

**CARL ALBERT STATE COLLEGE**  
**(CASC)**  
*2015-2016 Academic Plan*

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## **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
- G. Production Studio: professionally produced lectures for the virtual campus and traditional classroom.

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 will continued to develop the Virtual Campus and with the appointed coordinator for the virtual campus. The coordinator has the assigned duties of assisting the committee in overseeing procedures for the conduction of online learning, development, and approving online courses. The Curriculum Committee serves as a review committee for new courses and/or programs, including changes in course delivery format. The coordinator and the committee for the virtual campus will continue to make recommendations for design, testing, and transfer of knowledge in online courses. CASC will continue to implement the Quality Matter's procedures within all online courses.

CASC has completed a strategic plan which will direct all future plans. The strategic plan will be developed as an evolving, fluid plan that will be central to the growth and advance of Carl Albert

State College and student success. It is clearly tied to both the mission of the college and the budget process of CASC.

CASC continues to plan partnerships with four-year universities in the form of articulation agreements/ MOUs and partnerships that will provide four-year degree completion opportunities on the CASC campuses.

Planned agreements will include:

RN to BSN with Arkansas Tech University

AAS in HIT with Arkansas Tech University

Updates to agreements with Southeastern Oklahoma State University

Partnerships with Northeastern State University

CASC is investigating the start of two new programs for Fall 2016:

Associate of Applied Science in Speech Language Pathologist Assistant

Associate of Applied Science in Respiratory Therapy



## **ACADEMIC EFFICIENCIES**

### ***Current Status***

CASC will be working 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 has deleted degrees in Hotel, Restaurant, and Tourism, Telecommunications, Radiological Technology.

CASC has suspended the AA in Pre-Secondary Education and is in the process of merging three Math and Sciences degrees into one, along with two biological science degrees into one degree. CASC has signed a MOU to offering the last two years of two education degrees (Elementary Education and Special Education) from NSU on the Sallisaw campus and via Blackboard Collaborate and online.

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 2015:

Northeastern State University – General Transfer, Elementary Education, Special Education

Southeastern Oklahoma State University – General Transfer, Child Development

University of Arkansas at Fort Smith – Criminal Justice, Bachelor in Applied Science, Bachelor in Organizational Leadership, Reverse Transfer

Columbia Southern University – Occupational Health & Safety

Oklahoma State University Institute of Technology – BT in Information Technology, Civil Engineering, & Instrumentation Engineering Technology

CASC strives to provide professional development opportunities by way of endowed lectureships. The lectureship provides training and advancement of instructors. This year a significant portion of professional development funds were directed toward assessment matters and institutional needs, such as the Higher Learning Commission conference, Enrollment and Retention Conference, Distance Education Conference, OACC conference, Quality Matters training, and several assessment workshops. These events allowed us to springboard that training to our faculty and staff.

### *Future Plans*

Future plans consist of streamlining application processes, enrollment practices, recruiting techniques, assessment design, and advising methods and requirements. CASC also will continue to investigate new programs, both for on-campus students and those entering through the Virtual Campus. More attention to reverse transfer agreements is also a priority, a website has been completed and added to the CASC website to provide students with more information and an opt-in form. A more robust institutional effectiveness model is also in the work and CASC will report annually via the website Institutional Effectiveness information and trends.

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## **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 has established a four-year partnership and expects delivery of a dual certification degree in Elementary Education/ Special Education with NSU in Fall 2015 on the Sallisaw campus. The Virtual Campus, in coordination with the VPAA maintain compliance with State Authorization has expanded CASC's offerings nationally and is in the process of joining SARA.

### *Planned Changes*

CASC is planning to utilize Google Hangout technology and/or other technologies 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 and education fields, Research in employment needs and opportunities is being completed and a decision will be made in early fall 2015 regarding viability of additional programs. Recommended programs will move forward through the institutional process and be submitted to State Regents for approval at the appropriate time. 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 has completed over 75 percent of the rewriting of all course learning outcomes, program goals, and has created instruments for measurement in common courses. CASC strives to advance its comprehensive assessment process starting in the 2015-2016 academic year.

CASC has created a common syllabi, and is developing common measures, in order to develop the ability to assess courses based on format and mode of delivery..

CASC has completed an Online Course Expectations Manual for the development, design, and approval of courses for online delivery.

CASC is engaged in a Mentor Program for the 2015-2016 Academic Year to aid the transitions of all courses into the new Quality Matters design template that was approved by the Virtual Campus Committee. The template is based on three basic principles: Knowing, Doing, and Reflecting. The principles are in place to facilitate progress through the course with the goal of improving retention and completion.

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. The plan is linked through the WEAVEonline assessment tool for qualitative assessment of stated goals of CASC. This will provide data collection and dissemination in accordance with HLC specifications prior to the planned follow up visit in 2016. The Strategic Plan for CASC is attached. Furthermore, the Strategic Plan is linked to the budgetary process at the primary level of development. Individual budgets are requested with associated links to the Strategic Plan clearly identified. The CFO then has the ability to assess budget needs based on the Strategic Plan.

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## **ENROLLMENT PROJECTIONS**

Fall 2015: Undergraduate Headcount: 2,285  
2015 Annual FTE: 1,709

Fall 2016: Undergraduate Headcount: 2,330  
2016 Annual FTE: 1,743

Fall 2017: Undergraduate Headcount: 2,354  
2017 Annual FTE: 1,760

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