ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Southwestern Oklahoma State University
Weatherford, OK

October 4 – 6, 2010

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Contents

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the visit was to conduct a Comprehensive Evaluation of Southwestern Oklahoma State University for continued accreditation with the Higher Learning Commission of the North Central Association (HLC).

B. Organizational Context

Southwestern Oklahoma State University (SWOSU) is a not-for-profit comprehensive university that was founded in 1901 by an act of the Oklahoma Territorial Legislature as the Southwestern Normal School authorized to offer two years of training for public school teachers. The first classes met in 1903. In 1920 the State Legislature approved a change of name to Southwestern State Teachers College and two additional years of college work in teacher training were added. A year later the first baccalaureate degrees were awarded. Over the next 29 years, several name changes were implemented along with the addition of a School of Pharmacy, degrees in the arts and sciences, and trade schools.

In 1949, the Oklahoma State Legislature changed the name of the institution to Southwestern State College and the college was initially accredited by the North Central Association of Colleges and Schools, a status it has kept through changes in size and status. In 1974 the Legislature again changed the institution's name for the last time to its current Southwestern Oklahoma State University (SWOSU).

Today, SWOSU is one of 25 institutions in the Oklahoma State System of Higher Education and it is governed by both the Oklahoma State Regents for Higher Education (OSRHE) and by the Regional University System of Oklahoma (RUSO). SWOSU is authorized to offer seven advanced degrees; six Masters Degrees in professional programs and one at the Doctoral level in Pharmacy (Pharm.D.).

SWOSU received initial accreditation for undergraduate programs in 1949 with the last successful comprehensive visit occurring in 2000. In 1969 the institution was granted approval to offer Masters level programs. As a result of the findings of the 2000 comprehensive visit team, SWOSU was required to submit a progress report in 2004 documenting its efforts to achieve its strategic planning goals. The report was submitted and approved. In 2008, SWOSU requested and was granted approval following a focus visit to offer their RN-BSN degree via distance.

C. Unique Aspects of Visit

None

D. Sites or Branch Campuses Visited

A team member visited the SWOSU branch campus at Sayre (SWOSU at Sayre). This campus is authorized to provide Associate of Science and Associate of Applied Science degrees as well as career and technical education.

E. Distance Education Reviewed

There were no recent changes to SWOSU distance education offerings. Prior Commission approval is needed prior to any changes in Distance Education.

F. Interactions with Constituencies

1. President Beutler
2. Members of the governing Boards
3. President, Cheyenne and Arapaho Tribal College
4. State Legislative Senators and Representatives
5. Former President of SWOSU
6. Self-Study Steering Committee
7. Senior Vice President and Provost
8. Vice President for Administration and Finance
9. Vice President for Student Affairs and Associate Provost
10. Vice President for Institutional Advancement
11. Vice President for Development and Planning, Cheyenne and Arapaho Tribal College
12. Mayor of Weatherford, OK
13. Director, Stafford Air and Space Museum
14. Deputy Director, Oklahoma Office of Juvenile Affairs
15. Members of the Weatherford City Council
16. Chief Executive Officer, Weatherford Regional Hospital
17. Director, Weatherford Economic Development
18. Executive Director, Oklahoma Pharmacy
19. Various Community Business Leaders
20. Dean, College of Arts and Sciences
21. Dean, College of Associate and Applied Programs – Sayre Campus
22. Dean, College of Pharmacy
23. Dean, College of Professional and Graduate Studies
24. Dean of Students and Director of Student Activities
25. Dean, Sayre Campus
26. Director of Enrollment Management and Career Services
27. Registrar
28. Director of Assessment and Testing
29. Director, Information Technology Services
30. Director, Institutional Research
31. Director, Library

32. Director, Pharmacy Foundation
33. Director, Human Resources and Affirmative Action Officer
34. Director, Small Business Development Center
35. Director, Public Relations and Marketing
36. Director, Center for Economic & Business Development
37. Director, Enrollment Management
38. Director, Residence Life
39. Director, Student Financial Services
40. Director, Distance Learning
41. Director, Office of Sponsored Programs and Continuing Education
42. Director, Service Learning
43. Athletics Director
44. Associate Dean, School of Allied Health Sciences
45. Associate Dean, School of Behavioral Sciences and Education
46. Associate Dean, Everett Dobson School of Business and Technology
47. Associate Dean, School of Nursing
48. Associate Athletics Director
49. Associate Director, Distance Learning
50. Chief of Police, Campus Police
51. Administrative and Admissions Officer, Cheyenne and Arapaho Tribal College
52. Pharmacy Foundation Personnel
53. Collegiate Activities Board members
54. Program Specialist, Center for Economic and Business Development
55. Director, Physical Plant
56. Director, Student Union
57. Alumni Office Personnel
58. Food Services Manager
59. General Education Committee members
60. Faculty Senate
61. Assessment Committee
62. General Education Committee
63. Faculty Development Committee
64. Program Review Committee
65. Academic Support Committee
66. Department Chairs
67. Staff
68. Students
69. Graduate Students
70. Faculty
71. Alumni
72. Sayre Faculty, Staff, and Students

G. Principal Documents, Materials, and Web Pages Reviewed

1. SWOSU 2010 Self-study Report
2. SWOSU Capital Master Plan FY2011

3. SWOSU Student Handbook 2010-2011
4. SWOSU Staff Handbook 2010
5. SWOSU Graduate Catalog 2010-2011
6. SWOSU Policy for Student Identity Verification
7. SWOSU Catalog 2010-2011
8. SWOSU Financial Report 2008
9. SWOSU Financial Report 2009
10. General Education Program Self-study
11. Agenda for Excellence: A Vision for SWOSU
12. SWOSU IPEDS Feedback Data Report – 2009
13. SWOSU Viewbook
14. SWOSU Residence Life Handbook 2008
15. SWOSU Safety Handbook
16. SAYRE Student Handbook
17. NSSE Data
18. General Education Data Report
19. Student Opinion Survey Data
20. SWOSU Scholarship Handbook Fall 2009
21. Constitution of the Student Government Association of the Weatherford Campus of SWOSU (revised 2010)
22. Constitution of the Faculty of Southwestern Oklahoma State University
23. Faculty Grievance Procedure (June 2008)
24. Constitution of the Faculty of Southwestern Oklahoma State University at Sayre
25. Various Minutes of the Student Government Association Executive Cabinet
26. Various Minutes of the Faculty Senate
27. Assessment Committee Minutes
28. Annual Assessment Reports
29. University Assessment Plan
30. Program Review Reports
31. Office of Sponsored Grants FY2010 Report
32. Various Assessment Plans
33. Distance Education course list
34. Distance Education Map
35. Agenda for Excellence Planning Document
36. Mental Health Emergencies Policies and Procedures for Southwestern Oklahoma State University
37. SWOSU Satisfactory Academic Progress (S.A.P.) Policy
38. SWOSU Application for Admission
39. SWOSU Residence Life Housing Application
40. Concurrent Enrollment Packet
41. SWOSU Update on Contemporary Issues 2007-2008 (http://www.swosu.edu/news/publications/update.pdf)
42. SWOSU Writing Center (http://www.swosu.edu/academics/writingcenter/)
43. SWOSU International Exchange (http://www.swosu.edu/academics/int-exchange/index.asp)
44. SWOSU Student Government

(http://www.swosu.edu/students/orgs/sga/index.php)
45. President's Leadership Class (http://www.swosu.edu/admissions/plc/plc.asp)
46. SWOSU Student Financial Services
    (http://www.swosu.edu/administration/sfs/index.asp
47. Southwestern Oklahoma State University Main Homepage (www.swosu.edu)
48. SWOSU's Accreditation Page (http://www.swosu.edu/president/hlc/index.asp)
49. SWOSU Electronic Resource Page
    (http://www.swosu.edu/president/hlc/resources/index.asp)

50. SWOSU Career Services
    (http://www.swosu.edu/administration/careers/index.asp)
51. SWOSU Student Government (http://www.swosu.edu/students/current.asp)
52. SWOSU Faculty Senate (http://www.swosu.edu/facstaff/orgs/fs/index.asp)
53. SWOSU Sports (http://www.swosusports.com/)
54. Various faculty CVs
55. Senior Management Team CVs

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

In the spring of 2008, solicitations were sent by various means to faculty, staff and administrators for volunteers to participate in the development of the self-study for continued accreditation.   The Steering Committee co-chairs were selected by the Provost based on their experience as HLC peer reviewers. The various self-study teams were formed with input from across the various areas of the institution to achieve a broad cross-section of the campus.

In the summer of 2008, the President discussed the self-study process and its importance with the campus community. Following the development of a tentative schedule for completion of the self-study, the various criterion committees discussed evaluation processes, examples of evidence, and needed resources. Committees met and developed their own evaluation processes for each of their criteria by fall of 2008 and data collection began in spring of 2009. As the various forms of data were gathered they were posted on Desire2Learn for committees to review. A website was developed to keep the various university constituents apprised of the progress of the committees.

B. Integrity of the Self-Study Report

The self-study report appears to be consistent with what the team found and is viewed by the team as an accurate reflection of the SWOSU. Visits with participants in the self-study and audiences less directly involved in the process consistently supported the report findings. Students, faculty, staff, administration, and community members offered

examples and explanations that supported this report's findings and conclusions. Principal documents, reports, web materials, and other data reviewed matched the findings presented in the self-study report.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the organization to all previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The Team's observations about the Federal Requirements are provided in a separate attachment.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. **Evidence that Core Components are met**

   a. SWOSU's mission can be found prominently in many official documents such as the Undergraduate and Graduate catalogues, recruitment materials, strategic planning documents and it is just two clicks away from the main website. Plaques are posted in stairways and halls of many of the buildings on campus, keeping the mission, goals, and focus of the institution at the forefront of the faculty, students, administrators, and visitors' minds. Administrators, faculty, students, and staff demonstrated and understanding of and are able to articulate of the missions of both campuses that comprise the institution. (Core Component 1a)

   b. The SWOSU mission is reflective of the institutional role and scope assignment developed by the institution's two governing Boards: Oklahoma

State Regents for Higher Education (OSRHE) and the Regional University System of Oklahoma (RUSO). (Core Component 1a)

c. SWOSU has separate mission statements that reflect the unique missions of both the Weatherford and Sayre campuses. The mission of the Weatherford campus is to provide educational opportunities in higher education that meet the needs of the state and region while the mission of the Sayre campus is to provide lower division programs and other educational opportunities. Both missions reflect careful consideration of the needs of the communities they serve. The missions and functions of SWOSU have been approved by the Oklahoma State Regents for Higher Education. SWOSU's mission is supported by the strategic goals and priorities identified in the Agenda for Excellence. (Core Component 1a)

d. Goal 3 of SWOSU's strategic plan includes preparing students to live in an increasingly diverse society. To that end, they have developed a partnership with the Cheyenne-Arapaho tribes and are presently incubating the Cheyenne-Arapaho Tribal College. This is a mutually respectful arrangement where the tribal college, once establishing membership in the American Indian Higher Education Consortium, will separate from the college and become its own institution. Furthermore, the tribal college is seeking accreditation from the Higher Learning Commission. The Cheyenne-Arapaho TC has its own mission statement and its own board of directors. There are presently about 85 students enrolled in the tribal college. Additionally, there are about 350 American Indians enrolled in SWOSU, for a total of nearly 450 American Indian students attending SWOSU. (Core Component 1b)

e. There have been many efforts to diversify the faculty, staff, and students at SWOSU. SWOSU has increased the language offerings. They have recently signed memoranda of understanding with universities in South Korea, Taiwan, Costa Rica, Mexico, and Jordan for student exchanges in order to increase diversity and globalization. Although the number of students for exchange indicated in the agreements is low, the hope is that actual enrollment of students from these countries will increase by word of mouth. (Core Component 1b)

f. To further support Goal 3 of the strategic plan, there has also been an increase in diverse programming. Both the faculty and student senates passed resolutions supporting an annual campus closing to recognize Martin Luther King Day. A significant number of general education courses have learner outcomes that address diversity and multicultural issues. The General Education Committee completed a review of multicultural learner outcomes and content in general education courses. Several programs also have diversity components in their state or national accreditation standards. (Core Component 1b)

g. SWOSU has confirmed its values with its stakeholders, stating, in part that 1)

we value the student-centered focus of faculty, staff, and administration, 2) we value the quality of the faculty, administration, staff, and students in the areas of teaching, service, and scholarly activity; and 3) we value our reputation as an institution that delivers quality programs of higher education that meet the needs of the population we serve. To this end, SWOSU provides a variety of professional development opportunities for faculty, students, and community members. (Core Component 1c)

h. SWOSU expects that all members of the University community have a responsibility for ensuring SWOSU's integrity. Guidance is provided to all members of the community ensuring individual and group rights and responsibilities. The expectations of the mission are articulated through various documents and policies. Students are guided by the Dean of Students, the Student Handbook, the Student Government Association, the Collegiate Activities Board, and the Violence Intervention, Prevention, and Early response program. Faculty and staff are guided by the Human Resources Office, the Faculty Handbook, and the Faculty Senate. (Core Component 1d)

i. The institution's financial statements indicate that the university is in a fiscally sound position and it is financially managed well by the administration in complete concert with the mission, vision, and values of the institution. The team's positive observations about the financial health of the institution are well documented by the university's financial statements using ratio analyses. (Core Component 1e)

2. **Evidence that one or more specified Core Components need organizational attention**

None

3. **Evidence that one or more specified Core Components require Commission follow-up.**

None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
None

Recommendation of the Team

Criterion One is met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its

mission, improve the quality of its education, and respond to future challenges and opportunities.

1. **Evidence that Core Components are met**

   a. SWOSU has a robust and thorough set of planning processes involving administration, faculty governance, and input from students. The Agenda for Excellence, the Self Study, the Planning Resource Council, as well as the budget process all are evidence of thorough planning processes. Supporting data analyses, (e.g. the faculty survey and comparative analysis of faculty salaries with SWOSU's IPED peers) were used in decision making. (Core Component 2a)

   b. SWOSU demonstrates in varied ways that it is sensitive to societal and economic trends in its planning and implementation processes. One of the notable examples is the establishment and mentoring of the Cheyenne and Arapaho Tribal College. The College was founded in 2006 in collaboration with the Education Authority of the Cheyenne and Arapaho government. Its main focus is to highlight and promote the Native American culture and heritage. (Core Component 2a)

   c. SWOSU actively partners with several community groups for the purpose of supporting local economic development. Among these partnerships, the Weatherford Leadership Program and the Center for Business and Economic Development (CBED) are exemplary. The Weatherford Leadership Program is sponsored jointly by SWOSU and the Weatherford Area Chamber of Commerce and provides a nine-month leadership training program that targets new managers. To date, the program has graduated over 150 potential leaders. CBED manages several grants and focuses on engaging and supporting the local businesses and manufacturers through programs such as the Small Business Development Center, the Oklahoma Manufacturing Extension Alliance and the Economic Development Technical Center. The CBED recently developed a student intern program that has enabled it to serve an even greater number of businesses in the region. In 2009, the Small Business Development Center was one of three national recipients of the "Small Business Development Center Service Excellence and Innovation Center Award" honoring centers that provide exceptional service and support for their region's small businesses. (Core Component 2a)

   d. The University has reached its enrollment goal of approximately 5,500 students. Administrators, faculty and staff express a desire to maintain the current enrollment level and focus future efforts on improving persistence and graduation rates. Part of the rationale for seeking to maintain the current enrollment level relates to the physical space and the concern for losing the reputation of "small classes." (Core Component 2a)

e. The state funding of higher education in Oklahoma has experienced significant competition from other budgetary needs since 2001 and students' tuition and fees now account for a significantly higher percentage of the university's Educational and General (E&G) budget. The university has continued to offer new academic programs aligned with the community needs due in part to the fact that SWOSU's funding has increased within the last decade with the state appropriation increasing by about 11% since 2001. The Education and General Fund budget has increased by about 53% since 2001. Program quality is addressed through consistent program reviews and achievement of program-specific accreditation. The university currently enjoys having 15 nationally accredited academic programs, the most among Oklahoma's regional universities. Further, to address the needs of non-traditional students, the university has increased its number of evening and distance learning classes. (Core Component 2b)

f. The campus physically is spacious with recent renovations made to the Memorial Student Center. These renovations were made possible through funding from a facilities dedicated student fee. In addition, state funding has provided $12 million dollars in support of capital improvement including the construction of the Wellness Center, the Black Box Theatre and renovation of several other academic spaces. (Core Component 2b and 2d)

g. SWOSU's evaluation and planning processes showed evidence of data being gathered, analyzed, and used to support decision-making. For example, a student survey showed students dissatisfaction with parking. The university responded by implementing a dedicated student fee whose proceeds were used to expand and improve the parking facilities. Another example is the survey of students concerning their housing. The survey indicated the need for more modern housing with greater amenities. SWOSU administration held a series of discussions with private developers, presenting this need. The outcome was the development of a privately owned 300-bed facility intended primarily for university students. (Core Component 2c)

h. The university is aware of the ever changing nature of technology and the need for continually assessing its technological systems. An outside consultant was recently hired to undertake a campus-wide technology review including the administrative information system. The outcome was addition of several new modules to the administrative information system, implementation of a Web portal, expansion of classrooms audio/visual capabilities, and expansion of the wireless infrastructure. (Core Component 2c)

2.   **Evidence that one or more specified Core Components need organizational attention**

a. The HR Director conducts a salary review of all of the positions at the University and ranks them based upon compensation levels. The rankings are then compared against external surveys and areas of concern are brought to the attention of the executive team for consideration in the annual and mid-year budget process. However, because of constrained financial resources, there have been very few faculty/staff equity adjustments within the last couple of years. (Core Component 2c)

3. **Evidence that one or more specified Core Components require Commission follow-up.**

   None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

   None

Recommendation of the Team
   Criterion Two is met; no Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. **Evidence that Core Components are met**

   a. SWOSU offers 65 undergraduate programs, 12 associate and applied degree programs and 40 minor programs of study. In addition there are four master degree programs and one doctorate program. The university has clearly articulated learning outcomes for general education and for each educational program offered at the institution. A number of external agencies stipulate accreditation for various professional programs require the listing of goals and objectives related to student learning outcomes. Student learning outcomes are documented in academic publications such as the university bulletins, catalogues and program documents. (Core Component 3a)

   b. The team confirmed that SWOSU considers students to be its major constituent. This belief was expressed by faculty, staff, students,

administrators, and members of the Boards throughout the comprehensive visit. SWOSU provides students with a comprehensive support system to succeed academically. The Writing Center, Career Services Office and student tutoring programs all underscore the university's resource commitment to its constituents. (Core Component 3a)

c. Goals at each major program level are clearly stated in a manner that allows for meaningful assessment. Learning outcomes and course embedded assessments provide faculty with data about student learning and teaching effectiveness. Evidence gathered by the team suggests that faculty use assessment results to improve pedagogy and to revise the curriculum. (Core Component 3a)

d. Student learning outcomes are clearly stated in assessment reports at both the university and at the program levels. Assessment at the program level is integrated into program review processes and examples of curriculum changes based on assessment data are evident across all programs and colleges. Well-structured program review and assessment processes integrate annual data collection and analysis for continuous improvement. Various documents such as the undergraduate and graduate catalogs, assessment committee reports, planning documents are evidence that SWOSU's goals for student learning outcomes are clearly stated for each of the programs and make effective assessment possible. (Core Component 3a)

e. Although resources are limited, the university offers a variety of faculty development programs and initiatives at the department, college and university levels. Overall, the faculty development program supports speakers, workshops and conferences about teaching effectiveness and assessment of student learning. Notable regional faculty development initiatives include the Outstanding Professor Academy and the New Chair Academy at the University of Central Arkansas. (Core Component 3b)

f. Faculty research is supported by allocations from the college deans and department chairpersons. The Office of Sponsored Programs conducts a summer grant writing institute and supports faculty grant writing activities. Faculty participate in a number of research collaborations both across the university and through inter-institutional collaborations. From interviews with students, faculty, administrators, as well as reviews from university documents, the team confirms that SWOSU values and supports effective teaching. Students made numerous comments about the quality of their classes and of their interactions with the faculty. (Core Component 3b)

g. SWOSU uses a decentralized review process for evaluating faculty and measures full-time faculty teaching effectiveness in a variety of ways including self-evaluations, peer evaluations, and student evaluations. A random review of full-time personnel files shows that faculty are regularly

evaluated throughout their probationary period. Promotion and tenure cases incorporate peer review and recommendation by unit faculty, unit head, and college personnel committees. (Core Component 3b)

h. The process in place for curriculum revision is rigorous and thoughtful; and course and program proposals are vetted at both the college and university levels. The curriculum revision process occurs on a continuing basis, which allows a department or college to respond quickly to student needs or to a new discipline-specific accreditation requirement. Clearly-defined student learning goals and outcomes are significant parts of the curriculum approval process. (Core Components 3b and 3c)

i. SWOSU has sustained its commitment to student learning and the creation of effective learning environments since the previous HLC visit as evidenced in assessment reporting at the departments, programs and general education levels. The learning environment provides opportunities for student and faculty participation in several initiatives aimed at increasing student learning and teaching effectiveness, thus creating a meaningful learning environment. Of particular note is the high degree of collaboration with the local community to create learning experiences off campus, thus extending the learning environment to include a large component of experiential learning and other high impact learning opportunities. (Core Component 3c)

j. The university has a clear comprehensive Assessment Plan that includes direct and indirect measures of student learning, the learning environment, and teaching effectiveness. SWOSU consistently scores above national means in the measurement of the learning environment and the SOS ratings also indicate a high level of student satisfaction with the learning environment. SWOSU has an Assessment Center which serves as an assessment data clearing house for collecting and disseminating reports about assessment as well as serves as a testing, evaluation and survey center. (Core Component 3c)

k. The team interviewed members of the General Education and Assessment Committees, administrators and staff, as well as reviewing assessment committee documents. Evidence from interviews from faculty and administrators, assessment plans, curricula, and various committee meetings indicate that SWOSU uses student outcomes results to improve pedagogy, revise the curriculum, and inform planning processes to improve the learning environment. (Core Component 3c)

l. Students are very satisfied with their educational experiences at SWOSU. Students reported that they are satisfied with the student-teacher ratio. When they need to see a faculty member for individual assistance with a class, or for advising purposes, they find the faculty are available and welcoming. They reported that office hours are well advertised in the syllabi as well as on the

office doors of the faculty. Students reported that the process to evaluate the faculty is effective and that they feel that they are listened to if and when they go through the trouble to complete the evaluations. (Core Component 3c)

m. Since the last accreditation visit, library resources have increased considerably both in facilities and electronic services. Through the adoption of new technologies and collaborations with federal document programs, the library has increased its digital resources and online access for its periodical collection. The libraries on both the Weatherford and Sayre campuses provide opportunities for students to access information and develop skills, knowledge and cultural appreciation that lead to effective life-long use of information, productive lives and effective citizenship. (Core Component 3d)

n. SWOSU's Information Technology Services (ITS) provide students, faculty, administration and staff with appropriate technology for instruction, research and administrative services. ITS support faculty expertise in the Desire2Learn course management system to facilitate student learning. Appropriate technologies for specialized academic programs are available as well as programs to support administrative functions. (Core Component 3d)

o. The university's commitment to an appropriate student faculty ratio and the institutional commitment to support the instructional mission of the university demonstrate a commitment to creating an effective learning environment. Academic learning support at the Writing Center, Career Services Office and student tutoring programs all underscore the university's resource commitment to distinct student learning needs. Tutoring is supported at the department and program levels. Team interviews with students revealed that they strongly feel that academic resource support is adequate to meet their learning needs. (Core Component 3d)

2.   **Evidence that one or more specified Core Components need organizational attention**

        None

3.   **Evidence that one or more specified Core Components require Commission follow-up.**

        None

4.   **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be**

warranted.)

None

Recommendation of the Team

Criterion Three is met; no Commission follow-up recommended.
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CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1.   **Evidence that Core Components are met**

   a.   SWOSU continues to monitor and revise the general education program. Since 1990, there have been several NCA visits to the campus, and several concerns in the general education program were noted. The team criticized them for the cafeteria quality of its general education program and the lack of multicultural options for students. In preparation for a follow up focus visit in 1994, they reduced the cafeteria array of courses and added a much needed multicultural and non-western focus to the program.   Later, following a directive from administration, credits in the program were reduced. Students now have to complete 43-44 hours of courses in general education before graduation. The General Education Committees reviews the program annually to ensure that it supports the General Education Mission of the campus and the University Mission Statement. The General Education Committee also reviews the entire program of its effectiveness in meeting student needs. (Core Component 4a)

   b.   The mission of SWOSU states that it supports scholarly activity, and recognizing the achievements of the faculty, staff, and students is an important part of this process. As noted in the self- study report, SWOSU recognizes the achievements of faculty, students, staff and alumni. The Bernard Academic Excellence Award is awarded to an outstanding member of faculty annually and retiring faculty members are honored at a reception. A reception is also given to recognize the outstanding services of the staff, and a staff member is selected as the staff of the year. A similar award exists for administrators and alumni. Three to four faculty members are selected annually to attend the Educator's Leadership Academy/ Outstanding Professor's Academy. The Faculty Senate gives service five-year service awards to members of the faculty. The Office of Sponsored Research holds reception to recognize

members of the faculty who have submitted grant proposals. The Collegiate Activities Board sponsors the Brandy Award given to a faculty member chosen by students. Students are also recognized in multiple ways. Along with commencement honors, SWOSU publishes names of students on the President's List, Dean's List, and Honor Society. As noted in the self-study report, several departments give annual awards or scholarships to the majors or graduates of their respective programs. After interviews with several administrators, members of both the general education committee and the assessment committee, and review of campus documents provide evidence that SWOSU values a life of learning. (Core Component 4a)

c. SWOSU offers numerous research and creative activities for students that provide them the opportunity to engage in the life of the mind beyond the classroom. The university is a member of Council on Undergraduate Research (CUR).   With assistance from CUR, the university has drafted a statement in support of research and scholarly activities which has been supported by the Faculty Senate. The university Research and Scholarly Activity Committee and the Office of Sponsored Programs jointly host the annual Student Research and Scholarly Activity Fair whereby students are provided with an opportunity to present their research and creative works. (Core Component 4a)

d. As noted in the self-study and further confirmed by interviews with administrators and faculty, the general education program is central to the campus. The program is integrated into all of its undergraduate programs, and all students have to complete the requisite number of courses before graduation. A focus visit conducted in 1994 confirmed that the general education program had been revised. The program was more coherent and internationalism and multiculturalism were added and integrated. A Director of General Education was appointed in 1995. The director coordinates the program and assessment activities on both of the campuses. Changes made in the general education program arose out of the assessment of student learning. Next, SWOSU evaluates how well students are prepared for employment and for living in a global, diverse and technological society. There are assessment activities conducted at departmental levels, including internal surveys, senior exit interviews, and external accrediting bodies for mostly the professional programs.   To assess the effectiveness of graduate programs, SWOSU administers the graduate degree survey and alumni survey. The results of these surveys, as noted in the self-study report are very favorable. Interviews conducted by the team and a review of campus documents provide evidence that acquisition of a breath of knowledge and skills are integral to the educational programs at SWOSU. (Core component 4b)

e. SWOSU has a commitment and dedication to diversity at all level of the organization. Several general education courses at SWSO are designed to

enhance student's understanding of diversity as well as prepare them to live in a diverse world. To meet their general education requirements, students have to take world cultural geography, world history and world languages courses. As a way to provide assessment feedback on the effectiveness of cultural diversity on the campus, SWOSU has implemented a cultural diversity component in the general education program survey, and results indicate that many faculty members continue to infuse diversity into the departmental majors and programs, and that over 80 percent of the faculty believe in the importance of cultural diversity in the educational process. (Core Component 4c)

f. There are many programs at SWOSU that have course requirements that supplement the undergraduate experience and extend the learning process beyond the campus. Noted examples include experiential requirements in education, parks and recreation, pharmacy, allied health, athletic training education, nursing, art communication, wildlife management, and social work. In addition, there are numerous opportunities for students to enhance their life experiences via study abroad and internship programs. Surveys conducted indicate that the curricular and co-curricular aspects of the program are effective in increasing student support of intellectual inquiry. However, based on interviews with administrators and faculty, there is evidence that the assessment of the usefulness of its curricula to students who will live and work in a global, diverse and technological society is a serious activity at SWOSU. (Core Component 4c)

g. The mission of the University is to provide students with the opportunity to obtain skills, knowledge, and cultural appreciation that lead to productive lives and effective citizenship. There are statements regarding expectations of ethical and professional behavior in the Faculty Handbook, the Staff Handbook, and the Student Handbook, and related statements on equal opportunity, affirmative action, harassment, and hazing in other campus documents. There are policies on the appropriate use of copyrighted materials and conflict of interest issues. In addition, research with human subjects must be reviewed and approved by the Protection of Human Subjects Institutional Review Board, and animal research must be reviewed and approved the Institutional Animal Care and Use Committee. The University has several awards and programs to recognize outstanding faculty and students. Given the current fiscal climate in the state, resources are limited and faculty and staff have not received annual raises or cost of living increases, yet in meeting with them, the team learned that morale is extremely high and there is a strong commitment and dedication to the university and to students. Students commented over and over about the quality of their interactions with the faculty and of the quality of their classes. These actions and policies along with instruction in appropriate programs, especially the professional programs are designed to ensure that students and faculty acquire, discover and apply knowledge responsibly. (Core Component 4d)

2.   **Evidence that one or more specified Core Components need organizational attention**

> None

3.   **Evidence that one or more specified Core Components require Commission follow-up.**

> None

4.   **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

> None

Recommendation of the Team

> Criterion Four is met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1.   **Evidence that Core Components are met**

   a. SWOSU's relationship with the community of Weatherford is enviable. Weatherford's civic and elected leaders support community development initiatives at SWOSU, such as a local tax to fund, in part, the new Events Center, while SWOSU students led efforts to pass a student fee dedicated to funding additional costs of the Center. The Events Center will enable the city and the campus to offer larger-scale events to their communities, such as concerts, sporting events and tournaments, and conferences. Not only does this partnership enhance student and community life, but the economic impact of the Events Center benefits the campus and surrounding communities. (Core Component 5a)

   b. The economic significance of the Weatherford Campus, with an estimated $30,000 per student per year impacting the local economy), has not gone unnoticed by the Chamber of Commerce and business community. Interviews

with the Development and Alumni office, Student Government Association, and Student Services' staff reported the positive and mutually beneficial relationship between SWOSU and Weatherford. The Chamber and SWOSU are also collaborating on operating a Visitor's Center for the Weatherford community. (Core Component 5a)

c. Interviews with staff and faculty on the Sayre Campus, however, did not elicit a similar response. Some faculty reported a lack of engagement with the community as a whole, with one faculty member reporting that "they weren't sure that the Sayre community knew they were there." Any community assistance or interest was discussed in terms of scholarship funds raised through a local bank. Additionally, there was no evidence of a community assessment to address workforce training needs. (Core Component 5a)

d. While the Sayre Campus's approximately 550 students are commuters, some students do participate in activities on campus, such as Student Government and *The WatchDawg* Newsletter, and the students explained that they wanted to "learn what they needed to learn and go to work." (Core Component 5a)

e. In Weatherford, strong examples of academic outreach are found in the abundance of STEM programs, such as SURE-STEP and the NASA Space Grant Scholarship. The proximity of the Thomas Stafford Air and Space Museum is an asset for recruiting and retaining STEM students. The Center for Economic and Business Development is a further example of SWOSU's concern for economic development in the region, and houses entities that serve to assist its mission, such as the Oklahoma Small Business Development Center, the Oklahoma Manufacturing Alliance. (Core Component 5a)

f. A long term goal from the Strategic Vision Plan to promote a sense of community both locally and globally has guided the university to participate in numerous strategic alliances and state-wide cooperative degree programs and to also establish collaborations among professional organizations and agencies. The development of strategic alliances and cooperative agreements expand student learning opportunities as well as the university's sphere of influence in the region. (Core Component 5b)

g. The university has a long-standing tradition of distance education and program delivery through a variety of synchronous and asynchronous delivery methods. The collaboration among the academic units, the IT and Distance Education staff has resulted in significant program growth since the last accreditation visit, most notably in the Educational Administration, MBA, Psychology, Counseling , Parks and Recreation and the Nursing (RN-BSN) programs. The creation of the Campus Connect web based portal allows students ease of access to university services. Online library resources appear to meet the needs of students. (Core Component 5b)

h. Sayre's use of ITV courses and distance education is well-established, and the organization of the ITV courses and their delivery has been a learning process, though faculty generally reported satisfaction with the mixture of distance learning and ground classes. Approximately twenty-five percent of Sayre's courses are delivered as ITV, and both campuses boast 89 ITV delivery sites. With a total number of 4218 students served in the 2009-10 Academic year, SWOSU is clearly building its capacity to provide access to students who might not be served by a traditional "ground" campus experience. (Core Component 5b)

i. The incubation of the Cheyenne and Arapaho Tribal College is an example of SWOSU's capacity-building as a means to create access for diverse student populations. SWOSU must ensure that administrative and student service support of the Tribal College is focused on its success. Mentoring and inclusion of Tribal College administration and faculty should be a priority, as should communication about the college's unique mission. (Core Component 5b)

j. The campus physical plant is a good example of a strong response to community needs. The students' needs are met through on-campus housing, which currently runs at capacity, with 1225 beds on campus. Interviews with students supported the value, both financial and social, of on-campus living. Food service appears more than adequate, with traditional dining options as well as café, food court, and snack operations. The 72,000 square foot Wellness Center is a hub of activity for intramurals and exercise, and Student Club and Organizations offer SWOSU students a chance to engage in the campus community.   Sayre students have a Student Union, which houses a food service operation and bookstore. Students on both campuses are being served through the Desire2Learn technology as well as the abundant computer labs on both campuses. (Core Component 5c)

k. Academic programs, such as Pharmacy and other health-related fields, such as nursing, are aligned with the employment needs of the regional health care industry. With fifteen discipline-specific accreditations, the programs at SWOSU are offering students a quality academic experience. (Core Component 5c)

l. The Alternative Admissions' program for students who do not meet both the GPA or ACT entrance requirement for unconditional admission to SWOSU are identified by Student Services and placed into first-year experience orientation class to assist in their transition to college-level work. This class also provides intensive one-on-one mentoring from an administrator at SWOSU. This program is still developing, but should result in increased retention of academically at-risk students. It was not clear that this program has developed at Sayre. (Core Component 5c)

m. The SWOSU Foundation and the Pharmacy Foundation assist with scholarships and other fundraising and "friendraising" activities. The Pharmacy Foundation gives $80,000 annually in scholarships, while the SWOSU Foundation disburses $400,000 annually. In addition, many philanthropic and volunteer activities are carried out at Weatherford, by both students and staff. (Core Component 5c)

n. The library serves as a resource for the local community through its Library Showcase programs and recent enhancements to library services. An increase in the number and diversity of electronic databases over the last three years, and the recent addition of an academic repository for student and faculty research also strengthens the library's contributions to the region. (Core Component 5c)

o. Students at Weatherford and Sayre reported a high level of engagement with faculty, and stated that the personalized attention they receive from faculty is a factor in their satisfaction with SWOSU. (Core Component 5d)

p. Cultural activities, such as Panorama and Black Box Theater, demonstrate the significance of SWOSU as an entertainment and educational center for students and the region. (Core Component 5d)

q. Alumni clearly value their time at and relationship to SWOSU, though, with 30,000 SWOSU Alumni, the Foundation staff noted that tracking and reliable contact information poses a problem. The largest gift to the Foundation, at $1.5 million, was the result of the Foundation's dedication to working with its alumni. The Boards of the Foundation (fourteen on the Alumni Board and ten on the Pharmacy Foundation Board) work directly with each foundation's director to assist in fundraising and investing the corpus. Unfortunately, a low percentage of faculty and staff—5%--give to the SWOSU Foundation. The last major capital campaign was in 2000, so the campus is ready to begin another. (Core Component 5d)

2.   **Evidence that one or more specified Core Components need organizational attention**

a. Students did note that they are not being well served in terms of foreign language offerings and study abroad opportunities. As a result of their heightened global awareness and concerns, students expressed dissatisfaction with the language choices of Spanish or elementary Latin. Concerning study abroad, efforts should be made to organize and institutionalize travel and credit opportunities for students so that quality and consistency is maintained across programs. (Core Component 5c)

b. Based on the sheer number of community service projects and collaborations with the Weatherford community, service learning opportunities abound for

students at SWOSU; however, the program receives little financial or organizational support. Faculty who are interested in offering service learning courses appear to be "on their own," do not receive course releases or other remuneration, and therefore the establishment of a robust service learning program is not "incentivized." The director, with a clear vision for and a desire to grow the program, is stymied by the lack of organizational and administrative support to carry out and assess a successful service learning program. With so much community involvement and support, it seems that SWOSU is poised to institutionalize—or even become a model—for service learning. (Core Component 5c)

c. Strategic Planning activities should be re-invigorated and sustained in order to continue to fulfill the mission of the institution; ensuring collaboration from students, faculty, and staff will also assist in morale and a feeling of ownership in the institution itself. With 2010 as the "end date" for the Strategic Plan, and a new president as of February 2010, opportunities abound to reinvest in Strategic Planning to ensure the sustainability of responsive programs, services, and initiatives. (Core Component 5d)

d. Staff take pride in their student-centered approaches to their jobs, and clearly enjoy their roles at the university. Weatherford Campus staff, in some instances, expressed concerns about promotions, raises, and involvement in shared governance at the university. Communication on these subjects is vital for staff to feel valued and to ward off low morale. (Core Component 5d)

3. Evidence that one or more specified Core Components require Commission follow-up.

   None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

   None

Recommendation of the Team

   Criterion Five is met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

NO CHANGE

B. Nature of Organization

1. Legal status

No Change

2. Degrees awarded

No Change

C. Conditions of Affiliation

1. Stipulation on affiliation status

No Change

2. Approval of degree sites

No Change

3. Approval of distance education degree

No Change

4. Reports required

None

5. Other visits scheduled

None

6. Organization change request

None

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

It is recommended that the timing for next comprehensive evaluation visit be ten (10) years (academic year 2020-2021).

Rationale for recommendation: The evaluation team, after reviewing all identified documents, interviewing all identified university and community representatives, and directly observing the campus of Southwestern Oklahoma State University find compelling evidence that all Criteria for Accreditation have been met. Therefore, the team recommends continuing accreditation until 2020-2021.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Southwestern Oklahoma State University
Weatherford, OK

October 4 – 6, 2010

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Jo A. Blondin, Chancellor of the Ozark Campus, Arkansas Tech University, Ozark, AR 72949

Dr. Donna L. Brown, Assistant Vice President of Student Affairs for Diversity and Inclusion and Assistant Professor of Student Affairs, Minnesota State University Moorhead, Moorhead, MN 56563

Dr. Vahid Lotfi, Associate Provost and Dean of Graduate Programs, University of Michigan – Flint, Flint, MI 48502

Dr. Howard Ross, Professor, University of Wisconsin – Whitewater, Whitewater, WI 53190

Dr. Carleen Vande Zande, Assistant Vice Chancellor, Curricular Affairs and Student Academic Achievement, University of Wisconsin – Oshkosh, Oshkosh, WI 54901

Dr. Timothy J. Schibik, Assistant Dean and Professor of Economics, University of Southern Indiana, Evansville, IN 47712 (Team Chair)

Contents

I.   OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

The Southwestern Oklahoma State University (SWOSU) is a well-managed, organized, and strong institution. The University's commitment to teaching and to providing students with a quality education pervades the institution. Along with an engaged and supportive university community, the institution also exhibits strong support of campus leaders. The institutional culture is collaborative and involves everyone from the Oklahoma State Regents for Higher Education, the Regional University System of Oklahoma, the upper management team, the faculty, the staff, and the surrounding community.

In addition, the team wished to make special note of the following strengths:

- The University engages its community in a meaningful way and has received significant commitment from its constituents.

- Programmatically, SWOSU responses to the local, regional, and state economic development needs.

- The relationship between SWOSU and the Weatherford community is cooperative, collaborative and distinctive.

- The students of SWOSU have a positive perception of faculty as evidenced by their engagement in classes and the quality of student/faculty interactions.

- The faculty are very committed to their students, their profession, and the mission of SWOSU.

- In spite of the economic climate, SWOSU have been good stewards of their financial resources.

- SWOSU is striving to provide greater multicultural opportunities for its students, staff, and faculty. To this end they have established a mutually respectful relationship with the Cheyenne/Arapaho tribes of Oklahoma in incubating the Cheyenne/Arapaho Tribal College.

- The staff has demonstrated a willingness to go above and beyond their assigned roles.

- The physical plant strongly supports the mission of the campus. Particularly noteworthy are the recent renovation of the student center and the construction of the black-box theatre and the wellness center.

The team wishes to offer advice on several topics and to identify a few concerns warranting attention by the university and none requiring Commission follow-up. This attests to the success of this university in fulfilling the criteria for accreditation and preparing for the future.

The team offers some advice in a few specific areas below to support SWOSU's efforts.

II.   CONSULTATIONS OF THE TEAM

A. Engagement

Significant amounts of student engagement and volunteerism activities through campus organizations and community partnerships provide multiple opportunities for the university to capture data about the quality of these experiences for students. This collected data has expanded the university assessment program. The university is encouraged to adopt a student engagement assessment model and to better align student activities to the general education learning outcomes. This will assist the university to become a more connected institution as well as demonstrate how student affairs and academic affairs can mutually support the mission statement clause about effective citizenship.

Additionally, the emphasis on volunteering presents a two-part opportunity for SWOSU: first, the volunteer activities could be captured to create a co-curricular transcript which may assist in students' employability; second, the interest in volunteering and community service on the part of both faculty, staff, and students should be leveraged toward a stronger, institution-wide Service Learning program.

Leadership on the Sayre Campus should identify ways to engage their community, capitalizing on the successes in marketing and engagement on the Weatherford Campus. A strategic marketing plan for Sayre would assist in recruitment and retention of students between Sayre and Weatherford. The importance of education and economic development, and the campus's potential impact on these factors, should be communicated to the Sayre community.

B.   Assessment

The university has many assessment components in place at this time, however, as the assessment program evolves, the university should move toward a more systematic approach to measuring student success. The university has many missed opportunities to link assessment activities to budget and other decision-making processes. Retention and persistence to graduation efforts can be strengthened through planning efforts based on shared data about student learning from key student assessments. For example, the collection and use of data about incoming students in the alternative admission process can serve as a basis for a more systematic approach to monitoring student success and for student support program planning. The use of the Early Alert data for all students will

assist the university in its overall retention efforts. Data should be disaggregated by target populations so that a more focused view of student achievement is presented to inform future programming needs. The use of data about student learning also informs faculty development and student support programming. A more systematic approach to assessment will also include a more broadly shared Annual Assessment Report. The General Education report should be more widely circulated throughout the constituent groups such as the student senate, staff group, Faculty Senate, Administrative staff and to the Student Affairs division.

C. Broad Usage and Availability of Data to Drive Decision-making

Regular admission to SWOSU's Weatherford campus requires an ACT score of 20 while SWOSU at the Sayre campus has an open enrollment policy in which there is no minimum ACT score required for acceptance. It was difficult to obtain data that indicated if there was a correlation between ACT score and persistence to graduation. The Team was provided with a table of Freshman ACT composite scores, but the persistence to graduation rate as correlated with ACT scores was not provided. It seemed logical that the data was there, but it was never made available to the Team. National data indicates students with low ACT scores are not likely to persist to graduation, without adequate interventions. Does this hold true for SWOSU? The team recommends SWOSU form a task committee to review the data as it relates to the mission(s). For example, does SWOSU intend to be an institution that provides access to all, including those with test scores that indicate they might not be prepared for college? Should the data reflect that there is a cut-off ACT score that correlates to graduation, is it ethical to continue to admit students that fall below this cut-off, if there is indeed one?   How long are these students retained at the institution? If they are retained for three or four years and leave the institution without a degree and most likely a significant amount of student loan debt, how is this improving their lives or the society in which they live?

Also, faculty, staff, and administrators agree that attendance is a significant issue at SWOSU. Even the students unwittingly reported that attendance is an issue by stating, "Even if you have a large class, it dwindles down throughout the semester." Retention and persistence to graduation are related to attendance. The Team recommends the task committee come up with strategies to address increasing attendance.

Specifically, SWOSU needs to better collect, disseminate, disaggregate, and use data in report-writing and to guide decision-making. Administrators, staff, and faculty made several statements generalizing the performance of students, particularly their persistence to graduation, but could not report any exact numbers. This data should be readily available and be communicated to all employees. The data should be explained to all constituents.   In addition, staff should be cautioned about reporting anecdotal information as fact, to both internal and external constituents.

D. Coordination of General Education Assessment with University Assessment

The university should more closely align the work of the Assessment Committee and the General Education Committee to create a more cohesive approach to the oversight of General Education. Although the General Education Committee carefully documents its assessment findings, their report is currently not part of the Annual Assessment Report. Increasing collaboration between the committees and meeting more frequently will serve the university more effectively in its commitment to data driven decision making.

The General Education program has continued its tradition of strong faculty involvement for coordination, oversight and assessment processes. The program should reconsider the large number of outcomes for the general education program. Reducing the number of general education learning outcomes will allow the university to provide a more coherent general education program. Subsequently, the general education and assessment committees should collaborate to redefine the assessment cycle for the assessment of general education learning outcomes so that not every course is evaluated every year. Given the heavy work load for coordination of the general education assessment activities, the university should consider providing appropriate course release time for the director of the program.

Although program level assessment plans contain well articulated learner outcomes and assessment methods, it is not clear which learner outcomes are aligned with the listed assessments. Clarifying the alignment of outcomes and assessment tools would provide the program with greater assurance that all outcomes are being assessed. Although each plan documents in an annual report how programmatic changes are based on assessment findings, the programs could improve the assessment plans by adding sections to identify how assessment findings are analyzed and discussed to inform program revisions. These additions would formalize the existing assessment practices already used by the programs and departments.

E. Tribal College

The tribal college is handled like a grant with Dr. Mann serving as the principal investigator. When the Tribal College was conceived and implementer, there was an understanding that a significant amount of financial support would come from the Cheyenne and Arapaho tribes. Due to an unstable economy in the Nation and within the tribes, the Tribal College has not achieved financial stability and does not have a solid financial plan for sustainability. The Cheyenne-Arapaho Tribal College is committed to providing a quality educational experience for its students. It is unique in that the Cheyenne and Arapaho cultures are the foundation of course offerings and programs. This type of institution is the perfect setting for course delivery to American Indians who do not find mainstream institutions comfortable or welcoming. It is also the perfect setting for non-Indians who wish to immerse themselves in American Indian culture. To meet the requirements of the American Indian Higher Education Consortium and the Higher Learning Commission, the College requires the assistance of a partner institution.

SWOSU, as this institution is providing academic leadership and expertise. The Team recommends SWOSU continue to provide this support, with the goal of the Tribal College becoming an independent institution. The Team further recommends SWOSU strategize with the tribal college to explore sources of funding other than the tribes resources.

F. Miscellaneous Brief Advice

- The university is encouraged to create course review processes that are appropriate for online course formats by adopting minimum university wide standards. A review of the HLC Best Practices document and course design standards such as those articulated in Quality Matters could serve as a starting point for a university wide discussion about the quality and standard of online instruction the university would like to aspire to in the future.

- Recognition of faculty and staff is understood as important, but few programs are in place to formalize recognition of student-centered approaches, active mentorship, applied scholarship, service learning projects, or excellent teaching. These forms of recognition represent additional opportunities to market the university in the region.

- Professional Development of faculty and staff is essential for growth in technology, curriculum, and services. An organized plan for staff development, including promotional opportunities and a detailed and clear plan for a staff governance body, should be considered by the administration and leadership of SWOSU.

- The renewal of Strategic Planning efforts should be undertaken as soon as possible, and should involve all sectors of the university community, especially the inclusion of staff.

- Discussion of curriculum, especially global and cultural perspectives, should include students, who voiced concerns about course offerings in Foreign Language, particularly courses in French, German and Latin.

INSTITUTION and STATE: Southwestern Oklahoma State University, OK

TYPE OF REVIEW *(from ESS)*: Continued Accreditation

DESCRIPTION OF REVIEW *(from ESS)*:

DATES OF REVIEW: 10/4/10 - 10/6/10

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: A, B, M, D

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Accreditation at the Doctoral level is limited to the Doctor of Pharmacy (Pharm.D) and at the Master's level to degrees in professional programs.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS: The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites within the state.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: None

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: None

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2000 - 2001

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2010 - 2011

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Southwestern Oklahoma State University, OK	
TYPE OF REVIEW *(from ESS)*: Continued Accreditation	
	__X_ No change to Organization Profile

Educational Programs

		Program Distribution	**Recommended Change (+ or -)**
Programs leading to Undergraduate			
	Associate	7	
	Bachelors	39	
Programs leading to Graduate			
	Masters	6	
	Specialist	0	
	First Professional		
	Doctoral	1	

Off-Campus Activities

In-State:		Present Activity:	**Recommended Change: (+ or -)**
	Campuses:	Sayre (SWOSU - Sayre)	
	Additional Locations:	Afton (Northeast Tech Center) ; Altus (Western Oklahoma State College) ; Alva (Northwestern Oklahoma State University - Alva) ; Anadarko (Anadarko-Wichita Housing Authority) ; Bartlesville (Rogers State University) ; Bartlesville (Tri-County Career Center) ; Beaver (Beaver Schools) ; Buffalo (Buffalo Public Schools) ; Canton (Canton High School) ; Carnegie (Carnegie-BIA Education Center) ; Chickasha (University of Science & Arts of OK) ; Claremore (Claremore Public Schools) ; Claremore (Northeast Technology Center) ; Clinton (Clinton-Cheyenne & Arapaho Housing Authority) ; Crescent (Crescent Public Schools) ; Cushing (Cushing	

Public School) ; Drumright (Central Technology Center) ; El Reno (Canadian Valley Technology Center) ; El Reno (Redlands Community College) ; Enid (Northwestern Oklahoma State University - Enid) ; Fairview (Fairview Public Schools) ; Forgan (Forgan Public Schools) ; Fort Cobb (Caddo Kiowa Technology Center) ; Gage (Gage Public Schools) ; Goodwell (Oklahoma Panhandle State University) ; Grove (NEO at Grove) ; Helena (Timberlake Public Schools) ; Hobart (Hobart Public School) ; Hollis (Hollis High School) ; Hominy (Hominy High School) ; Keyes (Keyes High School) ; Laverne (Laverne High School) ; Lawton (Flower Mount Public Schools) ; Miami (Northeastern Oklahoma A&M College) ; Midwest City (Rose State College) ; Mooreland (Mooreland Public Schools) ; Mustang (Mustang Public Schools) ; Mutual (Sharon-Mutual Public Schools) ; Okeene (Okeene Public Schools) ; Oklahoma City (Oklahoma City Community College) ; Oklahoma City (Oklahoma State University-OKC) ; Okmulgee (Green Country Technology Center) ; Okmulgee (OSU-Okmulgee) ; Omega (Lomega High School) ; Perry (Perry Public Schools) ; Ponca City (Ponca City Learning Center) ; Pond Creek (Pond Creek High School) ; Red Rock (Red Rock-Frontier High School) ; Shawnee (Shawnee Public Schools) ; Sulphur (Oklahoma School for the Deaf) ; Tulsa (Tulsa

| | | Community College) ; Turpin (Turpin Public Schools) ; Tuttle (Tuttle High School) ; Tyrone (Tyrone Public Schools) ; Warner (Connors State College) ; Waurika (Waurika High School) ; Wayne (Mid-America Technology Center) ; Wayne (Mid-America Technology Center) ; Wetumka (Wes Watkins Technology Center) ; Woodward (Northwestern Oklahoma State University - Woodward) |
| Course Locations: | 16 |

Out-of-State:		Present Wording:	**Recommended Change: (+ or -)**
Campuses:		None	
Additional Locations:		None	
Course Locations:		None	

Out-of-USA:		Present Wording:	**Recommended Change: (+ or -)**
Campuses:		None	
Additional Locations:		None	
Course Locations:		None	

Distance Education Programs:

Present Offerings:

Bachelor - 13.1001 Special Education and Teaching, General offered via Fiber optics; Bachelor - 13.1202 Elementary Education and Teaching offered via Fiber optics; Bachelor - 13.1210 Early Childhood Education and Teaching offered via Fiber optics; Bachelor - 44.0701 Social Work offered via Fiber optics; Bachelor - 51.0701 Health/Health Care Administration/Management offered via Fiber optics; Bachelor - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (RN to BSN in Nursing) offered via Internet; Bachelor - 52.1299 Management Information Systems and Services, Other offered via Fiber optics; Bachelor - 52.1401 Marketing/Marketing Management, General offered via Fiber optics; Master - 13.0401 Educational Leadership and Administration, General offered via Fiber optics; Master - 13.0604 Educational Assessment, Testing, and Measurement offered via Fiber optics; Master - 13.1001 Special Education and Teaching, General offered via Fiber optics; Master - 13.1101 Counselor Education/School Counseling and Guidance Services offered via Fiber optics; Master - 13.1101 Counselor Education/School Counseling and Guidance Services offered via Fiber optics; Master - 13.1202 Elementary Education and Teaching offered via Fiber optics; Master - 13.1210 Early Childhood Education and Teaching offered via Fiber optics; Master - 13.1315 Reading Teacher Education offered via Fiber optics; Master - 31.0301 Parks, Recreation and Leisure Facilities Management offered via Fiber optics; Master - 31.0504 Sport and Fitness Administration/Management offered via Fiber optics; Master - 52.0201 Business Administration and Management, General offered via Fiber optics; Master - 52.1299 Management Information Systems and Services, Other offered via Fiber optics

Recommended Change:
    (+ or -)
Correspondence Education Programs:

Present Offerings:

None