OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Improving our future by degrees

COMPLETE COLLEGE AMERICA
Alliance of States

Institutional Degree Completion and Academic Plans
2014-2015 Outline

The Institutional Degree Completion and Academic Plans provide a means for the State Regents to view each institution's priorities and aspirations in the context of the State System. The plan is divided into three parts: A) informing the State Regents about planned degree completion initiatives, B) informing the State Regents of academic program, technology, and efficiency plans for the future, and C) projecting enrollment targets for the next three years. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the completion and academic plans can be expected to vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. The template format is provided. <u>The 2014-2015 Degree Completion and Academic Plan is due **September 15, 2014**</u>. This due date will allow for compilation and preparation for the State Regents' annual review.

In addition to this document, please provide a copy of the institution's current strategic plan. Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion and academic plans for the year 2014-2015.

A.   <u>**The Completion Agenda**</u> **-- The State Regents have a public agenda with the goals to: 1) enhance access and improve the quality of public higher education for all Oklahomans, 2) increase the number of college graduates, and 3) better prepare student to meet the challenges of a global economy. In joining the Complete College America (CCA) Alliance of States, Oklahoma pledged to extend its Public Agenda scope and reach, recommit to its performance funding program, and make college completion a top priority with commitments to state and campus goals, solid action plans, removal of policy barriers, and measures of progress. Though the college completion efforts of Oklahoma to expand upon current state and campus programs, there will be new initiatives at local and state levels developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states have revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. Examples of state and campus activities in support of these goals include:**

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options
- Certificate completion options through further development of cooperative agreements between higher education and CareerTech
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates
- More effective and efficient completion of remediation and freshman gateway courses
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's levels
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year
- Better documentation of degree completion contributions of private and for-profit postsecondary education and the Career Tech system cooperative agreement programs.

Based on your institution's priorities and commitment to the public agenda and CCA, address each of the four goals of the Complete College Oklahoma plan. *(note: tables may expand to allow full information)*

1. Focus on Readiness. Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

	High-impact strategies	**How will we do it?**	**Who will be responsible?**	**What is timetable?**	**Measures of success?**	**Progress from last report?**
Focus on Readiness	*ACT Prep Workshop*	Utilize strategies of Talent Search in their work with high school students	Talent Search employees	Once a year at each campus—ongoing	Survey of workshop by attendees - positive feedback from area 10th and 11th grade students.	Continual Process -
	Inform students of college entrance requirements	Visit with high school counselors and students about entrance requirements	CASC Recruiters	Ongoing—with every visit in schools	Number of contacts with counselors and students	Continual Process
	Skill Builder Workshops - Focus on remediation of high school students and new students.	Provide skill building workshops in area high schools and on campus	Developmental Education Committee, AVP for Instruction, VPAA	Twice per semester on campus and area high school partners	Increase in ACT, COMPASS scores, and college readiness	New strategy

2. Transform Remediation. Every Oklahoma institution will implement transformational models of remedial placement and support through a statewide phased implementation and refinement process.

	High-impact strategies	**How will we do it?**	**Who will be responsible?**	**What is timetable?**	**Measures of success?**	**Progress from last report?**
Transform Remediation	*One-hour Writing lab requirement for students who are near the cut-off score of 74-75 on the COMPASS Writing test who are allowed to enroll in Comp 1*	Borderline students would be required to take an extra lab hour while enrolled in ENGL 1113. The focus of the lab needs to be readdressed to focus more on	Developmental English Instructors	Implement Spring 2014	Students achieve a C or higher in ENGL 1113	12 students participated. 2 withdrawals. 6 completed the lab and comp with a C or above. 4 made D or F in the

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
						Comp I portion
	Design/Implement Summer Bridge Program for students needing English and Math Preparation. 8-week accelerated program	Offer Fund of English, Reading, Dev. Math, and Inter. Algebra courses and Freshman Orientation.	Dev. English Instructors and Dev. Math Instructors	Implemented Summer 2014 Continual Process	Students achieve a C or higher in ENGL 1113 and MATH 1513 College Algebra.	Lower numbers than expected, needs time to gain traction.
	Design/ Implement accelerated 8 week formats for developmental education - fasttrack students to college readiness	Stack MATH 0113 (1st 8 week) with MATH 0123 (2nd 8 week) and MATH 0123 (1st 8 week) with College Level Math (2nd 8 week), ENGL 0123 leads into ENGL 1113	Developmental Education Committee, AVPI, VPAA, and faculty	Implement Fall 2015	Increase in the number of students who are college ready within first semester.	Result after Spring 2016

3. Build Bridges to Certificates and Degrees. Develop, implement, or expand a "Program Equivalent Project" that bridges Career Tech course completion to certificate and Associate in Applied Science (AAS) degree completion in the community colleges. Projects may also include college and university partnerships in reverse-transfer initiatives for certificate and associate degree completion.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Build Bridges to Certificates and Degrees	*Partner with local Career Tech centers to provide opportunities for students with PN licensure to move into AAS RN degree*	Courses will be identified and aligned, PNs will be fast tracked into the RN program	Nursing program faculty	Currently in place through the state Nursing Articulation agreement. Plan to implement an	Increase the Number of PNs accepted into RN program	New strategy: Continuing to admit 6-12 PNs into the nursing program annually. Plan to

				additional articulation agreement with ICTC by Fall 2015		increase number to 10-20 per year.
	Examine current academic programs and seek true opportunities to embed certificates to increase value of the program or degree	Programs in Business, Allied Health will be targeted for embedded certificates	VPAA,AVPI, Division Chairs, and faculty will facilitate the process	The 2014-2015 Academic Year with intentions of unveiling new options/ certificates in Fall 2015	Addition of new options/ certificates to programs.	

4. Reach Higher for Adult Completion. Further expand and develop Reach Higher as a degree and certificate completion effort that involves the entire system of postsecondary education.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Reach Higher for Adult Completion	*More aggressive promotion and recruitment*	Phone calls, flyers, advertising courses on campus and during enrollment	New Reach Higher Coordinator: Jennifer Humphreys	Fall 2013 Pre-enrollment Spring 2014 Continual Process	Number of students in program	Currently, we have 346 students majoring in General Studies. While we do not have many students majoring in strictly "Reach Higher Degree Plan in Enterprise Development", we do receive many students responding to Reach Higher advertisements, flyers, phone calls, but once we meet we decide the

						General Studies degree works better to their long term goals.
	Identify and contact students who are within 28 hours of graduation who have not enrolled in two or more semesters	Personal contact, mailers, and other advertising options	New Reach Higher Coordinator: Jennifer Humphreys	Continual Process	Increase in number of students who re-enroll in courses	The Director of Marketing and the Reach higher Coordinator work together to come up with new student marketing strategies to reach new student populations. Also, the Reach higher Coordinator attends all Reach Higher conferences in order to network with other 2 year colleges to determine what strategies work best with the Reach Higher population.
	Increase Reach Higher Degree offerings	Submit for Regents approval new degree offerings to be designated as Reach Higher endorsed degrees	Reach Higher Coordinator, AVPI, and VPAA	Spring 2015	Enrollment	

5. Other Local Institutional Priority Areas for Degree Completion.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Other Local Institutional Priority Areas	*CASC peer mentorship program to fulfill the requirements of the Title III grant.*	An 16-week FAS-TRAC Orientation course with a learning communities design will be implemented with professional instructors/advisors and *peer mentors* volunteering to assist freshman students, including those most at-risk for dropping out prior to completion. CASC Scholars Program students will be encouraged to volunteer as peer mentors to fulfill part of their community service requirements.	Title III Activity Director	Fall 2013	Number of students mentored and the success of those students (achievement of a 2.00 GPA	Seven mentees and six with GPA greater than 2.00.
	Review of Degree Programs in AA and AS degrees – The focus will be directed toward lowering the total credit requirements for an AA and AS degree, resulting in degree requirements more closely in line to the	Each program will be reviewed in terms of general education requirement and then program requirements. A baseline will be established based on our transfer partnerships and general requirements at receiving institutions.	VPAA, AVPI, Division Chairs, and Faculty	Fall 2014 Spring 2015	Reduction of credit hours and increase in graduation rates.	

60-62 hour threshold.					

B. **Summarize academic programs and services in the following areas:**

1. **Priorities/Programs.** List the institution's academic priorities for the 2014-2015 year and the planned activities that will be used to achieve these priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs and any new academic program requests to be submitted in the 2014-2015 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

a. **Priorities/Programs**

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

2. **Technology** (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc., especially noting new, different, and innovative uses of technology)

a. **Current Status**

> A. Blackboard Learn
> B. Applications

8

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.

b. **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.

3. Academic Efficiencies

Academic Efficiencies - faculty sharing, partnership collaboration, course redesign, program downsizing or deletion, etc., that have direct impact on budget, cost savings, efficiencies, the academic enterprise and describe how those decisions were made.

c. **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:

9

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.

d. **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.

4.   Learning Site Activity Report
Please respond to the following questions as a learning site:

a. Include the number of courses sent to and received from other institutions, including only electronic courses. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division 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.

b. Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.

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.

c. Describe in detail planned changes in locations to send or receive courses and programs (i.e. branch campuses or off-campus locations, etc.).

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

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C. **Provide the institution's 2014, 2015, 2016 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.**

- Fall 2014: Undergraduate Headcount: 2248
- Fall 2014: Graduate (if applicable) Headcount:
- 2014 Annual FTE: 1678

- Fall 2015: Undergraduate Headcount: 2289
- Fall 2015: Graduate (if applicable) Headcount:
- 2015 Annual FTE: 1712

- Fall 2016: Undergraduate Headcount: 2325
- Fall 2016: Graduate (if applicable) Headcount:
- 2016 Annual FTE: 1746

Proposed Budget for Health
Information Technology
Program

	Unit #	Unit Cost	Unit Total	Recurring
Program Director/Instructor	1	$60,000.00	$60,000.00	X
PD/I Benefits			$25,000.00	X
Adjunct Instructors	1	$10,000.00	$10,000.00	X
General Expenditures	$	$4,000.00	$4,000.00	X
Total			$99,000.00	X

Proposed Budget for
Occupational Health & Safety

	Unit #	Unit Cost	Unit Total	Recurring
Program Director/ Instructor	1	$45,000.00	$45,000.00	X
PD/I Benefits			$20,000.00	X
Adjunct Instructors		$6,000.00	$6,000.00	X
General Expenditures		$4,000.00	$4,000.00	X
Total			$75,000.00	X