



Institutional Degree Completion and Academic Plans 2016-2017 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. The 2016-2017 Degree Completion and Academic Plan is due **September 19, 2016**. 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 2016-2017.

A. The Completion Agenda -- 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	<i>ACT Prep Workshop</i>	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 -
	<i>Inform students of college entrance requirements</i>	Visit with high school counselors and students about entrance requirements	CASC Recruiters	Continual Process— with every visit in schools	Number of contacts with counselors and students	Continual Process
	<i>CASC implemented a standard re-testing (Accuplacer and/or COMPASS) procedure. (Prior to the change in 2015 procedure, new traditional freshman students were placed based only on ACT.)</i>	Upon entry into CASC, student will be guided to retest during the enrollment process, or on the first day of class during the allotted foundation course. Student will then be placed in appropriate college level or co-requisite model course (based on scoring)	Developmental Education Faculty, AVP and VPAA	During enrollment and first day of class.	Accuplacer and/or COMPASS scores and removal of deficiencies and placement in college level or co-requisite model course	Continual Process (initial results have increased college level placement)

	<i>CASC Plans to implement on ground developmental courses with high school partners</i>	Offer developmental course at rural area high school after graduation during the standard summer term (4 and 8 wk formats)	Developmental Education Faculty, AVP and VPAA	Summer 2017	Completion of the course and college level in the following fall semester.	New Program
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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?	Measure s of success?	Progress from last report?
Transform Remediation	<i>Fast Track: New Placement Procedures English and Reading – Co-requisite Model (Larger Scale Implementation)</i>	College Level Placement for ACT scores, High School GPA combination ratios Or Borderline students could elect to enroll in a Co-requisite lab option for Writing and/or Reading along with college level course. <i>The focus of the lab needs to be readdressed to focus more on the areas of student weakness.</i>	Developmental Education and College Level Instructors	Implement Fall 2016	Students achieve a C or higher in ENGL 1113	Fall 2015 Results: Lab: A - 7 B - 5 Comp I: A - 5 B - 4 C - 2 Comp II: A - 5 B - 2 C - 1 F - 3 Spring 2016 Results: Lab: A - 4 B - 1 C - 1 F - 1 Comp I: A - 5 (1 8wk format)

						B - C D - 1 F - 1 Comp II (8wk format) A - 1
	<i>Fast Track: New Placement Procedures College Level Math – Co- requisite Model</i>	College Level Placement for ACT scores, High School GPA combination ratios Or Borderline students could elect to enroll in a co-requisite lab option for Writing and/or Reading along with college level course.	Developmental Education and College Level Instructors	Pilot Implement Fall 2016	Students achieve a C or higher in College Level Math	New Program
	<i>Accelerated 8 week formats for developmental education students to college readiness</i>	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	On hold (staffing shortage, re- test process increased college level placement and examining impact of co- requisite Model	Increase in the number of students who are college ready and/or who have complete d a college level course within first semester.	No start date at this time (re-test process increased college level placement and examining impact of co- requisite Model)

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	<i>Provide opportunities for students with PN licensure to move into AAS-RN degree</i>	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 additional articulation agreement with ICTC by Fall 2015	Increase the Number of PNs accepted into RN program	New strategy: Continuing to admit 6-12 PNs into the nursing program annually. Plan to increase number to 10-20 per Year (if applicant pool meets requirements) Total for 2015-2016: 13 were admitted, 11 entered the program
	Examine current academic programs and seek true opportunities to embed certificates to increase value of the program or degree	Programs Allied Health (PTA) and Child Development will continue embedded certificates	VPAA, AVPI, Division Chairs, and faculty will facilitate the process	Implemented in the 2014-15 Academic Year (promotion of embedded certificates will continue)	Increased graduates	2015-16 Graduation Numbers: Child Development COM Cert. - 14 Infant Toddler Cert - 11 Director's Cert - 7 PTA Cert - 12

	Retention Initiatives	Early Alert & Blackboard Retention Model & Early Alerts	IT, Faculty, AVPI	Continual	Increased Retention	<p>The total EAR combining 151S, 152S, 153S is the following number (2015-2016):</p> <p>151S = 146</p> <p>152S = 2,328</p> <p>153S = 2,325</p> <p>Total = 4,799</p> <p>Carl Albert State College is implementing creative and efficient solutions to track students' performance each semester they are enrolled. The goal is to give students timely feedback on their performance within the online classroom to prevent unnecessary course withdrawals, complete withdrawals, or poor grades due to lack of academic support. Carl Albert State College</p>
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						<p>currently uses Blackboard Learn for our virtual campus learning management system. Blackboard currently offers a free integrated tool: Retention Center. Retention Center allows instructors to identify early in the course those students who may require assistance. Preconfigured data selection rules focus on student activities to evaluate specific areas of difficulty. Retention Center assists instructors who need to monitor at-risk students. Automated processes flag those students at risk and send responses to those students with messages specific to these data rules. Retention</p>
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						<p>Center keeps track of all correspondence and allows the instructor to make notes about each student within the Retention Center interface.</p> <p>Just a few of the at-risk features within Retention Center are the following:</p> <ul style="list-style-type: none"> Missed Deadlines Grades Course Activity Course Access <p>Instructors may create as many rules as needed in each category.</p> <p>The earlier we discover and remedy problems, the more successful our students become. They are more likely to finish the course and continue the program through to graduation.</p> <p>This is the ultimate retention goal for an</p>
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						institution.
	Partnered with Stilwell High School in regards to the Twenty-first Century Grant	CASC, Stilwell High School, and ITC will facilitate improved partnerships and pathways to degree completion	Stilwell High School Designee, CASC VPAA, and ITC Designee	TBA	TBA	
	Concurrent Education Outreach Increased ITV opportunities with area high schools	Increase ITV options with rural high schools to reduce reliance on online courses for concurrent students.	Arkoma, Spiro, Stilwell High Schools and VPAA	Fall 2016	New Enrollment	

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	<i>More aggressive promotion and recruitment, new Reach Higher Endorsed Degrees</i>	Phone calls, flyers, advertising courses on campus and during enrollment	Reach Higher Coordinator: Jennifer Humphreys (VPEM) and VPAA	Fall 2016 Pre-enrollment And Continual Process	Number of students in program	Currently, we have 400 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. CASC has received approval for two new Reach Higher endorsed degrees: Associate of Arts in General Studies and Associate Applied Science in Health Information Technology
	<i>Identify and contact students who are within 28 hours of graduation who have not enrolled in two or more semesters</i>	Personal contact, mailers, and other advertising options	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.
	<i>Promote New Reach Higher Endorsed Degree offerings</i>	Submit for Regents approval for new degree offerings to be designated as Reach Higher endorsed degrees	Reach Higher Coordinator, Marketing Director, AVPI, and VPAA	Continual Process	Enrollment and Graduation	Received approval of the AA in General Studies and Health Information Technology degrees to be reach higher endorsed in the Fall 2016
	<i>Reverse Transfer</i>	Contact students who have completed over 50 credit hours of coursework to initiate the Reverse Transfer process (if they have completed appropriate coursework at another institution)	Registrar	Started in Spring 2016 and will be a continual process	Increase in graduation	7 students reverse transferred in 2015-16

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	<i>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 60-63 hour threshold.</i>	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	Continual Process	Reduction of credit hours and increase in graduation rates.	AS degrees have been completed and revision have been proposed to the OSRHE. Curriculum Committee will examine AA degrees in Fall 2016

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 general education redesign for Associate of Arts degrees and Research in employment needs and opportunities is being completed and a decision will be made in early fall 2016 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.

CASC will continue a process to review its current procedures concerning online delivery which will work to create an environment of quality, rigor, and transfer of knowledge (Knowing, Doing, and Reflecting).

CASC strives to continue a comprehensive assessment process and online faculty evaluation process using WEAVE and SmartEvals.

CASC continues to utilize 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 maintains an Online Course Expectations Manual for the development, design, and approval of courses for online delivery.

CASC engages in peer reviews to aid the transitions of all courses into the 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. CASC is implementing required QM training for the 2016-17 year.

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 WEAVE online assessment tool for qualitative assessment of stated goals of CASC and to the budget, including budget request and preparation. Individual budgets are requested with associated links to the Strategic Plan clearly identified. This will provide data collection and dissemination in accordance with HLC specifications prior to the planned follow up visit in 2016. The CFO then has the ability to assess budget needs based on the Strategic Plan in consultation with other VPs and AVPs.

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

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/ Tablet Rooms (2 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. Also, using H.323 distance learning technologies such as Tandberg's systems and Polycom systems.

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 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 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.

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 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 restructured the Associate of Applied Science in Nursing to degree in regards to total credit hours and time to completion.

CASC continues offering the last two years of two educations degrees (Elementary Education and Special Education) from NSU on the Sallisaw campus and via Blackboard Collaborate and online.

CASC maintains and signed MOUs with the following institutions:

East Central University

CASC General Transfer and Reverse Transfer Agreement

CASC Pre-Sports Medicine to ECU Athletic Training

Northeastern State University

CASC to NSU – General Transfer Information

A.A. in Pre-Elementary Education to BSEd in Elementary Education (Full and Part-time Degree Plans)

A.A. in Pre-Elementary Education to BSEd in Special Education- Mild to Moderate Disorders (Full and Part-time Degree Plans)

NSU Reverse Transfer

Oklahoma State University
CASC-OSU Undergraduate Transfer Credit Guide

Oklahoma State University Institute of Technology
CASC A.A. in Computer Information Systems to OSUIT A.A.S.-B.T. in Information Technologies
CASC to OSUIT A.A.S.-B.T. in Civil Engineering Technology
CASC to OSUIT A.A.S.-B.T. in Instrumentation Engineering Technology

Southeastern Oklahoma State University
CASC to SE – General Transfer Information
AA in Child Development to BS in Early Intervention and Child Development

University of Central Oklahoma

Arkansas Tech University
CASU to ATU Course Transfer Matrix
CASC – ATU RN to BSN Transfer Agreement

Columbia College
CASC to Columbia College

Columbia Southern University
Occupational Health & Safety

Northcentral University

University of Arkansas at Fort Smith
CASC AA in Pre-Law/Criminal Justice to UAFS BS in Criminal Justice
CASC to UAFS Bachelor Science in Organizational Leadership
CASC to UAFS AAS to Bachelor of Applied Science
CASC to UAFS in Business Administration
CASC to UAFS AA in CIS to BS in Information Technology
CASC to UAFS Undergraduate Transfer Credit Guide
CASC to UAFS Reverse Transfer Agreement

CASC actively participates in the Oklahoma State Regents for Higher Education Course Equivalency Project, meaning that the courses you take at CASC will transfer to other schools within the state.

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, SARA, Enrollment and Retention Conference, Distance Education Conference, OACC conference, Quality Matters training, and several assessment workshops.

d. 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, improve on current degree offerings (restructuring of Associate of Arts degrees) both for on-campus students and those entering through the Virtual Campus.

Continued 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.

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, 7 (an increase from the previous year) sites take advantage of the opportunity: Arkoma, Muldrow, Roland, Howe, Smithville, Spiro, and Stilwell.

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

CASC has continued 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 and has continue to increase CASC's offerings nationally and is a member of SARA.

- 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 Blue Jeans, Google Hangout technology and/or other technologies to deliver synchronous education to concurrent partners and between the Poteau and Sallisaw campuses.

C. Provide the institution's 2016, 2017, 2018 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2016: Undergraduate Headcount: 2330
- Fall 2016: Graduate (if applicable) Headcount:
- 2016 Annual FTE: 1743

- Fall 2017: Undergraduate Headcount: 2354
- Fall 2017: Graduate (if applicable) Headcount:
- 2017 Annual FTE: 1760

- Fall 2018: Undergraduate Headcount: 2354
- Fall 2018: Graduate (if applicable) Headcount:
- 2018 Annual FTE: 1760

