

CARL ALBERT

STATE COLLEGE



Strategic Plan

2013+



The Strategic Plan of Carl Albert State College seeks to emphasize recognition of the evolutionary nature of higher education by creating a fluid strategic process which allows for constant assessment, evaluation, and progress. Rather than creating a static document which could lead to reactionary changes at predetermined intervals far in the future, CASC wished to prepare a dynamic plan that allows for timely, proactive responses.

Based upon the mission, vision, values, and goals of Carl Albert State College, five Focus Areas have been created to guide the college's planning strategies:

Focus Area 1: Preparation for Success

Focus Area 2: Academic Standards and Rigor

Focus Area 3: Assessment and Technology

Focus Area 4: Instilling Perseverance, Persistence, and Perspective

Focus Area 5: Providing a Safe Environment Conducive to Learning

Mission:

To provide affordable, accessible, and exceptional education that fosters student success.

Vision:

CASC faculty and staff will provide an exemplary learning community by creating excellent educational opportunities that are responsive to the needs of the area and enable students to achieve their aspirations and develop into successful participants in an ever-changing world.

Values:

- 1. Student Centricity**— a supportive learning-centered community created to meet diverse student needs in the achievement of academic and personal goals for lifelong learning opportunities
- 2. Educational Quality** – exceptional programs and services striving for continuous improvement for student success
- 3. Integrity** – honesty, courtesy, responsibility, and ethical conduct within the college community and with other constituencies

4. **Accessibility**– a wide range of academic programs, general education, and student services to meet student needs in an efficient, effective, and economical manner
5. **Community Collaboration** – cooperative partnerships with other educational institutions, agencies, and organizations to better the global community
6. **Leadership** – engagement and civic responsibility at local, national and global levels

Goals:

1. Preparation of students for success in further educational endeavors, careers, and a life of service and leadership;
2. High academic standards and rigor;
3. Evaluative processes of educational experiences to provide data-driven assessments and outcomes;
4. Instilling student perseverance, independent learning, and critical thinking skills throughout college and life;
5. Providing a safe and conducive environment for learning;
6. Contemporary and effective use of technology;
7. Promoting local opportunities for student and community success;
8. Encouraging a global perspective and lifelong learning.



Definitions and measures:

The mission of Carl Albert State College places focus on three critical areas pertaining to the overall goal of student success: affordability, accessibility, and exceptionality of the education and experience provided by the college.

The values and goals of Carl Albert State College reflect the dedication of the college to the mission, which in turn drives decision-making strategies throughout the institution. In a broad sense, the decisions of the college are made based upon their relation to providing affordable, accessible, and exceptional education to its students.

The core strategy of Carl Albert State College is to provide clear objectives within the structured goals, and to state further specific strategies to meet these objectives and measurable outcomes through which to assess progress and success. This approach promotes a fluid, dynamic strategy allowing for constant evaluation of the outcomes, strategies, objectives, goals, values, vision, and the mission itself. In a constantly evolving world, adaptability is the key to success, and for Carl Albert State College to enjoy continued success it must not become complacent and static in its approaches.

Ideals of financial stewardship due to limited allocations and a strong sense of responsibility to students and donors have created a culture of budgetary efficiency without sacrificing the needs of students or the college. To provide responsible, enduring education, every aspect of decision making at CASC ties back to cost analysis, producing affordability, access, and exceptional educational experiences for students. In a sense, CASC's budgeting practices are central to the pursuit of the mission of student success.

Affordability: Affordable education means that Carl Albert State College students will pay less for their education than their peers at other institutions in the region. Strategies to maintain the low cost of the quality education CASC provides have proven successful through the use of grants, the efforts of the CASC Development Foundation, careful management and oversight from the business office and administration, and other well-planned strategies that allow CASC to remain at the top of educational quality and at the lower end of educational cost to the student. Affordability is a pervasive component of Carl Albert State College, resonating through all areas of the institution and creating a strong sense of fiscal responsibility and stewardship within the faculty and staff, the benefits of which are passed on students.

Accessibility: Accessible education involves making Carl Albert State College easy to access for any student. Two physical campuses, a virtual campus, recruiting, on-campus housing, online and traditional course offerings, plentiful office hours for instructor contact, low student-to-teacher ratio, modern classrooms, technology access, and ample opportunities to explore student life are key components of accessible education.

Exceptionality: Exceptional education involves processes and results which exceed the averages and norms of other two-year public colleges, provide plentiful future opportunity for students either in furthering their education or in the job market, and display the abilities and skills of Carl Albert State College students to the student community, the business community, the local community, and the education community.



FOCUS AREA 1: ***Preparation for Success***

Objective 1.1: Prepare students graduating from CASC for success in academic settings.

Strategies:

- CASC will continue to maintain relationships with four-year institutions regarding transferability and participate in the Oklahoma State Regents for Higher Education Course Equivalency Project (OSRHE CEP) to assure that CASC courses are equivalent or superior to other courses in the state.
- Vertical and horizontal alignment of courses will afford measures of preparation and success for students.
- CASC will identify partnerships with four-year institutions, establish 2+2 agreements (MOUs), and participate in reverse transfer processes as well as the OSRHE course equivalency project.
- CASC will continue to encourage professional development of faculty to ensure modern and appropriate academic practices through the use of Endowed Professorship funds and regular faculty training.

Measurable Outcomes:

- Data reported by the Oklahoma State Regents for Higher Education concerning transfer statistics will be collected, and follow-up surveys will be conducted to determine the transferability of courses, perceptions of preparation, and student success at four-year institutions.
- The college will assess transfer GPA data from four-year partners.
- The college will request annual reports from OSRHE report of annual assessment.

Timeline:

- Follow-up surveys will be administered continually as opportunities arise, with data collected and disseminated on a yearly basis beginning Fall 2016.
- Surveys will be made available to students following their first semester at their four-year institution.

Objective 1.2: Prepare students graduating from CASC for success in business settings.

Strategies:

- Instructors teaching courses designed for immediate job placement will use real-world context and practices to develop student abilities and success.
- Relationships with members of the business community will be cultivated and maintained to ensure that CASC meets their ever-evolving needs and increase potential job opportunities for students.
- Courses will emphasize contextualization of coursework for real-world application.
- Advisory boards will be created.

Measurable Outcomes:

- Students leaving CASC with certificates or degrees which are intended for immediate job placement will be surveyed to determine their success in finding jobs related to their area of study and gauge their feelings of preparedness based on their education.
- Employer surveys will be used to gauge CASC student preparedness and to identify changing employer needs.
- Job placement and employment numbers from the workforce and sources such as the American Jobs Center will provide meaningful benchmark data.

Timeline:

- Beginning Fall 2016, students should be surveyed within six months after graduation to determine degree marketability and students' preparation perception.
- Advisory boards will be created continually and as needed (Allied Health Advisory Board was created Fall 2014).

Objective 1.3: Identify new program opportunities based on employer and community needs.

Strategies:

- Working closely with constituents, monitoring employment and community needs, and developing new relationships will allow CASC to grow and to adapt to changing needs.
- Curriculum committee members, as well as staff in other campus offices, including the Office of Academic Affairs, will be responsible for gauging the validity of and need for new courses and programs.
- The college will use social media to extend contact opportunities and increase visibility to, as well as feedback from, constituents and stakeholders.

Measurable Outcome:

- The number of new courses, partnerships, and activity of the curriculum committee in comparison to previous accreditation and assessment cycles will indicate the progress toward this goal.

Timeline:

- This is an ongoing process; the activity of the college toward this goal will be evaluated at the conclusion of each academic year (May).

Objective 1.4: Reach students who are close to home

Strategies:

- Continue to build CASC's relationships with area high schools and community members to attract local students who may continue living at home while attending college.
- The expansion of online courses and distance learning courses also will expand the college's coverage area, making CASC "closer to home" for a broadening range of students.

Measurable Outcome:

- Enrollment numbers of non-traditional, commuter, and distance-delivery students will increase.

Timeline:

- This is an ongoing process.

Objective 1.5: Strengthen developmental education.

Strategies:

- Strengthen the developmental education programs to further provide expanded opportunities for success to students who may lack the preparation, motivation, or confidence to fully succeed in college.
- Develop annual internal reports of performance in college-level courses for students who required remedial preparation
- Offer developmental course options in compressed formats.

Measurable Outcome:

- Success rates of developmental students in college-level courses will increase.

Timeline:

- This is an ongoing process.
- College-level success reports for the previous fall and spring will be analyzed each summer.
- Compressed, eight-week courses will be offered beginning in the fall of 2015.

Objective 1.6: Enhance the use of advisors, retention officers, recruiters, and counselors.

Strategies:

- Increase contact between students and advisors, retention specialists, and counselors to develop personal connections between students, the college, and their goals.
- Create a sense of responsibility and ownership of degree progress in order to increase retention and success.
- Expand services in and to the Sallisaw campus.
- Promote programs and opportunities provided by CASC.

Measurable Outcome:

- Student use in these areas and correlation to changes in retention and graduation numbers will increase.

Timeline:

- This is an ongoing process.

Objective 1.7: Increase activity in student life programs in order to promote community involvement and participation.

Strategies:

- Increase student and community participation in clubs, organizations, and activities.
- Market and promote events on campus to attract and to appeal to a wider audience.

Measurable Outcome:

- Enrollment and participation numbers for clubs, organizations, and sponsored activities will be monitored for increases.

Timeline:

- This is an ongoing process.



FOCUS AREA 2: ***Academic Standards and Rigor.***

Objective 2.1: Assess course data to qualify the rigor and quality of courses.

Strategies:

- Use classroom data and WEAVE assessment to ensure that courses taught meet or exceed the standards of rigor necessary for college-level courses.
- Collect transfer data from the OSRHE and the National Student Clearinghouse to measure the success of students leaving CASC.
- Implement common syllabi and student learning outcomes which indicate rigor and quality of instruction in common classes.
- Develop better evaluations and feedback procedures concerning courses.

Measurable Outcomes:

- Classroom data from exam scores and final grades, along with data gained through assessment in the WEAVE program, will establish a level of course rigor.
- Individual course evaluations completed by instructors will provide evidence of necessary course rigor.
- Analysis of transfer data will determine success (grades and completion) at transfer institutions.

Timeline:

- Beginning Fall 2015 courses shall be assessed through WEAVE each semester, with adjustments/action plans being implemented by instructors on a two-year cycle.
- Division chairs/Associate Vice President of Instruction shall assess courses based on WEAVE findings and instructor feedback on an annual rotation schedule to assure standards of rigor are met.

Objective 2.2: Align courses vertically and horizontally to ensure similar objectives and adequate preparation for future courses.

Strategies:

- Academic departments will meet to ensure vertical alignment of courses.
- Courses with multiple instructors will require instructors to establish common objectives and horizontal alignment of courses.
- Instructors will develop common course syllabi to further ensure measurability and assessment value of course objectives.
- Academic divisions and instructors will develop four-semester advisement plans to facilitate adequate preparation for courses.
- Advisors and the Office of Telecommunications will ensure that necessary and proper prerequisite courses are taken.

Measurable Outcomes:

- Written alignment plans and accurate WEAVE assessment will provide evidence of proper course alignment.
- Four-semester advisement plans will be available.
- Prerequisite courses will be evaluated for necessity.
- Prerequisite courses will be clearly listed on degree plans for students and advisors.
- Prerequisite courses will be coded in the enrollment system to prevent enrollment errors.
- Common course syllabi will be implemented and on file with the Vice President of Academic Affairs.

Timeline:

- Common syllabi and objectives will be in place beginning Fall 2015 and will be modified as necessary.
- Four-semester advisement plans will be developed by Spring 2016.
- Vertical alignment of courses and objectives will be evaluated annually by division chairs beginning Fall 2015.

Objective 2.3: Ensure transferability of Carl Albert State College courses to four-year institutions.

Strategy:

- Continue to participate actively in the OSRHE CEP.
- Continue to develop transfer relationships (MOUs and 2+2 agreements) with four-year institutions to ensure that CASC courses are readily accepted upon degree completion and transfer.

Measurable Outcome:

- Official transfer agreements with four-year institutions and up-to-date CEP information will provide evidence of the objective.

Timeline:

- OSRHE CEP meetings are held annually.
- Transfer agreements will be actively pursued, monitored, and continually modified as needed.

Objective 2.4: Maintain standards of low student-to-teacher ratios and continue to pursue hiring highly qualified faculty with expertise in their fields.

Strategies:

- Continue hiring practices that place qualified instructors in classrooms, allowing CASC to maintain student-to-teacher ratios at or below 20:1.
- Encourage current faculty to improve their qualifications and credentials by pursuing graduate hours in their fields of instruction.

Measurable Outcomes:

- Annual Unitized Data System student-to-teacher ratio report.
- Instructors' qualifications of 9+ hours of graduate study in their areas of instruction, as per Higher Learning Commission recommendation.

Timeline:

- Annually monitor student-to-teacher ratio.
- Continually monitor hiring practices and conduct annual reviews of faculty qualifications.

Objective 2.5: Develop and establish a virtual campus which allows meaningful access to students via technological media.

Strategies:

- Create a Committee for the Virtual Campus, represented by faculty across multiple disciplines, including the Coordinator for the Virtual Campus.
- Select a design rubric for the development and approval process for online courses and programs.
- Redesign all CASC distance courses and programs in congruence with an identified design rubric.

Measurable Outcomes:

- Committee for the Virtual Campus will be fully established.
- CASC will be admitted into the State of Oklahoma Consortium for Quality Matters.
- The Curriculum Committee will document and approve the redesign of courses.
- CASC will conduct continual reviews of online courses on a three-year cycle and bi-annual assessment of course Student Learning Outcomes (SLO) in comparison to traditional and hybrid delivery.

Timeline:

- The Committee for the Virtual Campus will be in place by December 2014.
- CASC will be a member of Quality Matters by December 2014.
- Redesign of all online courses and approval of courses by Curriculum Committee will be completed by Spring 2016.
- Three-year review cycle for approved online courses, and bi-annual assessment of SLOs will follow timeline established by the CASC Office of Assessment.

Objective 2.6: Expand access through the existing distance delivery courses.

Strategies:

- Provide college courses via distance delivery to a wider audience.
- Increase the number of high schools participating in CASC's concurrent programs and use the distance delivery technology to combine courses on the Sallisaw and Poteau campuses.

Measurable Outcome:

- The number of online programs and students will increase.

Timeline:

- Seek the approval for online delivery for current programs by Spring 2015.
- Develop new programs that incorporate both a traditional and online track to completion by Fall 2015, including hybrid and blended course options.
- Enhance ITV delivery capabilities to Sallisaw by Fall 2016

Objective 2.7: Continue the emphasis on the endowed professorships program.

Strategy:

- Encourage participation in professorships which encourage expanding instructors' perspectives and knowledge which will be carried over into the classroom for students' benefit.

Measurable Outcome:

- Number of applicants and participants in the endowed professorship program will be monitored.

Timeline:

- This is an ongoing process.
- Reports are made annually at the fall meeting of Development Foundation Trustees.



FOCUS AREA 3: ***Assessment and Technology***

Objective 3.1: Provide a means of seamless assessment of all CASC programs and courses in conjunction with the WEAVE software.

Strategy:

- Develop and implement functional WEAVE processes and reports, while monitoring and training CASC faculty and staff regarding measurable and accurate assessment findings.

Measurable Outcomes:

- WEAVE analysis reports will be used in evaluations of courses, programs, and methods of delivery.
- Annual reports will be published on the CASC website.

Timeline:

- WEAVE evaluations will be implemented during Spring 2015.
- Using WEAVE report data for assessment will begin by Spring 2016, and then will continue on an established two-year cycle.

Objective 3.2: Establish common syllabi with common instruments of measure within all CASC courses.

Strategies:

- To ensure horizontal alignment among courses, full-time instructors of common courses will come together to develop measurable, and common student learning outcomes.
- CASC will establish a common syllabi template, having each division establish common program goals, student learning outcomes, and course objectives using common measurements to assess common courses.

Measurable Outcomes:

- In common courses, syllabi will reflect identical core student learning outcomes and objectives which are aligned with program goals.
- Common measurement tools will be used in conjunction with common syllabi.

Timeline:

- Student learning outcomes will be developed during the 2014-2015 academic year.
- Common syllabi will be developed during the 2015-2016 academic year.

Objective 3.3: Establish a two-year cycle of meaningful evaluation, rather than simply producing reports and recording data.

Strategy:

- Data will be used in analysis of courses, not simply reported and filed away. This will provide context for the evaluations, giving faculty, staff, and administration alike a more clear sense of purpose and direction for course and program changes.

Measurable Outcomes:

- Visible, relevant, data-driven reports will be made available online.
- Individual faculty will report on course changes due to evaluation of WEAVE outcomes. This will facilitate common structure through shared evaluations.
- Annual assessment reports of action plans will be gathered from WEAVE, if applicable.

Timeline:

- This is an ongoing process.
- Initial WEAVE analysis is due Spring 2016

Objective 3.4: Establish meaningful assessment strategies through the Assessment Office housed under the Office of Academic Affairs.

Strategy:

- An Outcomes and Assessment Specialist position will be created to streamline and standardize assessment measures and processes.

Measurable Outcomes:

- Common student learning outcomes and syllabi will be developed.
- The Academic Affairs office will produce and distribute assessment reports online to enhance transparency.

Timeline:

- An Assessment officer was hired Summer 2014.
- Student learning outcomes will be developed during the 2014-2015 academic year.
- Common syllabi will be developed by 2015-2016.



FOCUS AREA 4: ***Instilling Perseverance, Persistence, and Perspective.***

Objective 4.1: Enhance student advisement methods

Strategies:

- Develop and emphasize the Enrollment and Retention Center.
- Train advisors regularly to create awareness of changes in programs and requirements.
- Use an advisement strategy requiring all students to meet with an advisor to develop a plan for graduation.
- Create four-semester graduation plans for visible, fluid advisement practice and increased student retention.

Measurable Outcomes:

- Advisors will record numbers of students advised and track their academic progress.
- Four-semester graduation plans will be created.

Timeline:

- Student advisement numbers will be collected at the conclusion of fall and spring semesters.
- Four-semester graduation plans will be on file by Fall 2016.
- Yearly advisor training courses will be available by Fall 2016.

Objective 4.2: Develop counseling services and surveys for withdrawing students

Strategies:

- Withdrawing students will meet with a counselor/advisor to determine the reason for withdrawal and to discuss students' options.
- If withdrawal is necessary beyond the 60% date, students must obtain signatures from instructors, financial aid officers, etc.

Measurable Outcome:

- Data will be available regarding number of withdrawing students. Their reasons for withdrawal will be clearer, allowing for plans to be put in place to assist future students.

Timeline:

- A process for collecting this data will be developed in Spring 2015, with data collection following.
- The first report will be available at the conclusion of Fall 2015 and continually each semester thereafter.

Objective 4.3: Create and use Student Learning Outcomes and objectives requiring independent, critical thinking.

Strategies:

- Instructors will receive instruction and guidance on writing measurable SLOs and objectives which use appropriate terminology from Bloom's Taxonomy to display the levels of independent, critical thought developed in their courses.
- Instructors will implement higher-level SLOs and objectives in assignment strategies.

Measurable Outcome:

- Analysis of syllabi will reveal a use of objective indicators (such as Bloom's Taxonomy) which display higher-level thinking skills.

Timeline:

- Beginning Fall 2014, programs will develop and implement student learning outcomes based on Bloom's Taxonomy, projecting the development of higher order thinking skills.

Objective 4.4: Increase the use of student tutoring services.

Strategies:

- The Learning Resource Center, along with other campus programs, will provide tutoring services.
- Records of students being tutored and times of service will be kept to allow for an accurate sense of how many students use the services.
- Students receiving tutoring will be surveyed to determine strengths and weaknesses of the tutoring program.
- Online tutoring services will be provided.
- GPAs of remedial students receiving tutoring will be compared to GPAs of students not receiving tutoring

Measurable Outcome:

- Tutoring logs will display the number of students tutored and amount of time students received tutoring.

Timeline:

- This is an ongoing process.
- Data will be continually gathered, recorded, and reported as needed.

Objective 4.5: Increase retention and graduation rates.

Strategies:

- CASC will strengthen awareness and support of existing student support programs, such as TRiO (the Student Support Office and the Educational Opportunity Center).
- The college will provide more focus on and support to needs of students requiring developmental education in order to promote increased retention and progress.
- Emphasis on community interaction will increase involvement and ownership.
- Student life activities will be promoted to increase retention through a sense of place and belonging.

Measurable Outcomes:

- Retention rates will increase.
- Graduation rates will increase.
- Student life activities and participation will increase.

Timeline:

- This is an ongoing process which will be monitored constantly throughout each year.

Objective 4.6: Continue to develop and promote Continuing Education programs.

Strategies:

- The CASC Office of Continuing Education/SrO (Seniors Only) will continue to develop and to provide opportunities for CASC graduates and members of the community to expand knowledge and relationships through classes and trips.
- The actions of this office enhance both lifelong learning opportunities and a broader perspective of culture and diversity.

Measurable Outcome:

- The number of offerings and participation in the programs will increase.

Timeline:

- This is an ongoing process.
- Programs are and will continue to be audited annually.

Objective 4.7: Develop a global perspective by increasing the visibility of CASC international students.

Strategies:

- CASC will continue to increase awareness of global diversity within the college community through special presentations from members of the International Student Club.
- International students will be encouraged to live on campus in order to participate more fully in campus life activities.

Measurable Outcomes:

- Presentations and programs will involve more international students.
- More international students will live on campus
- International students will increase their participation in campus life

Timeline:

- This is an ongoing process.
- International students will be encouraged to live on campus Fall 2015.



FOCUS AREA 5: ***Providing a Safe Environment Conducive to Learning.***

Objective 5.1: Create and maintain modern facilities

Strategy:

- The college will continue to maintain and update buildings, classrooms, dormitories, and technology to provide a modern, comfortable, and efficient academic environment.

Measurable Outcomes:

- Facilities are regularly updated and maintained.
- Annual reports from the physical plant denote updates and activity.

Timeline:

- This is an ongoing process.

Objective 5.2: Promote CASC counseling services and student awareness programs.

Strategies:

- Awareness and visibility of existing counseling services and student awareness programs provided by the college will increase.
- Awareness and support of student support programs, such as TRiO (the Student Support Office, and the Educational Opportunity Center) will be promoted.
- Visibility and promotion of services provided by the CASC counseling office will increase.

Measurable Outcomes:

- Tutoring logs from the LRC will display the number of students tutored and amount of time students received tutoring.
- Staff will record and report numbers of students using CASC support services.

Timeline:

- This is an ongoing process.

Objective 5.3: Provide modern, updated student housing.

Strategies:

- CASC will continue the scheduled updates and maintenance on existing dormitories in order to keep them modern, functional, and comfortable.
- The college will remain aware of demand for housing and be prepared for construction of new dormitories should the need arise.

Measurable Outcomes:

- Dormitories are regularly updated and maintained.
- Annual reports from the physical plant denote updates and activity.
- Student housing surveys are collected and reported.

Timeline:

- Reports on housing updates will be made annually
- This is an ongoing process.

Objective 5.4: Enhance the role of Advisors, Instructors, and the Enrollment and Retention Office.

Strategies:

- Training for advisors and enrollment and retention officers will increase.
- CASC will implement a practice of intrusive advising, requiring students and advisors to interact more closely in an effort to streamline the educational process and to eliminate or reduce unnecessary time spent between admission and graduation.
- Faculty advisement presence in classrooms (orientation/ early major classes) will increase.

Measurable Outcomes:

- Staff will record numbers of students advised by faculty and the enrollment center.
- Enrollment and retention figures will increase.

Timeline:

- This is an ongoing process.

Objective 5.5: Use technology to increase campus responsiveness and alerts.

Strategies:

- Automated alerts, text messages, voice mail, email, social media, traditional media, Blackboard, and VikeConnect will be used to reach students in situations necessitating quick response.
- The college will continue to research and explore further options to increase responsiveness.

Measurable Outcome:

- Staff will monitor and assess the ability of CASC to identify and contact students in a reasonable and responsive manner.

Timeline:

- This is an ongoing process.



APPENDIX A: Committee Structure and Timeline

Strategic Plan Steering Committee:

Co-chairs:	Deborah Cummings Marc Willis	Members:	James Hurst Jay Falkner Steve Hughes Vicki Hill Heather Bailey
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The steering committee is tasked with providing structure, direction, and accountability. The CASC mission provides a foundation for the plan: specifically the primary components of affordability, accessibility, and exceptionality. These aspects tie directly into the overall goal of student success.

Subcommittee 1: Affordability-

Chair:	James Hurst	Members:	Kathy Quirk Leslie Bain Sharon Dehart Kodey Toney Kim Hughes
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Concerns of this committee are budgeting plans, maintaining funding, managing costs, financial aid, grants, development foundation, student support, and other areas concerned with keeping CASC an affordable choice for students.

Subcommittee 2: Accessibility-

Chair:	Jay Falkner	Members:	Shery Scott-Smith Kelly Kellogg Mike Martin Marcus Blair
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Concerns of this committee include distance learning, traditional learning, scheduling, enrollment, counseling, ADA, facilities, recruiting, diversity, marketing, remediation, scholarships, and other areas concerned with keeping CASC accessible to students.

Subcommittee 3: Exceptionality-

Co-chairs: Steve Hughes
Vicki Hill

Members: Dr. Kathy Harrell
Tommy Smith
Kendal Repass
Sarah Brown
Jennifer Humphreys
Bill Gann
Bill Carroll
Heather Bailey
Jeff Tadtman

This group is first tasked with defining “exceptional” education in some objective, measurable sense. Assessment, graduation rates, licensure rates, retention, faculty qualification, professional development, student organizations, transfer success, service learning, and other areas concerned with analyzing the quality of CASC educational practices are addressed by this committee.

STRATEGIC PLAN TIMELINE

November, 2013	Strategic Plan Revision Begins	
February, 2014	Rough Plan Developed	
February 28, 2014	Steering Committee Finalized	
April 1, 2014	Steering Committee Meeting	
April 29, 2014	Steering Committee Meeting	
August 12, 2014	Steering Committee Meeting	("Homework Assignment")
August 28, 2014	Steering Committee Meeting	("Homework" Review)
October 10, 2014	Virtual Meeting	(Distribution/ Review of Compiled and Condensed Document)
October 22, 2014	Division Chair Feedback	(Distribution to Division Chairs for feedback)
November 19, 2014	Virtual Committee Meeting	(Distribution/ Review of Refocused Format)
December 8, 2014	Committee Meeting	

January 12, 2015

Presentation to faculty, distribution to "everyone@carlalbert.edu"

January 30, 2015

Presentation to Executive Cabinet for Approval

March 24, 2015

Presentation to Regents for Approval/ Distribution through website

