-2019-Minutes
- Beliefs and Commitments
- Degree Programs Website Screenshots 2024
- General Education Outcomes
- General Syllabus Information 2024
- Grant Programs at SSC Website
- Institutional-Statistics-Spring-2023
- IPEDS Outcome Measures
- Mission Documents.pdf
- NASNTI
- Office of Institutional Effectiveness Webpage
- Specialized Support Programs Catalog pg 14 2024-25
- SSC Tutoring Resources Web Page.pdf
- Strategic Plan for SSC 2023-2026.pdf
- Student Support Services
- Technical Occupational Programs Course Catalog pg 61 2024-2025

- Transfer Degree Programs College Catalog pg 30 2024-2025.pdf
- Transitional Education Program College Catalog pg 21 2024-25
- Vision

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

Response 1.B.1

SSC's Actions and Decisions Serve the Public

Commitment to the public good is a key mission in SSC's CORE Values of Excellence, which emphasizes "continually striving to achieve the highest standards and exhibit excellence in our programs and relationships with all stakeholders." This commitment is evident in various actions and decisions undertaken by the college:

- **Cultural Enrichment:** SSC hosts cultural events, exhibits, and concerts open to both students and the general public, such as NASNTI Cultural Presentations and Creativity Symposium. The Enoch Kelly Haney Center is frequently reserved by community organizations for town hall meetings and guest speakers, fostering awareness of local, state, and national issues.
- **Addressing Workforce Needs:** SSC partners with Gordon Cooper Technology Center to offer Physical Therapy Assistant and Medical Laboratory Technician programs (career-tech partnerships).These initiatives aim to address potential shortages in the medical field by preparing graduates for in-demand careers.
- **Economic Development:** SSC's Rural Business and Resources Center demonstrates a commitment to the economic development of the service area. By providing free individual counseling and training opportunities, the center assists individuals and communities in starting, expanding, or improving existing businesses.
- **Employment Readiness:** SSC's Employment Readiness Program supports Department of Human Services (DHS) welfare recipients by providing career training, mentoring, and job matching services, fostering self-sufficiency and contributing to the workforce. This program is conducted in partnership with the Oklahoma Employment Security Commission and Workforce Oklahoma.
- **Public Accountability and Transparency:** SSC actively communicates campus developments, both positive and negative, through press releases distributed to local media outlets and posted on the SSC website. The college also utilizes social media, flyers, postcards, and direct interaction with community members and local organizations to disseminate information and foster engagement.

Update: Seminole State College's actions and decisions demonstrate a consistent commitment to

serving the public good, as evidenced by its [cultural enrichment programs](#), [workforce development](#) initiatives, [community engagement efforts](#), and emphasis on transparency and accountability.

Response 1.B.2

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

SSC is a public college with no formal "investors." External entities, including the SSC Educational Foundation, Seminole State Athletic Booster Club, Faculty Senate, private donors, and federal grant programs, play a supportive role in advancing the college's mission.

SSC demonstrates a commitment to its mission through various actions and mission documents:

- **[SSC Vision Statement](#):** The Vision Statement, revised in October 2017 to emphasize the central role of students in the college's functions by changing the word "client" to "students," reflects SSC's dedication to academic excellence and continuous improvement (documented in the Faculty Handbook).
- **[General Education Outcomes](#):** Reviewed and updated in 2014 by faculty, the Assessment Committee, and the Administrative Council, these outcomes ensure alignment with the needs of transfer institutions and promote lifelong learning.
- **[Mission Statement:](#)** The mission statement, emphasizing academic success and lifelong learning, guides SSC's educational philosophy and practices.
- **[Function Statement](#):** Derived from the Oklahoma State Regents for Higher Education's Charter, this statement (SSC Policy Manual, Policy I-3-1), identifies SSC's constituents and the scope of its programs and services, clearly defining the college's service area (included in the SSC Faculty Handbook**)**.
- **[Statement of Institutional Beliefs and Commitments](#):** "Seminole State College is committed to helping students reach their educational goals. To this end, the impact on students will be the first and foremost consideration in the establishment of institutional policies, procedures, programs, and services. Most importantly, the college will foster a learning environment that values and nurtures the process of students working toward self-chosen personal and academic goals." This statement underscores SSC's commitment to high academic standards and student-centered decision-making in areas such as student success, universal access, institutional collaboration with area agencies and firms, and instructional innovation, always prioritizing quality over quantity in programs and services.
- **[SSC's Vision Statement: "A Continuing Quest for Unparalleled Excellence](#)":** This statement emphasizes SSC's pursuit of excellence and commitment to exceeding the expectations of its community and students.
- **[SSC's CORE Values](#):** These values (Compassion, Opportunity, Respect, and Excellence) are integrated into all aspects of the college's operations and decision-making processes, as evidenced by their inclusion in class syllabi, [College Catalog](#), and the [Student](#) and [Faculty Handbooks](#) (2023-2024 Catalog pg. ii).
- **[General Education Outcomes](#):** These mission-based outcomes align with transfer matrices for SSCs sister universities and are included in all course syllabi and assessments. They reflect SSC's commitment to preparing students for transfer, lifelong learning, and active participation in a global society. General Education Outcome 3 particularly emphasizes this goal: "[Students will] Demonstrate knowledge and display behavior related to functioning in and adding value to a global society."

Through these comprehensive measures, SSC demonstrates a mission-centric approach that

prioritizes academic excellence, student success, and community engagement.

Update: Seminole State College's actions and documents, including its vision, mission, institutional beliefs, and core values, clearly demonstrate that its educational responsibilities are its primary purpose. The college's ongoing commitment to reviewing and updating these guiding documents ensures that they remain relevant and continue to shape SSC's educational philosophy and practices.

Response 1.B.3

SSC Engages with External Constituencies

SSC fosters robust engagement with its external constituents and affiliates, encompassing a wide range of civic groups, educational institutions, community members, and businesses, such as the Chamber of Commerce, Rotary Club, Lions Club, Seminole Nation and various colleges, universities, technical institutions, high schools, community members, politicians, individuals, and employers. This collaboration extends to providing facilities for meetings, events, and programs, as well as offering a FEMA safe room for the safety of both students and the public.

SSC demonstrates its commitment to community outreach through diverse educational opportunities as its mission and resources allow. SSC is committed to working closely with individuals, groups, and the larger community in identifying their needs and desires and initiating programs to serve them. Some of the needs and programs include:

- Off-Site Learning: SSC extends its educational reach by offering online and Zoom courses to students in area high schools and technical centers, expanding access to higher education beyond the physical campus.
- Business and Industry Training, Microcredentialing, and Community Service: The 2024-2025 College Catalog showcases the breadth of SSC's outreach efforts, featuring Business and Industry, Microcredentialing, and Community Service Courses designed to cater to diverse interests and needs:
  - Business and Industry Training: SSC provides prompt and specific training through courses scheduled at both traditional and non-traditional times. Using the latest technology and techniques, the college equips companies of all sizes with the skills and knowledge necessary for success. Current courses are listed in the 2024-2025 College Catalog.
  - Microcredentialing: Seminole State College is participating in the Upskill OK Micro-credential initiative, a program aimed at addressing Oklahoma's talent shortage. This initiative offers short-term, postsecondary micro-credentials that equip learners with specific career skills. Upon completion, learners receive digital badges that can be shared and verified electronically, benefiting both individuals seeking employment and employers looking for qualified candidates.
  - Community Service: SSC demonstrates commitment to community service through non-credit offerings, including short courses, workshops, lectures, and seminars. These programs aim to enhance knowledge, awareness, job skills, and personal enrichment for community members.

Update: The college's dedication to meeting the needs of its external constituents is evident in its collaborative approach to identifying and addressing community needs. By working closely with individuals, groups, and the broader community, SSC ensures that its programs and services remain relevant and impactful.

Sources

- 3A OSRHEs Upskill OK Micro credential initiative Webpage Dec. 2023
- Beliefs and Commitments
- Business and Industry and Microcredentialing Catalog pg 17-19 2024-25
- Community Service Catalog
- Employment Readiness Program
- Events Archives -
- General Education Outcomes
- Howlers and Yawpers 2022
- Institutional Statistics Spring 2023
- Micro.Credentialing Courses Offered at SSC
- Mission Documents.pdf
- ODO 2022-2023 End of Academic Year Report
- Partnership 1 Medical Laboratory Technology AAS
- Partnership 2 Physical Therapist Assistant AAS
- Rural Business and Resource Center
- Small Sample of Various Cultural Events on Campus
- SSC Affiliations
- SSC Announces Creativity Symposium
- Vision

1.C - Core Component 1.C

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

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

Argument

Response 1.C.1

Seminole State College demonstrates a comprehensive and intentional approach to fostering a diverse, multicultural, and global campus community while actively engaging with local constituents. This commitment is evident in various aspects of the college's operations and offerings.

- **Co-curricular Activities and Civic Engagement:** SSC promotes civic engagement through a variety of student organizations, such as the Student Government Association and the Native American Student Association. Honor societies like Mu Alpha Theta, Phi Theta Kappa, Psi Beta, and Sigma Kappa Delta further encourage civic engagement through academic achievement and service opportunities.
- **Career Readiness and Workforce Preparation:** SSC provides workshops on job search skills, resume writing, and interviewing techniques, ensuring students are well-prepared for the workforce. The college's commitment to career readiness is further exemplified by grant programs and community service initiatives that bridge academic learning with real-world experience.
- **Academic Commitment to Diversity, Global Perspectives, and Multicultural Awareness:** Seminole State College's commitment to diversity and global perspectives is deeply embedded in its curriculum (SSC Organizations Host Diversity, Equity and Inclusion Programs). This is evident through many course offerings, including BA 1323 Global Studies in International Business, HIST 1223 History of Native Americans to 1890, HUM 2153 Multiculturalism through Film, and SOC 2433 Global Studies in Culture many and Diversity, among others (2024 Catalog). These courses, complemented by cultural activities and organizations like those focused on diversity, equity, and inclusion, provide students with a comprehensive understanding of diverse cultures and global issues. This emphasis on diversity and global perspectives prepares students for informed citizenship and success in an increasingly interconnected world.
- **Articulation and Pathway Agreements:** Recognizing its role as a stepping stone to higher education, SSC has established numerous articulation and pathway agreements with four-year institutions, facilitating seamless transfer for students seeking to further their education (Transfer Agreements). The Oklahoma State Regents for Higher Education (OSRHE) has a policy that guarantees the transfer of general education credits for students who complete an

associate degree and transfer to a public four-year university within the state system. However, this guarantee does not apply to students who transfer before completing their associate degree or who transfer to private or out-of-state institutions. To address this, Seminole State College has established specific transfer agreements with various institutions to ensure a smooth transition for their students. For example, SSC and and East Central University have a transfer agreement that allows for a seamless transition for students between institutions. The agreement outlines how credits earned at SSC will transfer to one of 44 bachelor's degree programs at ECU, such as ECU Art Graphic Design, ECU Cartography Geography, ECU Human Resource Servicies Counseling Services to the Deaf, ECU Math Teacher Cert, ECU Nursing, and ECU Sociology. The agreement is reviewed annually by both institutions and can be accessed on their websites.

- **Fostering a Respectful and Inclusive Campus Climate:** SSC values diverse viewpoints and actively promotes a respectful and inclusive campus environment where all voices are heard. The college's commitment to diversity and cultural awareness is evident in its strategic plan, surveys, student and employee organizations, events, and handbooks. To cultivate this mindset of diversity and inclusion, the college has set aside group professional development time. For example, at the Fall 2020 Employee In-Service, Deavon Steele (Health Planner for OK Dept. of Health) spoke to employees on "Diversity, Equity and Inclusion at SSC from the Perspective of a Former Student: Cultural Competence – Engagement with Students." In 2022, Culture Specialist Monica Sheri Scott presented "I See Strength in You" and Director of Wellness Services at Tulsa Community College Jessica Heavin spoke to faculty on "Creating a Trauma-Informed Classroom."

Response 1.C.2 and 1.C.3

Seminole State College's CORE Values (Compassion, Opportunity, Respect, and Excellence) underpin its commitment to inclusivity and opportunity, as articulated in the 2023-2024 catalog (pg. ii). This commitment is further reinforced by the college's Institutional Beliefs and Commitments, emphasizing universal access for students from diverse backgrounds and experiences (2024-2025 Catalog, pg. 1). External affiliations with organizations such as the Bureau of Indian Affairs and the Association of Higher Education and Disability underscore SSC's dedication to fostering success for all students (2023-2024 Catalog, pg. 2).

SSC's thriving relationship with tribal nations, such as the Seminole Nation of Oklahoma, is evident in many collaborative programs and initiatives, including a residential learning center and various Native American conferences. The college also boasts a vibrant student life, with various student organizations sponsoring activities throughout the year **(**2024-2025 Catalog, pg. 13**)**. Additionally, SSC has been recognized with several awards and grants, many of which specifically target enhancing opportunities for student success (2024-2025 Catalog, pp. 14-15).

The establishment of the Diversity, Equity, and Inclusion Task Force further strengthens SSC's commitment to addressing the needs and goals of the campus community in these critical areas. On March 28, 2022, the SSC Board of Regents formally adopted the college's diversity statement (SSC Board of Regents Honor Past and Current Employees and Adopt Diversity Statement), which states: "The Seminole State College community is dedicated to fostering a positive campus environment supporting each person's individual and unique ability to learn, regardless of socio-economic status, race, ethnicity, gender, sexual orientation, age, disability or religious preference, to build an institution of higher learning in which diversity is celebrated" (Diversity Statement).

SSC demonstrates its commitment to diversity, equity, and inclusion through various processes and activities aimed at ensuring equitable treatment for all members of its diverse community. The SSC Board of Regents is dedicated to establishing policies that promote fair and equitable access to employment and academic opportunities for everyone. These policies are implemented through established practices and procedures across all areas of the college, including compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), as well as adherence to policies on wellness, sexual harassment, and non-discrimination (Employment Opportunities).

Key areas where SSC's commitment to diversity and inclusion are evident include:

1. **Hiring Practices:**
    - SSC maintains a strict non-discrimination policy in its hiring practices, ensuring that all applicants and employees are treated equally, regardless of race, color, national origin, sex, disability, or age. The college has implemented an Equal Employment Opportunity/Affirmative Action Program, overseen by the Director for Human Resources, to uphold these principles and facilitate a fair application process (Employment Opportunities).
    - The Human Resources Office ensures compliance with SSC Board policies and procedures, as well as federal and state employment regulations and benefit laws. The office prioritizes the delivery of comprehensive services, including employee benefits administration, salary management, worker's compensation, professional development opportunities for staff and leadership, FMLA administration, confidential maintenance of personnel records, equal opportunity employment practices, and fostering positive employee relations. In order to support the college's mission, the Human Resources Office focuses on continuous improvement, consistently seeking and implementing innovative solutions to enhance service delivery and ultimately contribute to the overall well-being and success of the college's most valuable assets: its students, faculty, and staff (Human Resources and Employment).
2. Admissions**:** SSC's open-door admission policy aligns with the criteria set by the Oklahoma State Regents for Higher Education, ensuring accessibility for all prospective students. While certain degree programs may have additional admission requirements, the college provides comprehensive resources and support to help students navigate the application and enrollment process. These include:
    - Admission materials are made available on-line and in the Admissions Office.
    - Applications for admission are processed on a continuing basis.
    - Students are encouraged to apply for admission several months in advance of the desired semester enrollment to facilitate the process of advisement, placement and enrollment.
    - Placement testing in English, math, science, and reading skills is provided prior to enrollment to encourage student success by placing them in courses that match their assessed needs.
3. **Title IX:** SSC takes a strong stance against sexual harassment and violence, adhering to Title IX guidance from the U.S. Department of Education (Title IX Student Safety). The college is committed to fostering a safe and respectful environment for all members of its community, promoting awareness and providing resources to address and prevent sexual misconduct. The college invites all members of the campus community to be part of the effort to maintain a safe and productive environment in which to live, learn, and be successful by committing to end sexual violence and sexual harassment.

Update 1.C: SSC's dedication to diversity and global awareness is woven into the fabric of the institution, as evidenced by its [Strategic Plan](), surveys, [student]() and employee organizations, [events](), and [Student]() and [Faculty]() handbooks**.** The college's CORE Values serve as the foundation for this commitment, driving a culture of inclusivity and respect for all individuals within the SSC community ([2024-2025 Catalog, pg. ii]()). Seminole State College fosters a climate of diversity, equity, and inclusion through its commitment to cultural awareness, diverse course offerings, and support for underrepresented populations. The college's proactive approach to fostering inclusivity is evident in its policies, programs, and activities, as well as its dedication to creating a welcoming environment for all members of its community, aligning with the requirements of Core Component 1.C.

Sources

- 2023-2024 Catalog pg ii
- Admissions
- Campus Calendar
- Community and On Demand Courses
- Diversity Statement
- Employment Opportunities
- GrantsRecieved10-29-21
- Human Resources and Employment
- Institutional-Statistics-Spring-2023
- Mission Documents.pdf
- Native Language Conference to Be Held at SSC -
- Representative Sample of Diversity and Inclusion Events Held at SSC .pdf
- Seminole Nation Residential Learning Center
- Seminole State College 2023-2024 Student Handbook
- Specialized Support Programs Catalog pg 14 2024-25
- SSC Affiliations
- SSC Board of Regents Honor Past and Current Employees and Adopt Diversity Statement -
- SSC Institutional Beliefs and Commitments Catalog pg 1
- SSC Organizations Host Diversity Equity and Inclusion Programs
- Strategic Plan for SSC 2023-2026.pdf
- Student Organizations
- Student Organizations 2024-25 Catalog pg 13
- Student Support Services
- Title IX_Student Safety
- Transfer Agreements

1.S - Criterion 1 - Summary

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

Summary

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

SSC's Mission Statement ([2023-2024 Catalog pg. ii)](#) is clear and concise. The college's comprehensive [Strategic Plan'](#)s structured with priorities founded on the mission. Consequently, all functions of the college work together to support the mission and provide access to higher education and academic excellence with an intentional focus on pathways to completion and student success.

SSC is a well-established higher education institution with a success-focused, sustainable, and credible mission statement derived from collaboration among faculty, staff, and administration. SSC's recently updated Strategic Plan reinforces the intent of the mission statement through emphasis on sustainability, engagement, and success.

The college demonstrates a commitment to diversity, community, and academic opportunities for all constituents. Faculty, staff, and administrators are acutely aware of the SSC's importance to the surrounding five-county area and support the mission as indicated by the evidence provided in Criterion 1.

Sources

- 2023-2024 Catalog pg ii
- Strategic Plan for SSC 2023-2026.pdf

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

Response to 2.A.1

SSC Upholds and Protects Integrity in All Functions

As the governing body of Seminole State College, the SSC Board of Regents is committed to upholding the highest standards of legal, ethical, and fiscal responsibility. Chartered by the Oklahoma State Regents for Higher Education (OSRHE), SSC operates in compliance with all applicable federal, state, and OSRHE regulations. SSC's administration maintains vigilant oversight of all college functions, ensuring adherence to established policies and procedures. Any identified deviations from these standards are met with prompt corrective action, up to and including the dismissal of employees who fail to comply with legal requirements or SSC's expectations.

These laws and regulations include, but are not limited to:

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

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

Update: Seminole State College upholds integrity in all functions through adherence to federal,

state, and OSRHE regulations, as well as internal policies and procedures. The college's commitment to ethical conduct and accountability is reinforced by its reporting practices and proactive responses to any identified deviations from established standards.

Response to 2.A.2

SSC Maintains Financial Integrity

As a state-funded institution, Seminole State College's financial resources are directly linked to annual allocations from the State of Oklahoma, which can fluctuate from year to year. To ensure fiscal responsibility and sustainability, SSC adheres to rigorous budgeting policies -- and procedures that prioritize spending and resource allocation. Budgeting decisions are informed by comprehensive assessments of divisional, instructional, and personnel needs, gathered through annual reports and degree program evaluations. In spring 2024, the Vice President for Finance, Grants and Enrollment introduced a new planning process, beginning with a budget presentation followed by the distribution of budget forms to each department. The success of this approach has led to the decision to make the presentation an annual event, further enhancing transparency and collaboration.

Seminole State College employs a "zero-based budgeting approach," requiring each department to justify all expenses annually. This process begins by sending out to department managers the budget request forms, which require detailed information under each category (object code). Managers, assuming that no funds are available, outline the resources needed to achieve departmental objectives aligned with the institution's Strategic Plan. Fiscal Affairs compiles these requests, comparing the total to projected revenue. Any necessary adjustments are then negotiated by the Vice Presidents with final approval resting with the Administrative Council and SSC Board of Regents.

The college calculates the revenue estimate on the known information: state appropriation, TANF grant, concurrent reimbursement, indirect reimbursement from federal grants, and estimated revenue based on enrollment and collection history. It forecasts revenue by line item per month and then compares the actual revenue to the budget to give a full year projection. Determining enrollment impact is a process of analyzing the credit hour enrollment history for the last several years and following that trend line to calculate a realistic projection. Those numbers then produce the tuition and various fee estimates for the year.

Seminole State College upholds fiscal responsibility and integrity through strict purchasing and approval procedures:

- Vice President for Finance, Grants and Enrollment ensures transparency by providing a monthly financial statement to the Board of Regents, publishing the minutes on the SSC website.
- A third-party firm conducts an annual independent audit, presenting the results to the Board for acceptance in a public meeting to guarantee accurate and reliable financial reporting.
- The President consults with the Board to ensure required federal audits of relevant programs.
- The Board Chair annually appoints SSC's "Audit Committee," which plays a crucial role in reviewing financial matters with the President and advising the Board of Regents. The President's office retains a list of committee members. Policy I-2-II of SSC's Policy Manual details this committee's functions, underscoring the college's commitment to sound financial management and oversight.

Independent, external audits conducted since the last comprehensive evaluation consistently

demonstrate SSC's ongoing fiscal integrity. These audits are available for review in the Evidence File, under "Audits and CFI History" and "CFI History 2." The following is a list of findings from independent audits since 2019:

- 2023 – Financial statements present fairly in all material respects,
- 2022 – Financial statements present fairly in all material respects,
- 2021 – Financial statements present fairly in all material respects,
- 2020 – Financial statements present fairly in all material respects,
- 2019 – Financial statements present fairly in all material respects,

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

Currently, SSC does not maintain separate funds for bond payments or bond indebtedness. Various agencies within the State of Oklahoma hold the bonds. Some college borrowing is paid through appropriations to the Oklahoma State Regents for Higher Education (OSRHE), while others are paid directly through E&G, auxiliary, or section 13 funds. As a cash-basis institution, SSC records these payments as operating expenditures.

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

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

Update: Seminole State College maintains financial integrity through a comprehensive budgeting process, adherence to state regulations, rigorous internal controls, and regular external audits. This meticulous approach ensures that resources are allocated efficiently and in alignment with the college's mission and strategic goals, thus supporting the continued viability of SSC's educational purposes.

SSC Upholds Academic Integrity

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

Seminole State College fosters academic integrity through its ongoing commitment to assessment,

growth, improvement, and professional development. The Vice President for Academic and Student Affairs (VPASA) maintains records of faculty credentials, verifying that faculty meet the necessary academic standards for teaching in their respective disciplines and academic levels. The SSC Faculty Handbook outlines guidelines for Minimum Qualifications and Equivalent Experience to document appropriate credentials. The VPAA also ensures the college's compliance with the OSRHE Course Equivalency Project (CEP), which delineates course curriculum expectations for transferability to other state institutions.

The SSC Policy Manual includes several policies that protect and uphold both faculty and students' academic integrity:

- Faculty Tenure Policy and Procedure: places significant emphasis on teaching and scholarship.
- Program Review Policy in Chapter 7 of the Policy Manual: protects academic integrity by providing formal oversight of the college's degree programs in three key aspects: centrality of the program to the college's mission, and the overall vitality and uniqueness of the program.
- Academic Freedom / Expressive Activity Policy (Policy III-5-5): protects the necessary free exchange of ideas, which is essential to the mission of the college.
- Part II, Chapter 4: includes policies that support SSC's culture of ongoing academic quality improvement.
- Sabbatical / Release Time / Special Projects Policy (Policy II-4-24): supports faculty in research and other special professional development endeavors with the belief that "one of the most vital parts of any institution of higher learning are its faculty, and professional staff, ideally, comprised of vibrant, enthused employees who continue to learn."
- Professional Development Plan (Part 2, Chapter 4 of the Policy Manual): In the spirit that "professional growth is essential to providing quality services to students – the central mission of our education system," the college provides annual funding to support faculty:
  - Faculty Senate's Professional Development Committee disburses this money through an application and approval process.
  - Academic division budgets have some money to allocate for professional development.
- "Tuition and Fee Reimbursement Plan" (Policy II-4-30): incentivizes ongoing educational pursuits for the entire SSC community. This policy includes information regarding tuition and fee reimbursement, educational attainment pay, and salary schedule increments upon degree completion. Salary schedule increments may be applied to any SSC employee upon completion of a degree.

Update: Seminole State College fosters a culture of academic integrity through robust policies and procedures that protect and uphold the standards of both faculty and students. This commitment is further reinforced by the college's emphasis on professional development and ongoing quality improvement initiatives.

SSC Ensures Integrity of Personnel

The Human Resources Office maintains records of job descriptions and hiring protocols for each position at the college. As an Equal Opportunity Employer, the college actively recruits a diverse workforce and advertises positions in various publications. SSC follows an established hiring procedure for ranking applicants' resumes and vitae, along with an interview process that upholds the highest ethical standards in questioning and treatment of applicants.

The SSC Board of Regents, administration, faculty, and staff adhere to policies and processes that ensure fair and ethical behavior. All employees must sign a Loyalty Oath affirming their dedication

to upholding the college's CORE Values. This oath is readily accessible on the Human Resources webpage.

Update: Seminole State College upholds the integrity of its personnel through comprehensive hiring practices that prioritize diversity and ethical conduct. The college's commitment to fair treatment and adherence to its CORE Values is reinforced by a required Loyalty Oath for all employees, further solidifying a culture of integrity.

SSC's Board of Regents Uphold Integrity

Seminole State College (SSC) prioritizes integrity at all levels, including its Board of Regents. Part II, Chapter 2 of the SSC Policy Manual details the Board's role and responsibilities, ensuring adherence to legal mandates and effective governance practices.

- Policy I-2-I: outlines the Board's powers and duties as prescribed by Oklahoma Statutes. This includes adopting rules for its governance and operations, maintaining comprehensive meeting minutes, and exercising oversight over the college. The Board functions akin to governing boards of other institutions within the Oklahoma State System of Higher Education, empowered to make decisions that enhance the college's effectiveness in fulfilling its established purposes.
- SSC Policy II-1-1; addresses critical aspects of Board membership, including appointment procedures, the Oath of Office, a Regents Education Program, vacancy protocols, and conflict of interest guidelines.
- Policy II-1-2: delves into operational details like travel compensation, business transactions with the college, operating procedures, bylaws, and rules of procedure for the regents, including its organization.
- Policy II -1-3: outlines the specific duties of Board officers and provides guidance on conducting board meetings, establishing a quorum, and maintaining an orderly agenda.
- Policy II-1-4: includes Keeping of Minutes, Board Committees, and Board Policies, Rules and Regulations.
- Policy II-1-5: includes Appearance by Individuals or Groups before the Board to Present a Problem or Request, and Public Policy.

Update: The SSC Board of Regents demonstrates a commitment to ethical conduct, transparency, and accountability through comprehensive policies outlined in the SSC Policy Manual. These policies, covering a wide range of responsibilities and operational procedures, ensure that the Board acts in the best interests of the college and its stakeholders.

SSC's Administration Upholds Integrity

Part II, Chapter 3 of the SSC Policy Manual contains information regarding College Administration:

- Policy II-3-1: outlines the Duties of the President;
- Policies II-3-2 and II-3-3: include the Line of Responsibility for College Administration and Review of Administrative Decisions.

SSC Abides by Established General Policies regarding College Personnel

Seminole State College governs all personnel through Policy II-4-1, which details General Policies regarding College Personnel. This comprehensive policy encompasses information about the Non-

Discrimination Policy, Presidential Search and Selection, Employment Qualifications, and Appointment of Personnel. The "Appointment of Personnel" section provides specific guidance on Initial Appointment, Responsibilities, New Employment Probationary Period, Contract Renewals, and Authorization of Emeritus Status.

The SSC Policy Manual provides guidance for personnel in the following areas:

- Personnel Integrity: Section II, Chapter 4 outlines a comprehensive set of policies over various aspects of employment, including Outside Employment, Employment Grievances, Resignations, Employee Discipline, Termination for Reasons of Financial Exigency or Change of Institutional Programs, Retirement, Employee Insurance Benefits, and Other Employee Benefits (such as Tuition and Fee Waivers, Use of Recreational Facilities). Additionally, the chapter addresses Leaves and Absences for all Full-Time Employees, with specific provisions for Family Medical Leave, Sick Leave, Bereavement Leave, Abandonment of Position, Military Leave, and Insurance Coverage while on Leave. It also details policies regarding Administrative Leave due to Weather, Professional Leave, Shared Leave, Compensatory / Overtime, Sabbatical / Release Time / Special Projects, On-the-Job Injuries, Professional Development Plans, Tuition and Fee Reimbursement, Continuing Education Unit Plans, and Solicitation / Dissemination of Information on Campus.
- Compensation and Position Classification: Chapter 5 provides guidance on topics such as Compensation and General Information, Managing Full-Time Pay within the Range, Salary Schedule for Classified Staff, Salary Scale Adjustments for Faculty with Administrative Duties, Longevity Pay Increases, and Overload and Adjunct Pay Policies.
- Employee Evaluation and Faculty Tenure: Chapter 6 outlines procedures for Administrative Evaluation, Faculty Evaluation, Classified Staff Evaluation, Evaluation of the President, Faculty Tenure Policy and Procedure, Faculty Tenure Status, Criteria for Judging Tenure Applications, Criteria for Judging Faculty Performance, Tenure Density, Tenure Application Procedure, Division Chair Action on Tenure, Vice President for Academic and Student Affairs Action on Tenure, Tenure Re-Application, and Academic Rank.
- Human Resources Integrity: Chapter 7 reinforces the college's commitment to integrity through policies addressing Ethics, Tobacco Use on Campus, Drug-Free Workplace, Sexual Harassment, Consensual Sexual Relationship Ethics, and Campus Wellness. This comprehensive framework ensures a fair, safe, and ethical work environment for all SSC personnel.

Seminole State College mandates specific FACTA Training sessions on diversity, harassment (including sexual harassment), and safety protocols for all Board members, employees, and students. Furthermore, all employees—encompassing SSC police officers, faculty, staff, and administrators—must complete NIMS 100.he online training through the FEMA Emergency Management Institute. This training covers Introduction to Incident Command System ICS-100 for Higher Education and IS00700.b, An Introduction to the National Incident Management System. Upon completion, employees submit their certificates to the SSC Chief of Police, who maintains records of these training accomplishments.

Each semester, SSC Police conduct training sessions in Learning Strategies courses to educate students about tornado procedures, active shooter scenarios, and bomb threats. They inform students about the locations of severe weather refuge areas in each building and the designated shelter in the Dan and Andrea Boren Building. Additionally, SSC Police train students on All Hazards Emergency Operations Procedures, covering Protective Actions like evacuation, shelter-in-place, lockdown, and

relocation to a safe place. Students also receive instruction on the Emergency Notification System, which includes Rave alerts, campus emergency sirens, and the role of building captains.

During department and in-service meetings, SSC Police train faculty and staff on Emergency Operation Procedures. At the 2023 Fall In-Service, Campus Police presented on SSC safety procedures and invited Captain Dalton Jackson from the OU Health Sciences Police Department to speak on "Active Shooters and Hostile Intruders on the College Campus."

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

Seminole State College mandates comprehensive Clery Act compliance training for all new hires. This training encompasses the following modules:

1. **Campus SaVE Act for Employees – Sexual Violence Awareness:** This module educates employees about the Campus SaVE Act requirements, focusing on identifying and responding to incidents of sexual violence against students. It covers sexual violence awareness, risk reduction, bystander intervention, post-incident actions, student disciplinary proceedings, victim protections, and sanctions.
2. **Title IX and Sexual Misconduct:** This module provides an overview of Title IX and sexual misconduct in the college setting. It emphasizes the importance of adhering to federal and state laws, as well as institutional policies and procedures. Topics include defining sexual misconduct, Title IX regulations, obligations under Title IX, and the development of effective policies.
3. **Discrimination Awareness in the Workplace:** This module aims to foster a basic understanding of discrimination among staff, helping them avoid discriminatory behaviors and cultivate a culture of acceptance and respect. It explores the definitions of discrimination and harassment, strategies for prevention, and individual contributions to a discrimination-free environment.

In adherence to federal compliance and the newly approved protection of personal information policy, Seminole State College requires specific training for employees in designated positions within 30 days of hire. This training includes:

1. **Identity Theft and Consumer Protection:** This course, based on the Fair and Accurate Credit Transactions Act of 2003 (FACTA), aims to safeguard consumers from identity theft related to financial transactions and records. It equips staff with knowledge of FACTA's Red Flags Rule, which requires organizations to implement identity-theft prevention programs to detect warning signs.
2. **Payment Card Industry Data Security Standard (PCI DSS) Overview:** Given the exponential growth of online transactions and associated fraud risks, this course provides a foundational understanding of the PCI DSS. It equips school staff with information to enhance their organization's security posture. Topics covered include PCI terminology, principles, control objectives, and best practices for compliance.

The Human Resources office continuously explores and implements new training programs for administrators, faculty, and staff, utilizing the Vector Solutions Course Catalog to address specific needs. In response to a request from the President's Cabinet Meeting in Fall 2023, HR initiated a "Lunch and Learn" series designed to support supervisors, particularly those new to their roles. This series equips supervisors with the knowledge, skills, and behaviors essential for success in their leadership positions. Topics have included:

- Fall 2023: [Understanding the Personnel Action Request Form](#) and "[What Every Supervisor Needs to Know](#)"
- Spring 2024: How to have [difficult conversations](#).

Further training topics will be discussed in future President's Cabinet meetings.

Seminole State College ensures transparency by publishing all [Human Resources documents, statements, and forms](#) on the SSC website, as well as in the SSC Policy Manual and [Employee Benefit and Leave Handbook](#). The [Employee Grievance procedure](#) is readily available on the SSC HR webpage and is also included in the Faculty Handbook and SSC Policy II-4-11.

Seminole State College's Auxiliary Functions encompass [housing/food service](#), [bookstore](#), institutional support, and [athletics](#). Except for food service, all these functions operate internally, ensuring consistent integrity measures across the institution. From a fiscal standpoint, all auxiliary functions adhere to the same regulations, audits, and reviews as the rest of the college, covering areas like p-cards, purchases, cash handling, vacations, and hiring/firing processes. The Vice President for Student Services conducts annual reviews of food service contracts and housing policies and procedures. Similarly, the Athletic Director annually reviews athletics policies and procedures.

Update: Seminole State College upholds academic integrity through rigorous faculty credentialing, adherence to course equivalency standards, and clear policies outlined in the SSC Policy Manual. The college's commitment to ethical conduct extends to all personnel, with comprehensive training programs and policies in place to ensure fairness, safety, and integrity in the workplace.

Sources

- 2023 Annual Security Report
- 2023 Fall In-Service Agenda
- 2024 Seminole State College Budget Presentation
- Athletic Grant-in-Aid III-5-1
- Athletic Revenue III-2-1
- Athletic Scholarships and Financial Assistance III-5-2
- Audit Committee Policy I-2-II
- Aux Functions - Athletic Department Handbook
- Aux Functions - Bookstore
- Aux Functions - Housing-Application-Contract---2024-2025
- Board of Regents Meeting Minutes
- Board Policy Chapter 5 - Compensation and Position Classification
- Budget Policy III-1-I
- Capitalization Policy for Fixed Equipment III-1-5
- Cash Disbursements (also shows internal controls) III-3-2
- CEP Common Course Descriptions copy
- Degree Program Outcomes Assessment Procedures
- Difficult Conversations
- Example Budget Worksheet

- FACTA Training
- Faculty Tenure Process
- Financial Accounting System III-1-2
- Gift Expense Policy III-1-6
- Hiring procedure
- Human Resources Website
- Inventories Policy III-1-4
- Loyalty Oath
- Mandatory Course Training for New Employees
- Minimum Faculty Credentialing copy
- Policy II-4-24
- President Cabinet Members
- Professional Development Plan II-4-29
- Program Review Policy Manual II.7.2 pg 94-100.pdf
- Purchasing Policy III-1-3
- Refund of Student Tuition and Fees III-3-3
- Room and Board Charges III-5-3
- SSC 2018 External Audit
- SSC 2019 External Audit
- SSC 2020 External Audit
- SSC 2021 External Audit
- SSC 2022 External Audit
- SSC 2023 External Audit Report
- SSC Board Policy Chapter 6 - Employee Evaluation and Faculty Tenure
- SSC Board Policy Chapter 7- Disciplinary and Grievance Procedures
- SSC Discrimination Policy
- SSC Employee Benefit Leave handbook
- SSC Employee Grievance procedure
- SSC List of Reports
- SSC Policy I-2-1
- SSC Policy I-2-II
- SSC Policy II-1-1
- SSC Policy II-1-2
- SSC Policy II-1-3
- SSC Policy II-1-4
- SSC Policy II-1-5
- SSC Policy II-3-1
- SSC Policy II-3-2 and II-3-3
- SSC Policy II-4-1
- SSC Policy II-4-25
- SSC Policy II-4-30
- SSC Policy III-5-5
- SSC Policy Manual Chapter 4 - Ensuring Integrity of the College's Personnel-
- SSC Purchasing Policy
- SSC Vector Solutions Course Catalog
- Strategic Plan for SSC 2023-2026.pdf
- Travel Advances III-3-1.pdf
- Understanding the PAR Form
- What Every Supervisor Needs to Know

2.B - Core Component 2.B

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

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

Argument

Response to 2.B.1

The institution ensures the accuracy of any representations it makes regarding academic offerings and requirements.

- The College Catalog, published annually on the SSC Website, provides comprehensive information on degree programs, admission requirements, tuition, and other student costs.
- All programs align with the college's mission, catering to diverse student goals such as transferring to a four-year university; entering the workforce; or pursuing remedial, continuing, or economic development education.
- Each degree program has a designated "Degree Program Mentor" to guide current and prospective students on program requirements and potential transfer or job opportunities.
- The SSC website's Academics page provides, in one place, additional information to the public about the different degree programs and requirements.
- SSC maintains transparent Admission Requirements, clearly outlining them on the Admissions page of the website and in the College Catalog.
- Enrollment procedures are also available in the catalog.

SSC actively welcomes, encourages, and supports student success at all stages of a student's college experience. The college provides comprehensive information online and in the College Catalog, adhering to an "open-door" admissions policy aligned with OSRHE criteria. Admission materials are accessible online and at the Admissions Office, with applications processed continuously. To streamline academic advising, placement, and enrollment, students are encouraged to apply well in advance of their desired semester. SSC utilizes various channels, including local media, social media, and its website, to promote timely registration, financial aid applications, and enrollment in order to prepare students for upcoming semesters.

The college recognizes that student success is bolstered by assessing basic academic skills in English, math, and science, and by placing students in courses tailored to their individual needs.

- Placement testing occurs prior to enrollment, with procedures consistently reviewed by program faculty.
- Placement scores are publicly available online for transparency.
- Detailed information on Entry-Level Assessment and the college's Transitional Education

Program is published in the College Catalog.

Certain degree programs, such as Medical Laboratory Technology Nursing, LPN to RN Advanced Standing Nursing Option Associate in Applied Science, and Physical Therapist Assistant, have additional admissions standards. These are clearly outlined on SSC's Admissions page and in the College Catalog. Entrance and enrollment processes begin in person at the Admissions Office in the Student Services Center, with additional enrollment details provided in current class schedules. Semester course schedules, final exam schedules, and academic calendars are publicly accessible on the SSC website.

SSC Clearly Presents Faculty and Staff

SSC prominently displays the Faculty and Staff Phone and Email Directory on its website, ensuring regular updates. Additionally, the college provides SSC email addresses, business cards, name tags, and identification badges to faculty and staff, facilitating their identification by students and the public.

SSC Clearly Presents Tuition and Other Costs

The college prioritizes financial transparency by offering easily accessible information concerning costs on its web page:

- The Consumer Information Page offers an updated and comprehensive list of tuition and fees.
- The College Financial Plan Sheet: Provided alongside the Consumer Information Page, this standardized form, developed by the U.S. Department of Education, enables prospective students to compare estimated college costs and available aid, facilitating a clear understanding of financial obligations associated with their degrees.
- Student costs for tuition, fees, room, and board are transparently published online in the College Catalog and Admissions sections of the SSC website.
- Required textbooks and materials for individual courses are listed in semester course schedules, accessible both on the website and within class syllabi.
- Payment plan information is available on the website, and monthly statements are sent to students with current balances.
- The college's Financial Aid Office offers additional counseling and assistance to students to help them understand their financial obligations in earning their degrees. The Financial Aid Office's operating hours, contact information, and location are published on the website.

SSC Clearly Presents Institutional Control

The College Catalog identifies the Governing Boards of the college, listing the ten members of the OSRHE and the seven members of the SSC Board of Regents. The SSC website publicly displays the Board of Regents members, along with their photos.

In accordance with SSC Policies II-2-1, 2, 3, and Policy II-7-11 (Open Records Policy and Procedure), the Oklahoma Open Meetings Act governs the SSC Board of Regents.

SSC Clearly Presents Accreditation Relationships

SSC maintains affiliations with accrediting bodies to ensure operational responsibility. The college values accreditation and prominently displays the HLC Mark of Affiliation on its website homepage, Institutional Effectiveness webpage, and in the College Catalog. The complete Self-Study Report

from the latest HLC accreditation visit is also available on the Institutional Effectiveness webpage. The college's various [accreditations](#), including those from HLC, the Accreditation Commission for Education in Nursing (ACEN), the Commission on Accreditation in Physical Therapy Education (CAPTE), and the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), are clearly listed on the website and in the College Catalog.

Update 2.B: Seminole State College maintains transparency and ensures the accuracy of information regarding academic offerings, requirements, faculty and staff, tuition and fees, and institutional control through its website, College Catalog, and other publicly accessible documents. This commitment to transparency and accurate representation of the institution's programs and services demonstrates compliance with Core Component 2.B.

Response to 2.B.2

SSC Ensures Students Have Experiential Learning, Community Engagement, and Econmic Development Opportunities

Some representative examples of these experiences include:

- **Community Engagement:**
  - Health Sciences: Coordinating blood drives for the community.
  - Student Organizations:
    - Future Business Leaders of America hosting recruitment events with area high school students.
    - Native American Student Association sponsoring speakers and hosting cultural field trips.
    - NASNTI hosting cultural and student success events.
  - Athletics: Assisting with charitable gift wrapping and community service projects like reading to elementary school children.
  - Honor Societies: Organizing food, clothing, and book drives.
  - College-Wide Events: Hosting a Halloween "Trick or Trail" for the community and organizing Christmas card drives for veterans and soldiers.
- **Experiential Learning:**
  - Academic Courses:
    - Global Studies courses with international travel experiences.
    - Special Projects in Art courses.
    - Field trips to museums and plays for art and theatre courses.
  - Student Leadership: Student Government Association members attending national conferences.
  - Career Development: Division Internships.
  - Academic Competitions: Speech Tournament judging.
  - Academic Enrichment:
    - Howlers and Yawpers Creativity Symposiums.
    - STEM SSS Women in STEM Day.

Specific evidence of these activities are available in the file: [Representative Examples of Community Engagement, Experiential Learning, and Economic Development](#).

SSC's Faculty and Students Contribute Scholarship and Creativity

Seminole State College faculty actively engage in ongoing professional development to remain current with research in their respective fields. A list of faculty professional development experiences in recent years is available in the Evidence File. The college's structures and budgeting processes prioritize and support these endeavors, demonstrating the institution's commitment to continuous research and scholarship as essential for its own growth and improvement. Faculty consistently apply the skills and knowledge gained from their participation, presentations, and leadership roles in conferences, organizations, and events to enhance their teaching and service areas.

SSC students also contribute to scholarship, creative work, and knowledge discovery through various avenues, including participation in student organizations, internships, field experiences, and practicum courses.

- For instance, members of the Future Business Leaders of America club annually develop a marketing campaign and conduct a business skills seminar. These activities provide students with hands-on opportunities to apply classroom knowledge, such as survey design, graphic design, and marketing, benefiting the campus by increasing awareness of valuable information.
- Additionally, the business skills seminar empowers business students to share practical skills with visiting high school students, covering topics like effective handshakes and professional Zoom etiquette for business meetings or job interviews.

Update: Seminole State College's faculty and students actively contribute to scholarship and creativity through ongoing professional development, participation in conferences and organizations, and engagement in student organizations and experiential learning opportunities, enriching the academic environment and demonstrating compliance with Core Component 1.A.

Sources

- SSC Catalog - Admissions Requirements
- SSC Website - Tuition and Fees
- 23-24 Composition Placement Test Scores.pdf
- 23-24 Math and Composition Placement Scores.pdf
- 23-24 Math and Composition Placement Scores.pdf
- 23-24 Math Placement Cut Scores
- Admission Requirements
- Consumer Information Webpage
- Course Schedules and Textbook Information on Website
- Criminal Justice A.S Degree Program Mentor 2023-24
- Entry-level Assessment
- List of Accreditations on IE Website
- Medical Laboratory Technology AAS Admission Information.pdf
- Nursing AAS Admission Information
- Physical Therapist Assistant-AAS Admission Information
- Representative Examples of Community Engagement. Experiential Learning. and Economic Development
- SSC 2023-2024 Catalog
- SSC Academic Website

- SSC Admission Website
- SSC Catalog - Governing Boards and Regents
- SSC Catalog - Housing Costs
- SSC Cost of Attendance Sheet
- SSC Faculty and Staff Directory
- SSC Policy II-2-1-2-3
- SSC Policy II-7-11
- SSC Self-Study and 2020 Accreditation Visit Reports
- SSC Telephone-Directory
- SSC Website - Financial Aid Office
- SSC Website - List of Board of Regents
- The Office of Institutional Effectiveness Website
- Transitional Education Program

2.C - Core Component 2.C

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

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

Argument

RESPONSE 2.C.1

The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

1. SSC's Board of Regents is trained by the Oklahoma State Regents for Higher Education, as required by SSC Policy II-1-1. Board members are required to complete 15 hours of Regents Education and abide by the Oklahoma State Employees' Loyalty Oath. Additionally, board policy prohibits members from being employed by the college or engaging in financial transactions that constitute business with the college.
2. SSC'S Board is kept updated each meeting in part by a packet of information and by presentations by the VP's:
    1. The Vice President for Finance, Grants, and Enrollment provides an update of the college's financial policies and procedures;
    2. The Vice President for Academic and Student Affairs informs regents about the college's academic policies and practices;
    3. Board packets include a variety of documents needed for the current meeting. This can include documents such as: meeting and consent agendas, financial reports and statements, budget reports and invoices, personnel updates, policy revisions, program modifications and reviews, consent agenda, and minutes of previous meetings. This comprehensive packet ensures that the Board of Regents is well-informed about the college's financial health, academic programs, policy changes, and other important matters, enabling them to make informed decisions regarding the college's future.
3. SSC's Board meets its legal responsibilities by adhering to the Oklahoma State System of Higher Education, the OSRHE, and the Oklahoma Open Meeting Act.
4. SSC's Board meets its fiduciary responsibilities by approving tuition and fee raises, pay increases for employees, and renovation bids to improve college facilities. Examples:

1. In June 2024, the SSC Board of Regents approved a cost of living pay increase for all employees. This was in addition to the June 2023 3% pay increase for all full-time, non-faculty positions in conjunction with state-mandated pay increases for all faculty positions.

2. The board approved renovation bids for the redesign of the natatorium into a campus wellness center, which also falls under the board's fiduciary responsibilities.

Update 2.C.1: Seminole State College's Board of Regents, through mandated training, adherence to conflict of interest policies, and active engagement in the college's financial and academic decision-making processes, demonstrates a commitment to informed governance and the fulfillment of its legal and fiduciary responsibilities.

Response to 2.C.2

SSC'S Governing Board's Deliberations Reflect Priorities to Preserve and Enhance the Institution

SSC Policy I-1-2 establishes SSC's membership in the Oklahoma State System of Higher Education, as mandated by Article XIII-A, Section I of the Oklahoma Constitution and the Higher Education Code (revised July 1986). This membership makes SSC accountable to the Oklahoma State Regents for Higher Education (OSRHE), per Article XIII-A, Section 2.

SSC Policy II-1-1 outlines the college's general administrative procedures, including details regarding the appointment of Regents, procedures for filling vacancies, and conflict of interest regulations and abide by the Oklahoma State Employees' Loyalty Oath. Additionally, board policy prohibits members from being employed by the college or engaging in financial transactions that constitute business with the college.

The seven-member Board of Regents governs the college with integrity and autonomy.

- The Oklahoma governor with the consent of the state senate appoints the board, as mandated by the Oklahoma State System of Higher Education (OSRHE) and detailed in SSC Policy I-1-2. Article XIV, Part C of Section 180 of the Higher Education Code authorizes the OSRHE to establish separate Boards of Regents for two-year colleges, including SSC. These boards consist of seven members serving overlapping seven-year terms, appointed by the governor with senate approval. Four members must be residents of the college's county, as demonstrated in the Evidence File's List of SSC Regents by County.
- SSC Policy I-2-1, referencing Title 70, Section 4423C of the Oklahoma Statutes, outlines the powers and duties of the SSC Board of Regents. These include establishing rules for governance, maintaining meeting minutes, overseeing the college's supervision and management, exercising powers equivalent to other governing boards within the Oklahoma State System of Higher Education, and taking necessary actions to ensure the college fulfills its intended functions and purposes.
- Policy II-1-2 outlines the SSC Board of Regents' operating procedures, encompassing bylaws and rules of procedure, which detail the board's organizational structure.
- Policies II-1-3, II-1-4, and II-1-5 govern the proceedings and transparency of the SSC Board of Regents:
  - Policy II-1-3: Defines the roles of board officers, meeting protocols, quorum requirements, and the order of business.

- - Policy II-1-4: Details the procedures for recording meeting minutes, establishing committees, and managing board policies and regulations.
    - Policy II-1-5: Outlines the process for individuals or groups to address the board and highlights the college's commitment to public access.
  - Board meetings adhere to the Oklahoma Open Meeting Act, ensuring transparency, and approved minutes are published on the SSC website for public access.
  - The Board of Regents' policies and practices reflect a steadfast commitment to SSC's mission. They actively support administrative efforts to maintain the college's core functions while strategically expanding its programs and activities when feasible.
  - The Board of Regents is responsible for ensuring SSC fulfills its established functions and purposes, as stated in SSC Policy I-2-1. This responsibility is reflected in their actions and decisions, as evidenced by meeting minutes:
    - August 2023: Approval of renovation bids to transform the natatorium into a wellness center.
    - June 2023: Approval of a 3% pay increase for non-faculty staff, alongside state-mandated faculty raises.
    - March 2023: Approval of a 2023-2028 Strategic Plan incorporating diverse stakeholder feedback.
    - March 2022: Unanimous approval of a Campus Diversity Statement to foster inclusivity.

These examples demonstrate the Board's active role in preserving and enhancing the college's mission, aligning with their responsibility to ensure SSC's effectiveness and relevance.

Update 2.C.2: Seminole State College's Board of Regents, through its policies and actions, demonstrates a clear commitment to upholding the college's mission and enhancing its effectiveness. The Board's active engagement in key decisions, such as approving a strategic plan, supporting employee compensation, and investing in facilities, aligns with its responsibility to preserve and enhance the institution. This dedication to responsible governance and adherence to legal and ethical standards fulfills the criteria of Core Component 2.C.2.

Response to 2.C.3

The Governing Board Reviews the Reasonable and Relevant Interests of the Institution's Internal and External Constituencies during Its Decision-Making Deliberations

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

The Board of Regents actively engages with both internal and external stakeholders to ensure their interests and concerns are considered in decision-making processes. Regular meetings with the President and Vice Presidents facilitate communication and information sharing. "Management Letters," provided in board members' packets prior to meetings, further inform them about the college's events as well as the interests and concerns of its internal and external constituencies.

Examples of the board's consideration of constituent input include:

- May 2024: The Seminole State College and Seminole Public Schools Boards approved a Memorandum of Understanding to develop the Pleasant Grove School site into an agriculture education farm. The board also approved a resolution from the faculty senate supporting current firearm restrictions on campus, incorporating feedback from both on-campus and off-campus stakeholders.

- [June 2023](#)**:** Approval of a contract for an IT security system to address federal mandates and community concerns about technology security, with contingencies for legal review to ensure compliance.
- [March 2023:](#) Approval of a revised 2023-2028 Strategic Plan, incorporating feedback from both on-campus and off-campus stakeholders.

These actions demonstrate the board's commitment to representing and responding to the diverse perspectives of those invested in the college's success

Board meetings adhere to the [Oklahoma Open Meetings Act,](#) ensuring transparency and public access. Meeting minutes serve as the official record and are published on the SSC website, accessible to all citizens in accordance with the [Oklahoma Open Records Act](#). [SSC Board Policy II-1-5](#) allows individuals and groups to address the board directly during designated times on the monthly meeting agenda, facilitating open communication and community engagement.

Update 2.C.3: Seminole State College's Board of Regents demonstrates a commitment to inclusivity and responsiveness by actively engaging with internal and external stakeholders, considering their input in decision-making processes, and adhering to open meeting and public records laws, ensuring transparency and accountability to the community it serves.

Response to 2.C.4

The Governing Board Preserves Its Independence from Undue Influence on the Part of Donors, Elected Officials, Ownership Interests, or Other External Parties

SSC's Board Preserves Its Independence

The SSC Board of Regents maintains its independence through a seven-member structure with overlapping terms, ensuring regular turnover and mitigating potential for corruption. The appointment process, requiring gubernatorial selection and senate approval, further strengthens independence. Additionally, the board operates with transparency and adheres to the Oklahoma Open Meeting Act, promoting accountability and public trust.

Update 2.C.4: Seminole State College's Board of Regents maintains independence through a structured appointment process, staggered terms, adherence to open meeting laws, and a commitment to transparency, ensuring that decisions are made free from undue influence.

Response to 2.C.5

The Governing Board Delegates Day-to-Day Management of the Institution to the Institution's Administration and Expects the Institution's Faculty to Oversee Academic Matters

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

The SSC Board of Regents, as the governing body, delegates day-to-day college management to the President, designated as the Chief Executive Officer in [SSC Policy II-3-1](#). This delegation empowers the President to lead all college operations, with direct accountability to the Board. [Policy II-3-2](#) further defines the administrative hierarchy and communication channels, reinforcing the Board's oversight role. The [SSC Organizational Chart](#)shows the operational flow and chain-of-command for the college, as functioning under the President and Board of Regents' purview.

Regular meetings between the Board, President, and administrative team ensure ongoing communication and transparency. The President, Vice President for Finance, Grants and Enrollment, and Vice President for Academic and Student Affairs (VPASA) regularly report to the Board, offering insights and recommendations on financial matters, student affairs, and academic initiatives. Evidence of this includes:

- Granting of tenure to members of the faculty at the recommendation of the President and VPASA. For example, at the Feb. 16, 2023 Board Meeting, two faculty members were awarded tenure by the Board at the recommendation of the faculty, VPASA, and President
- Modifications, additions, or deletions to degree programs at the recommendation of the administration and faculty. At the October 26, 2023 Board Meeting, five-year program review forms were approved by the Board at the recommendation of the SSC administration and faculty.

The President's weekly meetings with the Administrative Council, including the Director of Information Technology and Chief Information Security Officer and the Faculty Senate President, foster shared governance and facilitate information exchange between faculty and administration.

Policy II-3-3 delineates the review process for administrative decisions, requiring Presidential approval for major decisions and publications. Policy II-4-1 grants the President authority over most employment decisions, with Board approval required for Vice Presidential positions, ensuring checks and balances in personnel matters.

This delegation structure ensures effective operational management while maintaining the Board's oversight and strategic direction.

Update 2.C.5: Seminole State College's Board of Regents delegates day-to-day management to the President and administrative team, while maintaining oversight through regular meetings, reports, and decision-making processes. This delegation model, coupled with the involvement of faculty and staff through various committees, ensures effective operational leadership while upholding the board's strategic guidance and authority.

Sources

- 2022 March Board Meeting Minutes_
- 2023 - 2024 Regents List by County
- 2023 August Board Meeting Minutes_
- 2023 February Board Meeting Minutes
- 2023 June Board Meeting Minutes
- 2023 March Board Meeting Minutes
- 2023 October Board Meeting Minutes
- Article XIII-A of the Oklahoma Constitution and the Higher Education Code.pdf
- Article XIV Part C of Section 180 of the Higher Education Code
- Board of Regents Meeting Minutes
- Example Board of Regents Packet and Webpage Screenshot.pdf
- Examples of Board Actions Meeting Fiduciary Responsibilities
- Examples or Constituent Input by Board of Regents
- Oklahoma Open Meetings Act

- Oklahoma Open Records Act
- SSC Organizational Chart
- SSC Policy I-1-2
- SSC Policy I-2-1
- SSC Policy II-1-1
- SSC Policy II-1-2
- SSC Policy II-1-3
- SSC Policy II-1-4
- SSC Policy II-1-5
- SSC Policy II-3-1
- SSC Policy II-3-2
- SSC Policy II-3-3
- SSC Policy II-4-1

2.D - Core Component 2.D

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

Argument

Response to 2.D

SSC Is Committed to Freedom of Expression and Pursuit of Truth

Seminole State College (SSC) upholds the principles of free inquiry and expression as fundamental to its educational mission. This commitment is evident in the SSC Student Handbook, which explicitly recognizes the importance of these freedoms in fostering knowledge acquisition, personal development, and societal understanding. The handbook further delineates the rights and responsibilities associated with these liberties, emphasizing the expectation of reasoned discourse and critical engagement within the classroom setting (Part III Student Bill of Rights and Responsibility).

SSC's institutional policies reinforce this dedication to intellectual exploration. The Ethics Policy (II-7-8) affirms the right of SSC personnel to engage in political activities, provided such engagement does not compromise their professional obligations. Additionally, policies on Academic Freedom (Expressive Activity Policy III-5-5) and Intellectual Property (Ownership of Materials Produced with Aid of Funds or Equipment Administered by the College Policy II-7-4). safeguard faculty and student independence in academic pursuits, ensuring an open intellectual environment that encourages scholarship.

Update 2.D: Seminole State College's unwavering commitment to freedom of expression and the pursuit of truth is evident in its policies, which safeguard academic freedom and encourage intellectual exploration. The college fosters an environment where open dialogue and diverse perspectives are valued, promoting a robust educational experience for all members of its community.

Sources

- SSC Board Policy II-7-4
- SSC Board Policy II-7-8
- SSC Board Policy III-5-5
- Student Bill of Rights and Responsibility

2.E - Core Component 2.E

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

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

Argument

Response to 2.E.1

SSC Ensures Ethical Scholarly Practices

- **Ethics Policy:** SSC maintains a comprehensive Ethics Policy to uphold ethical standards in the classroom, instructional activities, and other college operations. This policy is available in the SSC Policy Manual on the college website.
- **Enforcement:** SSC takes its Ethics Policy seriously, implementing disciplinary actions for students and even dismissing employees when necessary to ensure compliance.
- **Non-Research Focus:** As a primarily teaching institution, SSC has limited experience with formal research projects. Ethical concerns in research are typically addressed under the general guidelines of the Academic Integrity procedure and Ethics Policy.
- **Responsibility for Ethics:** Faculty, staff, and their supervisors or ad hoc committees are responsible for ensuring adherence to ethical standards in research and other academic activities.
- **Student Ethical Guidelines:** The SSC Student Handbook provides detailed ethical conduct policies and procedures, including:
    - Academic Integrity Procedure
    - Student Bill of Rights and Responsibility
    - Student Code of Conduct
    - Student Academic Grievance Procedure
- **Plagiarism and Academic Honesty:** Statements addressing plagiarism and academic honesty are included in all course syllabi.
- **Campus-Wide Commitment:** Each division at SSC is dedicated to upholding these policies and procedures.
- **Examples of Ethical Concerns:** The Offices of the President, Academic Affairs, and Student Affairs can provide specific examples of how ethics-related concerns have been addressed in accordance with established policies and procedures.
- **Scholarship and Research:** Although not a research institution, SSC faculty, staff, and students engage in various types of research as a natural extension of the teaching and learning process. These scholarly achievements are recognized publicly by the college.

- **Support for Research and Professional Development:** SSC values continued research and scholarship. The college supports these endeavors through structures, [budgeting](#) for salary increases, and policies on [professional development](#) and [continuing education](#).

This comprehensive approach to ethics and research demonstrates SSC's commitment to maintaining high ethical standards while fostering an environment where faculty, staff, and students can engage in scholarly activities that contribute to the ongoing improvement and growth of the college.

Update 2.E.1: Seminole State College's commitment to ethical scholarly practices is demonstrated through its clear policies on academic integrity and ethical conduct, as well as through the guidance and oversight provided to faculty, staff, and students engaged in research activities. This comprehensive approach ensures that all scholarly work conducted at SSC adheres to the highest ethical standards.

Response to 2.E.2

SSC Guides Students in the Ethical Use of Information Resources

- **Clear Policies and Procedures:** The SSC Student Handbook provides explicit policies and procedures on the ethical use of information resources. The [Academic Integrity Procedure](#) defines [plagiarism and other forms of academic dishonesty](#). The College Catalog and course syllabi reinforce the importance of academic honesty and provide clear [definitions of plagiarism.](#)
- **Proactive Education and Assessment:** The English faculty actively educates students about plagiarism through a standardized ["Plagiarism Quiz"](#) in Composition courses. This quiz serves as both a teaching tool and an assessment mechanism, resulting in a significant decrease in plagiarism instances within the English Department.
- **Discipline-Specific Instruction:** The Nursing program integrates instruction on ethical information use into its curriculum, emphasizing compliance with HIPAA laws and the responsible use of patient data. Within the nursing program curriculum, the ethical use of evidence-based practice and the role of the associate-degreed nurse in the research process are emphasized. The [Nursing Student Handbook](#) discusses violations of inappropriate use of data and the consequences. Further, each course reinforces this information and teaches appropriate use and security measures of data. SSC will soon have access to a system that the college will be able to chart in that will be for SSC use only beginning in the fall and it will help further communicate the importance of ethics and confidentiality related to the use of data.
- **Tutoring and Support Services:** The Writing Center and [STEM Lab](#) provide free tutoring to students, helping them with proper research documentation and reinforcing responsible knowledge use. Additionally, federally funded programs like TRiO and NASNTI support students in developing skills related to ethical information use. [All tutoring offerings](#) are available on the SSC webpage.
- **Technology Policies:** The Student Handbook and Federal Compliance section of the SSC website provide guidance on [computer, network, and internet usage](#), including respecting [copyright and intellectual property rights](#).

These comprehensive measures demonstrate SSC's commitment to guiding students in the ethical use of information resources, equipping them with the knowledge and skills necessary for responsible academic and professional conduct.

Update 2.E.2: Seminole State College fosters a supportive environment for ethical scholarly

practices through its policies promoting professional development, its allocation of resources to support faculty research, and its commitment to recognizing scholarly achievements. While not primarily a research institution, SSC ensures that any research conducted adheres to ethical guidelines, demonstrating a dedication to maintaining the integrity of scholarly work.

Response to 2.E.3

SSC Guides Students in the Ethical Use of Information Resources

Seminole State College (SSC) prioritizes educating students on the ethical use of information resources through a multi-faceted approach:

- Clear policies and procedures: The SSC Student Handbook outlines expectations regarding academic integrity and the responsible use of information.
    - Academic Integrity Procedure: Defines plagiarism and other forms of academic dishonesty.
    - College Catalog: Provides a clear definition of plagiarism.
    - Course Syllabi: Include specific statements on academic honesty and plagiarism.
- Active engagement from all divisions: Each division at SSC actively enforces these policies and procedures.
    - English Department faculty have implemented a "Plagiarism Quiz" in composition courses to educate and assess students' understanding of plagiarism and proper citation practices. This proactive measure has resulted in a significant decrease in plagiarism instances within the department. Furthermore, English faculty regularly share the plagiarism deterrence materials with faculty from other divisions to promote a campus-wide awareness of responsible information use.
    - Nursing Program: From the outset of their nursing program, students receive comprehensive instruction on federally mandated laws, particularly HIPAA, governing patient data confidentiality. This education emphasizes the potential for significant fines resulting from breaches and the importance of ethical, precise documentation in medical records. The nursing curriculum further highlights the ethical use of evidence-based practice and the role of associate-degreed nurses in research. The Nursing Student Handbook reinforces these principles by outlining the consequences of data misuse, while each course reinforces appropriate data use and security measures.
- Student Support Services:
    - Student Tutoring: SSC offers several tutoring services, both on-campus and remotely. For example, The Writing House provides tutors to assist students with proper research documentation, the STEM Lab provides free tutoring in math and science by SSC faculty, emphasizing the ethical use of knowledge, and Tutor.com provides services off campus to all students. Other tutoring options are detailed on the college web site.
    - The TRiO and NASNTI programs reinforce students' skills and responsible use of knowledge.
- Additional resources:
    - The Student Handbook provides guidance on computer, network, and internet usage, including respecting copyright and intellectual property rights.
    - The Federal Compliance section on the SSC Website offers information on copyright infringement and sanctions, as well as computer use and file sharing.

Update 2.E.3: Seminole State College proactively educates students on the ethical use of information

resources through a combination of clear policies, embedded instruction within course curricula, specialized training programs, and easily accessible resources, fostering a culture of responsible information use and academic integrity.

Response to 2.E.4

SSC Ensures Academic Honesty and Integrity

Seminole State College prioritizes academic honesty and integrity through a comprehensive approach:

- **Clearly defined policies and procedures:**
  - The Academic Integrity Procedure in the Student Handbook defines various forms of academic dishonesty, consequences, and student appeals process.
  - Course Syllabi include statements on plagiarism and academic dishonesty.
  - First-year Courses focus on academic honesty in required courses for transfer degrees, such as Composition I and II and Learning Strategies.
- **Consistent enforcement:**
  - Faculty and students are informed of reporting procedures with clear guidelines for filing complaints of academic dishonesty.
  - The Faculty Handbook and Student Handbook detail the Academic Integrity Procedure.
  - The Online Academic Integrity Report form is accessible through MySSCOK for faculty in cases of academic dishonesty.
- **Transparent information:**
  - The College Catalog includes information on plagiarism, transfer of credit, grading, academic standing, and other relevant policies.
  - The Student Handbook outlines Satisfactory Academic Progress (SAP) policy for financial aid, recommended academic loads, and academic overload guidelines.
  - Publicly accessible resources including the Course Catalog, Degree Programs, and Student Handbook are available on the SSC website.

Through these measures, SSC helps all members of its community understand the importance of academic integrity and the consequences of academic dishonesty, which leads to a culture of ethical scholarship and learning.

Update 2.E.4: Seminole State College maintains a robust framework for ensuring academic honesty and integrity. This includes clearly defined policies, consistent enforcement procedures, and readily available resources for students and faculty, fostering a culture of ethical scholarship and learning across the institution.

Sources

- 3B Professional Development and Use of College Personnel Resources Faculty Handbook 3.16
- Academic Honesty and Plagiarism Statements from Sample Course Syllabi.pdf
- Academic Integrity Procedure-Student Handbook.pdf
- Academic Integrity Report Form
- Board of Regents Duties-Minutes-Quorum-Order of Business-Policy II-1-2

- Code of Conduct-Student Handbook.pdf
- Computer-Network-Internet Usage and Unauthorized File Sharing Procedures-Student Handbook.pdf
- Consumer Information and Compliance Information SSC Website
- Continuing Education-Policy II-4-32.pdf
- Definition of Plagiarism-College Catalog.pdf
- Ethics Policy II-7-8.pdf
- Federal Compliance-Copyright Infringement File Sharing.pdf
- Governing Boards-College Catalog.pdf
- Human Resources SSC Website
- LAH Plagiarism Quiz
- Nursing Student Handbook - Professionalism and HPPA Policy
- OSRHE Course Equivalency Project Web Page
- Ownership of Materials Produced with Aid of Funds or Equipment Administered by the College-Policy II-7-4.pdf
- Plagiarism-Transfer of Credit-Grades and Grade Point System-Academic Suspension-Academic Forgiveness and Reprieve-Repeated Courses-College Catalog.pdf
- Policy III-7-7 Copyright Infringement Policies and Sanctions
- Policy Number II.4.29 Policy Handbook 2024.pdf
- Salary Increments Upon Degree Completion – Policy Manual.pdf
- Satisfactory Academic Progress Policy-Student Handbook.pdf
- Specialized Support Programs Catalog pg 14 2024-25
- Spring 2024 STEM Lab Tutoring Schedule
- SSC Academic Website
- SSC Professors Present at Popular Culture Conference.pdf
- SSC Tutoring Resources Web Page.pdf
- SSC Website - Course Catalog
- SSC Website - Student Handbook
- Student Academic Grievance Procedure-Student Handbook.pdf
- Student Bill of Rights and Responsibility-Student Handbook.pdf
- Student Support Services

2.S - Criterion 2 - Summary

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

Summary

Seminole State College (SSC) fosters a culture of integrity and transparency through:

- **Comprehensive governance framework:**
  - The **SSC Policy Manual** serves as the foundation for college governance, outlining overarching principles and guidelines.
- **Accessible and clear procedural guidance:**
  - The Faculty Handbook provides faculty with specific procedures and expectations.
  - The Student Handbook offers students clear guidance on academic and behavioral conduct.
  - The College Catalog outlines academic programs, courses, and degree requirements.
  - The HR web page provides employees with information on policies and procedures related to employment.
- **Transparent information sharing:**
  - The SSC Website publishes federal compliance and consumer information for public access.
- **Expectation of adherence to established codes of conduct:**
  - Students, faculty, and staff are expected to maintain integrity and follow established codes of conduct in all aspects of college operations.

Sources

- Consumer Information and Compliance Information SSC Website
- Human Resources SSC Website

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

Response to 3.A.1

SSC's Courses and Programs Are Current and Relevant

Seminole State College (SSC) is a two-year state institution conferring associate degrees. Degree programs and requirements are clearly outlined on the SSC website and in the annually updated [College Catalog](#).

Evidence of Program Rigor and Transferability:

- SSC's membership in the [Oklahoma State Regents for Higher Education's Course Equivalency Project (OSRHE-CEP)](#) ensures course currency, relevancy, and rigor for seamless transferability within the state system.
- SSC faculty participate in annual CEP meetings to establish common course descriptions and learning outcomes.
- To be listed on the CEP Transfer Matrix, SSC courses undergo a rigorous review process, ensuring alignment with CEP standards.
- SSC currently has 179 courses listed on the OSRHE CEP Transfer Matrix, demonstrating the transferability of its programs.
- SSC offers 16 associate degrees, 5 associate in applied science degrees, and one certificate program.

Commitment to Student Success and Workforce Development:

- SSC's [Online Degree Office](#) (ODO) supports 11 fully online transfer degree programs, expanding access to higher education.
- As part of the [OSRHE's Upskill OK Micro-credential initiative](#), SSC's [Micro-credentialing office](#) addresses workforce needs by developing targeted skills training programs and issuing

digital badges.
- SSC enriches the community by offering a [variety of community courses for the benefit of community members](#).

SSC Requires Appropriate Levels of Student Performance

SSC's details of **academic performance and support in its** [Continued Enrollment Policy](#) are listed in the [College Catalog](#):

- SSC utilizes a 4.0 grade point average (GPA) scale to assess academic performance.
- Students must maintain a minimum cumulative GPA of 2.0 to remain in good academic standing.
- Academic probation is implemented if the cumulative GPA falls below 1.7 within the first 30 credit hours attempted or below 1.9 after exceeding 30 credit hours.
- All graded courses contribute to GPA calculation, excluding repeated, reprieved, removed, zero-level, and physical education courses.
- Students with D or F grades are encouraged to seek academic tutoring.
- Advancement to higher-level sequential courses requires a minimum grade of D (2.0) in the prerequisite course.

Course Placement and Remediation:

- While SSC is an "open-enrollment" college in the tradition of community colleges, students must demonstrate appropriate levels of proficiency before enrollment in certain courses
- The [College Catalog](#) outlines [Entry-Level Assessment and the Transitional Education Program](#) for underprepared students.
- Remediation courses have clearly defined placement procedures, curricular requirements, and completion goals outlined in their syllabi.
- SSC offers Special Topics in Composition, Special Topics in Math, Special Topics in Statistics, and Special Topics in Algebra as part of its Transitional Education program. ([Course Syllabi for SSC's Transitional Education Courses](#)). As part of SSC's ongoing efforts to continually improve strategies for student success in the remedial courses, the English department worked to revise the transitional writing curriculum and phased out the "stand-alone" Fundamentals of Language Arts class in fall 2023, replacing it with the current corequisite model of remediation: Composition I co-enrolled with Special Topics in Composition, bringing SSC in-line with state and national trends regarding corequisite models of remediation.

Update 3.A.1 SSC affirms continued compliance with minor changes to the courses and degrees offered based on student, employers, and community demands.

Response to 3.A.2

SSC Confers Associate Degrees

- SSC, as a two-year college, offers only [associate degrees:](#) 16 Associate in Arts and Science (AA, AS) degrees, 5 Associate in Applied Science (AAS) degrees, and one Child Development certificate.
- Comprehensive details about each program are available on the SSC website and in the [College Catalog.](#)
- Each program and certificate's learning goals are explicitly stated in the [College Catalog,](#) the

General Syllabus, and in each Course Syllabus.
- The effectiveness of programs in achieving their learning goals is evaluated according to the Assessment of Student Learning and Institutional Assessment Procedure Manual 2023-2024

The Degree Programs Webpage Under Academics provides detailed information for each program, including:

- Degree Program/Certificate Overview
- Curriculum
- Major field electives
- General education relationship
- Mission centrality
- Measurable outcomes for transfer degree programs
- Measurable outcomes specific to the degree or certificate

In addition to clearly articulated learning goals for each degree program and certificate, each course fulfills one or more of the college's General Education Outcomes. Additionally, each course syllabus identifies the specific General Education Outcomes addressed, along with the course's Degree Program Outcomes, Course Outcomes, and Learning Objectives.

Update 3.A.2 SSC affirms continued compliance with no major changes.

Response to 3.A.3

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

- SSC's Office of Institutional Effectiveness and the Assessment Committee oversee the college's comprehensive academic assessment policies and procedures.
- Assessment practices and emphases are clearly communicated through the Office of Institutional Effectiveness webpage, the Assessment of Student Learning and Institutional Assessment Procedure Manual, and the Assessment of Student Learning (ASLC) Campus Newsletter.
- SSC utilizes annual CEA reports to measure progress against course learning objectives, informing Program Reviews and the Academic Plan submitted to OSRHE. CEA reports maintain consistent analysis criteria across all course modalities (face-to-face, online, Zoom, blended, and off-campus).
- Online courses are assessed using Quality Matters standards, ensuring alignment with current research on effective online learning design.
- SSC's Distance Education Committee aims to achieve QM certification for all online courses, and the college has dedicated campus resources to help reach this goal. Many online courses are currently QM certified, while others are undergoing internal or external QM review processes.
- An internal QM peer-review process, led by Division Chairs, was piloted in Fall 2023.

Seat-Time Guidelines and Teaching Credit Hours

- SSC ensures all courses, regardless of delivery mode or location, meet the seat-time requirements mandated by federal credit hour policy.
- The college adheres to the Seat-Time Guidelines and Teaching Credit Hours procedure detailed in the Faculty Handbook.

- SSC employs a [Blended Class Seat-Time Calculator](#) to monitor and maintain seat-minute equivalency in blended courses.
- SSC submits an annual report to OSRHE, confirming compliance with seat-time regulations.

Update 3.A.3 SSC affirms continued compliance with additions and minor changes outlined above.

Sources

- 2020-2023 Course-embedded Assessments
- 3A ASLC Nov. 2023 Newsletter
- 3A Assessment of Student Learning and Institutional Assessment Procedure Manual 2023-2024
- 3A Blended Course Seat-time Calculator December 2023
- 3A Continued Enrollment Retention Policy Course Catalog 2023.2024
- 3A Division Chair Online Course Evaluation Rubric
- 3A Entry Level Assessment and the Transitional Education Program Dec 2023
- 3A Microcredentialing Community and on Demand Courses Webpage Dec 2023
- 3A Oklahoma State Regents for Higher Educations Course Equivalency Policy.pdf
- 3A Online Degree Office Webpage
- 3A OSRHEs Upskill OK Micro credential initiative Webpage Dec. 2023
- 3A Peer Reviewer Project. Rough Process Instructions Dec 2023
- 3A Program Review Example Report Pre-Engineering AS Degree 2023-2024
- 3A Seat-Time Guidelines and Teaching Credit Hours Faculty Handbook Policy 4.6.2 Dec 2023
- 3A Standards from the Quality Matters Online Higher Education Rubric
- 3C SSC Syllabus Template SPR 2023
- Course Embedded Asssessment Procedures from Manual
- Degree Programs Website Screenshots 2024
- Distance Education Committee Meeting Agenda Quality Matters Goals February 2023
- Distance Education Information Fall 2020
- Example Syllabus for Zero Level Courses
- Gen Ed Outcomes 2023-2024
- General Education Outcomes ASLC Manual 2024
- General Syllabus Information 2024
- The Office of Institutional Effectiveness Webpage – Institutional Statistics Reports

3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

Response to 3.B.1

SSC's General Education Is Appropriate

As part of Oklahoma's state system of Higher Education, Southern State College (SSC) operates under the authority of the Oklahoma State Regents for Higher Education (OSRHE), as outlined in SSC Policy I-1-2 and Article XIV, Section 180 of the Higher Education Code. This mandate establishes SSC as a two-year college with a designated primary service area.

In alignment with its mission, SSC provides associate degrees that facilitate transfer to four-year institutions or direct entry into the workforce. The College offers 16 transfer degree programs (Associate in Arts or Associate in Science), five workforce-oriented Associate in Applied Science (AAS) degrees, and one certificate program. Notably, 11 of the 16 transfer degrees are available in a fully online format (online degree programs).

SSC's Associate in Arts and Associate in Science degrees require a 42-credit-hour general education core (general education requirement), supplemented by 20-23 credit hours in the student's chosen major, resulting in a total of 60-67 credit hours, depending on the discipline. Conversely, AAS degrees necessitate 19-21 general education credits, with additional coursework in the technical-occupational field, culminating in 64-72 total credit hours. The higher credit hour requirement for AAS degrees in Applied Technology, Engineering Technology, Medical Laboratory Technology, Nursing, and Physical Therapist Assistant reflects their focus on immediate workforce readiness.

SSC also offers an 18-credit-hour Child Development Certificate, which aligns with state employment requirements for early childhood programs. Furthermore, SSC's Micro-credentialing office, detailed in section 3A, collaborates with the OSRHE's Upskill OK Micro-credentialing

initiative to deliver market-relevant programs and courses that enhance workforce preparation.

Update 3.B.1 SSC reaffirms its ongoing compliance, noting minor program modifications and the addition of the Micro-credentialing Program and the Online of Degree Office (ODO). These additions aim to further enhance community service.

Response to 3.B.2

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

General Education courses serve as the foundational core of all associate degree programs at SSC. While diverse in content, these courses share the common goal of expanding students' perspectives on human life, cultural diversity, and the biological and physical world. They achieve this by focusing on one or more of the following General Education Student Learning Outcomes:

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

SSC's General Education curriculum is rooted in the belief that higher education should broaden students' knowledge base, introduce them to diverse subjects to inform their choices in a global society, and equip them with essential skills for both career success and lifelong learning.

Update 3.B.2: SSC affirms continued compliance with no changes to the General Education curriculum.

Response to 3.B.3

SSC's Programs Prepare Students for Changing, Global Environments

All associate degrees at SSC are grounded in a 42-credit-hour general education core, designed to equip students with the skills necessary to thrive in diverse and evolving environments. This core curriculum, integrated into a minimum 60-credit-hour degree program, broadens students' perspectives on:

- Human life,
- Cultural diversity, and
- Biological and physical environments.

By focusing on at least one of the General Education Student Learning Outcomes, these courses empower students with the knowledge and skills essential for career success and lifelong learning.

SSC's Commitment to Diversity in Education

SSC's dedication to fostering an understanding of human and cultural diversity is deeply embedded in its educational offerings, particularly evident in General Education Student Learning Outcomes 3 and 4:

- **Outcome 3:** Demonstrate knowledge and display behavior related to functioning in and adding

value to a global society.
- **Outcome 4:** Recognize the role(s) of history, culture, the arts, or sciences within civilization.

Evidence of this commitment is abundant:

- **General Education Outcomes Matrix:** 138 out of 255 courses meet Outcome 3, and 130 meet Outcome 4 ([General Education Outcomes Matrix December 2023](#).
- **Course Descriptions:** 58 courses explicitly mention elements of human or cultural diversity.
- **Global Studies Courses:** SSC offers a range of courses with various emphases ([3B Global Studies Courses December 2023](#)).
- **International Partnerships:** An ongoing cultural and educational exchange partnership with College360 in Silkeborg, Denmark provides students with global perspectives.
- **Business Courses:** BA 1123 (Intro to Business), BA 1603 (Workplace and Cultural Competence), and BA 2123 (Entrepreneurship) include significant coursework on the value of diverse workplace teams and international business practices.

In addition, SSC students benefit from:

- **Future Business Leaders of America Club:** This diverse club offers growth opportunities and teaches lifelong skills through events and projects involving diverse groups.
- **Faculty Professional Development:** SSC encourages faculty participation in professional development on topics like diversity, equity, inclusion (DEI), and universal design for learning (UDL).
- **Campus Events and Grant-Funded Programs:** These initiatives highlight SSC's commitment to recognizing diverse cultures and promoting equitable access for all students, particularly those underrepresented in higher education ([3B Small Sample of Various Cultural Events on Campus](#)).

Update 3.B.2: SSC affirms continued compliance with no changes, but additional evidence is provided about grant programs and campus-sponsored events.

Response to 3.B.4

SSC's Faculty and Students Contribute Scholarship and Creativity

SSC faculty actively engage in professional development to stay abreast of current research and advancements in their fields. The Evidence File includes a [list of faculty professional development](#) experiences from recent years, showcasing the institution's commitment to supporting faculty growth.

This dedication to ongoing learning is further reflected in the [college's structures and budgeting processes](#). By valuing continued research and scholarship, SSC fosters an environment where faculty members can enhance their expertise and contribute to the overall improvement of the institution.

Faculty members consistently apply the knowledge and skills acquired through conferences, presentations, and leadership roles to enrich their teaching and service areas. This translates into a more dynamic and relevant learning experience for SSC students.

Student Contributions to Scholarship and Discovery

SSC students actively contribute to scholarship, creative work, and knowledge discovery through

various avenues:

- **Student Organizations:** Participation in clubs and organizations fosters collaboration and innovation.
- **Internships, Field Experiences, and Practicums:** These hands-on learning opportunities provide practical experience and real-world application of knowledge.
- **Specific Examples of Student Engagement:** Future Business Leaders of America (FBLA) club's annual marketing campaign and business skills seminar offer students valuable opportunities to practice classroom knowledge. In the Marketing Campaign, students apply skills in survey design, graphic design, and marketing, benefiting the campus by raising awareness of important topics (e.g., tutoring options in 2022). The Business Skills Seminar allows students to teach visiting high school students essential skills like professional etiquette and technology for business meetings and job interviews.

Update 3.B.3: SSC affirms continued compliance, with the addition of numerous examples to provide comprehensive documentary and digital evidence of faculty and student engagement in scholarship and discovery.

Sources

- 3B Example Special Topics Syllabus MATH 0203
- 3B General Education Requirements for AS and AA College Catalogue 2023-2024 pg 28
- 3B Global Studies Courses December 2023.pdf
- 3B Memo Justification for Removing ENG 0123 FLA from Course Catalog
- 3B Microcredentialing Courses Offered at SSC
- 3B OK State Regents for Higher Education Course Equivalency Policy
- 3B Online Degree Programs Offered at SSC
- 3B Policy I-1-2-Status as a State Institution and Powers and Duties of the Board of Regents-SSC-30 Dec. 2023.pdf
- 3B Professional Development and Use of College Personnel Resources Faculty Handbook 3.16
- 3B Small Sample of Various Cultural Events on Campus
- 3B SSS and SSS STEM Grant Program Student Qualifications Guidelines
- 3B Technical and Occupational Programs AAS College Catalogue 2023-2024 Section VIII
- 3B Transfer Oriented Programs SSC Catalog 2023-2024 Section VII Pg 27
- Examples of Professional Development
- Gen Ed Outcomes 2023-2024
- General Education Outcomes Matrix December 2023

3.C - Core Component 3.C

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

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

Argument

Response to 3.C.1

SSC Has Sufficient and Appropriately Involved Instructional Staff

- SSC employs 39 full-time faculty, with additional adjunct and part-time faculty engaged as needed to maintain an average student-to-faculty ratio of 14:1 (3C Institutional Statistics Spring 2023)
- 14% of full-time faculty hold terminal degrees in their respective fields.
- All faculty are hired in accordance with established credentialing requirements to ensure their qualifications align with the subject areas they teach.
- To maintain consistent academic standards and assess student learning outcomes, every faculty member is required to:
  - Utilize a standard syllabus template incorporating Universal Design for Learning (UDL) principles. (3C SSC Syllabus Template SPR 2023)
  - Complete annual course-embedded assessment (CEA) reports. (3C CEA)

Update 3.C.1

SSC's Diverse Faculty/Staff are Reflective of the Constituencies Served

SSC faculty and staff are committed to the institution's mission of empowering all individuals for academic success. This commitment is reflected in the diverse ethnic composition of faculty and staff, specifically:

- Native American representation among faculty/staff is 11.2%, compared to 27.9% among the student population.
- Black representation among both students and faculty/staff is approximately 5%.
- In the STEM division, faculty composition is 65% female, demonstrating a commitment to gender diversity in a predominantly male field.
- Further evidence of diversity among SSC employees can be found in the Institutional Statistics and SSC Faculty-Staff Demographics reports.

The Institutional Statistics Spring 2023 report, available on the Office of Institutional Effectiveness SSC webpage, provides detailed and regularly updated information on faculty and staff demographics.

Response to 3.C.2

SSC has Appropriate Numbers and Continuity of Faculty

- SSC employs 39 full-time faculty, with 12 holding terminal degrees and various adjunct instructors. (employee degrees)
- The overall student-to-faculty ratio is 14:1, as per the Institutional Statistics.
- Faculty hiring continues to adhere to established credentialing requirements outlined in the 3C Faculty Credentials Screening Form, ensuring their qualifications align with their teaching areas.
- Every faculty member is required to follow a revised standard syllabus template designed to enhance accessibility and promote an inclusive campus community.
- Course-embedded assessment (CEA) reports remain a vital tool for faculty to regularly assess student learning.

Response to 3.C.3

SSC Instructors Are Appropriately Qualified

- SSC's faculty employment qualifications are outlined in Policy II-4-1 and maintained in the Human Resources Office, as detailed in the SSC Policy Manual.
- The Faculty Handbook includes statements on faculty credentials, specifically in section 3.8:
  - 3.8.1 Minimum Faculty Qualifications
  - 3.8.2 Equivalent Experience
  - 3.8.3 Professional Development Plans
- SSC follows Oklahoma State Regents' recommendation, requiring a master's degree in the discipline or 18 graduate hours for teaching qualification.
- It adheres to established Faculty Credentialing guidelines, maintaining a credentialing file in the VPASA office to ensure all faculty are qualified to teach in their assigned subjects. These guidelines are also used in alternate credentialing situations. Faculty credentials are documented in personnel files held by the Academic Affairs Office.
- Recognizing a need for clearer academic guidelines, SSC developed a Tested Experience document, fully implemented in the 2024-2025 academic year, that enhances quality control for academic excellence through a collaborative process involving:
  - Academic Affairs proposal
  - Faculty Senate leadership
  - Tested Experience Committee (faculty representatives from each division)
  - Input from faculty at large via email and Faculty Senate meetings

- - Review by Division Chair Council and Administrative Council
- SSC is committed to self-reflection and continuous improvement.

Update 3.C.3 SSC affirms continued compliance with minor changes. The Tested Experience Document has been approved by SSC's administration in November 2019 and has since been utilized as a part of procedure for credentialing.

Response to 3.C.4

SSC Regularly Evaluates Faculty

In accordance with SSC Policy II-6-2, Division Chairs conduct annual faculty evaluations in February which are submitted to the Vice President for Academic and Student Affairs (VPASA).

- The evaluation process entails completing a Performance Evaluation form addressing faculty performance from the previous calendar year (January-December).
- New faculty are evaluated based on fall semester performance only.
- Division Chairs discuss evaluations with each faculty member, and both parties sign and date the form.
- Annual performance evaluations serve two purposes:
  - Assisting faculty in professional development planning
  - Ensuring quality instruction for students
- New adjunct faculty are evaluated at least once through classroom visitation, either by the Division Chair or a designated full-time faculty member.
- The Faculty Handbook (Section 3.7) details the Faculty Performance Evaluation process and its role in fostering continuous improvement, providing instructions for division chairs and the VPASA:
  - 3.7.1 Division Chair Evaluation of Full-time Faculty
  - 3.7.2 Division Chair Evaluation of Adjunct Faculty
  - VPASA evaluation of Division Chairs

Update 3.C.4 SSC affirms continued compliance with minor changes related to faculty evaluations:

- A new process for evaluating online courses has been developed, utilizing a rubric aligned with Quality Matters standards.
- As of Fall 2023, every online course undergoes annual evaluation by a faculty peer.
- These peer reviews will be incorporated into the faculty performance evaluation process.
- Details of the online course peer review process can be found in section 4.A of the relevant documentation. (Peer Reviewer Rubric for Online Course Evaluations, section 4.A)

Response to 3.C.5

SSC Values and Supports Professional Development

SSC supports faculty professional development through:

- A formal Professional Development Plan
- Budgetary allocation of professional development funds managed by the Faculty Senate
- A Professional Development Application and committee approval process accessible to all faculty.

SSC's Professional Development Plan emphasizes the importance of professional growth for quality service to students and preventing burnout. Additional policies encourage faculty to stay current and pursue professional development:

- Tuition Reimbursement (3C Tuition and Fee Reimbursement Application 05.2024)
- Educational Attainment Pay (Policy 11.4.30 Tuition Reimbursement)
- Continuing Education Unit Plan (Policy 11.4.31 CEUP)
- Salary Schedule Increments Upon Degree Completion (Faculty Salary Increments Upon Degree Completion and CEU Policy 2024)
- Policy II-4-29 outlines the college's commitment to allocating funds for professional development.

Update 3.C.5 SSC affirms continued compliance with professional development:

- SSC has expanded professional development offerings with monthly opportunities based on a faculty needs assessment survey.
- SSC continues to offer relevant professional development through:
  - Semesterly in-service meetings
  - Ad hoc workshops throughout the year, driven by faculty interest and needs identified through Division Chair Council, in-service committee, and the faculty professional development needs survey.

Response to 3.C.6

SSC's Faculty Are Accessible

- Full-time faculty members are required to maintain at least ten office hours per week for student inquiry.
- Part-time and adjunct faculty are encouraged to make themselves available to students before or after class for questions and assistance.
- All faculty, regardless of employment status, must include their contact information (phone and email) and office hours schedule in their syllabi.
- Office hours and class schedules are posted on all faculty office doors.

Update 3.C.6 SSC affirms continued compliance with the addition of online instructors having the option to keep two of their 10 weekly office hours virtually to better meet the unique day/time constraints related to some online learners.

Response to 3.C.7

SSC Staff Members Are Qualified and Trained

- SSC's professional development policies apply to all employees, including professional, classified staff, and faculty:
  - Professional Development Funding
  - Tuition and Fee Reimbursement
  - Educational Attainment Pay
  - Salary Schedule Increments upon Degree Completion

- All student services staff meet minimum employment qualifications outlined in job descriptions maintained by the Human Resources Office.
- The College Catalog provides a roster of SSC's administration and staff.
- Contact information for all faculty and staff is updated annually and distributed by the President's Office.

Update 3.C.7 SSC affirms continued compliance with no major changes and a more robust review process of online course design.

Sources

- 3C CEA
- 3C Division Chair Online Course Evaluation Rubric
- 3C Faculty Credentials Screening Form
- 3C Faculty Handbook. Faculty Qualifications
- 3C Faculty Professional Development Application Form 05.2024
- 3C Faculty Professional Development Needs Survey 05.2024
- 3C Faculty Qualifications Through Academic Credentials and.or Tested Experience
- 3C In-Service Agenda 01.06.2023.pdf
- 3C Institutional Statistics Spring 2023
- 3C IPED National Center for Educational Statistics Data
- 3C PDC Application
- 3C Performance Evaluation Form 01.2023
- 3C Procedures for Determining Qualified Faculty Through Tested Experience
- 3C Professional Development Plan
- 3C SSC Assessment of Student Learning and Institutional Assessment Procedure Manual 05.2024CEA
- 3C SSC Faculty-Staff Demographics
- 3C SSC Syllabus Template SPR 2023
- 3C Tuition and Fee Reimbursement Application 05.2024
- 3C Workshops Professional Development 05.2024
- Employee Degree and Years of Service 2024
- Faculty Peer Review of Online Courses
- Faculty Salary Increments Upon Degree Completion and CEU Policy 2024
- Policy 11.4.30 Tuition Reimbursement policy.pdf
- Policy 11.4.31 Continuing Education Unit Plan policy.pdf
- Policy 11.6.2 Evaluation of Faculty 2024.pdf
- Policy Number II.4.29 Policy Handbook 2024.pdf
- SSC Employee Demographics Gender and Ethnicity Breakdown 05.2024.pdf
- The Office of Institutional Effectiveness Website

3.D - Core Component 3.D

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

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

Argument

Response to 3.D.1

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

SSC provides a variety of student support services, detailed in the Student Handbook and College Catalog:

- Academic Services (located in the Student Handbook):
  - Academic counselors offer referrals for study skills, time management, and test-taking skills development.
  - Learning Strategies courses are available for all students.
  - Individual academic assistance is available in each academic division during office hours and by arrangement.
  - Tutoring is available at multiple locations, including NASNTI's Engagement Center, Writing Center, Math Lab, and CAT Lab.
- TRIO Programs:
  - Student Support Services (SSS) and STEM Student Support Services (STEM SSS) offer comprehensive academic and personal support, to students meeting federal eligibility criteria, such as tutoring; academic advising; computer lab; transfer assistance; enrollment assistance; financial literacy education; career counseling; FAFSA completion assistance; and help with managing test anxiety, improving study skills, and managing stress.
    - STEM SSS serves approximately 120 SSC students each academic year and provides academic support to students interested in pursuing degrees related to health science and STEM-related fields.
    - SSS serves approximately 160 students each academic year.
- The College Catalog provides information on ADA services and Veterans Assistance.
- Additional Support:
  - NASNTI grant (posted on the SSC Website under "Community Programs") provides tutoring, mentoring, professional development, early alert systems, and technology integration in education labs.

- SSC Food Pantry addresses food insecurity among students by offering free supplemental food assistance and educational resources. The pantry was opened in October 2019 because SSC believes students are better able to excel academically if their basic needs are met. Donation carts are set up at various locations around campus, and SSC employees may make monetary donations through monthly payroll deductions if they choose.
  - SSC Help Center, also opened October 2019, serves as a central information hub for academic, campus, and community resources, and coordinates supportive services for counseling and mental health and substance abuse needs.
    - Both the Food Pantry and SSC Help Center are conveniently located in the Boren Library building with easy parking and discreet access.
  - Optional online suicide prevention training is available for faculty and staff, and posters promoting the 988 Suicide Prevention Hotline are posted in buildings across campus.

Update 3.D.1 SSC affirms continued compliance and has added responsive services suited to the needs of today's students.

Response to 3.D.2

SSC Addresses Students' Academic Needs

The College Catalog outlines the Entry-Level Assessment process, which aligns with the Academic Affairs Procedures mandated by the OSRHE and determines student readiness for college-level coursework.

- A minimum score of 19 on ACT subject tests in science, mathematics, reading, and English is required for direct enrollment in college-level courses in those respective subjects. ACT subject test scores in English, reading, and science are valid for a five years, while math scores are valid for one year.
- Students scoring below 19, indicating academic skills deficiencies, may participate in secondary testing or enroll in transitional courses. Those lacking ACT scores must undergo secondary testing, primarily using Accuplacer Assessment Tests or divisional tests.
- Placement tests are limited to two attempts per enrollment period per subject.
- Students not demonstrating college-level performance on secondary tests are ineligible for college-level courses in those subjects.
  - In Fall 2023, in order to better meet student needs, the English department replaced ENG 0125 with co-requisite ENG 0203/ENG 1113, requiring successful completion of transitional courses within the first 24 credit hours attempted, with exceptions for continuous enrollment (3B Memo Justification for Removing ENG 0123 FLA from Course Catalog).
- Institutional entry-level assessments may also encompass a multi-faceted evaluation of past academic performance, educational readiness, goals, skills, and personal attributes. This evaluation, called the Multiple-Measures Rubric (MMR), may include factors such as mental, physical, and emotional readiness, educational goals, study skills, values, self-concept, and motivation.
- Students with less than 19 on the ACT Science Test must concurrently enroll in or have completed college-level math and composition to enroll in entry-level science courses, except for General Chemistry I, which requires a Toledo Chemistry Test or completion of CHEM 1114.

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

Update 3.D.2 SSC affirms continued compliance and the major change of removing all stand-alone zero level courses after considerable evaluation and statewide recommendations from the Oklahoma State Regents for Higher Education and internal review.

Response to 3.D.3

SSC Provides Academic Advising

The College Catalog and Student Handbook provide information about SSC's Academic Advising, which comprises three layers of guidance for students:

- **New Student Advisors** serve all incoming students through the Enrollment Center in the Walkingstick Student Services Center. The Online Degree Office advises students entering degree programs completed through online courses.
- **Returning Student Advisors** meet and develop relationships with all students as part of Learning Strategies courses.
- **Degree Program Mentors** provide major-field expertise and career-specific advisement to students for their degree programs.

Update 3.D.3 SSC affirms continued compliance with added advising services through the ODO office with virtual advising sessions offered.

Response to 3.D.4

SSC's Infrastructure and Resources Support Effective Teaching and Learning

SSC provides guidance to students about locating and using resources, with policies and practices in place to ensure proper attribution of research materials (detailed in Section 2.E.).

SSC actively seeks and utilizes grants to provide additional student support resources. These include:

- Student Support Services (SSS) and SSS Science Technology, Engineering, and Mathematics (STEM) grant program
- NASNTI grant program
- Distance Education Committee grant to supply technology for a dedicated recording studio for professors and staff to record and edit audio and video of their lectures for online courses.

SSC continually improves resources:

- Boren Library improvements include boosted WiFi, accessible food pantry, laptops, pen readers, recording devices, speak-to-text technology for students overcoming learning differences
- Classroom and laboratory resources improvements include regular evaluation of interactive smartboards, projectors, whiteboards, computers. These are discussed in each division and Division Chairs confer with Administration and Maintenance about upgrades and repairs through Division meetings and the Asset Essentials Maintenance Request System.

The IT Department manages technology and internet services:

- The IT Department Head participates in Administrative Council meetings to give guidance on available and needed resources.
- The IT Department maintains server security and data storage.
- The IT Department provides ongoing and mandatory training for all employees through Arctic Fox. This training, called Seminole State College Managed Security Awareness, emphasizes the most vulnerable point of any institution's network is its employees' lack of knowledge about internet security issues and online accounts.

Update 3.D.4 SSC affirms continued compliance with additional advances in learning/educational resources as well as campus security and cybersecurity resources.

Sources

- 3B Memo Justification for Removing ENG 0123 FLA from Course Catalog
- 3D Academic Enrollment Guidelines Student Handbook
- 3D ADA and Veterans Services College Catalog
- 3D Entry-Level Assessment College Catalog
- 3D NASNTI grant College Website
- 3D SSC Food Pantry College Website
- 3D SSC Help Center College Website
- 3D SSC Transitional Education Program College Catalog
- 3D Student Academic Services Student Handbook
- 3D Student Support Services. SSS Student Handbook
- AL Brochure FINAL
- Assistive Device Loaner Program flyer
- Grant Programs at SSC Website
- HLC - WIFI and Camera POs
- Life at SSC website
- My Tools from SSC Website
- SSC Managed Security Training

3.S - Criterion 3 - Summary

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

Summary

SSC fulfills its commitment to providing high-quality educational experiences by:

- Adhering to OSRHE's Course Equivalency Project guidelines and standards for degree program appropriateness,
- Demonstrating commitment to intellectual inquiry and diverse learning skills through General Education Outcomes and Program Reviews, and
- Offering extensive courses emphasizing diversity to help students understand the value of human diversity and the importance of functioning in a changing global society.

Update 3 Summary:

SSC affirms continued compliance with all Core Components of Criterion 3 with continued improvements to course assessment processes as well as improved resources and technologies for the teaching, learning, and safety of students, faculty, and staff.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Response to 4.A.1

SSC Has an Established Schedule of Regular Program Reviews

The Office of Institutional Effectiveness's webpage showcases the college's degree program reviews under "Reports," demonstrating adherence to SSC Policy II-7-2's mandated five-year review cycle. These reviews, submitted to the OSRHE, affirm the ongoing viability of the college's programs.

Academic divisions annually evaluate and modify their degree programs, ensuring alignment with the institution's educational standards, divisional academic goals, and OSRHE's equivalency criteria. All degree program reviews from 2021-2024 are provided on the Office of Institutional Effectiveness web page. Articulation agreements with East Central University and the University of Central Oklahoma provide additional guidance.

Program evaluations utilize a multi-faceted approach, primarily drawing upon:

1. [Course-embedded assessments](#), created by instructors, gauge student learning within specific courses and measure General Education Outcomes in both fall and spring semesters.
2. [End-of-instruction assessments](#) (Student Feedback on Instruction Survey) allow students to evaluate courses at semester's end.
3. The [Graduate Exit Survey](#) provides graduating students a platform to assess their overall educational experience.

Additionally, annual IPEDS and UDS reports furnish administrators, division chairs, and faculty with crucial data to enhance programmatic and curricular design and instructional effectiveness.

Update 4.A.1: SSC's robust program review process, incorporating diverse assessment data, drives continuous improvement and ensures alignment with both internal and external standards. This data-informed approach empowers SSC to identify priorities, allocate resources effectively, and enhance student learning outcomes.

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

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

The College Catalog outlines SSC's policies on awarding college credit:

- Demonstrated Proficiency: Students can earn up to 30 semester hours through [advanced standing examinations](#), [CLEP tests](#), or the [College Board's AP](#). [Guidelines](#) for credit awarded are detailed in the catalog.
- Transfer Credits: SSC has established [procedures for accepting transfer credits](#). The college catalog includes clear procedures for the acceptance of credit for students transferring to SSC from other colleges and technology centers. SSC evaluates all transfer transcripts, including Military Joint Services transcripts.
  - Third-Party Evaluations: SSC relies on reputable organizations like [World Education Services](#) and [Educational Credit Evaluators](#) for international transcript evaluations. The [OSRHE's CEP Transfer Matrix](#) is used for Oklahoma's public institutions.
  - Accepted Sources: Transfer credits are accepted exclusively from regionally accredited institutions, approved prior learning assessments, or recommendations for prior learning credit. [College Source](#) aids in verifying regional accreditation.

This comprehensive approach ensures fair and consistent evaluation of students' prior academic achievements.

Update 4.A.2 and 4.A.3: SSC continues to refine its transfer credit practices, recently expanding articulation agreements and implementing a new online tool to provide prospective students with preliminary transfer credit evaluations.

Response to 4.A.4

SSC Maintains and Exercises Authority over Prerequisites and Rigor for Courses

Curriculum Oversight and Consistency

- Each academic division, under the supervision of the Vice President for Academic and Student Affairs (VPASA), sets prerequisites aligned with the OSRHE CEP Transfer Matrix.
- Academic divisions ensure curriculum consistency across delivery modalities and alignment of

course objectives with Common Course Descriptions, Student Learning Objectives, and best practices from sister institutions (CEP Common Course Descriptions).

- All courses are grounded in SSC's four General Education Outcomes, with course-embedded assessments ensuring quality and consistency across degree programs.

Student Support and Resources

- Equal access to learning resources is provided for all students, including free Microsoft Office downloads, off-campus access to EBSCOhost, and tutoring services (Writing Center, Math Lab, tutor.com).

Faculty Credentialing and Dual Credit Equivalency

- The VPASA's office maintains faculty credential documentation, adhering to Minimum Faculty Credentialing guidelines for all programs, including dual-credit instructors.
- Dual credit courses for high school students are held to the same standards as all other SSC courses, with no separate curriculum for concurrently enrolled students.

Quality Assurance for Online Courses and Programs

1. Online Offerings: SSC currently offers 11 online programs and one online certificate program.
2. Prior to 2023. the QM-certified Coordinator of Distance Education assessed online courses and provided feedback to instructors.
3. In Fall 2023, SSC piloted a Faculty Peer Review of Online Courses process.
   - QM-trained faculty reviewers, including Division Chairs and Vice Chairs, reviewed 77 online courses using a condensed QM rubric.
   - Feedback was shared with faculty for discussion and improvement. This included courses for full-time and adjunct faculty. Examples of recommendations for improvement:
     - The rubric feedback for an adjunct instructor's Online Music Appreciation Class
     - The rubric feedback for a full-time faculty member's Online Art Appreciation Class
4. The Coordinator of Distance Education submitted an Executive Summary of Recommendations to the VPASA, outlining how to improve the process.
5. Recommendations were integrated into spring professional development workshops and addressed at the April 2024 Faculty In-Service.
6. For Spring 2024, the review process provided recommendations to all online courses not offered in the fall (e.g., Online Rules of Evidence). This feedback will be shared by Fall 2024 to further enhance the process.

The Faculty Peer Review process will continue each semester to ensure academic rigor in online courses.

Update 4.A.4: SSC's comprehensive oversight of curriculum, faculty credentials, and quality assurance processes for both traditional and online courses demonstrates its commitment to maintaining academic rigor and ensuring that all students have access to high-quality educational experiences, thus fulfilling the criteria outlined in 4.A.4.

Response to 4.A.5

SSC Maintains Specialized Accreditations

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

Response to 4.A.6

SSC Evaluates Graduates' Success

Transfer Success:

- SSC tracks and evaluates the academic success of its graduates who transfer to four-year institutions to complete their bachelor's degrees.
- SSC posts these Transfer Reports from Four-Year Institutions by academic year on SSC's Office of Institutional Effectiveness' web page.
- Transfer reports from the primary receiving institutions provide grade point averages and degrees earned for students who transfer from SSC.
- Students from SSC transfer mainly to East Central University, University of Central Oklahoma, University of Oklahoma, and Oklahoma State University. At the end of the spring semester, the Assessment Coordinator contacts representatives of these four institutions requesting information pertaining to the number of graduates and the GPAs received by all of SSC's transfer students. Due to SSC's emphasis on preparing students to transfer, students are expected to achieve similar GPAs at the transfer institutions.

Career Program Success:

- The Medical Laboratory Technology (MLT) Program monitors employment and continuing education for three years post-graduation, and ASCP Board of Certification Exam scores by year. The MLT program was reaccredited in 2022.
- The Physical Therapist Assistant (PTA) Program, accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) in April 2019, has graduated five student cohorts, and has achieved a 100% licensure pass and job placement rates for the last two graduating cohorts.
- The Nursing Program tracks completion rates, NCLEX pass rates, and job placement.

Graduate Exit Survey:

- SSC's Student Support Services and Academic Affairs collaborate to administer the Graduate Exit Survey to students that have applied for graduation. The data collected covers post-graduation plans and student satisfaction with academics, student services, facilities, and campus safety.
- The survey was recently reviewed by the Administrative Council and updated to align with recent facility updates (e.g., the college's new strategic plan) in order to inform college improvements and strategic planning decisions.

Update 4.A.5 & 4.A.6: SSC's proactive approach to maintaining specialized accreditations and its comprehensive tracking of graduate success, including transfer rates, licensure pass rates, and employment outcomes, demonstrates the institution's commitment to providing quality education and ensuring student success beyond graduation, thereby fulfilling the criteria outlined in 4.A.5 and 4.A.6.

Sources

- 2020-2023 Course-embedded Assessments
- 2020-2023 Student Transfer Data
- 2023 Graduate Survey
- 2023-2024 Medical Laboratory Technology Program Review
- 2023-2024 UCO Articulation Agreements
- 2024 - 2025 ECU 2+2 Agreement
- 2024-2025 CEP Courses
- 3A Program Review Example Report Pre-Engineering AS Degree 2023-2024
- Advanced Standing Exams- College Catalog 2023-2024
- Advanced Standing Exams-AP
- Advanced Standing Exams-CLEP
- CEP Common Course Descriptions
- College Source Webpage
- Educational Credential Evaluators Webpage
- Equivalency Substitution Evaluation Procedure
- Executive Summary of Recommendations
- Faculty Minimum Qualifications-Faculty Handbook 3.8.1 - January 2024
- Faculty Peer Review of Online Courses
- Graduate Exit Survey 2021-2023
- Minimum Faculty Credentialing
- MLT Reaccreditation Certificate
- Online Art Appreciation Rubric
- Online Music Appreciation Rubric
- Online Rules of Evidence Rubric
- Physical Therapy Assistant Pass Rates
- Program Review Policy Number II-7-2
- Seminole State College NCLEX Pass Rates
- Seminole State College Nursing Completion Rates
- Seminole State College Nursing Job Placement Rates
- Seminole State College Nursing Pass Rates
- Seminole State College Office of Institutional Effectiveness Webpage - Program Reviews
- Seminole State College Online Degree Office Webpage - List of Online Degrees
- Specialized Accreditation List Webpage
- Spring 2024 Faculty In-Service Agenda
- SSC 2023 Program Reviews
- Student feedback on instruction example
- Student Transfer Policies through the Oklahoma State Regents for Higher Education
- World Education Services Webpage

4.B - Core Component 4.B

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

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

Argument

Response to 4.B.1

SSC's Assessment Processes Effectively Measure Goals for Student Learning

SSC's Assessment of Student Learning is a dynamic, comprehensive process designed to foster a culture of learning across our campus and online courses. SSC views assessment as a vital mechanism for evaluating our educational philosophy and ensuring a quality educational experience for all students, whether on campus or through the Brightspace LMLS. This process focuses on student learning and improving the learning environment, beginning at admission, continuing throughout their studies, and extending beyond graduation.

For decades, SSC has prioritized the quality of student learning and created a wide range of assessments for continuous evaluation. This encompasses various institutional actors, including the Office of the Vice President for Academic and Student Affairs, the Registrar's Office, the Student Success Council, and the Assessment of Student Learning Committee.

Assessment is an ongoing process, distinct from individual student and faculty evaluation, and is driven by the college's mission. At SSC, assessment measures specific student learning outcomes and addresses the attainment of [Degree Program and General Education Outcomes](), as detailed in [SSC's Assessment of Student Learning and Institutional Assessment Procedure Manual]() (referred to here on as The Procedure Manual).

At Seminole State College (SSC), assessment is guided by two key questions: what are students learning, and how can we use this evidence to improve learning? To answer these questions, assessment occurs primarily at the course level but also involves other self-introspective activities. All assessment activities aim to determine whether desired student learning outcomes from general education, degree programs, and the institution are being met.

Direct measures primarily assess basic skills proficiency through standardized tests (ACT, SAT, institutional placement test scores) and scoring rubrics. Indirect measures provide additional data to contribute to student assessment at various levels.

The SSC Procedure Manual published on the [Office of Institutional Effectiveness' web page](), outlines

five overlapping levels of student assessment, utilizing both direct and indirect measures to determine student basic skills proficiency.

- Student assessment uses primarily direct measures of student basic skills proficiency by ACT, SAT, institutional placement test scores, and scoring rubrics.
- Assessments of General Education and Assessments for Degree Programs are conducted simultaneously and most prominently at the course level in the form of annual Course-Embedded Assessments and via annual administration of the ETS Proficiency Profile and the analysis of available transfer data.
- The Assessment of Student Engagement provides indirect assessment data that contributes to student assessment at each of the previous levels to differing degrees. Indirect assessments regularly used for this purpose include internal instruments such as the Entering Student Engagement Survey, Student Feedback on Classroom Instruction, Graduate Exit Survey, and SSC Institutional Statistics Report.
- Entry-level assessment uses primarily direct measures of student basic skills proficiency by ACT, SAT, institutional placement test scores, and scoring rubrics.

The Assessment of Student Learning and Institutional Assessment Procedure Manual details the college's assessment purpose, process overview, and other details as listed below:

- Entry-Level Assessment
- Assessment of General Education (which includes Course-Embedded Assessment, Co-curricular Assessment, ETS Proficiency Profile, Transfer Data, and other reports)
- Assessment of Degree Programs (which includes Course Syllabi, Course-Embedded Assessment, Degree Programs Outcomes, and Degree Program Reviews)
- Assessment of Student Engagement and Satisfaction
- Student Feedback on Classroom Instruction
- Graduate Exit Survey
- Institutional Statistics Reports
- Entering Student Engagement Survey
- Instructor Evaluation of Student Participation Survey
- Assessment of Student Learning Committee (including the current year's Committee Action Agenda, and an Appendix of Course-Embedded Assessment Options)

The Procedure Manual also describes procedures for co-curricular and institutional assessment. Beginning with the FY2022-2023, two campus organizations piloted the new procedures for co-curricular assessment and expanded the pilot study in FY2023-2024 to six campus organizations.

SSC's assessment processes are reviewed and refined each academic year. The Assessment of Student Learning interacts with the overall campus operation and decision-making, as outlined within the Procedure Manual's section. The interactive role of assessment illustrates the noticeable impact of assessment data upon SSC resource allocation. Likewise, the needs of local and global communities impact the design and interpretation of the assessment activities. In total, all these variable processes and influences interact with each other correlating with the college's mission, forming a dynamic, interactive relationship.

Degree program scrutiny follows a scaffolded process, starting with course syllabi and course-embedded assessment, then progressing to degree program assessment and review, as required by the Oklahoma State Regents for Higher Education. This sequence is detailed in the Procedure Manual's section "Assessment of Degree Programs at SSC."

Update 4.B.1: SSC's comprehensive assessment process, encompassing diverse measures and a clearly defined procedure, effectively evaluates student learning outcomes and fosters a culture of continuous improvement, ensuring that programs align with the institution's mission and meet student needs.

Response to 4.B.2

SSC's Assessment of Student Learning Clearly Articulates Learning Goals

Seminole State College (SSC) assesses student achievement of learning goals across all curricular and co-curricular programs. Entry Level Assessment, detailed in the College Catalog and adhering to OSRHE Academic Affairs Procedures, utilizes ACT subject test scores to determine college readiness. Students scoring below 19 in science reasoning, mathematics, reading, or English are required to undergo secondary testing and may be placed in co-requisite courses to address academic deficiencies. Tables showing SSC Placement Cut Scores delineating appropriate entry-level math and English courses based on primary and secondary testing are available on the SSC Office of Institutional Effectiveness web page.

This procedure has changed since the last review period, with SSC adopting the co-requisite model of remediation. This allows students to enroll concurrently in college-level courses and corresponding Special Topics courses designed to provide additional academic support. Successful completion, defined by OSRHE transfer regulations as a grade of "D" or higher in both the college-level course and its co-requisite, is required to satisfy remediation and earn college credit. This model applies to English Composition I (ENG 1113) paired with ENG 0203, and various math pathways paired with MATH 0203, MATH 0223, or MATH 0243, as outlined in the SSC Math Cut Scores.

SSC continuously strives to improve both the number and the percentage of students that successfully complete each of the four levels mentioned above. This is accomplished partly through developing new strategies and teaching methodologies, targeting the specific needs of SSC's students. Assessment is fundamental to that process.

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

To assess these General Education Outcomes, several direct indicators are utilized, including Course-Embedded Assessment of the general education component of all SSC courses, student performance on the ETS Proficiency Profile, and the success of students that transfer to four-year institutions. Several direct and indirect assessments are also used to evaluate the effectiveness of general education, as outlined in Assessment of Student Learning and Institutional Assessment Procedure Manual.

SSC has primarily relied on the Course Embedded Assessments as the most prominent way to assess the General Education Outcomes. Details regarding the structure and philosophy of Course Embedded Assessment are listed in the Procedure Manual.

- Preset thresholds for General Education Outcome Use of Course-Embedded Assessments have been set at the 30% growth range or 60% minimum post-test.
- When preset thresholds for General Education Outcome Course-Embedded Assessments are not met, the Coordinator of Assessment informs the Division Chairs, department committees,

and other key personnel to begin the process of improvement.
- These people then analyze the individual components in the area needing improvement, identify issues needing improvement, develop an action plan, and present the plan for approval to the Assessment of Student Learning Committee.
- This comprehensive assessment process generates valuable data and recommendations for enhancing student learning across the college.

The General Education Outcomes Matrix within the ALCA system identifies courses assessing each of the four general education outcomes. SSC also applies this rigorous assessment approach to co-curricular learning activities, using course-embedded assessments or other pre-/post-assessment tools. Co-curricular activities are defined as structured experiences outside the classroom that complement academic learning.

In January 2023, SSC developed and successfully piloted a Co-Curricular Process, detailed in Appendix II of the Precedure Manual, with the Phi Theta Kappa and Agriculture Clubs. New goals were formulated based on the data. For the 2023-2024 year, PTK, Agriculture Club, Future Business Leaders of America, and PSI Beta Clubs will be participating in co-curricular assessment projects. Each year, SSC will continue to add new clubs and student organizations to the co-curricular assessment cycle.

Update 4.B.2: SSC's assessment practices clearly articulate learning goals and utilize a multi-pronged approach, encompassing standardized testing, course-embedded assessments, and co-curricular evaluations. The recent adoption of the co-requisite model further demonstrates SSC's commitment to providing students with the support they need to achieve academic success.

Response to 4.B.3

SSC Uses Assessment Information to Improve Student Learning

Course-Embedded Assessments (CEAs) are the foundation of student learning assessment at Seminole State College (SSC). Instructors' analyses of CEAs inform a wide range of institutional decisions. By responding to targeted questions on feedback forms, instructors identify their teaching strengths, analyze areas of student growth and stagnation, evaluate formative assessment effectiveness, and outline plans for improvement.

This data-driven approach guides curriculum development, textbook selection, hiring practices, technology integration, professional development initiatives, and resource allocation. CEA analyses are instrumental in degree program reviews, evaluations, and budgetary considerations, ensuring curricular quality control and continuous improvement.

Plans for improvement, informed by CEA results, are incorporated into Degree Program Reviews. For example, the 2019 Computer Science A.S. Program Review led to curriculum modifications (e.g., adding a Programming II course in C++), textbook updates, and identifying the need for a full-time instructor. The Associate in Science in Computer Science October 2023 Program Review demonstrates the implementation of many of these changes, with further enhancements underway to meet future industry demands.

The program review process requires divisions to formulate institutional recommendations based on assessment data. These recommendations, along with implementation plans and target dates, are documented in a chart included in each Degree Program Review. These reviews, available on

the SSC Office of Institutional Effectiveness web page and submitted annually to the OSRHE, ensure transparency and accountability in the ongoing improvement of student learning.

Beginning in the 2022-2023 academic year, faculty participating in program reviews create five-year plans to document their progress towards achieving the identified goals. These plans are updated annually, ensuring continuous engagement with assessment data and a focus on closing the loop between assessment and improvement. For example, in the 2022 Biology Degree Program 5-Year Action Plan the faculty wrote that one of their program goals is to prioritize biology courses to see which ones would benefit most from QM certification and/or re-evaluation of their textbooks so that more opensource resources can be used by students. In the 2023 Biology Degree Program 5-Year Action Plan each goal's progress was updated.

Assessment also informs adjustments to general education. For instance, the evaluation of general education assessment results prompted SSC to explore methods for gathering more comprehensive data on transfer student success, aiming to strengthen general education programs and enhance student preparedness for further academic pursuits.

Update 4.B.3: SSC leverages assessment data, particularly through Course-Embedded Assessments (CEAs), to drive continuous improvement in teaching and learning. This data informs a variety of institutional decisions, from curriculum modifications and resource allocation to faculty development initiatives. The iterative nature of program reviews and five-year action plans ensures that assessment results translate into tangible improvements in student learning and program effectiveness.

Response to 4.B.4

Faculty Drive Assessment of Student Learning at SSC

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

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

Update 4.B.4: SSC's faculty-driven assessment process, including Course-Embedded Assessments and collaborative program reviews, ensures ongoing evaluation and improvement of student learning outcomes.

Sources

- 2020-2023 Course-embedded Assessments
- 2022 Biology Degree Program 5-Year Action Plan
- 2023 Agriculture Club
- 2023 Biology Degree Program 5-Year Action Plan

- 2023 Computer Science 5-Year Action Plan
- 2023 Phi Theta Kappa
- 2023-2024 Assessment Committee Members
- 2023-2024 Computer Science A.S. Program Review
- 2023-2024 Institutional Assessment Procedures
- 2023-2024 Pre-Engineering A.S. Program Review
- 2023-2024 Psychology A.S. Program Review
- 2023-2024 SSC Catalog
- 23-24 Math and Composition Placement Scores.pdf
- Appendix II Co-curricular Assessment
- Assessment of Student Learning and Institutional Assessment Procedure Manual 2023-2024
- Assessment Questions Post CEA
- Associate in Arts in Child Development Program Review Summary 2022 10
- Associate in Arts in Liberal Studies Program Review Summary 21-22
- Associate in Science for Criminal Justice Program Review Summary 2022 10
- Associate in Science in Biology Program Review Summary 2022 10
- Associate in Science in Health Sciences Program Review Summary 21-22
- CEA Sample Report Form for Assessment Questions
- Certificate in Child Development 2022-2023 Degree Program Review
- Co-curricular Assessment Process - January 2023
- Entry Level Assessment - College Catalog 2023-2024.pdf
- ESES Spring 2023
- ETS 2022-2023 SSC Report
- Faculty Feedback 2021
- Faculty Feedback on Student Engagement
- Faculty Survey Results January 2018
- Gen Ed Outcomes 2023-2024
- General Education Outcomes Matrix December 2023
- Graduate Exit Survey 2021-2023
- Graduate Exit Survey Report - Fall 2022
- In-house 5-Year Action Plan - 2022-2023
- Institutional Statistics Fall 2022 (v2)
- Institutional Statistics Spring 2023
- Institutional Statistics Summer 2022
- Institutional-Statistics-FY22-23 [JTv2]
- IPEDS Data Feedback 2022 Report
- Office of Institutional Effectiveness-Program Reviews - Webpage
- OSRHE - UDS Students
- Program Review-Computer-Science-AS-2018-SSC-31 December 2019
- SSC Arch Assessment Summary 2022-2023 Report
- Strategic Plan for SSC 2023-2026.pdf
- The Office of Institutional Effectiveness Webpage
- Transfer Data Request 2022-2023 Compilation
- Tutor.com Usage File 10-2023

4.C - Core Component 4.C

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

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

Argument

Response to 4.C.1

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

Seminole State College's (SSC) unwavering commitment to educational quality and improvement is evident in its 2023-2026 Strategic Plan, "Charting the Future of Seminole State College." This plan prioritizes student retention, persistence, and completion through specific, measurable goals outlined in the "Student Success" section.

SSC recognizes the critical role of effective onboarding in student success. Initiative SS I, focused on enhancing the onboarding process for both online and face-to-face learners, reflects this understanding. The college aims to achieve a 5% increase in first-time, full-time cohort retention and graduation rates over the five-year plan through Initiatives SS-2 and SS-3, respectively. This commitment is further underscored by the dedication of increased institutional resources towards graduation, including reverse transfer efforts.

SSC actively supports student recruitment and enrollment through a dedicated full-time recruitment specialist who maintains the SSC Recruitment Plan. The recent adoption of Element 451: The Intelligent Education CRM Platform in July 2022 further strengthens the college's capacity for comprehensive recruitment, communication, and event management. Future plans include managing Alumni contact and communication.

Furthermore, SSC's commitment to continuous improvement is evident in the Vice President for Academic and Student Affairs' ongoing updates to the comprehensive Enrollment Management Plan. This plan includes initiatives to strengthen the college's student advising model and career planning services, ensuring that students receive the support they need to achieve their academic and career goals.

Update 4.C.1: Seminole State College's strategic plan outlines clear, measurable goals for student retention, persistence, and completion, demonstrating a strong institutional commitment to student success. The college's proactive initiatives, such as enhancing onboarding processes and adopting technology solutions, further support its commitment to fostering a thriving student body.

Response to 4.C.2

SSC Collects and Analyzes Retention, Persistence, and Completion Data

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

Response to 4.C.3

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

SSC's commitment to data-driven decision-making and continuous improvement is evident in the adminstration's annual review of Institutional Statistics reports derived from IPEDS and UDS data. These reports, accessible on the Institutional Effectiveness webpage, inform strategic enhancements to degree programs, the college catalog, transfer agreements, and partnerships with institutions like Gordon Cooper Vo-Tech and East Central University. The college's responsiveness to data extends to campus-level initiatives as well. The implementation of outdoor mini signs encouraging student advising and persistence towards graduation exemplifies SSC's commitment to leveraging data insights for targeted interventions.

SSC's investment in the CORE Alert Retention Module within the Jenzabar EX system demonstrates a proactive approach to student success. By monitoring performance and attendance data, the module identifies early warning signs of student struggle (e.g., failing grades or absenteeism) and empowers advisors to provide timely, targeted support. The seamless integration of CORE Alert into advisors' existing workflow optimizes their ability to guide students towards graduation.

Update 4.C.2 & 4.C.3: SSC's dedication to data-driven improvement is demonstrated by its consistent collection and analysis of retention, persistence, and completion data, which inform targeted interventions and strategic enhancements to support student success.

Response to 4.C.4

SSC's Data Collection and Analysis Efforts Reflect Good Practice

SSC is constantly reevaluating how it collects data to help ensure institutional and student success. The IPEDS and UDS reports are used as references when questions are asked about student performance in terms of enrollment, grades, participation, and effectiveness and efficiency of faculty and advisors.

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

Revised Assurance Argument:

Seminole State College (SSC) demonstrates a commitment to ongoing evaluation and refinement of its data collection practices to ensure institutional and student success. IPEDS and UDS reports serve as essential references for assessing student performance across enrollment, grades, participation, and the effectiveness and efficiency of faculty and advisors.

SSC utilizes IPEDS feedback, particularly in comparison to peer institutions, to understand its position within the broader landscape of education resources at the state, regional, national, and international levels. This analysis informs strategic decision-making and ensures that SSC's data collection and analysis methodologies align with best practices in higher education.

By consistently evaluating and adapting its data collection practices, Seminole State College demonstrates its dedication to evidence-based decision-making, continuous improvement, and ultimately, the success of its students and the institution as a whole.

Update 4.C.4: SSC's commitment to data-driven decision-making is evident in its ongoing evaluation and refinement of data collection practices, ensuring alignment with best practices and informing strategic enhancements to support institutional and student success.

Sources

- 2023-2026 Enrollment Plan.pdf
- 2023-2026 Recruitment Plan
- CORE Alert.pdf
- IPEDS Data Feedback 2022 Report
- Retention Module
- SSC UDS ViStats Signed Fall 2022-2023
- Strategic Plan for SSC 2023-2026.pdf
- Strategic Plan for Student Success 2023-2026.pdf
- The Office of Institutional Effectiveness Webpage – Institutional Statistics Reports

4.S - Criterion 4 - Summary

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

Summary

Seminole State College (SSC) demonstrates a commitment to continuous improvement in its assessment and data collection practices. In recent years, the college has implemented two new assessment processes: co-curricular assessment and faculty peer review of online courses. The co-curricular assessment pilot, launched in Fall 2023, provided valuable insights to participating clubs, enabling them to identify areas for improvement and implement changes based on data-driven feedback.

The faculty peer review of online courses, also implemented in Fall 2023, ensures the academic rigor of online learning as SSC expands its online programming. While the Coordinator of Distance Education's Executive Summary indicates that faculty generally meet Oklahoma State Regents for Higher Education and HLC requirements, the review process identifies opportunities for growth and enhancement.

While the overall evaluation of SSC's assessment regimen is positive, certain challenges remain:

- One key area for improvement is increasing voluntary student participation in assessments like the Student Feedback on Classroom Instruction, which has seen an average response rate of only 32% over the past three years. The Assessment Committee aims to address this by educating students and the campus community about SSC's assessment practices and the role of the Higher Learning Commission (HLC). The committee's electronic Assessment Newsletter, launched in Fall 2023, is a step towards achieving this goal.
- Another challenge lies in effectively closing the loop between data collection and administrative action to address identified weaknesses. While the institution has made progress in this area, continued efforts are needed to ensure that data-driven insights lead to meaningful improvements.
- Finally, funding remains a significant constraint. Limited resources hinder SSC's ability to adopt additional evaluative tools, potentially putting the college at a disadvantage compared to other institutions. While this challenge is not unique to SSC, it poses a concern for future assessment and data collection efforts.

By acknowledging these challenges and actively working to address them, Seminole State College demonstrates its commitment to continuous improvement and a data-informed approach to ensuring institutional and student success.

Sources

- Fall 2023 Assessment Newsletter
- Student feedback on instruction

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

Response to 5.A.1

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

Seminole State College's (SSC) organizational governance structure is led by the Board of Regents, the President, and the Vice Presidents.

The Board of Regents, appointed by the Governor of Oklahoma and trained by the Oklahoma State Regents for Higher Education consists of seven members representing five diverse communities within SSC's service area.

The Board meets regularly with the President and Vice Presidents to discuss institutional business, needs, and other relevant information. These meetings typically occur monthly or as needed. During these meetings, the Board reviews and approves purchases, financial reports, academic reports, new or revised academic policies, and audit reports.

The Board of Regents' duties are clearly outlined in SSC Policy II-1-3. All Board meetings adhere to the Oklahoma Open Meeting Act regulations, and meeting minutes are publicly posted on the SSC website.

Update 5.A.1: Seminole State College's Board of Regents, comprised of members representing diverse communities within the service area, provides knowledgeable oversight through regular meetings with college leadership, adherence to open meeting regulations, and a clear delineation of duties.

Response to 5.A.2 The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

SSC uses a variety of data sources to inform decision-making across campus. Graduating students provide feedback through a survey, which is reviewed annually by the Administrative Council to identify potential improvements for the following fiscal year. The Assessment Coordinator submits quarterly institutional statistic reports to the Vice President for Academic and Student Affairs, who then shares these reports with the Administrative Council for further review and action. Additionally, the Online Division Office (ODO) presents an annual report to the Administrative Council on online enrollment, activities, and data-driven goals.

One example of this process is a change in the Biology degree requirements based on student feedback, program feedback, and graduate surveys. Major field electives were added to the Biology degree program based on this compiled data (2023 Biology Degree Program 5-Year Action Plan).

In FY 22-23, the Assessment Committee piloted an institutional assessment project with the ODO, focusing on identifying strategies to better support online students. The ODO conducted a follow-up assessment project in FY 23-24, aiming to identify resources to improve online student success. The results indicated a need for increased communication between advisors, online instructors, and students regarding tutoring, academic deadlines, Core Alerts, and other support services.

SSC's goal is to have every department complete an assessment project and use the collected data to continuously evaluate and improve processes. The steps for this process are outlined in the Assessment of Student Learning and Institutional Assessment Procedure Manual.

Communication between Academic Affairs and Student Affairs is evident in decision-making regarding student courses, such as addressing low enrollment or canceling courses due to insufficient enrollment. Similarly, informed decision-making occurs when considering the deletion of an academic program, involving the academic division chair, Vice President for Academic and Student Affairs, Administrative Council, and SSC Board of Regents.

Update 5.A.2: Seminole State College's administration actively utilizes a variety of data sources, including student feedback, institutional statistics, and pilot assessment projects, to inform decision-making processes and drive continuous improvement across all facets of the institution.

Response to 5.A.1 and 5.A.3 SSC Engages Internal Constituents in the College's Governance

Under the general oversight of the SSC Board of Regents, the SSC President and Vice Presidents form the core of the college's governance. The President, empowered by SSC Policy II-3-2, delegates responsibilities and designates administrative officers in their absence (5A SSC Organizational E.G.Aux Chart May 2023).

The college's governance structure further includes:

- Administrative Council: The President meets weekly with the Vice President for Academic and Student Affairs and the Vice President for Finance, Grants, and Enrollment, as well as the Director of Information Technology. A Faculty Senate representative is also invited.
- Faculty Senate: A vital entity on campus, the Faculty Senate represents faculty members (tenured, non-tenured, full-time, part-time, and adjunct) and provides a platform for communicating issues, concerns, and recommendations to the administration. The Faculty

Senate President attends Administrative Council and Board of Regents meetings, and Administration is invited to share news and updates at the monthly Faculty Senate meetings. Faculty from different academic divisions also attend Board meetings to showcase their activities and personnel.

- Student Government Association (SGA): Representing the student body, the SGA relays student needs and concerns to the appropriate Vice Presidents and President. The SGA participates in campus, state, and national meetings to learn governmental procedures.
- Division Chair Council: The Vice President for Academic and Student Affairs meets regularly with this council to discuss academic and enrollment issues, and the respective Division Chairs hold monthly meetings with their divisional faculty to relay vital information and receive input on academic issues. The Council, along with relevant staff (e.g., Director of Advisement and the Registrar), serves as a Curriculum Committee to review and revise Degree Programs (available online) and other academic curriculum matters.
- Other Committees: Entities like the Assessment Committee, Distance Education Committee, Student Success Committee, Classified Staff Council, and Professional Staff Council hold regular meetings and may offer recommendations to the Administrative Council.

These diverse groups and committees contribute to a shared governance model, ensuring faculty, students, and staff have a voice in the college's decision-making processes.

Update 5.A.1 & 5.A.3: Seminole State College's shared governance model, encompassing the Board of Regents, the President, Vice Presidents, and various faculty, staff, and student committees, fosters open communication and collaboration, ensuring that diverse perspectives are considered in college decision-making.

Sources

- 2023 Biology Degree Program 5-Year Action Plan
- 23-24 ODO End of Year Report
- 5A 5B 5C June 2022 Board Minutes with Budget Approval Minutes.pdf
- 5A 5B Press Release Strategic Plan Approved by SSC Board of Regents 2023
- 5A 5B SSC Board of Regents Web Info Fall 2023.pdf
- 5A Academic Division Chair Committee October 9 Agenda and Notes 2023
- 5A Admin Council Minutes 4.24.2023.pdf
- 5A Course Cancellation Request for Low Enrollment 2023.pdf
- 5A Distance Ed. Committee Charter Document
- 5A Distance Education Committee Meeting Minutes Sept. 2022.pdf
- 5A Distance Education Committee Minutes 02.08.2022.pdf
- 5A Feb. 2023 SSC Board of Regents Meeting Minutes.pdf
- 5A Graduate Survey Spring 2023 Example.pdf
- 5A June 2022 Board Meeting Minutes with Budget Approval Minutes.pdf
- 5A Low Enrollment Update 2023.pdf
- 5A Oct 2023 Faculty Senate Meeting Agenda.pdf
- 5A SSC Academic program-deletion - AA in Art
- 5A SSC Board of Regents March 2023 Minutes. Special Meeting.pdf
- 5A SSC Board of Regents Minutes May 2023.pdf
- 5A SSC Board of Regents Policy II-1-3 Duties.pdf
- 5A SSC Board of Regents Web Info Fall 2023.pdf

- 5A SSC Lines of Responsibility Policy II-3-2.pdf
- 5A SSC Minutes Classified Staff Association March 7. 2023
- 5A SSC Organizational E.G.Aux Chart May 2023
- 5A SSC Professional Staff Committee Minutes 03.03.2023.pdf
- 5A SSC Regents Education Program 2023
- 5A SSC Student Government Association Minutes 3-28-2023.docx
- 5A SSC Student Graduation survey 2023
- 5A SSC Student Success Committee Agenda Sept 26. 2023
- Assessment of Student Learning and Institutional Assessment Procedure Manual 2023-2024
- FY 22-23 Institutional Statistics Report
- ODO Institutional Assessment Plan

5.B - Core Component 5.B

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

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

Argument

Response to 5.B.1

SSC's Faculty and Staff Are Qualified and Trained

SSC strategically leverages human resources to attract, hire, and retain high-quality personnel. This commitment fosters a workplace environment that motivates, engages, and champions continuous improvement.

- SSC's HR Office maintains documented job descriptions for all full-time positions, outlining minimum qualifications used in the screening process. A diverse hiring committee, utilizing a structured interview rubric, ensures fair and inclusive selection procedures. HR maintains personnel records that document these credentials.

- SSC prioritizes employee professional development through varied opportunities, including: state and regional training seminars, on-campus workshops, and other activities in conjunction with grant programs, community organizations, student organizations, faculty and staff. Academic Affairs oversees a robust faculty mentoring initiative, tapping into the expertise of tenured faculty to support newer colleagues. Faculty and staff also participate in academic advising, IT training, In-Service, Health Awareness, and symposiums, many that are also open to other constituents. To provide opportunities for professional development, the college has tried to maximize resources by offering creative opportunities and has allocated funds for Faculty Professional Development through collaborations with SSC's Faculty Senate. Professional development has consisted of on-campus colloquia, off-campus training, and other opportunities.

- The college offers tuition and fee reimbursement, along with salary schedule increments upon degree completion, encouraging employees to pursue further education.

- SSC equips its faculty and staff to meet future challenges through diverse professional development initiatives. Topics include technology integration, online course development, transfer programs, and diversity training. Some examples include:

- The HR office Director attends workshops offered through the College & University Professional Association - Human Resources (CUPA-HR) to ensure continued growth and knowledge in the human resources field. The HR director then applies this learning by exploring endeavors in recruiting and hiring policies and procedures, reviewing, and revising personnel classifications, and updating employee handbooks.
- SSC's faculty have prepared to meet future changes through professional development opportunities that have addressed a variety of topics, including technology in the classroom, online courses, 2+2 programs, state matrix workshops for transfer courses, Oklahoma Association of Community Colleges (OACC), Assessment of Student Learning, transitional education, program and curriculum planning, diversity training, and developing online courses.
- SSC's administration has attended professional development opportunities that have addressed federal and state compliance in auditing, Oklahoma Association of College and University Business Offices (OACUBO), grants, human resources, Jenzabar, and student affairs. Administrators have also participated in professional development in risk management, higher education leadership conferences, Oklahoma Association of Community Colleges (OACC), HLC, American Association of Community Colleges (AACC), Legal issues in Higher Education, Enrollment Management, Oklahoma Distance Learning, Economic Development, Oklahoma College Public Relations Association (OCPRA), and National Council for Workforce Education as well as training through the OSRHE groups such as COSA, COI, and COIT.
- SSC's Regents also participate in professional development, as required by SSC Policy II-1-1 and the State of Oklahoma, for the Regents Education Program.
- The professional and classified staff have participated in professional development over such topics as: federal and state compliance, grant compliance, homeland security, risk management, student services, enrollment management, human resources, technology, student retention, audit compliance, OACC, campus violence, Campus Security Summit, FERPA, ADA, Oklahoma State Bureau of Investigation (OSBI), Oklahoma Association of Collegiate Registrars and Admissions offices (OACRAO), Oklahoma Association of Financial Aid Administrators (OASFAA).

SSC's Resources and Infrastructure Sufficiently Support Its Operations

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

Fiscal Resources

SSC's independent audited financial statements and ***Composition Financial Index (CFI) Patterns*** show the college's fiscal viability. SSC's fiscal resources are sufficient to achieve the educational quality the college provides. SSC's resources and allocations support its educational programs and plan for maintaining and strengthening the quality of that education.

SSC's diverse funding sources ensure its fiscal stability, with state appropriations, tuition, and fees comprising the majority of revenue. While recent state budget shortfalls have impacted funding levels, SSC has strategically adjusted tuition and fees to offset the difference and maintain financial viability.

- Revenue Sources: SSC's funding comes from a variety of sources, including state appropriations (38.9%), tuition (33.4%), student fees (15.1%), state-appropriated grants

(4.1%), other contracts / reimbursements (2.8%), other sources (0.9%), and federal stimulus funds (4.9%).

- Tuition and Fee Adjustments: In response to state funding reductions over several years, SSC has modestly increased tuition and fees while prioritizing affordability for students (5B StudentFees 23-24).

SSC's commitment to financial transparency and accountability is evident in its independent audited financial statements and Composition Financial Index (CFI) patterns. SSC's fiscal resources are sufficient to achieve the educational quality the college provides. SSC's resources and allocations support its educational programs and plan for maintaining and strengthening the quality of that education.

Human Resources

SSC has sufficient human resources to ensure the success of its educational programs. SSC's Organizational Chart shows the different categories and focus areas of the college's personnel. A list of employees with degrees and years of service is available in the SSC HR office. This demonstrates the qualifications of SSC staff and their commitment to educational quality. An employee directory with contact information is on the SSC website.

Physical and Technological Infrastructure

Physical Infrastructure:

- Campus: 84 acres with 17 buildings, including classrooms, residence halls, student services, recreation facilities, an auditorium, and administrative offices.
- Dan and Andrea Boren Building: Completed in 2017, provides office space and a storm shelter with a capacity of 400 people.
- Maintenance: A comprehensive maintenance program ensures a safe and comfortable learning environment, with ongoing infrastructure enhancements (5B SSC Deferred Maintenance FY 2021).

Technological Infrastructure:

- Educational Technology: Computers, SmartBoards, projectors, and software support modern pedagogical approaches. These resources are listed in the SSC Technology Inventory maintained in the IT department.
- Payment Processing: TransAct streamlines student payments and financial aid processes (e.g., financial aid refunds, direct deposit designations, student's one-time payments on the web, student payment plans and student IDs).They will also provide functionality for a "web commerce store" that B&I/Micro-credentials will be able to use to accept online payments for their programs. Additionally, TransAct will help us approve our student account experience through MYSSCOK.
- Security: Enhanced security cameras and software protect the campus community.
- Digital Signage with UCView: Provides real-time information on campus events and safety protocols.
- Assistive Technology: The college and the NASNTI grant work to strengthen support for students with disabilities, including online students. Access Lab was established to offer assistive devices and software to support all students with needs. These tools include talking calculators, digital voice recorders, scanning pens, Livescribe notebooks, and braille

keyboards. SSC also has purchased and had numerous laptop computers donated which allows us to develop a laptop loan program, assisting students that do not have the ability to purchase their own computer.

- Distance Education: Zoom and Microsoft Teams facilitate remote learning.
- Website: A recently redesigned website prioritizes user experience and offers a degree finder tool.
- Network Security: Robust network infrastructure using a centralized software update system, software (antivirus, VPN, intrusion detection/prevention), and multifactor authentication protect sensitive data and comply with the Gramm-Leach-Bliley Act.

Update 5.B.1: Seminole State College (SSC) prioritizes faculty and staff development through diverse opportunities, including workshops, seminars, and tuition reimbursement, ensuring they are well-equipped to meet the evolving needs of the institution and its students.

Response to 5.B.2

SSC's Mission and Goals Are Realistic and Attainable

The major planning document for the college is the 2023-2026 Strategic Plan, Charting the Future of Seminole State College (press release). A central component of the goal-setting, or strategic planning process for realizing priorities for the college, is determining decision filters that guide how new ideas and opportunities are evaluated.

- All initiatives are evaluated through the lens of the college's mission and its focus on student success.
- Goals are developed with input from internal and external stakeholders, including the SSC Board of Regents, faculty, staff, students, and community members.
- Mission-Aligned Goals:
  - To empower academic success, SSC provides small class sizes, accessible faculty, academic advising, diverse educational offerings, and tutoring labs (e.g., Student Support Services, CAT, Math, Writing).
  - To empower personal development, the college supports professional development opportunities for faculty and staff, wellness initiatives (e.g., work-out office release time and healthy tips), community outreach, faculty and staff sponsorship of student organization, and learning strategies classes.
  - To empower lifelong learning, the college provides tuition reimbursement, global studies programs available to multiple constituencies, and continuing education.
- Institutional Sustainability:
  - New and enhanced programs are strategically implemented to increase enrollment and financial stability (5B 5C Strategic Plan for SSC 2023-2026, p. 1).
  - Existing programs are regularly reviewed for effectiveness and potential.
  - Investments are made in human resources (recruitment, retention, development) and capital assets.
- Examples of Student Support Initiatives:
  - The SSC Help Center provides information and referrals for community and campus resources. It offers support services essential for actively learning, working, and living in the community and coordinate supportive services for students seeking information and referral for mental health and substance abuse needs.
  - The SSC Food Pantry offers free food assistance to address student food insecurity

for students in need.

To this end, existing programs (academic, athletic, activity, and support services) will be reviewed regularly for performance and potential. Personnel will be recruited and appropriately compensated to be retained, while simultaneously being supported to engage in professional development for greater knowledge, impact, and responsibility. The effect will be lower employee turnover and better prepared future leaders. In a spirit of inclusivity and transparency, the Strategic Plan claims that SSC will therefore invest in human resources in such manner as to recruit, retain, and develop diverse talent. The college will also invest in capital assets to lessen deferred maintenance.

Update 5.B.2: Seminole State College's mission and goals, as articulated in its 2023-2026 Strategic Plan, are both realistic and attainable, focusing on empowering academic success, personal development, and lifelong learning for students, while simultaneously ensuring institutional sustainability through strategic program development and resource management.

Response to 5.B.3

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

SSC's Annual Expenditures demonstrate that the college dedicates considerable amounts of its resources to student learning, as most of the revenue is dedicated to instruction. For FY24, SSC's budget for Annual Expenditures is:

- Instruction: 40.9%
- Physical Plant: 15.9%
- Institutional Support: 15.3%
- Student Services: 12.7%
- Academic Support: 7.6%
- Scholarships and other assistance: 7.6%

SSC ensures its funds are used to support student learning and are not misdirected to other areas or entities not serving that purpose:

- The majority of SSC's budget is allocated to instruction, demonstrating a commitment to student success.
- Institutional support is maintained within the state-mandated limit of 16%.
- Funding decisions are based on a review of program outcomes, assessments, mission alignment, strategic goals, and specific requests.
- Regular external audits ensure fiscal transparency and accountability and prevent adverse circumstances caused by inappropriate allocations. Consistently clean reports, presented to SSC's Board of Regents, confirm SSC's financial integrity and responsible resource management (5B Final Audit 2023 Seminole State College SAS Letter.pdf). The VP for Finance, Grants, and Enrollment maintains these audits

These practices demonstrate SSC's commitment to fiscal responsibility, ensuring that resources are effectively allocated to support student learning and the college's mission.

Update 5.B.3: Seminole State College's budget prioritizes instruction and student support, aligning resource allocation with its mission and strategic goals. Regular audits and adherence to state-mandated spending limits ensure financial transparency and accountability, confirming SSC's

responsible resource management.

Response to 5.B.4

SSC's Resource Allocation Methods Are Efficient and Fair

Resource Allocation and Budget Planning
SSC employs a systematic approach to resource allocation, ensuring efficient and equitable distribution of financial resources, space, technology, faculty, and staff. This process includes routine program, department, and division budget requests, culminating in an annual Educational and General (E&G) final budget proposal.

Budget Requests and Prioritization
Budget requests are aligned with the program and institutional mission, program outcomes, and the Strategic Plan. Each division prioritizes requests based on program assessments and the Strategic Plan, utilizing a zero-based budgeting process. These requests are then submitted through the chain of command for approval, resulting in a final institutional budget for review by the SSC Board of Regents and the Oklahoma State Regents for Higher Education (OSRHE).

Budget Cycle and Funding
SSC's fiscal year spans from July 1 to June 30. The college prepares a budget for the upcoming fiscal year and a three-year budget needs request, both submitted to the OSRHE. SSC's budget request is integrated with other state institutions' requests for consideration by the Oklahoma State Legislature. Funding is primarily derived from enrollment and state appropriations, distributed to divisions according to the college's goals and mission.

Budgeting Process and Monitoring
SSC maintains a well-structured budgeting and financial monitoring process. Budget requests originate from departmental needs and involve input from all levels. These requests are forwarded to division budget managers who utilize zero-based budgeting, necessitating detailed justifications for all funding allocations. Compiled budget requests are compared to estimated revenue, leading to reconciliation or negotiation among the three Vice Presidents. Final approval rests with the full administrative council and the Board of Regents.

Revenue Estimation and Compliance
The revenue estimate is determined based on known factors like state appropriations, TANF and other state grants, concurrent reimbursements, indirect federal grant reimbursements, along with projections based on enrollment and collection history. Enrollment impact is projected by tracking the credit hour enrollment history for the last several years and following the trend line to calculate a realistic projection. Those numbers then produce the tuition and various fee estimates for the year.

SSC adheres to bank covenants, lines of credit, and state laws. SSC's Fiscal Affairs office uses a web-based monitoring system, which enables continuous tracking of enrollment, revenues, and expenses, ensuring compliance and facilitating financial oversight. The college President and authorized staff have the ability to track expenditures and allocations following a delineated chain of command. Finally, external audits are performed to verify adherence to SSC's budgeting process.

Further details on how the zero-based budgeting process works at SSC and how it ensures fairness and efficiency in resource allocation. Examples of successful resource allocation decisions resulting from this process would also be beneficial.

Update 5.B.4: Seminole State College employs a systematic, zero-based budgeting process to ensure the efficient and equitable allocation of resources. This process, rooted in program and institutional priorities, utilizes input from multiple stakeholders, including faculty, staff, and administrators, to determine funding allocations. Robust financial monitoring and regular external audits further guarantee fiscal transparency and accountability.

Sources

- 3C Faculty Qualifications Through Academic Credentials and.or Tested Experience
- 3C Professional Development Plan
- 3C Tuition and Fee Reimbursement Application 05.2024
- 5A 5B 5C June 2022 Board Minutes with Budget Approval Minutes.pdf
- 5A 5B June 2022 Board Minutes with Budget Approval Minutes.pdf
- 5A 5B Press Release Strategic Plan Approved by SSC Board of Regents 2023
- 5A 5B SSC Board of Regents March 2023 Minutes .Special Meeting.pdf
- 5A 5B SSC Board of Regents Website Information Fall 2023.pdf
- 5A SSC Organizational E.G.Aux Chart May 2023
- 5B 5C IT Inventory Example 2023.pdf
- 5B 5C Strategic Plan for SSC 2023-2026
- 5B Andrew Davis Professional Development App 2023.pdf
- 5B Assessment of Student Learning and Institutional Assessment Procedure Manual 2023-2024.pdf
- 5B Continuing Education Plan Policy II-4-32.pdf
- 5B Employee Contact Example from Website 2023.pdf
- 5B Faculty Handbook Course Assessment.pdf
- 5B Final Audit 2023 Seminole State College Financial Statements.pdf
- 5B Final Audit 2023 Seminole State College SAS Letter.pdf
- 5B IT Inventory Example 2023.pdf
- 5B Job Description Roesler Co Residence Hall Manager 2023.pdf
- 5B Professional Development Example 2023
- 5B Professional Development HR Lunch and Learn 2023.pdf
- 5B Professional Development LIHE 2023 Conference Agenda
- 5B Professional Development OACC Breakout Session Schedule October 6. 2023
- 5B Professional Development OACC Conference 10.06.23 Flyer.pdf
- 5B Professional Development Plan Policy II-4-29.pdf
- 5B Professional Development Plans Faculty Handbook.pdf
- 5B Recruitment Specialist Job Description 2023.pdf
- 5B Seminole State College Telephone Directory Fall 2023.pdf
- 5B SSC Board of Regents Policy II-1-1
- 5B SSC Deferred Maintenance FY 2021
- 5B SSC Deferred Maintenance List 2022.pdf
- 5B SSC Hiring Procedure 2023.pdf
- 5B StudentFees 23-24
- Employee Degree and Years of Service 2024
- Examples of Professional Development
- Faculty Salary Increments Upon Degree Completion and CEU Policy 2024

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

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

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

The budget allocation process at SSC is a multi-faceted approach that considers both top-down and bottom-up perspectives.

- The Strategic Plan serves as the overarching guiding document, dictating the broad priorities for resource allocation.
- Divisional budget requests, informed by course and program assessments and evaluations, provide a granular view of specific needs.
- The annual divisional budget requests and Course Embedded Assessment Reports explicitly link resource needs to instructional goals and outcomes.

The distribution of the annual expenditures across different categories further underscores the commitment to institutional priorities.

- The allocation of 40.9% to Instruction is a testament to the central role of teaching and learning at SSC.
- The 15.3% allocation to Institutional Support and 12.7% to Student Services highlights the importance of creating a conducive environment for both faculty and students.
- The 7.6% allocated to both Academic Support and Scholarships and Other Assistance emphasizes the commitment to student success beyond the classroom.

The Strategic Plan explicitly identifies priorities such as student success, academic excellence, and community engagement. The budget allocation, with its focus on mission, instruction, student support services, and academic support, is a direct reflection of these priorities.

Update 5.C.1 & 5.C.2: Seminole State College's resource allocation process effectively aligns financial decisions with the institution's mission and strategic plan. By balancing top-down strategic priorities with bottom-up divisional needs, SSC ensures that resources are directed towards areas that directly support student learning, academic excellence, and community engagement. The allocation of the majority of the budget to instruction and student support services further reinforces this commitment.

Response to 5.C.3

SSC's Planning Processes Involve Internal and External Constituents

Strategic Planning and Implementation

Seminole State College (SSC) has implemented a robust strategic planning process that emphasizes student success and mission alignment. This process, culminating in the 2023-2026 Strategic Plan, serves as a comprehensive roadmap for the institution:

A core element of SSC's strategic planning is the use of six decision filters. These filters ensure that all new initiatives are rigorously evaluated against key criteria, with the primary filter being alignment with SSC's mission and student success efforts.

The current 2023-2026 Strategic Plan was developed through a collaborative and iterative process involving various stakeholders.

- Initial review and feedback gathering from the President's Administrative Council and their colleagues.
- Extensive discussion and input from both on-campus and off-campus stakeholders during a retreat.
- Incorporation of feedback from Faculty Senate.
- Formal presentation and approval by the SSC Board of Regents.

The 2023-2026 Strategic Plan is now fully implemented and integrated into all aspects of the institution's operations.

- It serves as the guiding framework for academic planning, including assessment and degree program review.
- It influences human resources decisions, such as hiring and personnel assignments.
- It guides technology and physical plant maintenance.
- It informs budgetary and operational decisions.

SSC's strategic planning process, driven by a commitment to mission alignment and student success, has resulted in a comprehensive and actionable plan that guides decision-making across the institution, ensuring that all efforts are directed towards achieving SSC's long-term goals.

Update 5.C.3: Seminole State College's strategic planning process is a collaborative effort, involving internal and external stakeholders, and results in a comprehensive plan that guides institutional decision-making and resource allocation, ensuring alignment with the college's mission and student success goals.

Response to 5.C.4

SSC's Planning Processes Allow for Unexpected Change

The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment. To that end, SSC has developed a flexible financial planning framework that enables the institution to navigate fluctuations in revenue and enrollment, adapt to unanticipated challenges, and maintain fiscal viability:

- SSC's financial planning is grounded in a thorough understanding of its current capacity, including both revenue sources and enrollment trends.

- The college has established mechanisms to respond to unexpected changes in program demand or funding. For example, College Policy II-4-14: "Financial Exigency or Change of Institutional Programs" provides a clear framework for addressing budget cuts or program reallocation, including provisions for personnel adjustments.

- SSC has proactively taken steps to decrease its dependence on state funding, mitigating the impact of past budget cuts:
  - Elimination of vacant positions (including administration, faculty, and professional and classified staff) and consolidation of job responsibilities (such as sharing office managers among the academic divisions, whose jobs also include managing the college's switchboard and mail) have streamlined operations and reduced personnel costs.
  - SSS and NASNTI grant funding for tutoring, advising, and enrollment has provided additional resources to support student success.
  - Employment of certified maintenance staff (e.g., HVAC) has allowed the college to complete projects and troubleshoot expensive maintenance issues and reduced the need for expensive external contractor.

- SSC has implemented various initiatives to enhance cost-efficiency.
    - Flex scheduling during the summer (the college is closed on Fridays) has reduced energy consumption and operational costs.
    - Elimination of duplicate assessment testing has streamlined processes and saved resources.

SSC's budgeting and resource allocation processes are closely tied to institutional needs identified through assessment data and the Strategic Plan. Moreover, the college's CFI patterns demonstrate the institution's fiscal viability, despite state appropriation shortfalls.

Update 5.C.4: Seminole State College's financial planning framework, built on a sound understanding of its current capacity and encompassing a variety of cost-efficiency measures, enables the institution to adapt to unexpected changes in revenue or enrollment while maintaining a focus on its core mission and strategic priorities.

Response to 5.C.5

SSC's Planning Anticipates Emerging Technological Factors

The college proactively anticipates and adapts to evolving external factors, including technological advancements, demographics, globalization, the economy, and state support. This forward-thinking approach is evident in the college's ongoing investment in technological resources and infrastructure:

- Strategic Technological Upgrades: SSC consistently implements software and hardware IT

upgrades to enhance educational quality and operational efficiency. These upgrades include, but are not limited to:
  - Computers and associated upgrades.
  - SmartBoards for interactive learning environments.
  - Administrative software contracts for streamlined processes.

- Enhanced Service Delivery and Security: SSC has implemented several technological solutions to improve service delivery and security.
  - The adoption of TransAct as a payment processing vendor in March 2023 has streamlined financial transactions for students and will take over financial aid refunds, direct deposit designations, student's one-time payments on the web, student payment plans and student IDs.
  - The installation of security cameras and monitoring software has enhanced campus safety.
  - The purchase of digital sign TVs through UCView has enabled effective communication with the campus community.

- Accessibility and Support for Students with Disabilities: SSC has established an Access Lab equipped with assistive devices and software to support remote and hybrid learners with disabilities.
  - The college has also acquired various assistive technologies, such as talking calculators, digital voice recorders, scanning pens, Livescribe notebooks, and braille keyboards.
  - A laptop loan program has been implemented to provide access to students who lack personal computers.

- Reliable IT Infrastructure and Security Measures: SSC's IT department continuously works to upgrade the college's network infrastructure and operating systems.
  - The implementation of centralized software update systems ensures efficient management and monitoring of the college's entire system.
  - Compliance with the Gramm-Leach-Bliley Act (GLBA) in June 2023 has strengthened the security and confidentiality of student information, leading to the creation of a campus Chief Information Security Officer position.
  - The addition of multifactor authentication has added an extra layer of protection to student and employee online accounts and email.

By anticipating emerging technological factors and implementing strategic upgrades, SSC ensures that its technological infrastructure effectively supports the evolving needs of its students, faculty, and staff.

SSC's Planning Anticipates Emerging Demographic Shifts and Globalization

Seminole State College (SSC) proactively anticipates and responds to emerging demographic shifts and globalization through strategic initiatives that focus on community engagement, diversity, and workforce preparation:

- **Service Area Engagement:** The Strategic Plan's "Service Area Engagement" section outlines SSC's commitment to maintaining quality service in its five-county target area while adapting to a changing global economy. The goal intention of this section emphasizes creating a known presence through course offerings, training for local businesses, and encouraging economic development and civic engagement.

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- **Strategic Initiatives Addressing Demographic Shifts and Globalization:** Several initiatives in the Strategic Plan directly address the challenges and opportunities presented by demographic shifts and globalization. These initiatives include:

    - SAE-1: Optimizing enrollment management through targeted recruitment efforts in the five-county service area.
    - SAE-3: Encouraging employee involvement in community and civic organizations.
    - SAE-5: Fostering internship experiences, employment opportunities, and service-learning programs to prepare students for the workforce.
    - SAE-6: Providing cultural, educational, and wellness programs for both the campus and the wider community.

- **Commitment to Diversity:** SSC recognizes the importance of diversity in its workforce and student body in preparing students to thrive in a changing global economy.

    - The Strategic Plan's "Institutional Stability" goal emphasizes the recruitment, retention, and development of diverse talent in a spirit of inclusivity and transparency.
    - The Campus Diversity Statement, developed through the campus Diversity, Equity and Inclusion Task Force and presented to the SSC Board of Regents in March 2022, underscores SSC's commitment to creating an inviting and welcoming environment for all.
    - The Recruitment Plan (2023-2026) includes a specific goal to extend and cultivate cultural, community, and civic diversity in student recruitment. The Recruitment Plan includes an objective to increase focus on diversity and recruitment through activities and participation. Strategies to realize this initiative include developing special recruitment activities with a focus on:
        - expanding the diversity of the student body;
        - increasing participation in community and cultural events that both promote diversity and contribute to a diverse student body; and
        - involving individuals that encompass diverse backgrounds and cultures.

SSC's strategic planning demonstrates a proactive approach to anticipating and responding to demographic shifts and globalization. By focusing on community engagement, workforce preparation, and diversity, SSC is positioning itself to thrive in an ever-changing global landscape while remaining committed to its local community.

Update 5.C.5: Seminole State College proactively anticipates and responds to emerging trends in technology, demographics, and globalization through strategic initiatives outlined in its 2023-2026 Strategic Plan. These initiatives include technological upgrades, community engagement efforts, and a focus on diversity and workforce preparation, ensuring the college's continued relevance and effectiveness in a rapidly changing environment.

Sources

- 5B 5C IT Inventory Example 2023.pdf
- 5B 5C Strategic Plan for SSC 2023-2026
- 5C 2022-2023 Internal Budget Request Form.pdf
- 5C Campus IT Multifactor Web Page.pdf

- 5C Diversity Statement from Website.pdf
- 5C Financial Exigency Policy II-4-14.pdf
- 5C Information Security Policy III-5-10.pdf
- 5C NASNTI Access Lab
- 5C NASNTI Inventory YR 2 090723 2022
- 5C Recruitment Plan 2023-2026.pdf
- 5C SSC Board of Regents Diversity Statement March 2022 Minutes.pdf

5.S - Criterion 5 - Summary

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

Summary

SSC's President and Vice Presidents remain active in the political climate surrounding higher education by communicating with state and federal government representatives about increasing funding; attending legislative sessions; and utilizing lobbyists when appropriate. The institution's resources, structures, processes, and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

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

Sources

- 5B 5C Strategic Plan for SSC 2023-2026