

CARL ALBERT STATE COLLEGE
(CASC)
2014-2015 Academic Plan

TECHNOLOGY

Current Status

- A. Blackboard Learn
- B. Applications
- C. Databases
- D. Portal (Vikeconnect)
- E. Open wi-fi
- F. Virtual electronic library
 - 1. Streamed videos
 - 2. eBooks
 - 3. Podcasts
 - 4. Remote access

Many faculty supplement their coursework with Blackboard, thus providing access even after class has been dismissed. SMARTBoards are utilized in approximately half of the classrooms at the institution. Some faculty use a mobile app for interfacing with their courses. Publisher developed web supplemental materials are utilized by a number of faculty if it has value in the coursework. The libraries at CASC provide a strong online database which is available from any computer anywhere when utilizing the student's CASC ID. Books and other hard copy materials are available for both brick and mortar campuses. CASC is looking to add Apple TV Rooms (1 PTA and general classrooms). CASC plans to add Google Hangout technology to assist in the delivery of synchronous instruction with area high schools and Poteau and Sallisaw campuses.

In the event of an emergency or other situation when students, staff and faculty need to be contacted, CASC utilizes an emergency text message, cell phone and email system.

Future Plans

CASC has renamed the online committee the Committee for the Virtual Campus and has appointed a division chair for the virtual campus with the assigned duties of assisting the committee in writing procedures for the conduction of online learning, development, and approving online courses (with approval of the new curriculum committee which will serve as a review committee for new courses or changes in course delivery format). The division chair and the committee for the virtual campus will make recommendations for design, testing, and transfer of knowledge in online courses.

CASC is working on a new strategic plan which will direct all future plans. The strategic plan will be developed for the next five years and will more appropriately direct our focus toward both traditional and online education.

The IT department in coordination with the division chair for the virtual campus will establish a faculty training workshops with a goal of strengthening online delivery and instructor understanding of online delivery.

ACADEMIC EFFICIENCIES

Current Status

CASC will be working with local Career Techs to move PN students into AAS in RN. These decisions were based on ensuring that all students in our service area are provided with the best education and opportunities available. CASC is looking to add program options to the current Business Administration degree plan, including the deletion of the AA in Hotel, Restaurant, and Tourism degree and embedding an option within the Business Administration degree with a certificate. CASC has signed MOUs with NSU with the focus on reverse transfer and is actively developing 2+2 agreements with the following institutions for the fall of 2014:

Northeastern State University
Southeastern Oklahoma State University
University of Arkansas at Fort Smith

CASC strives to provide professional development opportunities by way of endowed lectureships. The lectureship provides training and advancement of instructors. The recent Washington DC trip awarded to the Communications and Fine Arts department allowed for personal and academic enrichment for the faculty members who were able to see first-hand the places, structures, and historically important artifacts that pertain to course curricula. This experience not only brought a renewed sense of passion for classroom instruction but also allowed for instructors to incorporate these experiences into future classroom activities, directly impacting students (e.g. personal photos incorporated into PowerPoint presentations, web course lecture material, etc.). In addition, faculty from both Poteau and Sallisaw campuses attended. Much of the time, there is a disconnect between the campuses. This trip allowed for both campuses to brainstorm, plan future academic endeavors, and ensure that we are all moving in the same essential direction academically.

Future Plans

CASC will be evaluating the current allied health degree option with the focus of laddering student into current and new potential allied health degree programs. CASC will investigate the transition of the current AS in Allied Health to an AAS in Allied Health with options of studies.

LEARNING SITE ACTIVITY REPORT

Number of Courses

Traditionally, CASC offers ENGL 1113 and MATH 1513 to area high school in the fall semester, and ENGL 1213 and HIST 1483 during the spring semester. Currently, 4 sites take advantage of the opportunity: Muldrow, Roland, Howe, and Smithville.

How Sites are Meeting Needs

CASC is actively pursuing a four-year partnership and expects delivery of a dual certification degree in Elementary Education/ Special Education to begin with NSU in Fall 2015 on the Sallisaw campus.

Future Plans

CASC is planning to utilize Google Hangout technology to deliver synchronous education to concurrent partners and Sallisaw campus.

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ACADEMIC PRIORITIES

The academic priorities for CASC include new programs/certificates in the healthcare field, business administration, and occupational health and safety. Research in employment needs and opportunities have been completed and a decision will be made in early fall 2014 regarding viability of such programs. Recommended programs will move forward for Regent’s approval. See attached budget.

CASC will initiate a process to review its current procedures concerning online delivery which will work to create an environment of quality, rigor, and transfer of knowledge. CASC will begin the process in the Fall of 2014 by rewriting all course learning outcomes, program goals, along with creating instruments for measurement in common courses as CASC strives to advance its comprehensive assessment process starting in the 2015-2016 academic year. The goal is to have common syllabi, common measures, and the ability to assess courses based on format and delivery.

CASC will rewrite its current Procedure Manual for the development, design, and approval of courses for online delivery.

**CASC is currently in the process of redeveloping its strategic plan. Following the HLC review of 2012 it was noted that the current strategic plan was more of a “wish list” than an actual plan which links the goals and direction of the college to its stated mission. A Strategic Plan Steering Committee was developed, with subcommittees for the three primary agendas of the mission: affordability, accessibility, and exceptionality. These areas were defined clearly, and relevant programs and areas of the college were identified based on these definitions. These are in the process of being qualitatively and objectively linked to the stated goals of CASC. The new strategic plan should be unveiled in the fall of 2014, with the strategies fully implemented in the spring of 2015. This will provide data collection and dissemination in accordance with HLC specifications prior to the planned follow up visit in 2016.

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ENROLLMENT PROJECTIONS

Fall 2014: Undergraduate Headcount: 2,248
2014 Annual FTE: 1,678

Fall 2015: Undergraduate Headcount: 2,289
2015 Annual FTE: 1,712

Fall 2016: Undergraduate Headcount: 2,325

2016 Annual FTE: 1,746

