

THE RISE, FALL AND RECOVERY OF  
ROSE STATE COLLEGE  
1967-1990

By

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by

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July, 1990

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## PREFACE

Researching and writing this account of the first twenty years of Rose State College was a rewarding experience for me. Having been a member of the faculty for nineteen years, I have witnessed many of the events described: the beginning enthusiasm and camaraderie of the College 'family,' the demands that rapid growth placed on the physical facility and the human resources, the devastation of loyal personnel when the institution received negative publicity concerning the criminal acts of its President and Vice President, and the reestablishment of fiscal stability and confidence in the new administrative leadership.

The research provided the opportunity to interview individuals such as the architect, the regent who has served on the Board since 1971, the current president of the institution, and the daughter of the man for whom the College was named. In addition to personal and telephone interviews, I identified thirty-three faculty and staff who began their association with the College during the first three academic years and who are still affiliated with the institution in a full-time or part-time capacity. After explaining to each prospective participant that I was "compiling a brief, twenty-year history of the College and would like to include personal recollections of the faculty, staff and students," I invited

the individual to consider seven questions and write or type their responses. Each person was encouraged to be candid and honest, with the option of being assured anonymity, if he or she requested. The questions were:

1. What do you recall about your first years at Oscar Rose Junior College?
2. How do you feel the Leone administration affected the College?
3. Did you approve the change in name from Oscar Rose Junior College to Rose State College? Why or why not?
4. What was your reaction to the front-page headlines involving former president Joe Packnett and former vice-president David Lacy?
5. What are your impressions of Rose State College today?
6. Why have you stayed at Rose State College?
7. What are your feelings about consolidation with Oklahoma City Community College, El Reno Junior College and Oklahoma State University Technical Branch?

A Written Interview provided colleagues with more time to consider responses and also lessened the problem of coordinating the schedules of interviewer and interviewee.

Following a meeting with the College president in which he was informed of my research, the open-ended questionnaires were distributed; many were returned immediately and others

were completed as late as four months later for a total response of twenty-four. Two faculty preferred to answer the written interview questions in person and have their responses recorded on cassette tape.

The research also afforded me the chance to talk with students about the College, and I learned much about the institution from their comments. I also became acquainted with the overall operation of the College from the many official documents studied. My knowledge of the complexities of a two-year college has been enhanced by this study.

I wish to express my sincere appreciation to the individuals who directed me in this study. Special thanks goes to the chairman of my doctoral committee, Dr. Thomas A. Karman, for his intelligent guidance and unfailing inspiration. I am also grateful to the other committee members, Dr. Kenneth St. Clair, Dr. David Webster, and Dr. William Segall, for their invaluable suggestions during the completion of this research project.

To the faculty, staff and students of Rose State College I extend my sincere thanks for their assistance and cooperation in this endeavor. In particular I wish to express appreciation to President Larry Nutter for his confidence in my abilities and his support of my efforts.

Finally I am personally indebted to my family and friends for the understanding, the patience, and the encouragement provided during the many months of developing this dissertation.

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## CHAPTER I

### FOUNDING THE COLLEGE

1967-1970

Rose State College today is a thriving two-year college located in the Oklahoma City metropolitan area. Its rise from a wheat field to the fourth largest single-campus institution in the State of Oklahoma within a decade was not accomplished without difficulty. The College's reputation for integrity experienced a temporary setback during its second decade when the President and Vice President for Business Affairs were convicted of embezzlement. The institution's recovery is one of the success stories in higher education.

Establishing a junior college in the Midwest City-Del City area was the idea of Oscar Rose, who was described as follows in the first and only yearbook of the college named for him:

On the national scene, Oscar Rose was best known for his knowledge of the educational needs of the country's schools. National leaders, including the President of the United States, came to Oscar Rose whenever a question arose concerning federally impacted funding of schools or education finances. Always too, Oscar Rose worked to improve the school

system in Midwest City which he had started  
(Diplomat 1971, 5).

How one of the newest colleges in Oklahoma came to be situated in a town which was not much older is an interesting story. A brief digression into national and local history provides the background necessary to appreciate the successful founding of a two-year college in a community that in the 1940's was an open field plowed and sown in wheat.

By 1940, the United States government had become increasingly aware of world tensions and had expanded its national defense activities. The War Department sought appropriations from Congress for three new maintenance and supply depots, one of which was to be located in the Midwest. After much political lobbying, the Oklahoma City Chamber of Commerce managed to place Oklahoma City among the contenders. Members met with visiting Washington officials and awaited the Government's final decision.

One person who was especially interested in the outcome was William P. Atkinson who was a leading homebuilder in Oklahoma City after having been a newspaperman and college professor. He first learned of the air depot project from the Daily Oklahoman which prematurely announced on February 17, 1941: "Air Depot to Open Jobs for Hundreds of Skilled Civilians." At that time the site teams had not even visited Oklahoma City.

The energetic Atkinson, however, did not wait for confirmation. He studied maps and plats to determine several



possible sites that met the stated criteria for location of the proposed depot. The newspaper article said the site must be (1) within ten miles of downtown Oklahoma City, (2) on a railroad, (3) accessible by highway, (4) several thousand acres in size, and (5) no closer than four miles to an oil field. Atkinson considered the possibilities, interviewed farmers, and purchased land from Joe Chesser and Frank Trospen.

Two weeks after Atkinson finalized the land transactions, the Air Corps chose the site across from his 310 acres for its depot. The former professor of journalism at Oklahoma City University was to realize his ambition of building a model town. He named it Midwest City after the air depot which had been designated Midwest Air Depot following the Air Corps policy of naming installations for their geographical locations (Bledsoe 3-7). The original plan required everything for a self-contained community, including stores, churches and schools. When Oscar Rose became the first Superintendent of Schools in the spring of 1943, he "inherited two typically country school buildings, five teachers and 125 students" (A Status Study Report, 151).

While Atkinson developed his new community that would be closely tied to the growth and size of the new air depot, George Epperly purchased a wheat field west of Midwest City (from a man in Wichita, Kansas) with the idea of developing a residential housing area. This city was named for his daughter Delaphene and was incorporated in 1948. The growth

of the adjacent city was steady, but less dramatic. Completely surrounded by Oklahoma City and Midwest City, Del City's potential was limited. Nevertheless, in 1960 it counted a population of 12,924. Census figures of that year showed 36,058 for Midwest City.

As Superintendent of Schools, Rose met one evening in 1967 with E. T. Dunlap, Henry Croak, W.P. "Bill" Atkinson, and George Epperly. The purpose of the meeting was to discuss the possibility of a two-year college for the Mid-Del community. Why Rose invited Dunlap to this informal gathering is obvious: he was Chancellor of Higher Education for the State of Oklahoma. Croak was included because he headed the only bank in town. Atkinson and Epperly were present because they founded and developed Midwest City and Del City. These men all had a possible interest in the endeavor envisioned by Rose.

State Senate Bill No. 2 of the 1967 Legislature, proposed the establishment, maintenance and operation of 'community junior colleges.' It was rumored in the educational community that support was growing in the Tulsa area and in the south Oklahoma City area for action to take advantage of "The Community Junior College Law" legislation. Dunlap recalled (at the 1989 Founders' Day dinner) that he "urged Rose and other civic leaders to support Senate Bill #2 and after it was passed to request a feasibility study to see if there was interest and need for a college" (Fields 1).

To further determine support among local leaders, the Midwest City Chamber of Commerce created the Community

Planning Committee and called the first meeting in June 1967. Included in the file for that Committee was the roster of membership which listed each person's professional affiliation in the community:

Chairman:	Oscar Rose	Superintendent of Schools
Vice Chairman:	E. Bruce Miller	First National Bank
Members:	H. B. Atkinson	State Senator
	W. P. Atkinson	Oklahoma Journal
	Bill Bernhardt	Physician and Surgeon
	Glenn E. Breeding	Developer
	Myers Campbell	American National Bank
	Wayne Carlton	Security Bank and Trust
	Henry Croak	First National Bank
	Paul Hudiburg	Hudiburg Chevrolet
	Ben Kennedy	Insurance
	Fred Quinn	Architect
	Marion Reed	Mayor
	Gary Ryan	Atkinson Enterprises
	John Stockton	Stockton's Discount Foods
	J. E. Sutton	Deputy Superintendent
	F. C. Wilkinson	Tinker Air Force Base

Chairman Rose called the meeting to order and outlined the responsibilities of the Committee as primarily serving as a sounding board/service arm for the community and city council in planning for the future. Rose indicated a need for change as the city grew and cited four areas of community interest: a junior college, Crutch Creek, roads and streets, and a

capital improvements program. Following this introduction, the Minutes of the Community Planning Committee for June 13, 1967, recorded that Rose

opened committee discussion by presenting the various possibilities and requirements for the development of a junior college in Midwest City. He indicated that the need was certain, the possibility good and that the primary consideration would be traffic accessibility and adaptability to serve the future growth of the city (Midwest City Chamber of Commerce Files).

The required feasibility study was made between November 1967 and January 1968 by a committee selected by the State Regents for Higher Education. The study was based on six criteria:

1. The proposed junior college should not duplicate offerings of established institutions.
2. There should be a minimum potential full-time-equivalent (FTE) enrollment of 500 students the first year of operation and 1000 by the fifth year.
3. There should be reasonable assurance of funding.
4. There should be reasonable assurance of an adequate site.
5. There should be reasonable assurance that the college will have the potential for an educational program that includes liberal arts and general education courses to meet the cultural needs of the

community, a transfer program, a comprehensive vocational-technical program, and a program to meet community adult education and continuing education needs.

6. There should be reasonable assurance that the proposed college will be able to meet regional accrediting requirements in five years (Status Study 6-7).

The results of the feasibility study were reported to Chancellor Dunlap, who recommended that approval be given by the State Regents for the establishment of a community junior college in the Midwest City-Del City area. At their regular meeting in late May 1968, the State Regents issued Resolution No. 487 which advocated that an election be held on Tuesday, June 18, 1968, to vote on the question of whether a junior college shall be established and maintained in the community. The State Election Board was requested to cause the election to be held and to certify the results to the State Regents. Section 3 of the resolution prescribed that the proposition be worded as follows:

SHALL A COMMUNITY JUNIOR COLLEGE BE ESTABLISHED AND MAINTAINED IN THE COMMUNITY COMPRISING THE MUNICIPALITIES OF THE MIDWEST CITY SCHOOL DISTRICT # 52, THE CITY OF MIDWEST CITY, AND THE CITY OF DEL CITY, ALL IN OKLAHOMA COUNTY, OKLAHOMA?

YES

NO

The President of the Midwest City Chamber of Commerce, James F. Howell, mailed out letters on June 5, 1968, inviting community leaders to join Oscar Rose and the Community Planning Committee "for lunch (Dutch Treat) . . . to discuss the Junior College election . . ." (Community Planning Committee File). The Midwest City Board of Education discussed appropriations for a five-year building program, although school superintendent Rose emphasized that the June election would not deal with tax levies or bond issues (Fisher). Following numerous newspaper articles and other meetings intended to inform, a public referendum was held in the proposed college district; voters gave more than 80 percent approval for the creation of the College (Policies and Procedures Manual, Tenth Revision v). The vote was approved by 950-149 in Midwest City and 247-69 in Del City; Oklahoma City voters within the school district approved by a 26-4 margin. "Civic leaders were jubilant" according to the article in the following day's newspaper ("Junior College Question Wins").

With Resolution No. 492, the State Regents immediately authorized "the establishment of the 'Midwest City Junior College' whose boundaries comprise the municipalities of Midwest City School District #52, the City of Midwest City and the City of Del City" (Fourteenth Biennial Report 118). Figure 1 outlines the boundaries of the College District which totaled approximately sixty square miles.

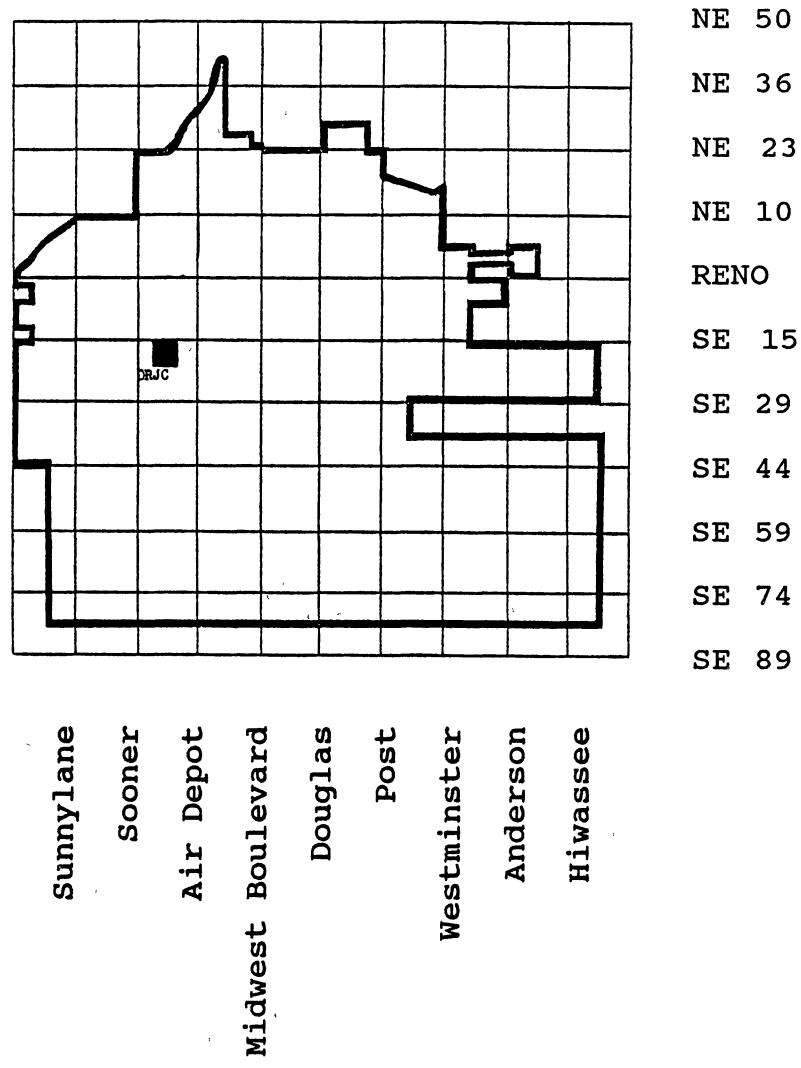


Figure 1. Oscar Rose Junior College District  
 Adapted from Appendix II-A, Status Study.

Resolution No. 492 further requested that the Governor "initiate steps to create a governing board." Governor Dewey Bartlett, following appropriate mandates, appointed four citizens of the District to the Board of Trustees of the newly sanctioned community college, and they named three additional Trustees. Terms were one to seven years, with one term

expiring each year, beginning with Position One in 1969, as noted in Table 1. After the initial appointments, each member was to be elected for a seven-year term by the vote of the people on the fourth Tuesday of March.

TABLE 1  
OSCAR ROSE JUNIOR COLLEGE BOARD OF TRUSTEES

Position	Name	Appointment	Term	Expiration
1	Orin Kimball**	1968	1 year	1969
2	Russell Vaught**	1968	2 years	1970
3	Carroll McIlvoy*	1968	3 years (partial)	1971
	Don Reynolds**	1971	(partial)	1978
4	J. B. Estes**	1968	4 years	1972
5	Joe Barnes	1968	5 years	1973
6	Bryce Cochran	1968	6 years	1974
7	Fred Joiner	1968	7 years	1975

\* Resigned in January 1971 to run for Del City mayor.

\*\* Re-elected for seven-year term without opposition.

Adapted from Appendix III-B, Status Study.

With the Board of Trustees now established, the fall of 1968 proved to be quite productive for the new College. In September, the Board named Jacob Johnson, former president of



Connors State College for thirty-two years, as Resident Consultant for Planning and Executive Officer to the Board of Trustees. At the time of his appointment as Consultant of the "newly created Midwest City Junior College," Johnson was working part-time at the University of Oklahoma as a specialist in their junior college program. Johnson addressed a letter to his supervisor, Dr. Joe Leone, Assistant to the Dean of School and Community Services, resigning his position and extending an invitation to Leone to visit the new community junior college in Midwest City.

The seven Trustees then addressed the task of selecting an architect. When asked to recall his beginning associations with the College, Fred Quinn responded that the competition was what he remembered: "We were lobbying the new Board members and vying with others to get that commission." Quinn explained that

Oscar Rose had built a lot of buildings. . .and he never dreamed that anyone but his favorite architect would be doing that job. And they probably were the logical ones to do it. It was a bigger firm [and they had] a lot more experience.

However, Bishop and Quinn visited the Board members "until they must have been sick of seeing us" and "tried to emphasize being local boys." They offered personalized service and convinced the Trustees that they were the architects for the job. The local firm invited Caudill, Rowlett and Scott to consult with them on this \$4.6 million project because the

Houston company had extensive experience in higher education construction.

In October 1968, the Board of Trustees acquired a fifty-five acre site known as the Traub property; the land had been purchased by the Midwest City-Del City school board for the junior college because of convenience in location. According to the Oklahoma Journal, "It was also the only large tract of land compatible for the college with an entry on SE 15." Also considered were the possibilities for expansion. ("College Accepts").

The consultant and architects began evolving a fifteen-year master plan, which was ultimately approved by the State Regents to be implemented in three stages. College officials and Tinker Air Force Base representatives also held the first in a series of meetings intended to explore the educational needs of this large community segment.

In December 1968, Tinker employees and thousands of other citizens went to the polls to vote approval on a bond issue for state-wide capital improvements which would provide much-needed assistance for higher education, mental health, and vocational training programs; the construction of the new junior college depended on its passage. Oscar Rose and other civic leaders campaigned vigorously for its success and were victorious in their efforts.

Late in January 1969, the College lost its most ardent promoter. He died in Washington, D.C., where he was working against cuts in federal impact school aid. Oscar Rose's dream

was not fully realized before his death, but the community acknowledged "his inspired direction and leadership" and honored him posthumously by requesting that the College bear his name ("College Naming"). Resolution No. 514 of the Oklahoma State Regents for Higher Education officially changed the name from "Midwest City Junior College" to "Oscar Rose Junior College" in February 1969 (Fifteenth Biennial Report, Part I 84).

The community continued to campaign for the creation of the College. Howell of the Midwest City Chamber of Commerce mailed letters to members urging them "to get out a large YES vote" or risk losing more than 2 1/2 million dollars of state and federal matching funds. Howell also reminded members of the positive impact the College would have on the community: increased local payroll and reduced college costs for area residents, among other benefits. An "I'm Voting YES For Oscar Rose Junior College" testimonial appeared regularly in the Oklahoma Journal which featured prominent (and less prominent) citizens' pictures with quotes that attempted to persuade the general public to support the two-year college bond issue. Other newspaper articles detailed the cost of developing and sustaining the facility ("Fate of Rose College").

On March 25, the citizens of the college district voted \$1,175,000 for the local share of the general-obligation bonds to build Phase I. The issue passed with 1,913 'yes' votes to 399 'no' votes (Martin). In addition, the voters agreed to tax themselves at a rate of two mills of assessed property

evaluation for planning and development; this provided almost \$124,000 in start-up money for the college during 1969-70 (Policies Manual v).

The State Regents also continued their support of the new institution. Resolution No. 579 allocated \$1,500,000 "to provide financial assistance for planning, constructing, furnishing, and equipping facilities" (Fifteenth Biennial Report, Part II 91). On March 28 the Oklahoma Journal announced "City May Not Get State Bond Money For Junior College." Senator Bryce Baggett was quoted as saying to the State Senate that the College was guaranteed by the State Regents 'up to' \$1.5 million, not necessarily that exact amount. State legislators from the College District, John L. Garrett and John Miskelley, Jr., immediately began to work toward the acquisition of the full amount (Clary).

On April 7, "The House Appropriations and Budget Committee voted to raise the bond money from the \$1 million approved by the Senate to \$1.5 [million]" ("House Hikes Funds"). The battle with other institutions competing for the money was not over. The new Tulsa Junior College and other established two-year colleges were eager to acquire increased funding. It was not until April 28 that the State House completed action that would guarantee the full amount would be forthcoming in installments ("Rose College Bond Money").

Members of the community were also actively involved in determining the curricula. The State Regents' Fifteenth Biennial Report, Part II summarized the progress:

In July of 1969, a Dean of Instruction was added to the staff to work with the [Consultant] in developing programs and courses of study to implement the stated purpose and objectives of the college. Programs and courses of study for the Arts and Sciences Division followed a pattern . . . aimed at the two years of preparation of students destined to transfer and pursue their study to a baccalaureate degree.

The technical-vocational programs and courses of study were developed by working with ad hoc committees. These committees were made up of representatives from the education staff of Tinker Air Base, representatives from business and industry and [other] professional people. The State Vocational-Technical Education office was consulted for guidance . . . to avoid duplication of existing programs. Use was made of the State Regents' Manpower Needs report in relating the programs to the needs of the area (45).

Working with the Administration and the Board of Trustees, the Regents determined the functions for Oscar Rose Junior College: first, the institution was to provide a comprehensive, two-year post-high school program of education for the citizens of the District (and for students outside the District, as resources allowed); second, the College was to provide a general education to all students, having as its

goal to make the individual a happier and more useful citizen in society; third, the institution was to provide two-year programs of education in liberal arts and sciences culminating in awarding of the Associate of Arts and Associate of Science degrees; fourth, the College was to provide a wide range of vocational and technical programs for students who planned to terminate their formal study at the end of two years or less and seek employment, with students completing such programs to be awarded the Associate of Applied Science degree or an appropriate certificate of accomplishment; fifth, the College was to provide a quality transfer program that would allow students to transfer to a four-year institution and pursue a major to the completion of a baccalaureate or professional degree; sixth, the College was to provide continuing education that would enable community citizens to improve themselves on the job, to advance in their positions, and to achieve self-satisfaction in further education; seventh, the College was to provide a program of remedial education for young people and adults whose previous educational experiences had not prepared them to achieve at collegiate levels; eighth, the College was to provide complete and effective guidance services for students; ninth, the institution was to provide a balanced program of student activities for the development of personality, social living, and effective citizenship; and tenth, the College was to provide a program of services designed to improve the cultural, economic, and social environment of the community (Status Study 8-9). With the

functions of the College now clearly determined, Consultant Jacob Johnson and Dean of Instruction Jim Tunnel worked closely with the Architects to design the new structures to fit the designated programs of the College (Quinn).

Formal dedication and groundbreaking ceremonies for the new College took place on December 11, 1969. Observances began in the Apollo II Theatre directed by Russell Vaught, Chairman of the Board of Trustees. Many guests were introduced, and Virginia Rose, wife of the late Oscar Rose, was honored; several hundred attended. From the theatre, patrons moved to the College site for the actual groundbreaking activities. According to David Craighead, who reported the event for the Oklahoma Journal, Mrs. Rose began the festivities by opening a specially constructed door on the site marked 'Golden Opportunity.' Following the placing of golden bricks on a partially built wall, she and

about two dozen others then broke ground by riding atop a huge CMI Autograde machine that churned and leveled a wide swath of ground. Gas filled balloons flew skyward from large boxes bearing the name 'Oscar Rose' and fireworks were set off.

Participants then moved to Traub Elementary School for the luncheon. Guest speaker was Edmund Gleazer, Jr., Executive Director of the American Association of Junior Colleges. Gleazer's address emphasized the role of the junior college as a catalyst for change. He characterized the two-year college as a "college experience opportunity for

millions of Americans who might not otherwise have a chance for post-high school education" (Craighead).

Site preparation began immediately, and actual building by Lippert Brothers, Inc., of Oklahoma City started in early January. Also in January 1970, Jacob Johnson was appointed by the Board of Trustees to serve as "Interim President during the time the Board searches for a full-time President" (Keas). Meanwhile, citizens of the College district returned to the polls in March 1970 to approve an additional three mills on assessed property evaluation for operation. Chancellor Dunlap advertised in the Chronicle of Higher Education that the new College was seeking instructors, which resulted in a flood of applications (Reynolds).

Phase I of the Campus Master Plan included the Library, Engineering/Science, Business/Social Science/Administration, Fine Arts, Physical Education, Lecture Hall, Little Theatre, and Maintenance buildings. Three 'vital' buildings housing the four academic divisions and maintenance facilities were scheduled to be completed by the end of August. After the September opening, Fine Arts, the Library and Lecture Hall were expected to be finished, followed by the Gymnasium. This phase was based on a projected enrollment of 1000 FTE students by fall of 1975.

Workers and construction materials littered the campus when the enrollment of students began. Counselor Ruth Hawkins recalls the beginning this way:



It was in the summer of 1970 that we started enrolling the student body for the fall term. Our enrollment center was in the Traub Elementary School building. The main office for the Student Services Division was a trailer house on the Traub school ground. Each day we would look toward the construction site of Oscar Rose Junior College and say to each other, "They will never make it in time for classes to begin." But, they did. A week before the term began, our center was moved to a room in, what is now, the Business Division Building. . . . The day we enrolled our 1000th student, [President] Johnson came to the enrollment center and said, "This is a great day for the institution." We joined him in that excitement.

The students who entered this 'open door' college did so by complying with the following admission policy, determined by the State Regents for Higher Education and stated in their study of Junior College Education in Oklahoma:

Any resident of Oklahoma who (a) is a graduate of an accredited high school and (b) has participated in the American Testing Program is eligible for admission to any of the state two year colleges in the Oklahoma State System for Higher Education (38- 39).

These students also shared certain characteristics. The typical first-year student, statistically pictured in

Table 2, was a high school graduate from in-district, employed, and twenty-five years of age. There was a balance of married and single students and of male and female students. Transfer students comprised nearly half of the enrollment.

TABLE 2  
STUDENT POPULATION, 1970-71

Characteristics	Fall 1970	Spring 1971
High School Graduates	1629	1668
Transfer Students	703	883
GED Certificates	120	294
In-District	1121	1315
Out-of-District	613	589
Out-of-State	11	39
Foreign	6	15
Male Students	1079	1171
Female Students	668	785
Employed (Full- or Part- Time)	1033	1177
Married	828	981
Single	889	883
Divorced or Widowed	28	98
21 Years of Age or Older	1044	1177
Average Age	-	25
Median Age	-	23

Adapted from TABLE IV, Status Study, page 23.

The educational community was involved in an adventurous undertaking. Space was determined by mathematical formulas created by the State Regents for Higher Education.

Structure--few windows and stucco building exteriors, among other considerations--was decided by budget limitations. Enrollments were predicted by the past and projected numbers of local high school graduates. From these beginnings, a wheat field became a college. (Figure 2 depicts Phase I and Phase II of the Comprehensive Master Plan.)

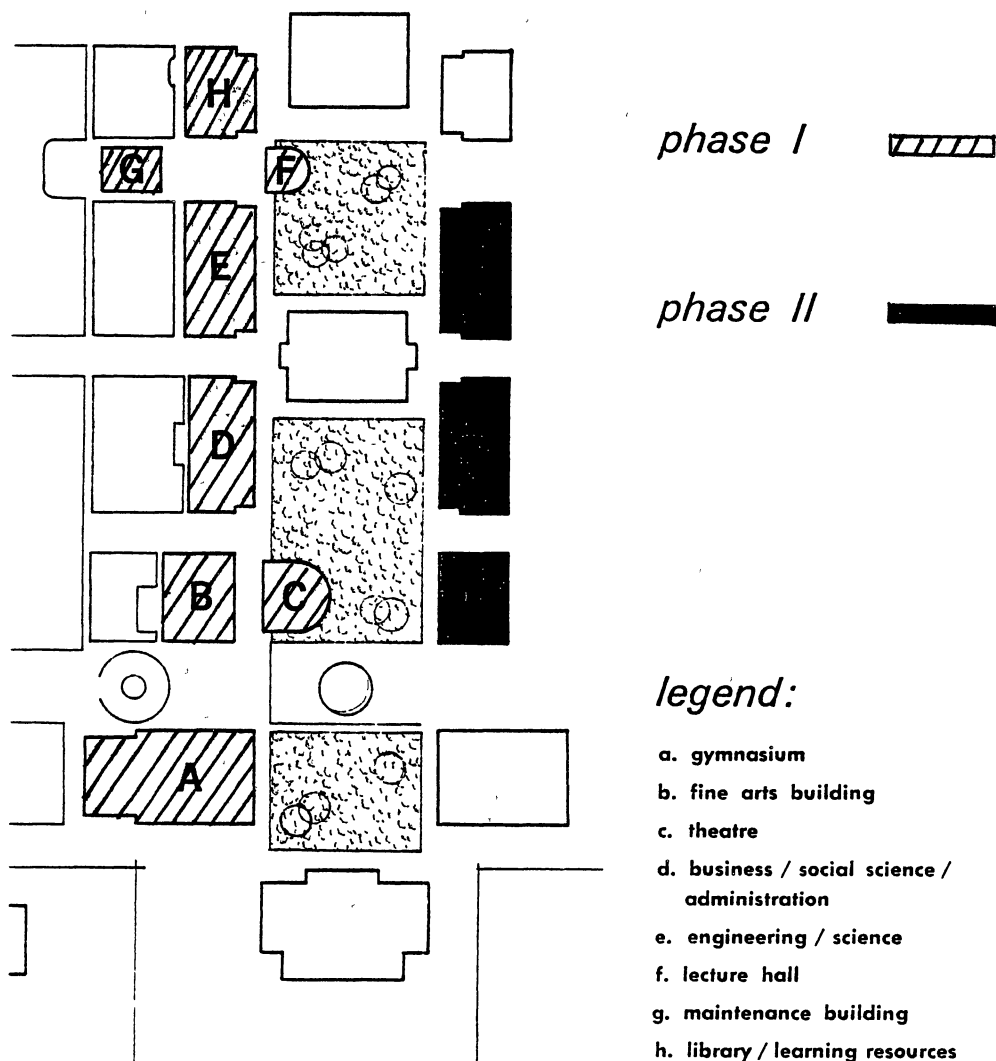


Figure 2. Oscar Rose Junior College, 1971

Adapted from Vote Yes Brochure (March, 1971)

## CHAPTER II

### WORKING TOWARD FULL ACCREDITATION

1970-1975

Oscar Rose Junior College was "the first public institution in Oklahoma to open its doors to students in a new facility," according to the State Regents' Fifteenth Biennial Report, Part II (46). The full-time-equivalent (FTE) enrollment of 1159 placed the college in its second projected phase on opening day. The Oklahoma Journal reported "Everything Smooth As College Opens": Half of the Phase I campus was completed when 1767 students began the first semester on September 21, 1970,

And in less than a day the bustling community college had already acquired a status symbol realized by name universities only after decades --not enough parking!

Classes were held in the Engineering/Science and Business/Social Science/Administration buildings, sometimes in unfinished rooms without desks; students accepted the situation and sat on the floor (Hawkins 1). While there was no shortage of students, there were not enough erasers, chalk, textbooks, and even instructors. Associate Vice President for Academic Affairs Bill Brown recalled his experience that day:

I had applied to teach at ORJC and was contacted that morning to come for an interview to instruct one course as a supplemental instructor. I arrived at the College after my day of teaching at Star Spencer High School and searched for Dr. Gene Byrd, Humanities and Social Sciences Division Chairperson. Dr. Byrd's secretary said he was somewhere in the building, but she didn't know where. She went from office to office and finally located him on the second floor. Dr. Byrd invited me into his office, after he arrived almost twenty minutes later. He apologized for being late but remarked that the first day of a college should be experienced only once. He looked through stacks of applications for mine but said he could not locate it at that moment. After talking with me a few minutes about my teaching experience, Dr. Byrd commented that the class he asked me to come for an interview to teach would begin in five minutes, and he wondered if I would go meet the class and he could complete the interview following the class. We finished the interview after I taught my first college class, and I have been an employee of this college ever since that first day (1).

The faculty, students, and staff equally met the challenge of the crowded conditions and unfinished facility. Mary Lee Semore recalled teaching archery in a classroom.

Necia Miller remembers teaching art in the home economics room (until the Fine Arts building was ready). "No one knew what to expect," Miller commented, "and we were constantly changing at a moment's notice." Dental Hygiene students "sold donuts in the halls in the mornings in order to get funds to purchase things that were needed" (Nichols). Dean of Instruction Jim Tunnel helped to keep the chaos in proper perspective, according to history instructor Lee Carter:

I particularly remember when things were so frantic that he sent out a memo that was potty schedule. I remember that the "C's" could go to the bathroom from 8:10 to 8:15. It was that sort of levity and humor under really bad conditions that seemed to brighten the day.

The students also found humor an effective way of dealing with the stressful circumstances. One student who attended that first year recalled: "Many jokes were made about attending classes in the 'BS' Building." That became the popular reference for Business/Social Science/Administration.

Why the faculty were able to thrive under such conditions deserves attention. Reading instructor LaVerna Salyer credits "the high caliber" and "high motivation of the faculty." Home economics instructor Susan Loveless explains "We were excited to be part of something new and each day was a challenge." Age may also have been a contributing factor. An analysis of the age statistics of the faculty hired the first two years, presented in Table 3, reveals that the instructors were young.

TABLE 3  
AGE ANALYSIS OF OSCAR ROSE JUNIOR COLLEGE INSTRUCTORS

	Number	Range	Mean	Median
Charter Faculty 1970-71	36	26-62	36.25	33.83
New Faculty 1971-72	31	24-59	32.87	34.25
Total Faculty 1971-72	64	24-59	35.70	33.90

Adapted from TABLE XII, Status Study, page 40.

Furthermore, the charter faculty were indigenous to the area, indicated by the state in which they received their high school diploma and by the fact that a majority of the degrees held were from Oklahoma institutions of higher education. Of the thirty-six charter faculty, all held baccalaureate degrees, and thirty-two held master's degrees (of whom twenty-eight had done post-master's work). Two had earned doctorates. All except one had prior teaching experience (Status Study 40-49).

The first year of the College's operation was one of continual demands and repeated adjustments. The sharing of these circumstances brought the collegiate 'family' closer together, and "Because of this we were all able to put up with conditions that would normally irritate the average person" (Hodge 1). Many recalled fondly the "special type of

camaraderie" (Knox) that existed those beginning semesters:

All of the instructors became close, and many social get-togethers occurred throughout the year. There was such enthusiasm knowing you were able to set traditions and a foundation for the future. Things like school colors, mascots and even 'sophomores' were to be added later (Miller 1).

In October 1970, the student body selected by secret ballot the mascot and school colors. The 'Raiders' were favorites over the 'Demons' and the 'Rebels'; the preferred colors were blue and gold. A steering committee composed of forty students studied, researched and drafted a student government constitution. Selected by counselors from among those who showed an interest in student government during enrollment, the committee served as the acting student government until one could be established.

Students on the steering committee also helped in the remodeling of a student center, completed mid-November. The brick house on Paris Road was originally the administrative headquarters for the College. Upon completion of the Business/Social Science/Administration building and with the relocation of the administrative staff, the temporary facility was designated as a location for students to congregate away from the academic environment. The center provided a lounge with vending machines in the former kitchen/dining area and pool/ping pong tables in the former master bedroom. The



living room served as a study area while the offices of the Director of Health Services Jo Dee Burger and Director of Student Activities Earl Garrison were located in ex-bedrooms (Burger).

Other Phase I buildings were completed toward the end of that first semester of operation. In early December, instructors moved into offices in the Fine Arts Building, and music/art/speech students began attending classes in some of the rooms. Completion of the Lecture Hall, Little Theatre and Gymnasium soon followed.

During this year of getting started, little thought was given to the business of accreditation. After all, months before the College opened, the Oklahoma State Regents for Higher Education had approved the initial application for accreditation for the first academic year and, following a consultant's visit and favorable report, the North Central Association of Colleges and Secondary Schools had voted to grant Correspondent Status to the institution.

While the faculty and students were continuing their adjustment to the rigors of academe, other important events were taking place during the spring semester of 1971: first, Joe Leone joined the staff as Vice President, a position created by President Johnson; second, on March 23, the citizens of the College District voted another \$1,175,000 to build Phase II of the Campus Master Plan; third, the State Regents officially accredited the College for the next academic year which meant that "Transfer credits [would] be

accepted by senior colleges and universities in Oklahoma" (1971-72 Catalog 12); fourth, the College administration formulated plans to attain the second step in national accreditation, that of Recognized Candidate. This required the submission and approval of a Status Study Report and a campus visitation by a North Central evaluation team. North Central accreditation was required for transfer credits to be accepted by other colleges and universities outside the State.

Armed Forces Day (May 15) was the date chosen to dedicate the College officially. George M. Johnson, Jr., Commanding General of Tinker Air Force Base, was the first speaker on the program. He began by announcing that "Education and the Armed Forces are inseparable" and added that from the first day the college opened, Tinker personnel had "beaten a path to the enrollment doors." Approximately twelve percent of the student body was from the nearby base.

In the outdoor ceremony, Congressman Tom Steed led the tribute to the late Oscar Rose. He said that Rose was active in promoting the College on his last visits to Washington where he continued to lobby on behalf of federally impacted schools. Steed recalled visiting with Rose in the representative's office the day of the educator's death. The last topic discussed was the new two-year institution. Steed commented that he knew Rose would have been "thrilled, flattered and pleased beyond words to know his name would be on this college" ( qtd. in "Gov. Hall").

Following Steed on the program was Governor David Hall

who, with the assistance of Russell Vaught, presided over the official naming of the facilities. The Board of Trustees had decided the entrance road to the College should be called Johnson Boulevard, much to the surprise and delight of the founding President. Buildings were given official names, as noted in Table 4, to honor men who had been instrumental in the College's establishment.

TABLE 4

## OFFICIAL NAMES FOR OSCAR ROSE JUNIOR COLLEGE FACILITIES

Facility	Official Name
Engineering/Science	Henry Croak Building
Business/Administration/ Social Science	George Epperly Building
Fine Arts	John Miskelly Building
Gymnasium	John Garrett Building
Little Theatre	H.B. Atkinson Building
Student Center*	W.P. Bill Atkinson Building
Learning Resources Center*	E.T. Dunlap Building

\* not yet completed

The important contributions of Croak, Epperly, W.P. Atkinson, and Dunlap have been noted. John Miskelly from Midwest City was a state representative and served as vice-

chairman of the appropriations committee. John Garrett of Del City was a state senator who, with former state senator H.B. Atkinson of Midwest City, co-authored the "Community Junior College Law" of the 1967 legislature. Officially known as Senate Bill No. 2, it made possible the creation of Oscar Rose Junior College, South Oklahoma City Junior College, and Tulsa Junior College. Without the efforts of these men, the College in Midwest City would not have existed.

In his opening remarks, Chancellor Dunlap termed his participation in the dedication program as "perhaps one of the outstanding honors of my professional life" (qtd. in "Gov. Hall"). He traced his knowledge of the College's history and said comprehensive community junior college education may be the single most important educational influence in the last half of this century, just as land grant colleges were in the first half.

During the summer of 1971, activity continued at an invigorating pace that came to be considered normal. Time was gladly taken from busy schedules, however, to celebrate the first Commencement. In an informal 2 P.M. ceremony held on Wednesday, July 28, in the Board Conference Room, the first graduating class of eight students received their Associate of Arts degrees from President Johnson. All students had transferred to the College and were planning to continue their education at a four-year institution. Vice President Leone gave the Commencement Address on the 'Basic Purposes of Education.' He described them as two-fold in nature with one

being economic or functional and the other being social or humanistic. He ended by saying, "We will be watching your continued program with much interest. You are our first product and we are very proud of you" (qtd. in "ORJC Grants").

As with most educational institutions, this was not only a time of departing students, but also a time of changing personnel. Given the hectic first year, the losses were few:

. . . two of the regular faculty members and one of the four division chairmen resigned. One of the faculty and the division chairman did so to accept positions with a district-wide high school vocational-technical program in another state. The other faculty member established a dental practice (Status Study 35).

Thus, only two of the initial faculty did not return for the second year. Anticipating further increases in enrollment and the addition of sophomore-level courses, the College hired twenty-six new faculty, the majority of whom had received their training in out-of-state institutions. At mid-term, an additional five full-time faculty were added to bring the total regular faculty to sixty-five by the end of the second academic year (Sixteenth Biennial Report, Part II 48).

It was not until the State Regents' Plan For The 70's was adopted in the fall that concentrated effort was directed toward gathering information for the Status Study and the response to the Regents' Plan. President Johnson appointed Vice President Leone to organize the in-depth study and

suggested an approach be used that would research the information needed for both reports. In only six months, A Status Study Report, numbering 182 pages and involving all the full-time faculty and administration, was completed.

Other reports and other deadlines also tested the endurance of the College's professionals. Carol Gregory worked in the President's Office when this episode occurred:

I remember one particular time, about the time [President] Johnson was retiring, that a health grant proposal was due in Washington on a very short deadline, and approval of the grant meant a great deal of money to the College's health programs. We worked until 3 A.M. getting all the final typing and copy work done. We did not have the sophisticated equipment that we have now, but we had many willing hands that pitched in and met that deadline. [Vice President] Leone rolled up his sleeves and collated copies and stayed right there with the rest of us until the document was taken to a plane to be delivered that same day. We were so tired, but it was exciting and rewarding.

The institutional response to the State Regents' Plan was finalized a few months later. The Plan emphasized access to higher education which had not been available to adults in the two major metropolitan areas before 1970. Among the forms required for completion was one that captured much of what was taking place at this community college during the early years.

Form SR72--I asked for a succinct statement of institutional philosophy. The first paragraph of the response follows:

Oscar Rose Junior College is dedicated to educating each individual to the limits of his capacity. Support is given by the faculty and staff to help the students to realistically look at themselves, and to search for self awareness in a non-threatening atmosphere. Being student centered, we endeavor to personalize the educational experience of the students, to help the student find meaning in the present, and to see a relation between the present and the future ("Response to 'Plan for the 70's'").

The philosophy of the College was particularly epitomized by its choice of Presidents. The first, Jacob Johnson, had valuable administrative experience in Oklahoma higher education and helped the new institution to "find meaning in the present." He worked with the State Regents and Board of Trustees to determine the functions of the College (given in Chapter 1) and guided the architects in developing the physical plant. He also supervised the formulation of the purposes, evolved from the assigned functions, which served to direct the institution during the years of his Presidency. These purposes were "expanded, revised, and reinforced by the faculty and staff" and presented on pages 14-15 of the Status Study as follows:

1. To provide a comprehensive program of higher education to thousands of capable individuals who otherwise would be denied this opportunity, taking into consideration local, state, national, and international needs.
2. To provide regular and community service programs calculated to improve the intellectual, physical, economic, political, and moral environment of the society.
3. To provide students with the opportunity to learn to appreciate the contribution which the city has made to civilization, and to develop within them a sense of responsibility for making urban life more meaningful and enjoyable.
4. To provide students with opportunity to learn to affirm the dignity of labor in all manpower fields and in the pursuit of all worthwhile social activities.
5. To provide adult students the opportunity to enter college without having graduated from high school or having completed the equivalency, such as the General Education Development Exam.
6. To provide students who are unable to assimilate college level instruction the opportunity to profit from tutoring services and compensatory courses and programs.
7. To provide relevant educational experiences for the



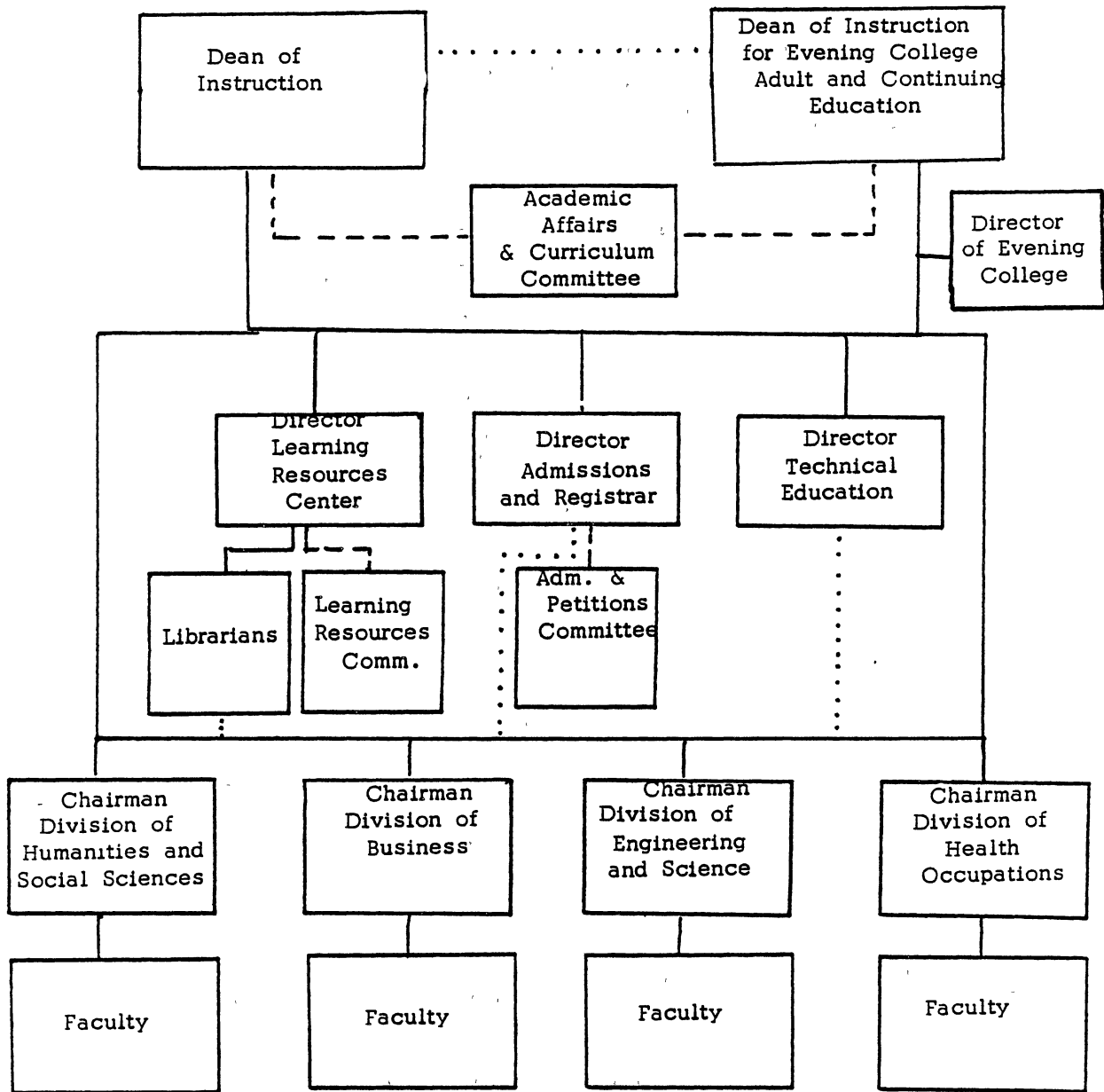
students through the identification, selection, and the development of faculty and staff.

8. To provide effective guidance and counseling services to students for assistance in educational, personal, social, and economic development.
9. To provide the psychological climate for the encouragement of inquiry, innovation, and expansion of intellectual curiosity by students and faculty.
10. To provide for students, faculty, and the community, the appropriate personnel, financial, materials, and faculty resources to maximize learning opportunity.

While the first President helped the College to relate to the present, the second President could "see a relationship between the present and the future." Many described his vision in directing the College (Brown, Gregory, Hawkins, Knox, Loveless, Miller). Upon Johnson's accepting President Emeritus status, Leone assumed the responsibilities of chief executive officer in July 1972 and made a number of changes.

First, the new President established ten (later twelve) objectives for each fiscal year and presented them to the faculty/staff during his annual address at Fall Inservice. While Johnson's goals related generally to opening the College and implementing services and programs, Leone's objectives became more specific, and all College personnel worked together to accomplish them.

Second, he reorganized the institutional structure to eliminate the dual deanship depicted in Figure 3.



\_\_\_\_\_ Line of Responsibility  
 - - - - - Advisory  
 . . . . . Co-ordination and Service

Figure 3. Organizational Chart for Academic Affairs, 1972

Source: APPENDIX III-C, Status Study

The dual deanship was noted as a 'problem area' in the Status Study because of conflict resulting from confused communications between the deans and their subordinates (70). The confusion originated in the College's organizational structure which assigned two individuals, each with the same line of command and similar responsibilities; subordinates were unclear as to whom to report. Leone replaced the Dean of Instruction and the Dean of Instruction for the Evening College and Adult and Continuing Education with a Vice President for Academic Affairs, one of three vice presidential offices that would oversee the major areas of responsibilities on the campus. The other two offices were those of the Vice President for Student Affairs and the Vice President for Business Affairs.

Third, Leone involved the four basic administrative units of the College (academic, student, financial, governmental) in preparation of an Annual Report for each fiscal year, beginning with FY 73. Each of the reports discussed the accomplished objectives and partially accomplished objectives, progress in the four administrative areas, and implications for the future. These annual reports provide valuable information about the chronological development of the institution.

Leone's first year as President saw the College move closer to full accreditation when it was granted Recognized Candidate for Membership status by the North Central Association. As James L. Wattenbarger, University of Florida,

noted educator and chairman of the visitation team wrote, "There are few institutions in the country which could be considered superior in a time of comparable development" (Annual Report FY 73-4). Upon notification of this status, plans were formulated to complete the third and final phase in the national accreditation process. Meanwhile, the State Regents renewed the College's full accreditation status. Other programs gained national recognition, such as the veterans' Upward Bound project, one of only five in the nation to receive federal funds. The College awarded its first scholarships and established its first loan funds.

Almost concluding his first year as President, Joe Leone was officially inaugurated in a ceremony held in conjunction with the 1972-73 Commencement exercises on Sunday, May 20, 1973. His mid-day inaugural dinner, featuring E.T. Dunlap as guest speaker, was held in the newly dedicated Student Center. Leone, in his remarks, summarized his educational philosophy and pledged total dedication of his ability and energy toward the continued development of the institution. Graduation followed later in the Little Theatre with Paul Sharp, President of the University of Oklahoma, addressing the 172 graduates. Commencement continued in the semi-formal (i.e., no caps and gown) style preferred by a majority of the graduates surveyed in a mailed questionnaire.

Leone's second year as President witnessed two major accomplishments. One was the College's becoming a full member of the Oklahoma State System for Higher Education. The

process began in May 1973 when the State Legislature enacted House Bill 1049, section 16 of which authorized procedures whereby Oscar Rose Junior College and certain other designated 'community' colleges could each become a 'state' junior college. In August, the Board of Trustees adopted the resolution requesting the State Regents "take steps for the conversion of Oscar Rose Junior College. . . ." In October, the State Regents declared the College "to be a full member institution." Governor David Hall appointed the seven members of the new Board of Regents and, in December 1973, the institution began operation as a 'state' junior college.

In leaving its position as a 'community' junior college and becoming a 'state' institution, the College would experience several significant changes. First, the Board of Trustees would no longer be elected by the citizens of School District No. 52, for the governing body would be called a Board of Regents and would be appointed by the Governor and confirmed by the Senate. Second, operating dollars for the Educational and General Budget of the College would be received from state appropriated funds on a more equitable basis with other state institutions. Third, students from outside the College District would not pay a higher tuition than those students residing within the District; as a 'state' institution, all students living in-state would pay tuition according to the same fee scale.

The second major accomplishment of Leone's second year as President was the institution's "progressing two years

ahead of schedule through the accrediting process" (Seventeenth Biennial Report, Part II 48). The College concluded its in-depth study involving faculty, staff and many community leaders and, after more than a year's research of all aspects of the College, submitted in May 1974 A Comprehensive Self-Study Report to the North Central Association of Colleges and Universities. It was accepted, and the on-site visit was scheduled for fall.

Further recognition came to this new state college in the spring of 1974. The outstanding senior adult program (for retired individuals aged fifty-five and older) was featured on an ABC-TV documentary titled "The Pursuit of Youth" as a positive way for senior adults to stay active, both physically and mentally. The Del City News interviewed Associate Producer Jo Ann Goldberg, who commented, while in Oklahoma City, that the Oscar Rose Junior College program was the most complete of any she had seen in the nation ("Senior Adult"). Classes in Armchair Travel, Ceramics, Local/World Issues, Comparative Religions and twenty other topics of interest were offered one day per week during afternoon hours when the College enrolled few students in credited courses. As a result of the May 30 special, requests from across the country came to the College asking for more information to aid in starting a similar program. Activities at the College expanded to serve approximately 750 senior adult citizens.

The year of "the most significant event in the brief history of this higher education institution" was 1975 (Annual

Report FY 75). This was the goal toward which the College had been working since establishment because the achievement of this goal would confirm the quality of the academic programs offered at the College. The attainment was summarized as follows:

Following submission of the Self-Study Report in May of 1974, an on-site visit by team members from the North Central Association was held November 10-13, 1974. The team recommended full accreditation for our College, and approval was formalized in a letter from the Association in April, 1975. This full accreditation status provides students complete transferability of course credit to all higher education institutions in the United States (6).

Accreditation was also granted in specialized fields such as Dental Hygiene and Radiologic Technology. The Dental Hygiene program was the first established in Oklahoma. Before Oscar Rose Junior College opened its doors, students had to travel out of state to receive the necessary training (Diplomat 37). In addition, the Medical Laboratory Technology Program received notification from the Council on Medical Education of the American Medical Association that full accreditation had been approved for five years (Annual Report FY 75).

Finally, national and specialized accreditation were realities. In reaching these most important goals, the College took a critical look at itself and profited from the

analysis. The hours of committee work spent to accomplish accreditation tasks also provided valuable experience and much insight. History instructor Janet Noever reminisced:

I remember attending a committee meeting my first year at Rose (which was the second year it was open). A committee member suggested changing a procedure because it would be more efficient and the person in charge objected saying, "Oh no, we've ALWAYS done it this way!" I was impressed at how quickly 'traditions' were established. (Or was it the need to have a 'history' when we were still so young and vulnerable?)

Despite resistance by some, changes did come to Oscar Rose Junior College the beginning years. Enrollment growth, new buildings, full and specialized accreditation and entrance into the State System of Higher Education were a few of its achievements. Much of this was made possible because Joe Leone was "an exceptional administrator with ability to plan thoroughly and implement well" (Nutter 2).

Never content or satisfied with complacently resting on past accomplishments, President Leone looked toward making future improvements in the programs and services offered by the College:

Changes such as campus expansion and enrollment figures are only physical signs of a growing institution. Students' growth, realization of personal goals, and assumption of leadership roles



in communities and professions are much more desirable characteristics of a maturing institution.

. . . . .  
As the adolescent stage of Oscar Rose Junior College is left behind, we look forward to growing into a mature institution of higher education. Refinement of established programs and activities will be the key as we embark on our next five years ("President's Message," Tomorrow's Frontiers).

## CHAPTER III

### CONTINUED GROWTH AND EXPANSION

1975-1978

During the years when the College was working toward full accreditation, there were numerous changes taking place in the physical resources (facility) and the human resources (personnel). The major reason for these changes was the enrollment which far exceeded predictions made in 1968 plans. The original plan provided for physical development based on the following projected full-time-equivalent (FTE) enrollments:

1. 1000 FTE by 1975 -- Phase I
2. 2000 FTE by 1980 -- Phase II
3. 3000 FTE by 1985 -- Phase III

To convert these FTE numbers to head-count numbers: Only 1000 were expected to enroll in the fall of 1970, whereas 1767 became the final tally; the projected number was to have been 1500 students by fall of 1975, but actual enrollments totaled 7766 (Tomorrow's Frontier Today 4). This rapid growth, displayed in Table 5, required great flexibility and adaptability of both the facility and the personnel.

TABLE 5  
STUDENT ENROLLMENT BY ACADEMIC YEAR  
1970-1974

Academic Year	Fall Semester	Spring Semester	Summer
1970-71	1767	1962	812
1971-72	3021	2994	1188
1972-73	3143	3924	2193
1973-74	5243	5421	2752
1974-75	6253	6951	4186

Adapted from "How fast has enrollment grown"? Tomorrow's Frontier Today, page 5.

With so many unexpected students, the first priority after completion of Phase I in spring, 1971 was to develop an adequate facility for student activities. This was important in order to fulfill the institutional mission of providing the student with opportunities for social as well as academic development. The Student Center was funded by the sale of self-liquidating bonds made possible by the Oklahoma Constitutional provisions regarding vocational-technical area school districts. The Self-Study explains:

By statutory authority, the State Regents for Higher Education has approved Oscar Rose Junior College as a qualified vocational-technical area school, thereby vitalizing the district's corporate

existence and authority to issue bonds (56). Officially dedicated April 1973, the new building provided a food services area, bookstore, seminar rooms and offices, and a site for many community meetings and gatherings. A game room furnished with pool tables, amusement machines and television set was created later. The indebtedness was to be repaid from revenue generated by the bookstore, food services, and Student Center fees. The rapid growth further called for a revision of the Campus Master Plan, approved by the State Regents in November 1968. The Introduction of the Campus Master Plan, Developmental Revision No. 1 explained:

Although the Campus Master Plan was well-researched and the criteria for basic projections carefully examined, the task of accurately predicting future needs of an urban junior college became one of educated conjecture. Because Oklahoma had never had an urban-centered two-year college in its system of higher education, this Plan was written and approved with the knowledge that [it] would certainly need to be reappraised. . . (1-2).

The document noted that the original plan had based its enrollment projections upon data of local high school graduates, then and in the future. What these projections did not anticipate was the philosophy of "life-long learning" that would emerge to create an upsurge of adult students.

This new component of higher education caused the enrollment picture to shift drastically, especially at the

community college level. A study by the Oklahoma State Regents confirmed that "The share of the student market going to public community colleges increased from 9 percent in 1960 to 23 percent in 1975," while the share going to state universities held steady and the share going to public graduate universities declined (State Plan 28-29). Thus, Developmental Revision No. 1 argued that:

Probably, the most important justification for revision of the Campus Master Plan occurred when the enrollment projections for the end of Phase II of the original Plan, not scheduled to begin until 1980, was surpassed the second year of existence. In addition, the College in its fourth year of existence, has considerably surpassed the projections for Phase III, set for 1985 (8).

These attendance patterns placed a heavy burden on the institution's commitment to meet the needs of all students. If Oscar Rose Junior College were to retain an open-door policy of admission, changes had to be made immediately. Approval came from the State Regents for the College to offer on-base courses at Tinker beginning Spring 1974; however, many Tinker personnel chose to attend classes on campus, so that any reduction in numbers went unnoticed. Because major enrollments continued to be in Humanities and Social Sciences, the College requested buildings to serve these divisions. Figure 4 compares the divisional student credit hours generated in academic years 1970-74.

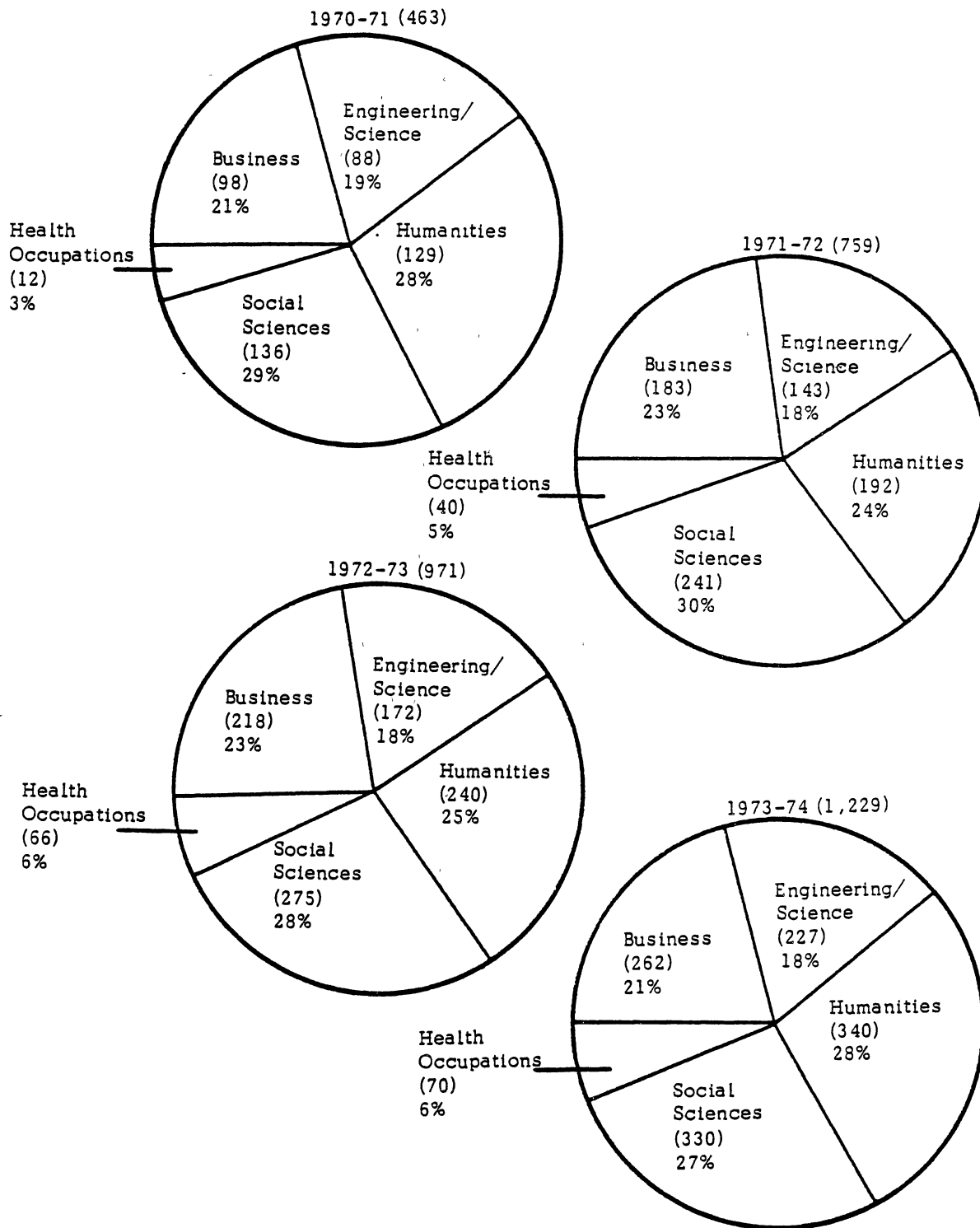


Figure 4. Divisional Student Credit Hours, 1970-1974

Adapted from Campus Plan, Revision No. 1, page 13.

President Leone received a letter from Chancellor Dunlap in late July 1974 informing him of the Regents' "allocation of state building funds in the amount of \$1 million for the purpose of funding a part of the cost of the two new classroom buildings. . . ." The College assumed fiscal responsibility for the additional \$1.5 million projected cost, which directs attention to another issue.

After becoming a full member of the Oklahoma State System of Higher Education in December 1973 (see Appendix D), the institution received only eighty-two percent of the amount the fully funded two-year colleges received for fiscal year 1975. This may be explained by the fact that the College underwent a period of fiscal transition as it moved from a locally supported 'community college' to one that was State funded (with continued community support of the Technical Area District programs). Furthermore, State funding of higher education institutions was based on the previous year's enrollment. For an institution with a stable growth pattern, this financial policy of the State Regents was not a fiscal problem; for an institution that was experiencing rapid enrollment growth (such as Oscar Rose Junior College), this financial policy produced a considerable short-fall of funds. It was not until the following fiscal year that the College Board of Regents, working with legislators and State Regents, were successful in their efforts to secure one hundred percent financial support for the College (Annual Report FY 77 23).

The completion of Phase II-A resulted in the opening of the Humanities Building for classes in the fall of 1975 and the Social Sciences Building in January 1976. One faculty member recalled:

Both buildings were due to be finished at the same time, but weather and other circumstances had delayed the progress. It was decided to concentrate on the Humanities Building and to finish the Social Sciences Building later in the semester. I remember sharing my one-person office with two faculty from the other division until their space was available. We had two desks, but the third officemate could not even open the door if the other two were seated. It was like "musical chairs" with more persons than places to sit. Laughter helped us to get through those months, but we were all relieved when the Social Sciences Building was dedicated (George 1).

At the dedication of both buildings in 1975, the Humanities Building was officially named for Russell Vaught, chairman of the original Board of Trustees, and the Social Sciences Building was named for James F. Howell, former president of the Midwest City Chamber of Commerce and Oklahoma Senator from the College District.

These two structures provided classrooms for the ever-increasing number of courses offered and additional office space for the growing number of faculty. Table 6 depicts the tripling of instructional personnel during 1970-75.



TABLE 6  
FACULTY GROWTH BY ACADEMIC YEAR  
1970-1975

Academic Year	Full-Time* Faculty	Part-Time**
1970-71	36	25
1971-72	64	33
1972-73	72	58
1973-74	85	79
1974-75	94	94
1975-76	115	116

\*Full-Time Faculty teach a contractual load of 30 credit hours, usually assigned 15 credit hours per regular semester.

\*\*Part-Time Faculty teach one or two courses (sometimes three) per semester.

Adapted from Tomorrow's Frontier Today, page 5, and other Annual Reports.

While Phase II-A was proposed to accommodate current enrollments, the construction of Phase II-B (which identified the need for Life Science/Technology and Administration buildings) was planned to accommodate anticipated enrollment increases in the technical fields and business. However, the development and funding of Phase II-B was postponed while the College secured a more direct route to the interstate highway.

Part of the goal of direct access to Interstate 40 was realized in August 1970 when the College received a gift of land estimated at \$240,000. Mrs. Tom Poore and Lewis Barton donated the property to enable the development of a street system for the College. Russell Vaught, Chairman of the Board of Trustees, called the gift "a valuable contribution to the future growth of the school" (qtd. in "Rose College Gets Land"). Rapid enrollment growth, with the resultant increase in academic programs and expansion of the physical plant, made the obtainment of interstate access a priority consideration.

Five acres adjacent to the College were purchased. In addition, arrangements were made for the purchase of another 12.8 acres known as the Carter property. With this land, and with the cooperation of the City of Midwest City in extending Adair Boulevard to Paris Road, the College acquired direct access to Interstate 40. This long-awaited goal gave the College a new front door. The Del City News predicted "The new road will shift 50 to 60 percent of College traffic to the south" ("Oscar Rose gets"). As part of the College's efforts to keep the State controlling agency updated on the physical development of the institution, Figure 5 shows the Master Plan revisions, drawn by the College Architect for presentation to the State Regents as Campus Master Plan, Developmental Revision No. 1 (43).

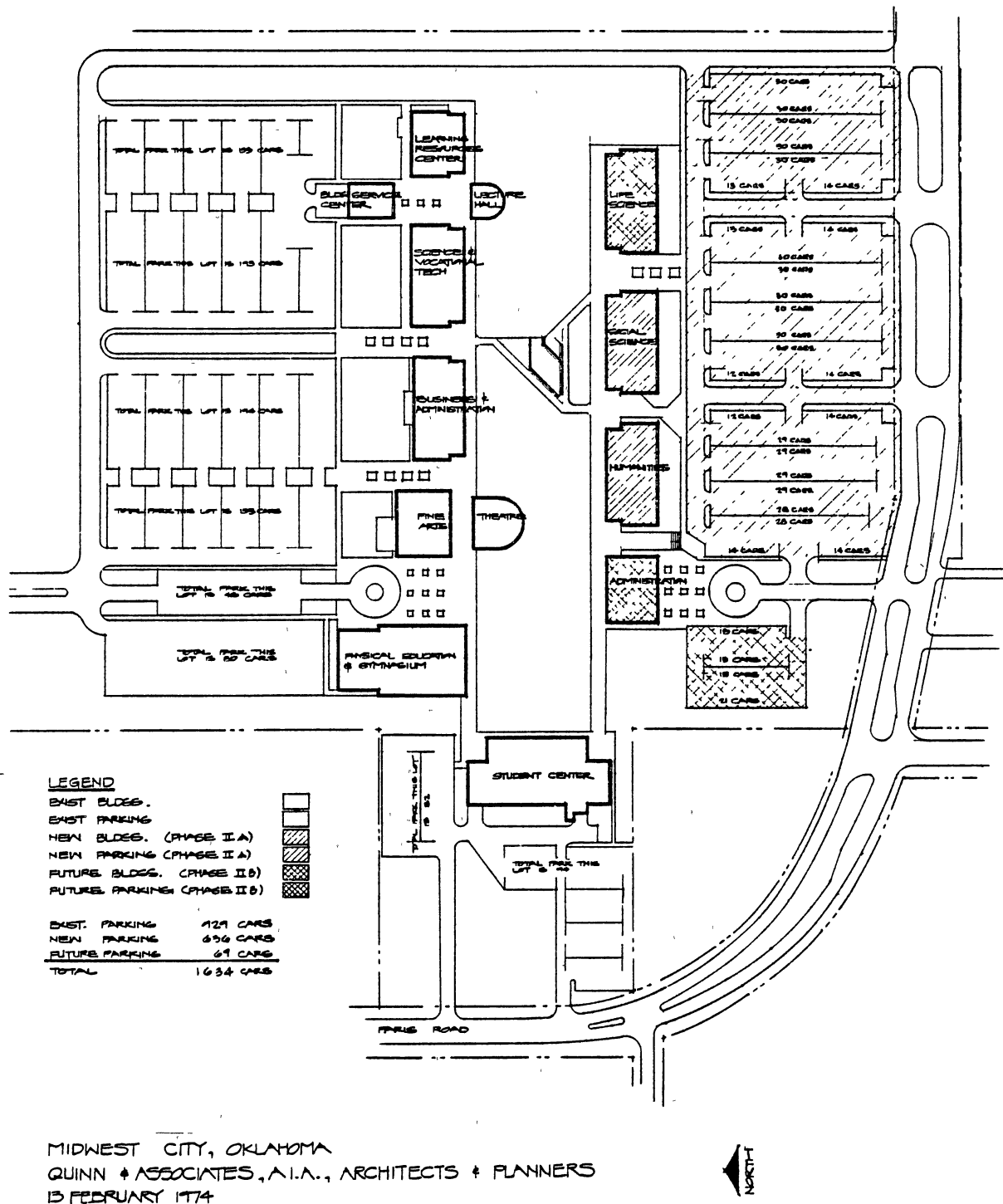


Figure 5. Campus Master Plan, 1974

The purchase of the Carter property included the three-story Universe Building, and this addition required a second revision of the Campus Master Plan. The structure was renovated to make it functional as the new Health Occupations and Environmental Science Building. The new facility allowed for much-needed expansion and storage space. It provided a dark room for developing x-rays, a storage closet for wall charts and human body models, area for six additional dental chairs, a lab to calibrate precision equipment, and other lab and storage needs required by Wastewater Technology students. Being designated the State Training Center for Oklahoma's Wastewater Technicians resulted in many humorous exchanges among campus personnel and students, but the College was proud of its uniqueness in being the only one in the State to have a Wastewater Technology Program.

Growth and expansion continued. Head-count enrollments passed the 10,000 mark in both fall 1976 and spring 1977 (Annual Report FY 77 11). Student enrollment ranked the College as fourth largest in the State of Oklahoma. For the first time, the summer 1977 session was divided into three terms--a first six-week, an eight-week, and a second six-week--to allow greater flexibility in scheduling and use of the facility. In addition, three separate terms (two eight-week and one sixteen week) were successfully offered the following regular semesters.

Phase II-B planning focused on a new Administration Building, the completion of which in February 1978 freed space

in the Business and Fine Arts buildings for academic activities. Further proposed construction involved the expansion of the Learning Resources Center and another classroom building for science and math. These two constructions would complete the original campus quadrangle design. Mall development within this quadrangle in 1977 and 1978 created the park-like atmosphere envisioned by the Master Plan. Architect Quinn credits President Leone with the idea that made the campus one of the most attractive in the State.

Besides the work being done to develop the physical plant for the accommodation of the College's rapid growth, effort was also expended to continue the excellence of its academic programs. As partial fulfillment of the requirement for continued accreditation, another self-study was conducted. The basic questions which formed the organizational structure for gathering material were:

1. What is the current status?
2. What important changes have occurred in development?
3. What are the objectives, both long and short range?
4. What changes (plans) are proposed to meet these objectives?
5. What are the expected results of meeting these objectives?

The Office of Institutional Research coordinated the data collection and submitted the final report to the North Central

Association of Colleges and Universities in December 1977. Arrangements were completed for the site visit to be conducted the following spring, on April 17-19.

The North Central Site Visitation Team was chaired by Joseph Bailey, President of Arapahoe Community College (Colorado), who wrote a highly favorable report. Among the list of institutional strengths were the following:

The faculty is well qualified in terms of experience and academic preparation. The Administration is to be commended for assembling a faculty of such quality.

Instruction is of quality, as evidenced by the organization of instruction within the syllabi and the various instructional modes which are indicated. Student performance at senior institutions also testifies to the quality of instruction.

The report concluded with the recommendation that the College be "continued in accredited status at the associate degree-granting level" for ten year, with the next evaluation scheduled for 1987-88.

The North Central Review Screening Committee, voted in June to forward the report and recommendations directly to the Executive Board of the Commission on Institutions of Higher Education, when it was officially approved in July (Annual Report FY 78 8).

Soon after the Evaluation Team's visit and positive recommendation, College personnel received some shocking news:

Dr. Leone was leaving the College to accept the position of Executive Vice Chancellor of the Oklahoma State Regents for Higher Education. While many were made uneasy by this announcement, others were pleased to consider having a 'representative' at the State Regents' Office. Some admitted that they did not feel comfortable around him (Austin, Brown, Carter), but another noted that "You always knew where you stood with him. You might not like or agree with his decisions, but at least you got an answer" (Nichols 2).

It is interesting to note that the question "How do you feel the Leone administration affected the College?" produced a plethora of responses from the faculty and staff. Taken from written interviews that allowed respondents more time for reflection than oral interviews, the responses included:

(1) From a charter faculty member--

Those who knew him and worked closely with him as we did as a beginning faculty knew that his purpose was always to promote a positive learning environment for those students striving to obtain an education (Hodge 2).

(2) From an administrator--

The accomplishments of this College during the years that Dr. Joe Leone served as President have had a lasting influence on many aspects of this College. Dr. Leone was the right president for the right time for this College (Underwood 2).

(3) From a staff member--

The student was always his first consideration, and he

expected it to be everyone else's too (Gregory 2).

(4) From another charter faculty member--

It's the nature of administrators usually to take one of two styles of control: 1) actively involve faculty, staff, even students, in decision-making or 2) exclude faculty, staff, and students and make the decisions at the administrative level, usually with only one person making the real decisions. Leone chose the latter style. It has multiple drawbacks: 1) it alienates faculty and staff--even students; 2) it cuts administration off from sources of information that could prove extremely helpful; and 3) worse--it fosters a 'good old boy' system and mentality--complete with political favors, back slapping, and back stabbing (McWaters 2).

Whatever the regard for the second President's leadership style, his administration oversaw a period of positive growth and development. Salyer noted "He took over when financial support was almost inadequate to meet payroll and left seven years later with 4.4 million dollars in reserve" (2); Miller declared "The advances we made in the educational community, both state and nationally, were under the guidance and leadership of Dr. Leone" (2). Semore confirmed:

This man could see down the road and around the corners better than anybody I've ever known. [He] Just didn't see around one corner well enough or in time. . . (2).



When Joe Leone left the College in October 1978 to go to the State Regents' Office, his friend became chief executive officer. Joe Packnett came to Oscar Rose Junior College in 1971. His first position was Director of Program Development, reporting directly to the President. In July 1973, he was appointed Vice President for Student Affairs.

## CHAPTER IV

### THE PACKNETT PRESIDENCY

1978-1985

Joe T. Packnett left his position as Vice President for Student Affairs to serve as Acting President. During the search process, which lasted several months, "The faculty, staff, and administration of Oscar Rose Junior College continued its prescribed practice of review, evaluation, and planning for the future. . ." (Twentieth Biennial Report, Part I 46). The year witnessed the approval of plans for the Tom Steed Center for Career Development, designed to provide a location for career training opportunities for persons in the College service area. The building (which included meeting rooms and an auditorium) was jointly funded by Federal sources, the State of Oklahoma, and the Oscar Rose Technical Area District.

Other special campus activities involved the expansion of the Learning Resources Center and completion of the 1977 and 1978 mall development projects, previously hampered by inclement weather. Revision Number 3 of the Campus Master Plan incorporated the above changes. New additions to the curricula included full programs for Nursing and Dental Laboratory Technology.

On April 19, 1979, the Board of Regents named Packnett as third President of Oscar Rose Junior College. Shortly thereafter, planning began for the inauguration ceremonies, scheduled for September to coincide with the beginning of the College's tenth year. In recalling the event, Packnett told a staff writer for the Daily Oklahoman that he expected "the bells to go off" and the world to stand still" when he was inaugurated President (Johnson, N1). A member of the faculty experienced a different feeling:

I was President of the Faculty Association the year Packnett was inaugurated. . .[and] was asked to represent the faculty in making a brief address appropriate to the occasion. I remember struggling to find acceptable words. Not only did I not personally respect the third President, but also many of my colleagues had privately questioned his credentials for the job and his ability to carry out the duties successfully. To represent the faculty and 'honor' the new President on this occasion required much tact and diplomacy (George 4).

Certainly, for Packnett, this day was the culmination of many years spent in education and was quite an accomplishment for a former football coach. For others, it was a day punctuated by many question marks.

Packnett's first year as President was a very productive one for the College. Sixteen new grants and contracts were awarded, and others were continued for a total of fifty

projects funded at \$2.5 million during 1979-80. The Continuing Education and Community Service Center enjoyed a record 13,567 enrollments for the year. The building addition to the Learning Resources Center was finished with minimal interruption of services. Plans were drawn and approved for the Engineering Technology building, the last one remaining to be constructed in the central quadrangle of the revised Campus Master Plan. In addition,

In February of 1980, the Presidential Task Force was reactivated for the purpose of collecting and analyzing information, and making recommendations related to the future of Oscar Rose Junior College. For this undertaking, the committee received the name Institutional Commitments Updated, or I.C.U. (Institutional Commitments Updated iii).

Finally, the President's Annual Report (for fiscal year 1980) noted the change of personnel in Business Affairs: David Lacy assumed the position of Business Manager following Leo Dunlap's death in December, and was appointed Vice President for Business Affairs in January.

President Packnett's second year saw grants and contracts increase to 67 for a total of over \$4.2 million awarded for 1980-81. Several of these projects were housed in the newly dedicated Tom Steed Center for Career Development. The Management Training Center program for Tinker Air Force Base was one of these. Involving cooperation among the University of Oklahoma, Oklahoma State University, Langston University,

Oklahoma City University, and Oscar Rose Junior College, this program provided a schedule of classes for approximately 1000 Tinker employees.

Campus Master Plan, 1981 Revision, was finalized and work began on the Engineering Technology building. New projects approved by the State Regents included: 1) construction of a Child Development Laboratory Center, 2) enlargement of the Maintenance Building, and 3) expansion of the Gymnasium to include new classrooms, dressing facilities and an indoor swimming pool.

The President's special task force completed their assigned project known as Institutional Commitments Updated which reviewed all phases of the College's operation and service during the first ten years and made recommendations for the next decade. Among the committee's suggestions were: 1) establish a permanent Advisement Center, 2) initiate Telephone Enrollment (similar to that provided at Tulsa Junior College), 3) create a dead hour in the schedule for meetings, 4) bring more nationally known speakers to campus, and 5) increase pay scale for supportive staff (1-3).

The year witnessed a number of firsts. The student newspaper, 15th Street News, became a weekly publication and once a month was run as an insert to the Midwest City Sun; Oklahoma Collegiate Press Association awarded the student publication first place among junior college newspapers. For the first time, a registered nurse was employed on a part-time basis to work evening hours after the regular nurse had

gone home. Twenty teams participated in the first College Bowl and the highly successful activity was added to the list of annual events. The English faculty produced its first literary publication titled Pegasus and held its first Annual Writing Contest. The College became the first in the Oklahoma City area to offer courses by Cable Television.

The following year saw the Cable Television services expanded and classes offered in the new Engineering Technology Building, beginning Fall 1981. The approved Campus Master Plan, 1982 Revision, reflected partial renovation of the Theatre, expansion of the Student Center and construction of additional tennis courts.

Academic year 1982-83 began with a Faculty Inservice that stimulated much discussion. A result of recommendations from the Faculty Development Advisory Committee, the fall program centered on student retention, a growing concern of the State two-year colleges. Noel Lee, Executive Director of American College Testing (ACT), provided expert guidance during the two-day workshop. His program inspired the faculty to request the formation of a campus retention committee, chaired by a faculty member and comprised of representatives from all areas of the College. Their work continued throughout the year, primarily in three sub-committees that studied the College Enrollment Phase, the Class Attendance Phase, and the Support Activities Phase. The final result was a thirty-page report titled Retention: A Study for Quality Education that contained a series of recommendations for consideration

and implementation.

Faculty who served on the Retention Committee held little hope that the President would implement any of the report's recommendations. Packnett had not been particularly responsive to serious requests. As sociology instructor Ron Hitchcock noted: "Before he became our President, he was viewed as a kind of jokester [sic], a funny man."

During the year of the Retention Study, many goals were accomplished, including 1) the implementation of Telephone Enrollment, 2) the completion of "Oklahoma Higher Education's first fully operational on-line circulation and cataloging system" for the Learning Resources Center, and 3) the administration of the First Annual High School Scholastic Contest (President's Report 6).

Two construction projects were completed in June 1983. One was the addition to the gymnasium which permitted swimming classes and other water activities to be conducted in the new Aquatic Center. The other project was the Child Development Laboratory Center which allowed for the expansion of that program's offerings. The new building provided approximately 9000 square feet of space and included three laboratory classrooms with one-way viewing windows for students to observe the children. Separate outside play areas were fenced for the safety of the fifty-five youngsters expected to participate in the activities at this model facility.

The President's Report, 1982-83 noted decreased activity in grants and contracts. This reflected "a year of

uncertainty concerning social and educational problems at the Federal level and of general budget tightening in private businesses" (29). The development of special projects became a goal and interest in private support increased. A result of this new focus was the reactivation of the Oscar Rose Junior College Foundation. To establish the identity of the Foundation and its goal of promoting support for the College, the Regents sponsored "A Search for the Heroic Individual." Nominations were solicited campus-wide and five students were honored at the Founders Day Dinner in April.

It was also in April that

Governor George Nigh signed Senate Bill No. 9 changing the name Oscar Rose Junior College to Rose State College, effective November 1, 1983, and thus more clearly identifying the college's membership in The Oklahoma State System of Higher Education" (Twenty-Second Biennial Report, Part I, 52).

The name change was met with mixed reactions, but most College personnel were too busy with end-of-the-academic-year activities to give it much consideration. One (unknown) student took the time to lament: "Does this mean we'll have to give up our school song?" He proceeded to sing (to the tune of the Oscar Mayer bologna commercial): "My college has a first name. It's O - S - C - A - R . . ." (George 3). Jo Helen Webber, daughter of Oscar Rose and former College Regent, gave her endorsement to the renaming. She said she would have opposed eliminating 'Rose' from the College's name,



but had no objection to dropping 'Oscar.'

On November 1, 1983, Oscar Rose Junior College officially became Rose State College. The change elicited many different responses, but it was not a new issue. What to name the college had been a subject of debate from the beginning. The institution was established in 1968 by the State Regents as Midwest City Junior College, but some members of the local Board felt a more representative name was needed since the local district included Midwest City and Del City; Oklahoma Junior College was the first choice.

Following the death of Oscar Rose in 1969, the State Senate and Mid-Del P-TA Council adopted resolutions urging the Trustees to change the name; Fred Joiner received more than thirty letters and petitions from civic leaders, school officials and citizens suggesting the college be named for the late superintendent of schools. The Board of Trustees voted 4-3 to request the change and the institution opened in 1970 as Oscar Rose Junior College. In 1972, the recommendation was made in the Status Study to change to "Rose Community College" (154). Then, in the response to the State Regents' Plan for the 70's, the request for the name change appeared again (40).

What's in a name? Apparently, there is much to consider. The reason for the change was not to prepare for becoming a four year college, as many mistakenly surmised. Regent Don Reynolds adamantly stated in an April 1990 interview that "There were three things this College didn't need. It didn't need housing . . . , it didn't need a football team, and it

didn't need to be a four-year school." The President's Annual Report, 1982-83 confirmed that the name was changed "to better reflect the sophistication and level of academics available to students" (3).

The reactions to the change were varied, with most giving approval to the new name. One college employee commented that "So many jokes were made about our name and misconceptions were drawn about the emphasis of the instruction, we were almost required to change the name" (Brown 3). Another argued that she "liked Oscar Rose because it visually associated us with this great educational leader. The name Rose by itself implies a flower and not a person" (Miller 3). Yet another said that "While Oscar Rose Junior College was obviously a unique name, the reactions which it drew were not highly complimentary" (Knox 3). A charter faculty member admitted that he admired what Oscar Rose did for education with federal impact funds, but that he could not really say he liked his name. He added: "Sometimes you would hear Oscar Meyer [sic] College" (Carter 3). Finally, another discussed the change as a way the 'community' college could expand to a 'state' college and attract many students outside the Midwest City area (Hodge 3).

Indeed, Rose State College had students from all parts of the state. Telecourse enrollments increased with the addition of courses already being taught on Oklahoma Educational Television. The Library Technical Assistant (LTA) Program continued to enroll students state-wide in its talk-

back television courses. The Tom Steed Center for Career Development attracted participants from every corner of Oklahoma; working with professional organizations and state agencies, the Center frequently conducted workshops and seminars at its centrally-located facility.

Although new building projects faced an uncertain future, several old ones were finished in 1983-84. The expansion of the Maintenance Building doubled its size and improved its operations. The Biological Science Program enjoyed the addition of the modern Greenhouse facility. Classes, intramurals, and the public utilized the third pair of tennis courts. Patrons attending Little Theatre events welcomed the convenience of the added restrooms.

Development and planning for new facilities slowed. Because of the unstable economy, state funding for higher education was reduced by 7.2 percent. This reduction, coupled with the previous year's 4.1 percent, meant a two-year loss of \$1.4 million. In the President's Report, 1983-84, Joe Packnett addressed the reduced funding and its critical implications for the future:

Looking forward into the 1984-85 fiscal year, we realize that institutions of higher learning are passing through a transitional period from a state of rapid expansion demanding quick improvisation to one of stability calling for careful analysis of the quality of services to the student and society in general. St. Augustine once wrote of the concept

of time, "The present time of past things is our memory; the present time of present things is our sight; the present time of future things is our expectation." Rose State College has established an excellent academic reputation in higher education, and we have even greater expectations for the future.

Some College personnel were even more concerned about the future after reading the "President's Message."

Despite the shortfall of funds, three Campus Master Plan projects were realized during 1984-85. First, the new elevator for the Business Building made the second floor classrooms accessible to non-ambulatory students. Second, work crews completed major and minor roof repairs on several buildings. Third, the College purchased 1.03 acres of adjoining property.

Other activities looked to the accomplishment of future goals, some targeted by the Retention Study (much to the surprise of certain faculty who were doubtful about any of the study's recommendations being implemented). One important project was the development of a more efficient Student Information System to improve enrollment procedures. After consultation with all areas connected with enrollment, the Computer Center staff created a computer-assisted enrollment and registration system with on-line capabilities.

The year ended with Joe Packnett's announcement of his forthcoming retirement. The news was received with little

reaction. As one faculty summed up his Presidency: "Faculty morale was extremely 'low' during the reign of Packnett, and 'negativism' was rampant" (Miller 4). John Davis, Vice President for Academic Affairs, was appointed Interim President, effective August 1, 1985. With this development, the Twenty-Third Biennial Report, Part I related that a Presidential Search Committee was formed. The new president would be named in November (51).

The Board of Regents appointed Larry W. Nutter as fourth President of Rose State College. Nutter had formerly been associated with the College as Chairman of the Humanities and Social Sciences Division (1971-1973), Assistant to the President (1973-1978), and Director of Grants and Contracts (1978-1982). He accompanied Leone to the State Regents Office where he worked in different capacities, his last title being Assistant Chancellor for Student Affairs. Before he could move from that office to the second floor of the Rose State College Administration Building, the front-page headlines startled the community.

The Midwest City Sun heralded the news on Thursday, December 19, 1985, with large, dark letters that proclaimed "RSC under investigation." Staff writer Robin Maxey reported that "The board's agenda for its regular monthly meeting tonight includes a proposed executive session to discuss the 'pending investigation concerning the expenditure of funds' administered by the college." The investigation began when members of the Board of Regents requested the Attorney General

look into certain transactions made by school officials. The items in question surfaced during the institutional audit for fiscal year 1984-85. Neither Vice President for Business Affairs David Lacy, who was on personal leave, nor former President Joe Packnett, who had moved to Albuquerque, could be reached for comment.

The front page of next morning's Daily Oklahoman confirmed the worst: "College Records Show Payments Unauthorized." Ellie Sutter determined that at least \$61,963.77 in apparently unauthorized maintenance payments had been received by Packnett and Lacy from July 1984 through October 1985. All maintenance checks from the Technical Area Education District Operating Fund Account were produced in Lacy's office. "Now I know why he didn't want anybody on campus on the weekends," commented one faculty member. The reference was to the Interoffice Memorandum from Lacy to All College Personnel that required anyone who planned to be on campus on the weekends to secure prior approval through appropriate channels.

Sutter also revealed that another school-administered account was being investigated. Account 1531 contained money generated by student activity fees and textbook sales. Records showed that Packnett received nearly \$3,000 from the account in 1984 while Lacy received almost \$10,000 from July 1984 to August 1985. In addition, Packnett received an \$18,000 consulting fee in late July for assisting in finding his replacement.

Beginning the fiscal year that David Lacy was appointed Vice President (1980) and continuing through each subsequent President's Annual Report, the Business Affairs component of the College's operation ironically ended its update with these words: "The Business Affairs staff will continue to maintain its integrity in all transactions on local, state, and federal levels."

Some could not live with the hypocrisy. The manager of the College Bookstore was under Lacy's direct supervision. Frank Wilson committed suicide after delivering to authorities a notebook containing information related to the College's finances. On Christmas Eve, the headlines of the Daily Oklahoman proclaimed: "Rose College Suicide Linked To State Audit." Bill Brown recalls his reaction to the newspaper account:

I was disappointed by the Packnett/Lacy transgression but surprised only in the magnitude of the mismanagement of funds. I, of course, did not know these two administrators were embezzling money from the College, but I did not have confidence in their management abilities. The saddest and most disturbing aspect of the incident was Frank Wilson's suicide. I was reminded of the cruel injustice which occurs when a good man destroys himself because of others' crimes (4).

Sutter further revealed that "Packnett, who retired September 1, received a \$233,000 lump sum retirement payment without

regent approval." (Later investigation revealed that Packnett and Lacy had set up the new supplemental retirement account with American Fidelity Assurance of Oklahoma City without explanation to the Board.)

On December 30, 1985, the Daily Oklahoman greeted Monday morning readers with "Rose State 'Dummy Company' Payment Discovered." The front-page story alleged "Rose State College paid nearly \$50,000 to a non-existent company linked to former college president Joe Packnett." Ellie Sutter confirmed that a single check written to J&M Specialties on the college-controlled Technical Area Capital Account was signed by Lacy and rubber-stamped with the signature of the secretary of the college's Board of Regents. The article declared that Joe and Marguerite Packnett purchased a \$233,000 home in Albuquerque in late July and sold it for \$215,000 cash in mid-December.

The College's reaction to this publicity could not be fully assessed. The students and faculty had completed the fall semester and were on Christmas Vacation. Charter faculty member Bill Johnson recalls that he was disappointed, but not surprised. Another faculty member admitted that she "was not surprised about Packnett's involvement, but maybe a little bit about Lacy's." One charter faculty member responded that "[It] made me sick and angry," and explained further:

It always makes one sick and angry when a family member does something that brings shame and disgrace to the family--and this is what happened. Two



members of our family were so overwhelmed with their importance they grew out of control (Semore 4).

Another recognized that this may be the expected result "if there are no checks and balances" (Miller 4).

## CHAPTER V

### RECOVERING FROM THE FALL

1986-1987

Calendar year 1986 can best be summarized by the headlines the College continued to endure. For a faculty and staff that who had worked so hard to establish a reputation of credibility and integrity, it was a very difficult time. Nurse Jo Dee Burger said "I resented feeling I needed to defend the institution because of the action of two people" (4). The reactions of other College personnel to the front page headlines were varied. Math instructor Ken Hodge described his response as "total disbelief." He felt that Joe Packnett and David Lacy had torn down all the things for which the College stood (4). Art instructor Necia Miller said: "My first reaction was embarrassment--then I became extremely angry and wanted them to pay for the negative image they had given our institution" (4). A staff member echoed the faculty sentiments: "The embezzlement angered me very much. To learn that someone was abusing [his] position and stealing funds was a total shock" (Anonymous 4). Former Humanities Chairperson LaVerna Salyer was "somewhat saddened because these two people had also supported and encouraged many positive things around campus" (4).

On January 2, the "Taking Off with Dick Hefton" column in the Midwest City Sun offered encouragement. The headlines were "RSC will endure crisis," and the article noted that

New leadership at the top takes over this week. The energy, dynamism and abilities of Rose State's new president, Dr. Larry Nutter, are well known. He has the respect of educators statewide and will go to work quickly to repair any damage current investigations and their attendant revelations may be placing on the college (4).

An editorial commentary in the Daily Oklahoman reiterated the theme on January 8 with "Let's Get Back to the Books." The article suggested that when classes begin on Monday, "Fine teachers and staff members will quietly continue the kind of education Rose State is noted for."

The faculty returned on January 9 for divisional meetings and expressed concern about how the publicity might affect enrollments for the spring semester. Some shared their feelings of "Anger, embarrassment, disbelief in the magnitude of the problem" (Nichols 4) while others quietly avoided discussion of the front page stories. History instructor Janet Noever recalled feeling "Extreme sadness at how it damaged the morale of the instructors, many of whom had questioned Packnett's qualifications for President in the first place" (4).

Nutter addressed the faculty/staff the second morning of Inservice. The new President described himself as

"disheartened" by the front page revelations. He informed College personnel of recent developments in the investigation and pledged to provide updated communications on the matter. More importantly, he asked all to focus on what was central to the College's mission--providing the best educational experience for the students.

Other administrators recalled their feelings. Vice President for Information Services Nancy Knox experienced "Profound sadness, not only for the school but also for both men." Executive Vice President Dean Underwood (who was Vice President for Academic Affairs at that time) handled the adversity this way:

My personal reaction was to do everything possible to keep the publicity from interfering with the quality instruction and services to our students. I constantly reminded myself and others that if we would continue to provide quality programs and services to our students everything would be fine (4).

Classes began again January 13, and the College attempted to find its usual routine. Faculty in the Humanities Division soon discovered they were sharing the building with new personnel, for dark-suited men from the State Auditor and Inspector's Office had taken up residence in the first floor conference room. "Officials reportedly changed the locks on the doors to the room and had separate telephone service installed," according to Midwest City Sun's

Robin Maxey ("Auditing"). The investigative team spent weeks reviewing the subpoenaed financial records of Rose State College.

Concern about student numbers soon proved unfounded for "spring 1986 was the largest enrollment in the history of the college" (President's Report, 1986-87 4). The understood comparison was to other Spring semesters; the Fall 1985 enrollment was larger in actual student head-count, as noted in Table 7.

TABLE 7  
STUDENT ENROLLMENTS, 1985-86

Semester	Year	Collegiate Enrollments	Non-Collegiate Enrollments	Credit Hours
Summer	1985	5,244	13,036	22,434
Fall	1985	10,395	2,732	76,720
Spring	1986	10,084	12,868	70,677
TOTALS		25,723	28,636	169,831

Adapted from President's Report, 1986-1987, page 5.

On January 19, the Midwest City Sun reported that the "Rose State College Board of Regents met for 2 1/2 hours in executive session Thursday with representatives of the

College's auditing service. . . ." Following the executive session, board secretary William Bernhardt questioned several contractual payments made by the College in December. Among those receiving inquiry were payments to the College's janitorial and security service contractors (Maxey).

The Daily Oklahoman confirmed that "Rose Janitorial Services Cost More Than Normal" in its front page story of January 27. The services, provided under agreements negotiated by chief financial officer David Lacy, cost nearly double the per-square-foot-rate paid by Oklahoma City Community College for similar services. What especially angered College employees about this news was the fact that janitorial service provided by J'n D Services was minimal; memos were repeatedly sent to Lacy's office informing him of basic cleaning chores that had not been performed in the various buildings. Further discrepancies in the contract included the inflated cost of janitorial supplies.

On Valentine's Day, Oklahoma Attorney General Mike Turpen received the "Rose State College investigative report" from State Auditor and Inspector Clifton Scott. In a letter dated February 14 and written to District Attorney Bob Macy, Turpen requested that Macy "review this report" and "cooperate in the further investigation of possible violations of law indicated by the findings of this report." Turpen further informed Macy that a copy of the document was being forwarded simultaneously to the Oklahoma State Bureau of Investigation for their review and that the Attorney General was "authorizing the O.S.B.I.

to work concurrently with [Macy's] office on any further investigation" (qtd. by Sutter/Ellis in "Turpen Gets").

Lacy resigned the same day in a "terse, one-sentence letter," according to information received by Daily Oklahoman reporters Sutter and Ellis from College President Larry Nutter. The front page article asserted that "Rose State College Audit Shows Possible Violations, Turpen Says." The Attorney General admitted being relieved that Lacy would not be in office while the investigation continued.

On February 18, Turpen met with College Regents to discuss the audit. On that date he released to the media a "Rose State Investigation Fact Sheet." The report concluded that

abuse existed within certain Rose State College funds and accounts. We (Auditor & Inspector's office) have recommended reimbursement in many instances and believe that misuse of public funds has occurred. We believe also that the information contained in this report should be further investigated for appropriate legal action.

The Daily Oklahoman dealt another blow to the College on March 9 when its front page announced "Chancellor Got Double Expense Payments." According to the Ellis/Sutter article, Leone "received double payments for several hundred dollars in travel expenses while he was executive assistant to Chancellor E.T. Dunlap" and also consultant to Oscar Rose Junior College. Leone received \$1000 a month in consulting

fees from the College for thirty-five months after he left the Presidency. These revelations resulted in an outcry from politicians for better financial accountability of higher education (Greiner, "Senator Seeks").

The Packnett/Lacy story added another chapter on March 14 when the front-page of the Daily Oklahoman revealed "Records Show Rose State Paid Officials' Unexplained Bills." Reporters Ellis and Sutter discovered that

over a 26-month period, the college paid more than \$57,000 in Visa Card expenses for the pair, but their expense vouchers provided no explanation as to what goods or services were purchased.

Records do show that "Packnett billed the college for the cost of having trees in his yard sprayed, while Lacy collected reimbursement for the purchase of dog biscuits from a Bethany store." The money was drawn by Lacy from the College's area vocational technical accounts and/or student services funds.

'Rosegate' (the name given by Frosty Troy of the Oklahoma Observer to the on-going probe of financial irregularities at Rose State College) continued. On April 11, the faculty and students delivered signed petitions to Turpen's office urging him to do his job. If crimes had been committed, they wanted the guilty punished (Sutter, "Rose State Students").

Part of the anger/frustration experienced by the faculty at this time was a result of the hypocrisy demonstrated by Lacy and Packnett when they were 'in power.' History instructor Lee Carter recalled two experiences:



I once had a run in with David Lacy over a phone call. One of my students lived in Shawnee and . . . had called and left a message . . . and I was returning her call. I was going to charge it to my home phone but . . . it was charged to the college. I immediately went over to Lacy to report what had happened and gave him the phone number . . . and told him I would pay it when the bill came in. He was really nasty about my mistake and implied that I was trying to rip off the college. When the bill came in it was 51 cents and I paid [it]. At the time I thought that he was really zealous in defense of the college's money.

Another time a friend of mine, Mike Morgan, took a travel course in Greek History from O.U. (Mike teaches ancient history). The trip was set to begin on May 13th to escape the tremendous rate increase that starts on the 15th of May. I agreed to give and grade two of Mike's final exams so that he could take the course. Joe Packnett found out about it and docked Mike two days' pay. . . . Then the administration had the gall to ask Mike to show the slides that he took on the trip (4).

On May 2, only a small number of College personnel attended the dedication by President Nutter of a Time Capsule to be opened on Founders' Day 2000. The event intended to divert attention from the past to the future, but it was too

soon to forget. One of the reasons for not being able to place past occurrences in their proper perspective was the negative headlines that kept recurring (Nutter interview).

More financial irregularities were uncovered. State auditors had identified the College's food service operation as one of several "potential problem areas" because of the lack of internal controls. President Nutter and Rose State Regents hired Alvin Alcorn, retired financial administrator from Central State University, to help install internal controls in the College's business office. One of Alcorn's first acts was to demand the food service contractor start submitting cash register tapes with monthly revenue reports so the College could audit receipts.

The Sunday Oklahoman of April 20 featured an article by Randy Ellis that focused on the food service contracts negotiated by David Lacy with Executive Caterers, Ltd. The agreement gave Bill Pearson, whose firm had the contract, "the exclusive right to provide all food services at the campus" and required him to pay the college fourteen percent of his gross food sales as rent. In "College Tunes Up Food Service Audits," Ellis reported that Pearson resigned following the demand by Alcorn to submit monthly receipts. Pearson refused to be interviewed, saying to the reporter, "I don't want to explain nothing to you." The Oklahoman added the cash register receipts for February, the first month for which they were available, and found the gross sales to be considerably higher than the amounts Pearson told the College he had

received in previous months.

In addition to providing cafeteria meals, Pearson's company catered banquets and parties, both for campus and non-campus functions. The College was entitled to fourteen percent of the banquet sales. College records show that Pearson reported receiving \$50,818.41 from banquets during ten months of 1985 while Sid Carter, director of student activities, provided the business office with monthly documents which showed Pearson had an estimated income of \$77,909.32 from banquets during those same ten months.

Pearson's contract also gave him the right to place coin-operated amusement machines in the game room of the Student Center. However, there were no counters on the machines and the college accepted Pearson's word for the fifty percent of the adjusted gross income he owed the College from their operation. One final example of poor internal control was that Pearson received \$200 monthly as consultant to the College's dietetic technology program for almost three years after the program was discontinued in 1982 because of lack of students.

During the on-going investigation, Nutter made several policy changes. Beginning his first month as President, he discontinued the Regents' dinners which had been paid for by student activity fees. The meals were described by Sutter as "a tradition at the college during the administrations of former college presidents Joe Leone and Joe Packnett." The pre-meeting meals were served buffet-style and typically

included boiled shrimp and sirloin steak with a selection of salads, vegetables, hot rolls, beverages, and dessert (Sutter, "Student Fees"). The elaborate menu proved a source of irritation to faculty and staff who frequently complained of the poor selection in the daily food service.

A second change in policy was implemented with the hiring of the new Vice President for Business Affairs. James Branscum did not receive a monthly maintenance payment, which in the past had been given to administrators in lieu of housing. Maintenance payments had been used to divert College funds for personal use by former College officials, and the elimination of this benefit for upper-level administrative personnel would assure that there would be no future problems in this area. President Nutter said the monthly maintenance payments were not consistent with his administrative style and philosophy (Sutter, "Housing").

For some, the changes were not happening fast enough. A small number of faculty, described as "a handful of dissident instructors" in Hefton's May 11 column in the Midwest City Sun, discussed the formation of a teachers' union and began the steps necessary to establish on campus a chapter of the American Federation of Teachers.

The June 8 Sunday Oklahoman announced that "Rose State Pays Lucrative Benefits." Reporters Ellis and Sutter had discovered that the large supplemental retirement benefits at the College would result in two employees' receiving more from retirement income than from salaries earned at the College.

Twenty College employees who retired with Joe Packnett benefitted from the generous package he and Lacy had arranged with American Fidelity Assurance of Oklahoma City without the Board's knowledge.

Sutter reported on June 21 that four of the College retirees were kept on the payroll for summer classes with the approval of the Regents ("Rose State Retirees"). By administrative order, recently-retired personnel were not hired back the following fall or spring. In addition, Sutter reported on June 23 that the College Regents had "scuttled" the lucrative supplemental retirement plan, based on recommendations of a College Retirement Committee chaired by faculty member Gail Austin ("Rose State Regents").

On June 27, Ellie Sutter recorded two significant changes in the College's operation. In "Bidding Saves Rose State More Than \$2 Per Hour on Security Patrol," Sutter noted that Regents awarded a contract to Burns International Security which submitted the low bid of \$5.62 per hour. The College security contract previously had been negotiated with Professional Services at \$8 per hour by David Lacy who had not sought competitive bids.

In a second story, Sutter reported "College Takes Over Auxiliary Services." For the first time, she confirmed, College employees were operating the College's food, game room and vending services, for the Regents had approved a budget to support the college-run auxiliary enterprises and the personnel to staff the services. These two areas--security

and food services--had been identified as "potential problem areas" by state auditors examining financial irregularities at the College.

Still the investigation continued, to the frustration of many College personnel. One math instructor, John Saxon, claimed "I quit because there were a lot of things going on that I couldn't explain." He filed suit in Oklahoma County District Court demanding that the College Regents and State authorities release a copy of the College's 1984-85 institutional audit. Saxon maintained that the Rose State audit was public record and should be made available. No such completed document existed, according to all persons named in the petition (Sutter, "Author's Lawsuit").

Meanwhile, Attorney General Mike Turpen revealed that almost 2500 hours had been spent by the Oklahoma State Bureau of Investigation (OSBI) on the Rose State investigation and completion was "weeks, not months away." Five full-time and three part-time OSBI agents were assigned to the case. Over one hundred witnesses had been interviewed (qtd. in "Inquiry Into Finances").

Finally, a nineteen-count felony charge was filed Friday, July 11, in Oklahoma County District Court. These criminal charges accused Packnett and Lacy of embezzling more than \$400,000 from Rose State College. The two surrendered to authorities on Monday. Both pleaded innocent and posted \$15,000 bail. Packnett commented (according to Ellis and Sutter in "Auditors Critical"):

The law presumes my innocence of any wrong-doing. I have fully cooperated with the OSBI in their investigation and will be prepared to fortify this presumption of innocence in the courtroom.

State Auditor and Inspector Clifton Scott released a Rose State investigative audit on Monday which criticized the College Board of Regents for failure to carry out its responsibilities in overseeing the school's finances. The audit stated that "All claims were routinely approved by voice vote. There is no evidence that the members of the Board of Regents reviewed supporting documentation" (qtd. in "Auditors Critical"). When asked about this in an interview, Don Reynolds defended the Board by pointing out that "Everybody'd been honest, everything was always open. No one had ever done anything [wrong]."

The audit report provided insight into Frank Wilson's suicide. The former bookstore manager's death gave the first hints of the depths of the Rose State problems. Wilson had written (in a notebook left with officials before he shot himself in the head on the steps of Lake Stanley Draper Ranger Station) that he carried cash to Lacy from most banks in the area. He also noted that Lacy's secretary referred to a special account for the Technical Area Education District at Security Bank of Midwest City. These clues caused auditors to search bank records. Uncovered was a secret account previously unknown to College auditors. Microfilm copies of checks written from February 15, 1981, to April 8, 1985,

document expenditures of \$68,758.99. Deposits to the account were from the state treasurer, the College Student Activity Fund and numerous personal checks to the never-audited College Foundation of which Lacy was treasurer.

The front page of the Friday, September 19 issue of the College newspaper (15th Street News) read: "DA indicts two former RSC administrators." The full page was devoted to listing the various charges of embezzlement and conspiracy to commit embezzlement against Packnett and Lacy.

The indictments explained numerous mysteries. Math instructor Anne Phenning commented to student reporter Colleen Evans that "There were a lot of things the faculty asked questions about, such as why there was no money available." She said that "Lacy and Packnett would always tell us it was none of our business or they didn't know what the answer was and they would have to check into it." As Phenning summarized, "We were always put off for some reason or another" (qtd. in "DA indicts").

Many were outraged. History instructor Mike Morgan explained the reaction this way:

From the point of view of some of the faculty, Joe Packnett never gave any leadership to the College. Then we find out that he was not only giving no leadership, but doing this (Evans).

Ron Hitchcock acknowledged that "We never saw Joe; he never came around. He was a 'phantom' President." Another faculty member described Packnett as "a classic example of the Peter



Principle, a man promoted to a position he is too stupid to handle--and a greedy one at that. Having read the audit myself", she continued, "I can come to no other conclusion" (McWaters 4).

How could this have happened? One member of the community answered the question this way:

The Devil works every day. . . . He works with temptation, he works with greed, he works with pride. . . . I think that temptation and greed overpowered Dr. Packnett and David.

District Attorney Bob Macy offered another explanation: "All of a sudden Rose State had a lot of money. Had the amount of money not been there, the temptation would not have been there" (Clay and Ellis, "Former Rose"). Macy was referring to the \$794,436 windfall received in July 1984 from the settlement of a suit over ad-valorem taxes paid by the nearby General Motors plant.

New procedures have been introduced at Rose State College to reduce temptation. According to Vice President for Business Affairs James Branscum, "the current RSC administration has implemented a set of checks and balances" to prevent any further misappropriations. Branscum explained that "RSC now requires at least three signatures on all purchase requests" before they reach his desk. Furthermore, detailed, monthly reports must be submitted to his department from all offices handling College funds. No rubber stamps are allowed; all checks require two signatures. Regents must

approve all claims and financial reports. In addition, Regents now ask questions and give close scrutiny to claims, often requesting additional documentation (Sutter, "Rose State Gives").

Slowly recovering from the embezzlement scandal, the College carefully observed the fate of former president Joe Leone. The front page of the Daily Oklahoman featured a story by Greiner and Killackey on September 24 titled "Bellmon Calls for Suspension of Higher Education Chancellor." The gubernatorial candidate suggested the Chancellor 'step down' until questions about Leone's travel expenses and consulting fees could be resolved. Leone responded, "I'm as anxious as anyone to get this cleared up." In fact, Leone hand-delivered a request for a speedy investigation to Attorney General Mike Turpen on October 1 (Ellis/Sutter, "Chancellor Requests").

Journalistic coverage of the College decreased during the holidays. On November 27, the Midwest City Sun announced "Packnett, Lacy waive preliminary hearing" and the Sunday Sun informed readers on December 7 of the "Trial date set for Packnett, Lacy." The East section of the Oklahoman featured one additional article in late December regarding the replacement of some Rose State Regents (Sutter, "Change").

The Packnett/Lacy saga continued into the new year. ("Will it never end?" was the question asked by College personnel who were anxious to put the ordeal behind them.) On February 5, the Midwest City Sun printed the outcome: "Former officials plead guilty, sentenced." After plea

bargaining, Packnett received ten years while Lacy was sentenced to eight; Macy explained that Packnett was given a longer term because he was "the decision maker in the scheme" and embezzled more money (qtd. in "Former officials"). Packnett was not ordered to pay restitution because he had returned \$350,000; Lacy was ordered to pay \$25,000 by August 1. Court costs and \$100 fines were also assessed. After sentencing, Packnett's attorney presented the following statement to the media from his client:

I cannot adequately describe my remorse and depression regarding this affair and [I am] certainly disappointed with the punishment of incarceration.

Packnett said he had fully cooperated with the Oklahoma State Bureau of Investigation even though his professional, personal and family life had been devastated and he had suffered catastrophic financial loss (Maxey, "Former officials").

Some College personnel found humor in the former administrator's statements. On the other hand, there was nothing amusing about the continuing headlines. They speak for themselves:

3-3-87	Clay	"Grand Jury Called In Rose State Case"
3-11-87	English	"Embezzlers May Lose Benefits"
3-24-87	Clay	"Leone Among Expected Witnesses"
3-30-87	Sutter	"Rose Would Lose Funds Under Bill"
5-7-87	Clay	"Joe Leone Indicted on Felony Counts"
5-28-87	Ellis	"Lack of Outside Controls Aided Theft, Official Says"

From the time the Regents were first made aware of the financial inconsistencies by the auditors (November 1985) to the last headlines listed above (May 1987), the College had endured eighteen months of uncertainties and instabilities. Yet the community continued to provide support and the students enrolled in record numbers. Executive Vice President Dean Underwood said "I firmly believe that the students and the public never lost confidence in the integrity of the institution to provide quality academic programs and services" (4). Enrollment for Fall 1986, which hovered at the 10,000 mark, seemed to support Underwood's belief. (Actual headcount was 9,971, according to page thirteen of the President's Report, Published Fall 1987.)

Academic accomplishments during this period were overshadowed by the newspaper revelations. When asked about accomplishments, several faculty found it difficult to recall any specifics; one faculty member described the eighteen months as "a blur" (George 4). In an interview with student reporter Evans, history instructor Mike Morgan asserted that

The institution is strong, and the people who make it run on a day-to-day basis are all doing their job in spite of the incompetence and bungling that lasted seven years.

Many changes had taken place at Rose State College. At the administrative level, a new President and new Vice Presidents for Business Affairs, Student Affairs, and Academic Affairs attempted to restore stability and efficiency. In

the case of Academic Affairs, the Vice President had been at the College since 1971 and helped to provide continuity in the daily operation; the other two Vice Presidents had no prior experience with the College. There were new policies that established a separation of powers and duties: contracts were now awarded on competitive bids and monthly financial reports were required. In addition, all expenditures demanded proper documentation, and the Regents scrutinized documents and asked questions about the College's overall fiscal operation.

Much had been learned from the bad judgment of two College leaders. In striving to recover from the threat to the institution's fiscal stability and academic integrity, many College personnel admitted that the College had reached a new maturity. Special Events Coordinator Susan Loveless acknowledged that "the College has emerged stronger because of the adversity, but I still wish we hadn't had to go through it" (4).

## CHAPTER VI

### A NEW PERSPECTIVE

1987-1990

The College continued to function, despite the adversity, because personnel "kept on doing their job and kept the College operating" (Gregory 4). The newspaper headlines sometimes distracted employees from giving full attention to details, however. The President's Report, 1986-87, for example, was really an account of the College's achievements for 1985-86 (with goals for the next year given as objectives to be accomplished). The President's Report, Published Fall 1987, which actually was an account of 1986-87, attempted to correct the confused dates by its somewhat unorthodox title. These annual reports defined numerous accomplishments during the period when newspaper journalists provided regular accounts of wrong-doing at the College.

Among the 1986-87 achievements was the creation of a systematic review procedure for all technical and college-parallel programs. The process was initiated by the State Regents for Higher Education to enable institutions to evaluate programs and courses on a regular basis. At the institutional level, the program review procedure was developed by a sub-committee of the Academic Affairs

Committee, recommended by the Academic Affairs Committee, and approved by the Rose State College Board of Regents.

Another accomplishment was the completion of plans for the construction of a new Student Services Building. Staff members and faculty representatives worked many hours with the College Architect to evolve a final plan, subject to approval by the President and Board of Regents, for a structure that would allow the centralization of student support services (including developmental services, financial aid, health services, personal counseling, job placement, high school and college relations, veterans' affairs and academic advisement for first-time entering students).

Fall Inservice 1987 emphasized preparation for the North Central re-accreditation process. Two special interacting committees were formed--the Steering Committee and the All-College Committee--to prepare for the self-study and site visit. Among the many tasks undertaken was the review by all personnel of the mission of the College. Taking into account the stated philosophy of the institution and the functions assigned to two-year colleges by the State Regents, the revised statement of functions, or mission, was both modified and expanded to accommodate those programs and activities which were considered to be of high significance. Personnel now perceived the revised mission statement of Rose State College to be:

1. To provide comprehensive lower-division programs of higher education

- a. by providing general education to enable students to be better informed individuals and more responsible citizens;
  - b. by providing transfer programs which include a wide range of liberal arts, sciences, and preprofessional subjects, thus enabling students to transfer to four-year colleges and universities to pursue completion of baccalaureate or professional degrees;
  - c. by providing a wide range of career and technical programs to enable students to seek employment in the various job fields, with completion of such programs culminating in the awarding of the Associate in Applied Science degree or an appropriate certificate.
2. To enhance student success
    - a. by providing diversified and effective educational guidance services;
    - b. by providing courses and services in remedial education for individuals who require the assistance in order to be prepared to achieve at collegiate levels.
  3. To provide statewide higher education services in those areas in which it can competently and effectively serve.
  4. To provide a balanced program of student activities and services for the promotion of



social interaction and effective citizenship and for personal development and enjoyment.

5. To provide community services through continuing education and other activities, including cultural enrichment, career development, and leisure time pursuits, which meet the needs of individuals, groups, and agencies.
6. To provide stimulation of community development by assisting constituents in acquiring knowledge, skills, and understanding which can lead to improvement of community conditions.

The functions were then examined individually through a variety of measures to demonstrate the level of institutional effectiveness in accomplishing the revised mission statement:

Mission 1a. American higher education moved toward specialization in the 1970's with degree fields stressing credit hours in the discipline; the trend in the 1980's was a return to general education requirements, as evidenced by the Oklahoma State Regents for Higher Education policy increasing the minimum number of general education hours for undergraduates to thirty-seven. The College had little difficulty in achieving compliance because the Associate of Arts and Associate of Science degrees already required thirty-three hours of general education.

Mission 1b. The College offered twenty-eight transfer programs and worked closely with surrounding colleges and universities to ensure that graduates could transfer with a

minimum of difficulty; programs were also developed to meet the guidelines of the articulation agreements adopted for The Oklahoma State System of Higher Education. Improved communication with the three universities to which students most commonly transferred--Central State University in Edmond, the University of Oklahoma in Norman and Oklahoma State University in Stillwater--allowed College personnel to track transfer students and monitor their progress.

Mission 1c. The technical/occupational programs were administered by the Business, Engineering/Science, Health Sciences, and Humanities Divisions. These programs met specifications set in "Standards of Education for Awarding the Associate Degree in Programs of Technical/Occupational Education." Advisory committees composed of local and metropolitan area citizens were utilized for the planning, public relations, and continuous evaluation of all technical programs. The College offered the Associate of Applied Science degree in thirty-three fields with seventeen also offering certificates for the completion of one-year programs.

Mission 2a. All first-time students met with an enrollment counselor who reviewed the students' records and recommended courses and programs. Counselors were assisted by Developmental Services which provided placement testing and career information. After the initial semester, students were assigned to their major divisions where a full-time enrollment counselor, with the help of the faculty in the specified discipline, continued to assist the students in meeting their

academic goals. Students were also encouraged to attend orientation sessions and Career Development or Study Skills workshops when appropriate to their needs.

Mission 2b. Basic courses in English, mathematics, and reading were always an integral part of the College's academic programs. The College increased its efforts to provide academic or course placement services as a direct result of the College committee which produced "Retention: A Study for Quality Education," completed in 1983, and a report from the Institutional Commitments Updated committee in 1981.

Mission 3. The College was the central office site for the Higher Education Telecommunications Association formed by twenty-three colleges and universities to coordinate telecourse offerings throughout the state using broadcast services, cable delivery, and independent studies. The College was also designated by the state as the official training center for water/wastewater technicians with training performed on campus and at water treatment sites throughout the state. The College also contracted with Southeastern State University for a Small Business Development Sub/Center which was housed in the Tom Steed Center; a priority item was assisting small business firms with procurement procedures at Tinker Air Force Base.

Mission 4. Like most commuter two-year colleges, Rose State College discovered that encouraging students to participate in on-campus activities required constant effort; the student population continued to be diverse and the

turnover was rapid. Nevertheless, students participated in the Student Senate, sat on most College committees, contributed to the College newspaper The 15th Street News, and enjoyed the intramural program. Students were allowed free admission to intercollegiate athletic events and drama department productions as well as numerous seasonal activities hosted by the College in cooperation with the Student Senate.

Mission 5. Approximately 6000 area residents enrolled each semester in regularly scheduled non-credit Continuing Education classes. Special classes were offered in the Senior Adult Program, the Summer Youth Review and Recreation Program, and the Adult Community Services Program. The community service area of Continuing Education was developed to assist individuals in gaining or upgrading skills for employment and served business and industry through instruction of workshops and seminars on job-related topics. Requests of facilities/services related to seminars and workshops were made regularly from community agencies and the College staff coordinated these services at the Tom Steed Center for Career Development.

Mission 6. College personnel continued many informal relationships with the community through work as independent consultants and participation in local Chambers of Commerce and civic/service organizations. The Speakers' Bureau, designed to serve civic organizations and clubs in the metropolitan Oklahoma City area, continued to provide faculty and staff who volunteered time to speak to the various groups.

To determine further the viable link between the College and the area communities, the staff developed, distributed, and compiled the results of a community survey.

The statement of mission was comprehensive. Time and effort were expended to refine the services to carry out the mission; personnel practiced institution-wide planning to enhance human, physical, and financial resources. Several committees worked independently to produce reports which made suggestions for change and/or recommended short-range and long-range goals. One of the concerns of the Self-Study Report 1987 addressed the mission statement itself. The report emphasized "that new faculty and staff [must] understand the College mission and the relationships of their positions to it" and that "information concerning the College mission and the means by which it is being accomplished must continue to be provided to the public" (108).

The North Central site accreditation team, chaired by Wallace Appelson from Harry S. Truman College (Chicago), visited March 7-9, 1988. Their Report Of A Visit acknowledged that "In every regard, the visiting team found that the college was accomplishing its stated missions . . . ." (27). Strengths mentioned by the team included the "exceptionally high credentials" of both regular and supplemental faculty. The team noted that "all are required to have a master's degree, or a professional equivalent, such as licensure, with eighteen graduate hours in the teaching field" (52). Table 8 provides the faculty summary for Spring 1987.

TABLE 8

SPRING 1987  
FACULTY SUMMARY

Includes 9, 10, 12-month Faculty and Part-Time (50 - 100%)

DIVISION	TOTAL FACULTY	TOTAL TENURED	PERCENT TENURED	LESS BACHELORS	BACHELORS	MASTERS	MASTERS +24	MASTERS +48	DOCTORATES
BUSINESS	*33 (14M) (19F)	22	67%	-0-	-0-	17 (9M) (8F)	7 (2M) (5F)	2 (2M)	7 (1M) (6F)
ENG/SCI	38 (33M) (5F)	27	71%	1 (1M)	4 (4M)	15 (14M) (1F)	3 (2M) (1F)	6 (3M) (3F)	9 (9M)
HLTH SCI	20 (5M) (15F)	12	60%	-0-	7 (7F)	11 (3M) (8F)	-0-	2 (2M)	-0-
HUM	*32 (13M) (19F)	26	81%	-0-	-0-	13 (6M) (7F)	1 (1F)	9 (5M) (4F)	9 (2M) (7F)
SOC SCI	31 (18M) (13F)	23	74%	-0-	-0-	9 (3M) (6F)	2 (1M) (1F)	7 (7M)	13 (7M) (6F)
TOTALS	154	110	71%	1 (1%)	11 (7%)	65 (42%)	13 (8%)	26 (17%)	38 (25%)
MALES	83	59	71%	1	4	35	5	19	19
FEMALES	71	51	72%	-0-	7	30	8	7	19

\*Includes 1 Semester Temporary positions

Criticisms of the College by the team included the weakness of Affirmative Action:

No senior administrator . . . is either female or minority. In spite of the presence of several female administrators at the level of Director or below, and the presence of one Black administrator, we definitely feel that the College's formal and informal decision-making processes are firmly under the control of a white male establishment. It is significant that the College's instructional administration is entirely in the hands of white males. All five division chairpersons and the Vice President for Academic Affairs, to whom they report, are white males (Report 14).

The team further said that the use of Assistant Chairpersons to staff the evening program was an unnecessary luxury. Furthermore, while suggesting that the Assistants be deleted from the administrative structure, the visitation team noted that similar smaller institutions effectively use an Executive Vice President "to augment [their] purposes" (Report 10). It is interesting to note that in a survey of the four Assistant Chairpersons (two of whom are female), it was discovered that no North Central team member had observed or visited with any Assistant. Following the three-day examination of the College's operation, the team recommended ten years of continued accreditation with a focus visit in three years to re-examine areas of weakness.

Academic year 1988-89 witnessed the accomplishment of several institutional goals. The move of all student support services to the new Student Services Building freed much-needed space at other campus locations. College Goal No. 1 for this year could now be accomplished: "Improve advisement facilities in the Engineering/Science Division" (1988-89 Self Study). The Veterans' Affairs personnel vacated offices and remodeling efforts created a Division Advisement Center on the first floor for students with majors in Engineering/Science.

A second goal of establishing a procedure for monitoring and improving student retention was made possible by new computer programming that allowed for the 'tracking' of students. The collection of data that verified the success of graduates in (1) continuing their studies at senior institutions, or (2) acquiring jobs in their fields of study, assisted College personnel in deciding what changes to make in programs and procedures.

Refining and implementing administrative evaluation procedures helped to realize a third goal. Full-time faculty and Division Office Staff were given the opportunity to complete evaluations of Division Chairpersons. Every other administrator, including the President, was evaluated by a specified number of subordinates with whom the administrator came into direct contact on a regular basis. The forms used in this evaluation process were the product of a College committee established for this purpose. Part of the procedure included a discussion of the administrator's evaluations with



the next-level supervisor (except in the case of the President who is directly responsible to the Board of Regents).

Following the accreditation team's visit and their subsequent report to the Commission on Institutions for Higher Education of the North Central Association of Colleges and Schools, the College began a concentrated study of the team's suggestions. Two changes that had been recommended were implemented almost immediately. First, following established search procedures, the Vice President of Academic Affairs was elevated to the newly created position of Executive Vice President to allow the President "to devote additional time to public relations and institutional visibility, locally, regionally, and nationally, as appropriate." Second, the former Director of Information Systems, a female, was elevated to the position of Vice President for Information Services to comply with the suggestion that "The College needs to institute more aggressive and effective affirmative action in all aspects of personnel affairs . . ." (Report 33). These changes in the organizational structure of the College were included in the Policies and Procedures Manual, Tenth Revision (see Appendix C).

The College began its twentieth year with a new optimism and enthusiasm. After weeks of organizational meetings of College and community advisory committees, the institution held its first international festival of cultures called Global Oklahoma, which focused on the ethnic groups represented in the State. Several hundred persons attended

the varied activities, and many wrote positive evaluations. The coordinated effort was pronounced a success, and more comprehensive planning was initiated for the second annual festival to be held the last weekend in October 1990.

Members of the English faculty prepared their Second Annual Poetry Reading of original works; the event again proved successful in attracting faculty, staff, students and community members to the Theatre on the last Friday in January. Poems on varying subjects were presented by full-time and supplemental instructors, and the evening concluded with one member singing his love poems, accompanied by guitar.

College personnel and community members began to coordinate efforts for the establishment of an Arts and Humanities Council for the Midwest City area. Letters were sent in March inviting interested persons to attend an organizational meeting in the Theatre. Information was shared and those in attendance were encouraged to participate in developing by-laws for the new organization.

Discussion about the College's long-range goal of building a Fine Arts Center surfaced again at a recent Board of Regents meeting. Regent Reynolds said in an interview that the facility was a very important consideration because, as a community institution, the College needed to be able to provide for the cultural enrichment of its citizens. The building was in the Master Plan, but was not funded to date.

Another activity which emphasized the need for a facility that would seat a large audience was the Great Issues Lecture

Series. The thirty-minute free lectures on issues of current significance were presented by faculty members from different academic divisions and were followed by open discussion. The topics for Fall 1989 were "The Flag and Other American Values," "Genetic Engineering," "Ethics in Today's Society" and "The Value of Humanities: Who Needs Literature, Art, or Music?" The subjects for Spring 1990 were "The Influence of Movies on Society," "The Environmental Crisis," "Evolution Versus Scientific Creationism" and "Euthanasia--Good or Bad?" The series was well-attended by students, College personnel and community members.

"Celebrating Our 20th Year" became the theme for other special activities and events on campus. Starting with the Founders' Dinner during the fall semester, the celebration continued with each academic Division hosting an Open House to get reacquainted with College personnel from other areas of the campus. The newly-formed 20th Anniversary Planning Committee discussed events that would commemorate in September 1990 the official achievement of twenty years. Students received white plastic rulers bearing the blue College logo and inscribed with "A Measure of Excellence" and "1970-1990." Since its approval by the Board of Trustees in October 1972, the logo had been identified with the College. It was used on letterhead stationery, class schedules, official reports, billboards, posters, and other advertisements of collegiate activities. The arrows represented an interaction of the College and the communities it served.

The three hollow, gold arrows pointing outward showed the College's reaching to its surrounding communities-- Midwest City, Del City and Oklahoma City. The solid, blue arrows, pointing inward, suggested the people coming into the College. The student was at the core of the Logo, which signified the philosophy of a student-centered college.

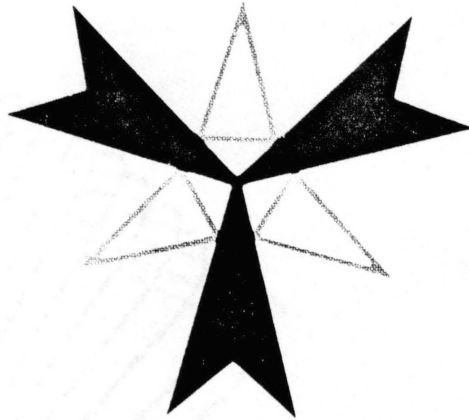


Figure 6. College Logo

Exemplifying the College's interaction with the communities it served was the Interlocal Cooperation Agreement between Rose State College Technical Area Education District and the Mid-Del I-52 District concerning the providing of educational services and the contracted payment. The Agreements actually began fiscal year 1987 and centered on Mid-Del's furnishing educational services to Rose State College "for proper and due consideration" which, according to the 1990-1991 Agreement, were to be

paid from the technical area funds, derived from the [five mill] incentive levy and approved for this purpose by the Trustees of Rose Vocational-Technical Area School District and the Board of Regents of Rose State College, whose members are one and the same (Board of Trustees Agenda 6c-6d).

Further cooperative activity centered on the issue of consolidation of the College with Oklahoma City Community College and Oklahoma State University Technical Branch and possibly El Reno Junior College. The subject had been discussed repeatedly, most recently in the 1987 Higher Education Task Force report. In late December 1989, Chancellor Hans Brisch notified by letter the Presidents of the named two-year institutions that "a study of Oklahoma City higher education delivery is likely to commence in the next few weeks" and invited them to provide comments. President Nutter requested that the Faculty Senate provide a position statement with regard to faculty response to possible merger. The faculty were surveyed and a "Consolidation Proposal Response" was prepared and submitted to the President to become part of the College response for the State Regents titled "Considerations for Proposed Study of Delivery of Higher Education in Oklahoma City Metropolitan Area."

On March 29, 1990, the Daily Oklahoman featured an article titled "Regents to Study Merging Metro Area Junior Colleges" by Jim Killackey. According to the story, Chancellor Brisch had contacted Dale Parnell, President of the American Association of Community and Junior Colleges in Washington, D.C., about conducting a study in June or July to determine the feasibility of consolidation.

Much of the consolidation discussion came from two Tulsa regents who believed the Tulsa Junior College tri-campus system could be emulated in Oklahoma City. Nutter pointed out

in an interview with student reporter Janet Love that Tulsa Junior College was planned as a multi-campus system with a county-wide tax base to support it. He further noted that it was not possible under current law to create a county-wide tax district for post-secondary technical education.

Interviews of College employees included the question "What are your feelings about consolidation with Oklahoma City Community College, El Reno Junior College and Oklahoma State University Technical Branch?" The responses fell into three categories: first, those who were negative about consolidation (13 responses); second, those who were negative about consolidation, but positive about coordination (7 responses); and third, those who gave no answer because they had previously provided one in the faculty survey on consolidation (3 responses). The personnel who responded negatively did so because they felt that consolidation was not feasible due to the differing tax bases and that the cost for administration would be prohibitive. Also, some believed that identification with the community would be lost and student accessibility would be hindered; several mentioned the viability of being governed by a local Board which not only recognized the needs of that community, but also provided a more direct check on the operation. One expressed concern that faculty might have little input into policy decisions made in some remote office downtown. Another argued that sister institutions have not reached Rose's level of excellence and that the College might suffer academically. Those who were opposed to consolidation,

but believed cooperation was a good idea, cited reasons that included saving money, especially in programs that required expensive equipment and specialized staff.

Discussion continued on the subject of consolidation. The three individuals who represented the academic functions at the respective metro institutions met regularly "to strengthen confidence" and to consider possible coordination among programs (Means). Action by the Board of Regents for A & M Colleges halted the participation of one of the three metro two-year colleges in the coordination discussions. The Regents changed the name of Oklahoma State University Technical Branch to Oklahoma State University--Oklahoma City to emphasize "the closeness between the Oklahoma City college and OSU's main campus in Stillwater" (Killackey, "OSU Tech"). In spite of this action, it became conceivable that before Rose State College celebrated the turn of the century that the institution might be part of a multi-campus system.

What was Rose State College like in its twentieth year? The College consisted of eighteen buildings (see Appendix B), employed 390 full-time personnel (including 150 faculty), and enjoyed each (regular) semester a total enrollment approaching 10,000 students (on campus and at Tinker Air Force Base). The College community, which included Midwest City, Del City, and Tinker Air Force Base, had more than 110,000 people with approximately 600,000 located within a twenty-mile radius of the campus (Policies and Procedures Manual, Tenth Revision v).

Midwest City, Del City and the Oklahoma City metropolitan

area provided stable clientele bases for the College. In addition, there were two other important sources of drive-in clientele--Tinker Air Force Base and General Motors. Civilian personnel working at Tinker Field numbered over 19,000 and commuted from a ten-county area. Between six and seven thousand workers also commuted from surrounding counties to the General Motors plant located adjacent to Tinker Air Force Base.

Besides serving the local and drive-in populations, the College also delivered programs to students state-wide via the Oklahoma State Regents Televised Instruction System (TIS). The system provided live video and audio transmission of the instructor and audio feedback from the student in the Library Technical Assistant (LTA) and Postal Management (PM) programs.

Not only did the twentieth year bring new instructional technology to the campus, but the faculty and staff also expressed a new confidence in the administrative leadership and in the goals of the College. When asked in a written interview to give their impressions of the College, many responded with an optimism and positivism that had not been noted among personnel in recent years. History instructor Carter announced "I really like the way things are shaping up at Rose State." Art instructor Miller commented "I am extremely proud of the accomplishments we have achieved and the image we portray to the educational community." Math instructor Hodge stated "I am proud to inform the public that I am a member of the faculty at Rose State College."



Perhaps Nancy Knox, Vice President for Information Services, summed up best what the institution was like in its twentieth year:

Today, Rose State College is a recognized, stable, academically sound institution. Not only has the College changed, conditions surrounding the College have changed, and functioning of the day-to-day administrative considerations are therefore different. The most obvious of these are stable enrollment as opposed to dramatic growth, abundant monies to severe fiscal restraints, formulating of policies and procedures to refinement of same, and an almost complete turnover of state higher education leadership. The major problem for current faculty and staff is probably that of avoiding complacency and maintaining enthusiasm (5).

Although most of the comments from the faculty and staff were positive, a number felt comfortable in making constructive criticisms. Former Chairperson of the Humanities Division LaVerna Salyer suggested that the College take a look at its present emphasis. She asserted that "Innovation, not rigid rule enforcement, encourages growth." Director of Special Events Susan Loveless thought the College was too cautious. She claimed "We need to be innovative and try new things." College nurse JoDee Burger thought we needed to be more sensitive to the changing trends of the metro-area populations. She was concerned about our serving the 'whole'

student, not just the intellectual part; we needed to realize that "what affects the students' lives off campus affects their performances on campus."

Students themselves made many positive comments about the College. A second semester student revealed that she studied and learned better at thirty-two than at eighteen and that "the faculty and programs offered at this school take the differences in the ages of the students into consideration" (Markovetz). McGowen called Rose State College "one of the best in the way of personal attention for individual students." Seamans announced that she had gotten to know most of her instructors on a personal basis. Taylor declared that "Everyone employed here works with the student so that the student feels comfortable, unthreatened by the demands of the educational system, and valuable as a functioning human being." Batdorf conceded that "The experience I have from going to Rose State College will help me in my transition to a four-year institution." Nguyen expressed his satisfaction with the faculty and programs and confessed "I don't want to leave it." Doonkeen noted that

Some students, coming straight from high school, aren't quite ready for the great responsibility college holds. Rose, with its fantastic faculty, helped me so much. I am receiving my associate's degree this May.

Criswell commented that "A lot of people think that just because Rose State is classified as a 'two year institution'

that the classes may not be as difficult . . . but I have found that the classes are just as difficult. . . ." Girard said "There are always on campus activities to break the monotony of just going to class and studying." Walker emphasized that "The environment is relaxed and very comfortable." A student from Colombia stated that "Rose State College has good programs for everyone" (Lacharme-Mendez).

It is obvious from these comments that Rose State College again regained the positive regard of faculty, staff and students. The enthusiasm for learning that the institution exuded when it first opened its doors in an unfinished, crowded new facility returned. There was renewed stability provided by a carefully balanced organizational structure that encouraged participation by all members of the College community: faculty, represented by the Faculty Senate, realized direct influence on the decision-making process; Classified Staff were organized and attended regular monthly programs and participated in planned activities; Administrative/Professional Staff met with the President to discuss the formation of an association that would address the professional needs of that segment of the College family. Finally, there was a maturity that emerged from the emotional growth experienced during the difficult years when the College dealt with the questioning of its integrity.

Effective leadership provided a new perspective; revised policies and procedures helped to establish a stable environment in which to pursue new goals. Rose State College

began to look to the Twenty-first Century with a renewed conviction in its purpose and restored confidence in its ability to fulfill its mission.

The College acquired a renewed pride in its history. Dedicated leadership and community support had created the two-year college which promised to provide accessible higher education for local citizens and increased revenue for local businesses. The rapid growth of the College attested to the need for a higher education institution to serve the Midwest City/Del City/Tinker Air Force Base area. As Rose Junior College, the institution grew to become the largest single-campus two-year college in the State of Oklahoma in a very short decade; its academic programs in the health fields experienced state acclaim, and its Veterans' Upward Bound program as well as the non-credit programs for Senior Adult students enjoyed national attention. Diligent campus-wide planning helped the institution to keep pace with changing educational philosophy and increased community and state demands.

The College fell from its respected position and started to question its mission when two College leaders abused their powers and violated public trust by embezzling College funds. Yet the community continued to provide support and students enrolled in record numbers. Despite the painful experience, the College regained its balance and developed a new maturity. College personnel came to anticipate the celebration of twenty years (officially realized in September 1990) with pride and

enthusiasm. The rise, fall and recovery of Rose State College was viewed as one of the success stories of higher education.

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**APPENDIXES**

APPENDIX A

A WRITTEN INTERVIEW

COVER PAGE

ROSE STATE COLLEGE  
Humanities Division

February 7, 1990

Dear Colleague:

Would you take a few minutes to answer candidly the following questions? I am compiling a brief, twenty-year history of the College and would like to include personal recollections of the faculty, staff and students.

Hope I can count on your response within the next two or three weeks. Should you have questions, please call me at (733-)7382.



Treva George

P.S. This information would also be helpful:

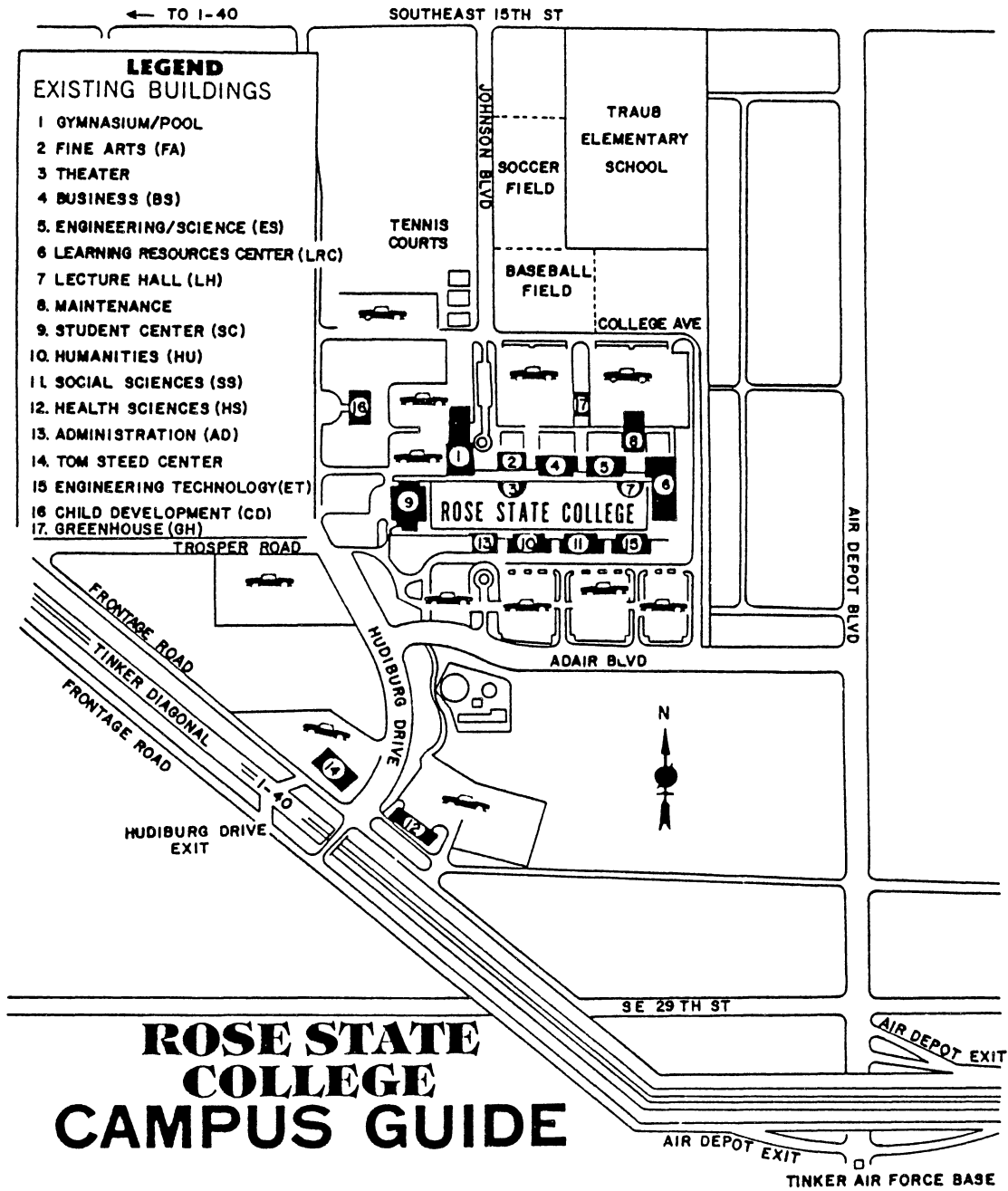
1. First year at College \_\_\_\_\_
2. Name \_\_\_\_\_
3. Anonymity? (name not used nor identity revealed)  
Check one:  
 \_\_\_\_\_ Yes  
 \_\_\_\_\_ No, not necessary
4. Would you object to a brief oral interview at some future time?  
\_\_\_\_\_

APPENDIX B

ROSE STATE COLLEGE

CAMPUS GUIDE

(1990)



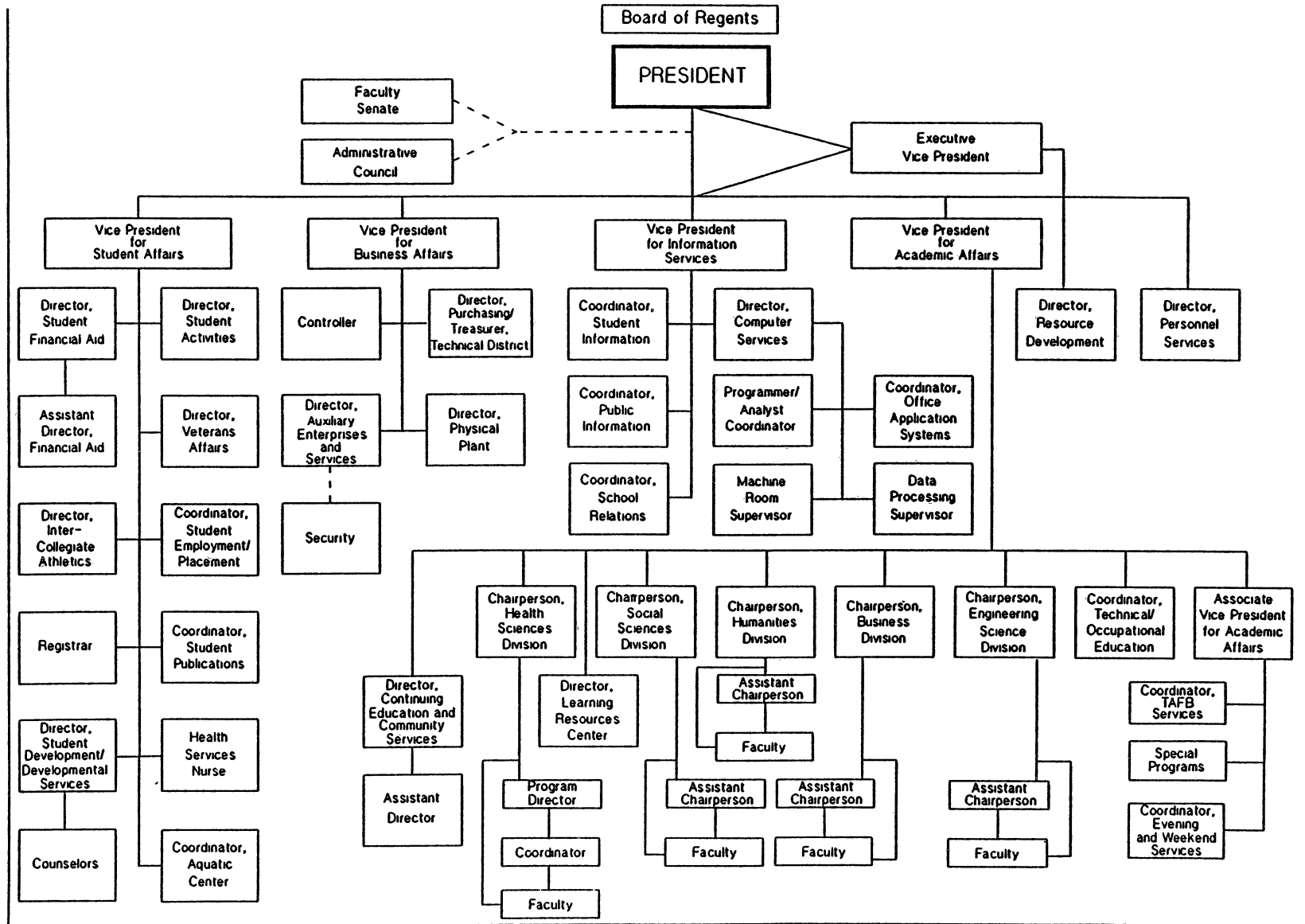
APPENDIX C

ROSE STATE COLLEGE

ORGANIZATIONAL

FLOW CHART





APPENDIX D

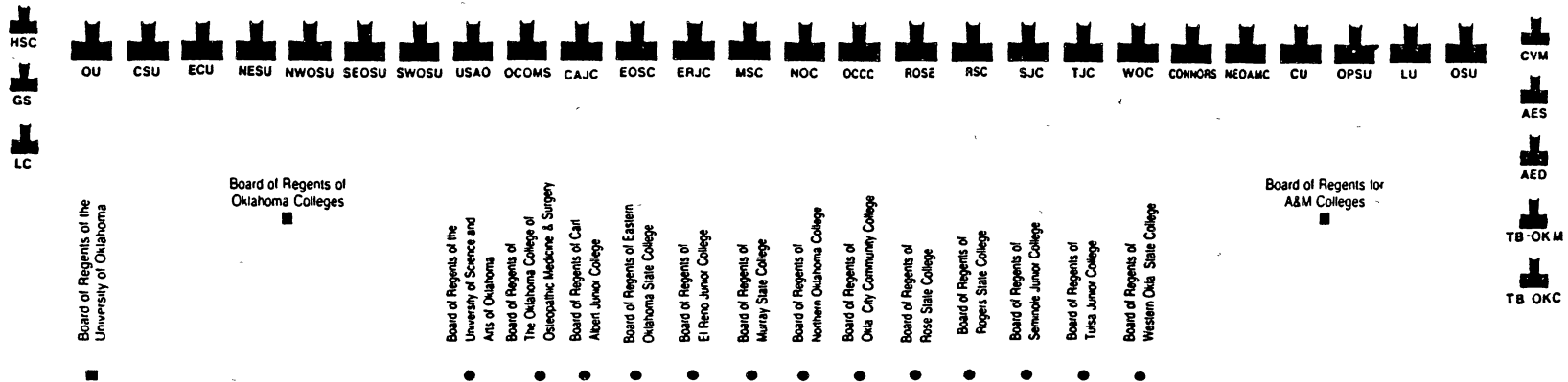
THE OKLAHOMA STATE SYSTEM  
OF HIGHER EDUCATION

# THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

## OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION (COORDINATING BOARD OF CONTROL)

### DUTIES:

1. Determine Functions and Courses of Study.
2. Prescribe Standards of Education.
3. Grant Degrees and Other Forms of Academic Recognition.
4. Recommend to State Legislature Budget Allocations.
5. Allocate Funds Appropriated by State Legislature
6. Allocate Revolving Funds.
7. Determine Student Fees.
8. General Coordination.
9. Research, Study and Planning.



### GOVERNING BOARDS (ADMINISTRATIVE CONTROL)

- |   |
|---|
| <p><b>DUTIES</b></p> <ol style="list-style-type: none"> <li>1. Determine Management Policy.</li> <li>2. Employ Personnel, Fix Salaries, and Assign Duties</li> <li>3. Contract for Other Services.</li> <li>4. Custody of Records</li> <li>5. Acquire and Hold Title to Property</li> <li>6. Academic Administration</li> <li>7. Student Life.</li> <li>8. Budget Administration</li> <li>9. Purchasing</li> <li>10. Plan and Construct Buildings</li> <li>11. Auxiliary Enterprises                     <ol style="list-style-type: none"> <li>a. Issuance of Bonds</li> <li>b. Administration of Self-Liquidating Properties.</li> </ol> </li> <li>12. General Responsibility for Government of the Institutions</li> </ol> |
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State law provides for boards of trustees for the three higher education centers—The Ardmore Higher Education Program, the McCurtain County Higher Education Program, and the University Center at Tulsa. These boards serve as administrative agencies for the centers where educational programs and services are provided by participating State System institutions.

Sayre Junior College, a municipally owned two year institution, receives state support and is therefore a part of the State System, although not depicted on this chart of state colleges and universities. The local board of education, consisting of five members elected by the people of the Sayre school district, serves as the board of trustees for the college.

- Constitutional Boards
- Statutory Boards

VITA

Treva C. George

Candidate for the Degree of

Doctor of Education

Thesis: THE RISE, FALL AND RECOVERY OF ROSE STATE COLLEGE,  
1967-1990

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Biographical:

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