

ACADEMIC PLAN

2020-2021

June 30, 2020

ROGERS STATE UNIVERSITY

Claremore, Oklahoma

Prepared for the Oklahoma State Regents for Higher Education
by the Office of Accountability and Academics





Institutional Degree Completion Form A 2020-2021 Outline

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 students 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. Through 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.
- 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.
- Information regarding the use of predictive analytics should be embedded in the institution's academic plan.

The Institutional Degree Completion Plan provides a means for the State Regents to view each institution's priorities, statewide initiatives and commitment to the public agenda and CCA. The 2020-2021 Degree Completion Plan is due June 30, 2020. 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 for the year 2020-2021.

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

For the purposes of this document, the following terms are defined.

High Impact Strategy: In addition to the initiatives listed, please describe strategies that address each of the four CCA Initiatives in Oklahoma. What activities have been or are being developed on your campus or as part of statewide initiatives to accomplish the goals of Complete College America?

Implementation: List the activities with timelines that will be used to implement this strategy. What short- and long-term timelines have been established for implementation of the high impact strategies?

Responsible Party: List the people, offices or functions responsible for implementing this strategy or each activity. Who/what are the key people or offices responsible for development, implementation, and assessment?

Measures of Effectiveness: Describe the metrics used to evaluate the effectiveness of each activity.

Results to Date: Describe the current status and results of the activity.

- 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 Strategy - 12 th Grade Math (Middle School Through High School Seniors)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Assimilate RSU Applied Technology, Mathematics, Science, and Physical Science faculty in STEM demonstrations and workshops in area schools and at RSU for public events. Timeline: Each semester and annually <i>(Relates to Goal 1.1.2.1 of RSU's Strategic Plan)</i>	Applied Technology, Mathematics, Science, and Physical Science faculty	Successful implementation of strategy is measured by completion of events and positive feedback from participants.	Collaborated with Google in spring 2020 to host 8 th annual Aero-Games at RSU-Claremore and AeroCamp Academy at RSU-Pryor, with additional STEM-based camps including drone workshop series and summer academies. Strong positive feedback from participants with 9 th annual Aero-Games planned for 2021.

High Impact Strategy - Concurrent Enrollment			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Advocate concurrent enrollment for qualifying area high school juniors and seniors through all three RSU campuses and online course work. Timeline: Ongoing (Relates to Goal 1.1.2.1 of RSU's Strategic Plan)	VPAA, deans and academic department heads, and faculty working with branch campus directors and regional high school principals.	<p>Increased number of concurrently enrolled students.</p> <p>Increased number of MOUs with area high schools for onsite delivery of RSU general education courses.</p>	<p>A total of 443 concurrent high school students enrolled in fall 2019 compared to 421 in fall 2018. There has been a 29.2% overall increase in concurrently enrolled students over the last five years.</p> <p>Additionally, RSU is working with the Cherokee Nation to develop an agreement for delivery of general education courses concurrently using RSU-TV for lectures.</p>

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 Strategy - Co-Requisite Remediation			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Ongoing implementation of a co-requisite at-scale remediation program for writing and mathematics, scheduling developmental coursework simultaneously with appropriate college-level coursework for entering remedial students Timeline: Ongoing (Relates to Goal 1.1.1.1 of RSU's Strategic Plan)	Coordinator of Developmental Studies collaborating with the Department Head of English and Humanities, Department Head of Mathematics and Physical Sciences, and Dean of Arts & Sciences	In alignment with OSRHE Momentum Year Co-requisite support metrics: 1. % who need academic support and enrolled in co-requisite courses (in lieu of traditional developmental course route). 2. % assessed as needing additional academic support who completed the appropriate college-level course in first year. 3. # sections of co-requisite courses offered	1. A total of 66% of students, who needed academic support in mathematics, and 85% of students, who needed academic support in English, enrolled in co-requisite courses. 2. A total of 34% of students who needed additional support completed (passed) their respective college-level math course in their freshman year (27% with C or better). This compares to a 56% goal by fall 2021. A total of 57% of students who needed additional support in writing completed (passed) Comp I in their freshman year. 50% of this cohort earned a C or better. 30% of the cohort completed Comp II. 3. A total of 31 sections of co-requisite math courses and 21 Comp I sections were offered. This compares to 30 and 20 sections, respectively, in the previous year despite a 1.5% decrease in enrollment.

High Impact Strategy - Course Placement			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Re-evaluate mathematics requirements for programs majors, determining appropriateness for College Algebra and Quantitative Reasoning/Quantitative Literacy Timeline: Ongoing (Relates to Goal 1.1.1.1 of RSU's Strategic Plan)	Vice President for Academic Affairs, Dean of Arts & Sciences, with department heads and faculty	Mathematics course success rates (percent C or better) for majors	<p>22 non-STEM program majors have been modified with a minimum mathematics requirement changing from College Algebra to Mathematics for Critical Thinking.</p> <p>Co-requisite remediation for Mathematics for Critical Thinking resulted in a 51.5% success rate (C or better) in the college-level courses within the same year—for the students who enrolled in remediation. This compares to a 40.0% success rate the final year of the old model. Co-requisite remediation for College Algebra resulted in a 49.3% --for the students who enrolled in remediation. This compares to a 43.3% success rate the year of the old model.</p> <p>The College Algebra success rate is down from the previous year, and discussion is underway to determine factors impacting success.</p>

- 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. Maintain articulation agreements with three community colleges to offer 2 plus 2 transfer Timeline: Ongoing (Relates to Goal 4.2.2.1 of RSU’s Strategic Plan)

High Impact Strategy - Reverse Transfer			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Increase articulation agreements with community colleges to offer 2 plus 2 transfer Timeline: Ongoing (Relates to Goal 4.2.2.1 of RSU’s Strategic Plan)	Vice President for Academic Affairs, deans, and respective department heads	Number of articulation agreements, number of students transferred to RSU, and number of degrees earned	RSU continues to maintain 28 articulation agreements with Tulsa Community College. Other community colleges include Coffeyville Community College and Northeastern Oklahoma A&M College. A total 107 transfer students matriculated from TCC in fall 2019 compared to 112 students in fall 2018. This reflects the change in overall student enrollment during the same period.

High Impact Strategy – Cooperative Agreements/Contractual Arrangements			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Develop seamless transfer student collaboration initiative with six Tulsa area colleges and universities using the John N. Gardner Institute Foundations of Excellence program with a grant from the Schusterman Foundation. Timeline: Ongoing (Relates to Goal 4.2.2.1 of RSU's Strategic Plan)	Vice President for Academic Affairs, Vice President for Enrollment Management, Vice President for Student Affairs, Deans, faculty and Assistant Vice President for Accountability and Academics	Number of students transferred seamlessly to RSU from consortia institutions, and number of degrees earned	<p>Interventions included an area Transfer Day at Tulsa Community College. A collaborative transfer website is being constructed and maintained by TCC. Top TCC transfer majors are: Business Administration, Nursing, Visual Arts, Biology, Business Information Technology, and Social Science. A total of 107 new TCC students transferred in fall 2019, and 53 bachelor's degrees were awarded to TCC transfer students in the last reporting year.</p> <p>An MOU is being drafted in collaboration with OU-Tulsa for a 3+2 bachelor's-to-master's degree for planned implementation in fall 2021.</p>

High Impact Strategy - Prior Learning Assessment			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Create an institutional process for assessment of prior learning including a rubric for portfolio submissions from transfer students. Consider external learning in transcription, and evaluate training from non-accredited institutions (Relates to Goal 4.2.1.2 of RSU's Strategic Plan)	Vice President for Enrollment Management in conjunction with Director of Admissions, working with ACS Director to activate ERP system module.	Creation of an institutional policy aligning with best practices. Increased number of average transferred-in credit hours of transfer students.	Results will be reported in the 2020-2021 AY.

High Impact Strategy - Math Initiatives (Gateway Math, Math Advising, Degree Clusters, etc.)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Ongoing implementation of a co-requisite at-scale remediation program for writing and mathematics, scheduling developmental coursework simultaneously with appropriate college-level coursework for entering remedial students Timeline: Ongoing (Relates to Goal 1.1.1.1 of RSU's Strategic Plan)	Coordinator of Developmental Studies collaborating with the Department Head of English and Humanities, Department Head of Mathematics and Physical Sciences, and Dean of Arts & Sciences	<p>In alignment with Momentum Year Co-requisite support metrics:</p> <ol style="list-style-type: none"> 1. % who need academic support in math and enrolled in co-requisite courses (in lieu of traditional developmental course route). 2. % assessed as needing additional academic support in math who completed a college-level math course in first year. 3. # sections of co-requisite courses offered 	<p>22 non-STEM program majors have been modified with a minimum mathematics requirement changing from College Algebra to Mathematics for Critical Thinking.</p> <ol style="list-style-type: none"> 1. A total of 66% of students who needed academic support in mathematics enrolled in co-requisite courses. 2. A total of 34% of students who needed addition support completed (passed) their respective college-level math course in their freshman year (27% with C or better). This compares to a 56% goal by fall 2021. 3. A total of 31 sections of co-requisite math courses were offered. This compares to 30 sections in the previous year despite a 1.5% decrease in enrollment.

4. **Adult Completion.** Further expand and develop Reach Higher or other completion program(s) as a degree and certificate completion effort that involves the entire system of postsecondary education.

High Impact Strategy - Reach Higher Flex Finish (Organizational Leadership and Enterprise Development)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Provide multiple program options for Organizational Leadership program in conjunction with business and industry needs Timeline: Ongoing (Relates to Goal 4.2.2.1 of RSU's Strategic Plan)	Coordinator of Reach Higher program, Department Head of Business in conjunction with the Dean of Professional Studies	Number of degree options Number of enrollees and graduates in OL program	Maintained four OL degree options. RSU had a total of 45 majors in four options in fall 2019 and 22 graduates in three options for 2018-19. In the most recently received OSRHE report, RSU ranked 3rd in the state for Reach Higher enrollment and 2nd for degree completions for its BS in Organizational Leadership degree program

High Impact Strategy -			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
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5. Other Institutional Priority Areas for Degree Completion and Momentum Year: First Year Benchmarks.

High Impact Strategy - Data Analytics			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Develop first-time freshman and transfer student repository using John N. Gardner Foundations of Excellence data analytics tools to develop a strong First-Year Experience. Timeline: Ongoing (Relates To Goal 4.2.1.3 of RSU's Strategic Plan)	Associate Vice President for Accountability and Academics in collaboration with Vice President for Academic Affairs, Vice President for Enrollment Management, Director of First Year & Transfer Experience (FYTE), Deans, faculty and staff	Development of transfer student and first-time freshmen data model as well as improved First Year Experience as rated by incoming students.	<p>During 2019-2020, RSU collaborated with the Tulsa Area Collaborative, consisting of TCC and six area universities, to create a reporting structure. A comprehensive, extensive final report was published and shared with Collaborative presidents and constituents.</p> <p>RSU has also joined the Tulsa Higher Education Task Force to develop common metrics and draft procedures for sharing data both internally and externally.</p>

High Impact Strategy - 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Implement a communication campaign for parents and students paired with structured advising to inform students of the benefits of enrolling in 15 credits per semester or 30 credits per year. Timeline: Initiated in fall 2019 (Relates to Goal 4.2.1.2 of RSU's Strategic Plan)	Vice President of Enrollment Management, Director of Admissions, Retention Specialists, and faculty advisors	Number and percent of first-time freshmen cohort completing 30 credit hours in their first academic year.	Launched in 2019-2020, and benchmarked for fall 2018 full-time and part-time freshman cohorts. 16% of the First-time full-time cohort completed/passed their freshman year with at least 30 credit hours. (15% passed with a C or better.) 15% of the first-time part-time cohort completed/passed with at least 30 credit hours. (14% with a C or better.) Target/goal increase is 20% for fall 2019 cohort and 24% for fall 2020 cohort (to be reported in 2020-2021 Momentum Year Report).

High Impact Strategy - Degree Audit Program			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

High Impact Strategy – Advising (including interest assessment and labor market data, informed choice of meta major/major, early support and guidance, use of ICAP)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Develop a system of academic advising, enhanced through the use of technology tools, to enable students to make an informed choice of programs, by default registered into courses on their program's degree map that leads to proactive interventions. Timeline: Initiated in fall 2019 (Relates to Goal 1.1.1.1 of RSU's Strategic Plan)	Vice President of Enrollment Management, Director of Admissions, Vice President for Academic Affairs, Deans, Department Heads, Retention Specialists, and faculty advisors	Average number of semesters and credit hours to degree completion. Fall 2021 cohort target is a 15% decrease in average number of semesters and average credit hours to degree completion over the two years average of the fall 2013 and 2014 cohorts.	Launched in 2019-2020, and benchmarked for fall 2013 entering freshman cohorts to allow measurement of six-year (150%) completions. Average number of semesters was 11 for associate degree earners and 12 for bachelor's degree earners. Average number of credit hours earned was 88 for associate degree majors and 134 for bachelor's degree majors.

High Impact Strategy – Development and Implementation of Open Educational Resources (OER)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Following models of sustainable initiatives, develop a process to achieve affordable and equal education through access to free textbooks and course materials. Timeline: Initiated in fall 2019 (Relates to Goal 4.1.1.2 of RSU's Strategic Plan)	Faculty, academic department heads, deans, Academic Council, and Vice President for Academic Affairs	Number of classes using Open Educational Resources	Currently 24 online courses with multiple sections are utilizing OER. The MBA program is in the process of transitioning to OER, wherever possible, beginning with fall 2020.

High Impact Strategy - Graduate Degree Program Development RSU			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Development of Master of Community Counseling degree program to meet NE Oklahoma needs. (Relates to Goal 4.2.2.1 of RSU's 2016-2021 Strategic Plan)	Dean of Arts & Sciences, Department Head for Psychology and Sociology, and department faculty	Approval of MS in Community Counseling program by OUBOR, OSRHE and HLC. Enrollment and graduation rates after implementation.	Curriculum development of MS in Community Counseling was provisionally approved through Academic Council in December 2019. The OU Board of Regents approved the curriculum in January 2020, and the OSRHE approved the program in May 2020. The Higher Learning Commission must approve the program during 2020-2021, prior to program start data of fall 2021, as it is the second graduate degree program at RSU.

Academic Plan Form B 2020-2021 Outline

The Academic Plan provides 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 two parts: A) informing the State Regents of academic program, technology, and efficiency plans for the future, and B) 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 2020-2021 Degree Completion and Academic Plan is due **June 30, 2020**. This due date will allow for compilation and preparation for the State Regents' annual review.

A. Summarize academic programs and services in the following areas:

- 1. Priorities/Programs.** List the institution's academic priorities for the 2020-2021 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 2020-2021 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

a. Priorities/Programs

Driving Strategic Priorities for 2020-21

- 1. Create and maintain a safe, secure, and healthy environment, making RSU a great place to live, learn and teach (Strategic plan objective 2.3.1)*
- 2. Implement marketing and branding plans (Strategic plan action 3.1.1.2)*
- 3. Develop high demand online programs and coursework (Strategic plan action 4.2.2.1)*
- 4. Improve RSU's advisement system (Strategic plan action 1.1.1.4)*
- 5. Emphasize diversity, inclusion, and global awareness (Strategic plan initiative. 1.2.3)*

RSU's strategic actions to achieve its priorities in the 2020-21 AY include:

Inspire Student Learning and Development

- Complete year five of the 2016-2021 strategic plan, using results to inform the development of the 2022-2027 strategic plan
- Adapt university-wide general education curricula in support of first year experience course for all new incoming and transfer students
- Continue implementation of Gray Associates recommendations on programmatic development and discontinuance
- Launch new associate and baccalaureate program Options in Unmanned Aerial Systems (Approved by OSRHE in May 2020)
- Complete HLC approval process for new Master's Degree in Community Counseling to be launched in fall 2021
- Seek Quality Matters certification for all courses in the online MBA program
- Seek approval for and launch by fall 2021 online BS in Environmental Studies degree
- Explore/Develop curriculum for applied engineering degree in collaboration with MidAmerica Industrial Park
- Explore/develop with RSU-TV concurrent general education coursework to deliver to regional high schools

- Complete MOU with OSU-CHS for 3+1 program between RSU's BS in Biology with Medical/Molecular option and OSU-CHS Rural Medical Track
- Complete MOU with OU-Tulsa for 3+2 program between RSU's BS in Public Affairs and OU-Tulsa's MA in Public Administration
- Re-energize Diversity Committee with enhanced faculty participation and student involvement beginning fall 2020
- Develop wrap-around first year program and services in addition to UNIV 1152 in support of first-time freshmen persistence and retention

Advance Institutional Excellence, Innovation & Tradition

- Enhance usage of quality standards in blended and on-ground courses
- Develop and implement Quality Initiative per Higher Learning Commission (HLC) requirement
 - Accepted to HLC Student Success Academy July 9, 2020 for implementation in 2021 AY – 2023 AY, coinciding with HLC Quality Initiative
- Continue collaboration and participation with Foundations of Excellence Transfer program, a collaborative venture with Schusterman Foundation, Tulsa Community College, and five other 4-year universities for seamless transfer for students between 2-year and 4-year programs
- Create and update internal documentation on procedures, policies and processes.

Engage Relevant Stakeholders

- Expand the use of service learning in applied technology, biology, and business disciplines
- Develop partnerships with area high schools to deliver certificate and associate degree programs
 - Ongoing conversation with Bartlesville High School for a potential MOU to deliver coursework leading to certificate by graduation
- Partnership Initiatives
 - Support the Rogers County Achieves initiative
 - Strengthen partnership with Northeast Workforce Alliance and Development Board
 - Strengthen partnership with Tulsa Hispanic Chamber of Commerce.

Enhance Enrollment Growth and Development

Recruitment and Retention Focus:

- Increase concurrent student conversion by five percent (5%)
- Refurbish institution's website to focus on prospective students and lead generation
- Strengthen operational accuracy and continue to employ Jenzabar EX system efficiencies
- Strengthen operational use of CRM system efficiencies and functionalities
- Implement Jenzabar retention system via predictive analytics for at-risk students
- Continue new 'Hillcat Rebound' intervention program for academically at-risk students on academic notice and probation
- Explore grant opportunities for student support services center
- Strengthen operational accuracy and continue to employ Jenzabar EX system efficiencies

Financial Aid Focus:

- Host RSU Open House and FAFSA nights on all RSU campuses

- Strengthen operational accuracy and continue to employ PowerFAIDS system efficiencies
- Develop training program for new staff
- Improve learning resources and provide workshops for students related to personal financial literacy, credit and loan management
- Leverage scholarship system to increase communication to students about scholarship and grant opportunities

Student Development Focus:

- Continue offering student services through multiple deliveries
 - Offer counseling services online, Zoom, and remotely
- Student Activities will leverage video promotions to market student events

2. 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.

a. Current Status

- Completed second year of Foundations of Excellence Transfer program, a collaborative venture with Schusterman Foundation, Tulsa Community College, and five other 4-year universities for seamless transfer for students between 2-year and 4-year programs.
- RSU actively participated in the Tulsa Higher Education Task Force, a formalized group developing a framework to establish a long-term collaborative among the institutions who participated in the Foundations of Excellence project.
- Sunset AAS in Emergency Medical Services (EMS) program due to low enrollment.
- Sunset AAS in Nursing program to transition to traditional BS in Nursing program to meet national guidelines for 80% of nurse practitioners to hold a bachelor's degree
- Transitioned MBA program to fully online delivery while designing to Quality Matters principles.
- Transitioned RN-to-BSN degree program from blended delivery to fully online while designing to Quality Matters principles.
- Launch new program in Allied Health, including options in Pre-Occupation Therapy, Pre-Physical Therapy, and Pre-Athletic Training to provide a baccalaureate degree option for students pursuing graduate-level healthcare fields
- Launch new associate and baccalaureate programs in Unmanned Aerial Systems

b. Future Plans

(Note plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

- Develop 3 + 2 program between RSU's BA in Public Affairs and OU-Tulsa's MA in Public Administration.
- Develop new bachelor's degree program in applied engineering collaborating with the MidAmerica Industrial Park for hands-on, applied experiences and internships.

- Continue implementation of Gray Associates recommendations on programmatic development and discontinuance with faculty-driven progress
- Continue to explore and implement partnership initiatives/resource sharing with transfer student admissions, advisement, and enrollment opportunities with Tulsa Community College, Coffeyville Community College, and Northeastern Oklahoma A&M
- Continue automating university forms, including online student activity forms, residential life forms, Computer Account Request form, and computerized university maintenance management system.

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

a. Current Status

- Added a new dedicated Zoom room at each of the three campuses for a total of six dedicated Zoom rooms university-wide.
- Added new Camera Server and additional security camera installation.
- Added Zoom account licenses within each academic department to meet reported needs.
- KRSU RSU-TV equipment was upgraded to meet regional needs.
- Expanded the use of simulation in biology with a new Syndaver for anatomy courses and in Nursing with new Pyxis MedStation high fidelity training unit.
- Continued Quality Matters usage in online education.
- Established Zoom virtual offices, workshops, and events across enrollment management offices to ensure continued outreach and service to students during the pandemic.
- Implemented Signal Vine texting infrastructure, allowing enrollment management offices to text and communicate with students more rapidly. Campus-wide implementation ongoing.
- Blended classes have been added to QM certification schedule; on-ground courses transitioning with Zoom and other technologies.
- Business Department Head has integrated Microsoft Teams to better communicate with adjunct faculty.
- Implemented automated transcript-receive services from Parchment for Admissions office gaining efficiency for students and staff.
- Launched personalized New Student checklist on MyRSU for new and concurrent students.
- Greatly enhanced our social media presence directly affecting enrollment in our two new online programs.
- Activated the Development office features of scholarship management system which allows greater communication and collaboration between the Financial Aid and Development offices.
- Hosted Virtual Office, launched FAFSA Nights and Financial Aid 101 virtual sessions to help students and parents during the pandemic.

b. Future Plans

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

- Implement a cloud printing solution to allow students to print on campus from their own devices.

- Enhance Zoom virtual offices, workshops and events across enrollment management offices to ensure continued outreach and service to students during the pandemic.
- Develop training program for new and existing staff to effectively use new technology.
- Create and update internal documentation on procedures, policies and processes.
- Leverage digital media platforms and explore deployment of search engine optimization.
- Refine data analytics and reporting mechanisms for admission funnel and yield tracking.
- Implement Jenzabar retention system via predictive analytics for at-risk students.
- Continue offering student services through multiple deliveries.
 - Offer counseling services online, through Zoom, and remotely

4. Online Learning Activities/Initiatives.

a. Current Status

a. Open Educational Resources (OER)

- Continue to consider online open source textbook development opportunities
 - General Education courses in conjunction with the School of Arts & Sciences and the Center for Teaching & Learning
 - Sociology
 - Psychology
 - English Composition
 - College Algebra
 - Mathematics for Critical Thinking

b. Professional Development

- Continue offering full complement of online course and remote learning course resource training
- Continue implementation of web accessibility compliance program
- Use training events for professional development opportunities using Zoom technology, creating collegiality and collaboration among faculty and staff
- Continue to allocate budget monies for mission-critical professional development opportunities to include webinar opportunities
 - Accreditation
 - Tenure and promotion
 - ERP system and LMS operations
 - Required employee certifications

c. Delivery System/Platform

- Enterprise Resource Planning (ERP) System
 - Planning for launch analytics functionality of Jenzabar Retention Module for FTFT 2020 cohort
 - Planning for launch of Izenda, a cloud-based ERP data query and reporting tool for Jenzabar EX and cloud users
- Learning Management System (LMS)
 - Availability of more than 30% of all RSU courses through online and blended course delivery
 - Continued development of online master courses for LMS environment

- Complete 100% of online course certification through Quality Matters
- Continued implementation of LMS training for all distance education faculty and face-to-face faculty for supplemental course instruction support

b. Future Plans

- Transition online MBA course textbooks to appropriate Open Educational Resources
- Develop a training program to on-board new staff with online applications and options
- Counseling Services will implement video-based counseling session option for branch campus and online students
- Continue to allocate budget monies for mission-critical professional development opportunities to include webinar opportunities
 - Accreditation
 - Tenure and promotion
 - ERP system and LMS operations
 - Required employee certifications

5. Learning Site Activity Report

Please respond to the following questions as a learning site:

Not Applicable.

A. Provide the institution's 2020, 2021, 2022 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2020: Undergraduate Headcount: 3,288 (projected)
- Fall 2020: Graduate (if applicable) Headcount: 55 (projected)
- 2020 Annual FTE (2020-21): 2510 (projected)

- Fall 2021: Undergraduate Headcount: 3,468 (projected)
- Fall 2021: Graduate (if applicable) Headcount: 80 (projected)
- 2021 Annual FTE (2021-22): 2647 (projected)

- Fall 2022: Undergraduate Headcount: 3,468 (projected)
- Fall 2022: Graduate (if applicable) Headcount: 91 (projected)
- 2022 Annual FTE (2022-23): 2654 (projected)