

ACADEMIC PLAN

2021-2022

Submitted: June 30, 2021

ROGERS STATE UNIVERSITY

Claremore, Oklahoma

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



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees



Institutional Degree Completion Form A 2021-2022 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, and development of micro-credentials.
- 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 2021-2022 Degree Completion Plan is due **June 30, 2021**. 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 2021-2022.

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			
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 2021AY Strategic Plan and Goals #1 and #4 of 2022 AY 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.	Due to COVID restrictions, RSU and its collaborative partner, Google, cancelled the spring 2021 Aero-Games at RSU-Claremore and AeroCamp Academy at RSU-Pryor, with additional STEM-based camps including drone workshop series and summer academies. These events are being planned for reinstatement in spring 2022.

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 <i>(Relates to Goal 1.1.2.1 of RSU's 2021 Strategic Plan and Goals #1 and #4 of 2022 Strategic Plan)</i>	VPAA, deans and academic department heads, and faculty working with branch campus directors and regional high school principals.	Increased number of concurrently enrolled students. Increased number of MOUs with area high schools for onsite delivery of RSU general education courses.	A total of 411 concurrent high school students enrolled in fall 2020 compared to 443 in fall 2019. Concurrent enrollment was impacted by COVID in 2019-2020. RSU has established a new concurrent agreement with Pryor High School to bring PHS classes to RSU-Pryor campus, increasing the number of concurrently enrolled high school students, who will also be positively impacted by the Test Optional pilot initiative. Additionally, RSU worked with the Cherokee Nation in 2020-2021 AY to develop an agreement for delivery of general education courses concurrently using RSU-TV for lectures.

- 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 (<i>Relates to Goal 1.1.1.1 of RSU's 2021 Strategic Plan and Goal #1 and #4 of 2022 Strategic Plan</i>)	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. In fall 2020, 71% of students who needed academic support in mathematics (up from 66% previous year), and all students who needed academic support in English, enrolled in co-requisite courses. 2. A total of 57% of students, who needed additional support, successfully completed (C or better) their respective college-level math course. This compares to a 56% goal for fall 2021. A total of 31% of students, who needed additional support in writing, successfully completed (C or better) Comp I. A total of 91% of remediated Comp I students successfully completed Comp II (C or better). 3. A total of 25 sections of co-requisite math courses and 8 co-requisite Comp I sections were offered. This compares to 34 and 21 sections, respectively, in the previous year despite a 6.8% decrease in enrollment. This coincided with the implementation of the new Next Gen Accuplacer Placement Test, which tests more students into college-level course work.

High Impact Strategy - Course Placement			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Review college course placement testing instrument and cut scores: Accuplacer was replaced with Next Generation placement test published by Accuplacer. <i>(Relates to Goal 1.1.1.4 of RSU's 2021 Strategic Plan and Goal #1 and #4 of 2022 Strategic Plan)</i>	Vice President of Enrollment Management in collaboration with Director of Admissions, Vice President of Academic Affairs and Office of Accountability and Academics (for cut score analysis)	Success rates during freshman year including: [1] fall-to-fall retention rate; [2] number of students and sections to be remediated.	<p>[1] Fall 2019-2021 FTFT fall-to-fall retention rate rose by 4% to 67%. For comparison, the last reported peer retention rate (IPEDS) was 62%.</p> <p>[2] In comparing the first year of Next Generation placement tests results to that of the traditional Accuplacer, there was a 50% reduction in Writing sections and 70% reduction in Writing students, indicating more students were placed directly into Comp I. There was a 40% reduction in Reading sections and 19% reduction in Reading students. Conversely, a 35% increase in developmental math sections and 48% increase in developmental math students occurred. No change in Science remediation sections transpired with a 24% increase in students in these same sections. Accuplacer Next Generation was implemented in conjunction with the co-requisite initiative--a confounding variable. A full analysis of entry-level assessment is presented in the 2020-2021 annual assessment report. Placement cut scores will be reviewed with recommendations.</p>

High Impact Strategy - Course Placement			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Maintain re-evaluated mathematics requirements for programs majors, determining appropriateness for College Algebra and Quantitative Reasoning/Quantitative Literacy Timeline: Ongoing <i>(Relates to Goal 1.1.1.4 of RSU's 2021 Strategic Plan and Goal #1 and #4 of 2022 Strategic Plan)</i>	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>65% of RSU majors have been identified as non-STEM program majors with a minimum mathematics requirement changing from College Algebra to Mathematics for Critical Thinking. However, a majority of students elect to complete College Algebra.</p> <p>Co-requisite remediation for College Algebra resulted in a 57% --for the students who enrolled in remediation. This compares to a 43% success rate the final year of the old model. Additionally, significantly more students completed College Algebra with the new model.</p> <p>Co-requisite remediation for Mathematics for Critical Thinking resulted in a 37% 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% success rate the final year of the old model. Discussion to determine factors impacting success may be due to teaching/grading methodologies.</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.

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 <i>(Relates to Goal 4.2.2.1 of RSU's 2021 Strategic Plan and Goal #1 and #4 of 2022 Strategic Plan)</i>	Vice President for Academic Affairs, deans, respective department heads, and Director of Admissions.	Number of articulation agreements, number of students transferred to RSU, and number of degrees earned	<p>RSU continues to maintain 28 articulation agreements with Tulsa Community College. Other community colleges include Coffeyville Community College and Northeastern Oklahoma A&M College. RSU is currently finalizing an articulation agreement with Carl Albert State College and NEO-A&M.</p> <p>Transfer student enrollment dropped 16% in fall 2020, with a 31% drop in TCC transfer students despite collaboration with the Tulsa Higher Education Consortium.</p>

High Impact Strategy – Cooperative Agreements/Contractual Arrangements			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Continue to develop seamless transfer student collaboration with Tulsa Higher Education Consortium and the Schusterman Foundation. <i>Timeline: Ongoing (Relates to Goal 4.2.2.1 of RSU's 2021 Strategic Plan and Goal #1 and #4 of 2022 Strategic Plan))</i>	Vice President for Academic Affairs, Vice President for Enrollment Management, Vice President for Student Affairs, Deans, faculty and Associate Vice President for Accountability and Academics	Number of students transferred seamlessly to RSU from consortia institutions, and number of degrees earned	<p>RSU and OU-Tulsa and TCC have developed a collaboration 2 + 2 + 2 program to seamlessly articulate students from TCC to RSU's BS in Business Administration and BA in Public Affairs to OU-Tulsa graduate programs beginning in fall 2021.</p> <p>Transfer student enrollment dropped 16% in fall 2020, with a 31% drop in TCC transfer students despite collaboration with the Tulsa Higher Education Consortium.</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. Ongoing (<i>Relates to Goal 4.2.2.1 of RSU's 2021 Strategic Plan and Goal #4 of 2022 Strategic Plan</i>))	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.	Change in leadership structure delayed this process; RSU is refocusing on this in the 2021-2022 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 (<i>Relates to Goal 1.1.2.1 of RSU's 2021AY Strategic Plan and Goal #1 and #4 of 2022 AY Strategic Plan</i>)	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 	<ol style="list-style-type: none"> 1. In fall 2020, 71% of students, who needed academic support in mathematics (up from 66% previous year). 2. A total of 57% of students who needed additional support successfully completed (C or better) their respective college-level math course. This compares to a 56% goal for fall 2021. 3. A total of 25 sections of co-requisite math courses were offered. This compares to 34 sections in the previous year despite a 6.8% decrease in enrollment. This coincided with the implementation of the new Next Gen Accuplacer Placement Test, which tests more students into college-level course work.

- 4. Adult Completion.** Further expand and develop Reach Higher or other completion program(s), including micro-credential, degree and certificate completion efforts that involves the entire system of postsecondary education. This includes post-baccalaureate credentials to enhance professional options.

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 <i>(Relates to Goal 4.2.2.1 of RSU's 2021AY Strategic Plan and Goal #1 of 2022 AY Strategic Plan)</i>	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 Organizational Leadership degree options. RSU had a total of 49 majors in four options in fall 2020 and 16 graduates in three options for 2019-2020.

High Impact Strategy - Micro-credentials and Badging			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Investigate and implement options for micro-credentials, leading to certificates and degrees. Consider badging applications for incoming and existing students. Planning began in 2020-2021. <i>(Relates to Goal 4.2.2.2 of RSU's 2021AY Strategic Plan and Goals #1 and #4 of 2022 AY Strategic Plan)</i>	Vice President for Academic Affairs, Deans, Department Heads, and faculty.	Implementation of micro-credentialing and badging programs, number of micro-credentials and badges offered and achieved.	Planning in 2021-2022 for implementation in 2022-2023.

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 (<i>Relates To Goal 4.2.1.3 of RSU's 2021AY Strategic Plan and Goal #4 of 2022 AY Strategic Plan</i>)	Associate Vice President for Accountability and Academics in collaboration with Tulsa Higher Education Consortium, Vice President for Academic Affairs, 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.	During summer 2021 the Consortium database is being developed. RSU is tracking its own data simultaneously.

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 (<i>Relates To Goal 4.2.1.2 of RSU's 2021AY Strategic Plan and Goal #4 of 2022 AY Strategic Plan</i>)	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.	<p>For the fall 2020 cohort, 32% of the first-time full-time cohort successfully completed their freshman year with at least 30 credit hours and all classes with a C or better (includes concurrently earned credit hours). 18% passed with a C or better and at least 30 credit hours not including concurrently earned credit hours.</p> <p>For part-time freshmen in this cohort, 31% successfully completed at least 30 hours with a C or better in all courses including concurrently earned courses. 19% of the part-time cohort did so not including concurrent credit hours.</p>

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 <i>(Relates To Goal 1.1.1.1 of RSU's 2021AY Strategic Plan and Goal #4 of 2022 AY Strategic Plan)</i>	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.	Average number of semesters was 10 for associate degree earners (11 in previous year) and 13 for bachelor's degree earners (12 in previous year). [When including summer semesters, the number of semesters was 18.] Average number of credit hours earned was 83 for associate degree majors (88 in previous year) and 134 for bachelor's degree majors (same as previous year).

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 <i>(Relates To Goal 4.1.1.2 of RSU's 2021AY Strategic Plan and Goal #4 of 2022 AY Strategic Plan)</i>	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 planning/transitioning to OER as available.

High Impact Strategy – Offer Graduate Degree Options			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Development of Master of Community Counseling degree program to meet NE Oklahoma needs. <i>(Relates To Goal 4.2.2.1 of RSU's 2021AY Strategic Plan and Goal #4 of 2022 AY Strategic Plan)</i>	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 approved the program during spring 2021, prior to program start date of fall 2021. There are currently 24 applicants for this program and a Director has been hired.



Academic Plan Form B 2021-2022 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 2021-2022 Degree Completion and Academic Plan is due **June 30, 2021**. 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 2021-2022 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 2021-2022 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.
 1. *Create and maintain a safe, secure, and healthy environment, making RSU a great place to live, learn and teach (2021 strategic plan objective 2.3.1 and 2022 Goal #5)*
 2. *Implement marketing and branding plans (2021 strategic plan action 3.1.1.2 and 2022 Goal #1 - #5)*
 3. *Develop high demand online programs and coursework (2021 strategic plan action 4.2.2.1 and 2022 Goal #1 and #4)*
 4. *Improve RSU's advisement system (2021 strategic plan action 1.1.1.4 and 2022 Goal #1 and #4))*
 5. *Emphasize diversity, inclusion, and global awareness (2021 strategic c plan initiative. 1.2.3 and Goal #1 - #5)*

a. Priorities/Programs

2016-2021 Strategic Plan	Ongoing Strategic Actions	2022-2027 Strategic Plan
<p>GOAL #1: INSPIRE STUDENT LEARNING AND DEVELOPMENT Objective 1: Promote Student Success</p>	<p><u>Initiative 1: Increase persistence and graduation rates</u></p> <ul style="list-style-type: none"> • Implement a comprehensive first-year experience program (FTF and transfer students) • Implement persistence initiatives • Improve RSU's advisement system • Increase pursuit of federal (e.g. TRiO) and other grant opportunities • Mine data to inform institutional decision making 	<p>GOAL #1: ACADEMICS AND EMPLOYMENT; GOAL #4: ENROLLMENT AND RETENTION</p>
<p>GOAL #1: INSPIRE STUDENT LEARNING AND DEVELOPMENT Objective 2: Enhance Transformational Learning Experiences Across the University</p>	<p><u>Initiative 1: Integrate quality principles across the curriculum</u></p> <ul style="list-style-type: none"> • Implement the Quality Matters plan in online and blended courses <p><u>Initiative 2: Strengthen internship and civic engagement programs</u></p> <ul style="list-style-type: none"> • Expand community service opportunities <p><u>Initiative 3: Emphasize diversity, inclusion, and global awareness</u></p> <ul style="list-style-type: none"> • Enhance and promote a welcoming environment for all students, including underrepresented and diverse students through recruitment, retention, and support programs 	<p>GOAL #1: ACADEMICS AND EMPLOYMENT</p> <p>GOAL #2: CAMPUS AND COMMUNITY ENGAGEMENT</p> <p>GOAL #2: CAMPUS AND COMMUNITY ENGAGEMENT</p>

2016-2021 Strategic Plan	Ongoing Strategic Actions	2022-2027 Strategic Plan
	<ul style="list-style-type: none"> • Provide appropriate co-curricular learning and involvement opportunities 	
<p>GOAL #2: ENHANCE INSTITUTIONAL EXCELLENCE, INNOVATION AND TRADITIONS</p> <p>Objective 1: Enhance Organizational Culture and Strengthen Internal Communication Systems</p>	<p><u>Initiative 1: Promote a culture that celebrates innovation, values human resources, and embraces positive change</u></p> <ul style="list-style-type: none"> • Establish/Develop a faculty+staff cultural innovation committee • Create a single sign-on to RSU computing systems • Apply for Best Places To Work in Oklahoma status and/or Great Colleges to Work For status • Create an environment of inclusion for new faculty and staff and one that promotes the recruitment and retention of diverse employees <p><u>Initiative 2: Strengthen internal communication systems</u></p> <ul style="list-style-type: none"> • Implement an internal communication plan • Improve RSU's website (external) and the MyRSU portal (internal) • Automate university forms <p><u>Initiative 4: Establish and celebrate RSU traditions</u></p> <ul style="list-style-type: none"> • Identify and promote RSU's unique traditions 	<p>GOAL #2: CAMPUS AND COMMUNITY ENGAGEMENT</p> <p>GOAL #2: CAMPUS AND COMMUNITY ENGAGEMENT</p> <p>GOAL #2: CAMPUS AND COMMUNITY ENGAGEMENT</p>
<p>GOAL #2: ENHANCE INSTITUTIONAL EXCELLENCE, INNOVATION AND TRADITIONS</p>	<p><u>Initiative 1: Ensure competitive salaries for faculty and staff (full-time and part-time)</u></p>	<p>GOAL #2: CAMPUS AND COMMUNITY ENGAGEMENT</p>

2016-2021 Strategic Plan	Ongoing Strategic Actions	2022-2027 Strategic Plan
Objective 2: Support Professional Growth and Employee Well-Being	<ul style="list-style-type: none"> • Increase university-sponsored professional development opportunities • Incentivize scholarly and creative research and activities 	
<p>GOAL #2: ENHANCE INSTITUTIONAL EXCELLENCE, INNOVATION AND TRADITIONS</p> <p>Objective 3: Create and maintain a safe, secure, and healthy university environment, making RSU a great place to live, learn and teach.</p>	<p><u>Initiative 1: Create an environment that encourages engagement and acceptance of the shared responsibility for university safety, cooperation, and collaboration with active participation from the community</u></p> <ul style="list-style-type: none"> • Augment the COVID-19 Leadership Team by creating a permanent university-wide safety and security committee • Increase access to safety and security resources such as the COVID webpage and communications, through training and presentations provided by university safety and security professionals <p><u>Initiative 2: Update the comprehensive safety and security plan for RSU involving internal and external resources.</u></p> <ul style="list-style-type: none"> • Develop, implement and use results of a University climate survey to measure student and employee perceptions • Provide frequent, professional training for the university community on matters relevant to safety and security 	<p>GOAL #5: SAFETY AND SECURITY</p> <p>GOAL #5: SAFETY AND SECURITY</p>
<p>GOAL 3: ENGAGE RELEVANT STAKEHOLDERS</p> <p>Objective 1: Enhance RSU's Image and Build Brand Awareness</p>	<p><u>Initiative 1: Develop a comprehensive brand identity and marketing plan</u></p> <ul style="list-style-type: none"> • Implement brand management measures to protect use of RSU marks 	<p>GOAL #4: ENROLLMENT AND RETENTION</p>

2016-2021 Strategic Plan	Ongoing Strategic Actions	2022-2027 Strategic Plan
	<ul style="list-style-type: none"> • Increase RSU presence/visibility in service area • Formalize and implement university marketing and branding plan <p><u>Initiative 2: Actively engage alumni and community supporters</u></p> <ul style="list-style-type: none"> • Build a statewide community of learners by collaborating with schools, community colleges, and tribal nations to connect students and citizens (Pryor Innovation Center) • Increase communication with alumni • Expand the alumni base <p><u>Initiative 3: Enhance external communication</u></p> <ul style="list-style-type: none"> • Refine effectiveness of RSU digital presence • Leverage RSU TV and RSU Radio media assets (concurrent course work) <p><u>Initiative 4: Strengthen RSU Foundation Endowments and Donor Base</u></p> <ul style="list-style-type: none"> • Increase RSU Foundation assets by more than 15% annually 	<p>GOAL #4: ENROLLMENT AND RETENTION</p> <p>GOAL #4: ENROLLMENT AND RETENTION</p> <p>GOAL #3: FACILITIES AND RESOURCES</p>
<p>GOAL #4: ENHANCE ENROLLMENT GROWTH AND DEVELOPMENT</p> <p>Objective #1: Strengthen Operational and Student Service Systems</p>	<p><u>Initiative 1: Maximize the implementation and use of the new administrative services and associated technology systems.</u></p> <ul style="list-style-type: none"> • Identify and capture resource efficiencies 	<p>GOAL #4: ENROLLMENT AND RETENTION</p>
<p>GOAL #4: ENHANCE ENROLLMENT GROWTH AND DEVELOPMENT</p>	<p><u>Initiative 1: Develop a comprehensive Strategic Enrollment Plan</u></p>	<p>GOAL #4: ENROLLMENT AND RETENTION</p>

2016-2021 Strategic Plan	Ongoing Strategic Actions	2022-2027 Strategic Plan
Objective #2: Increase Institutional Enrollment	<ul style="list-style-type: none"> • Conduct internal/external SWOT analysis on enrollment (THE Consortium) • Identify RSU enrollment goals and OSRHE enrollment mandates • Establish enrollment metrics and key performance indicators • Establish data analytics structure <p><u>Initiative 2: Accelerate academic program development</u></p> <ul style="list-style-type: none"> • Advance development of online programs and courses in demand subjects and emerging disciplines (<i>See attached MS in Community Counseling budget</i>) • Add certificate and credential offerings in line with core institutional competencies • Establish one complete degree/certificate/credential program at each satellite campus location 	<p>GOAL #1: ACADEMIC AND EMPLOYMENT; GOAL #4: ENROLLMENT AND RETENTION</p>

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

- Initiation of a 2 + 2 + 2 program in fall 2021 at OU-Tulsa to seamlessly bring TCC associate degree graduates to RSU's BS in Business Administration and BS in Public Affairs at OU-Tulsa. RSU graduates may then seamlessly earn relevant master's degrees from OU at the OU-Tulsa campus.
- Collaboration with Pryor High School to offer concurrent and high school coursework at the RSU-Pryor Campus, creating an innovation hub meeting PHS student needs as planned with PHS administration.

- Continued collaboration with the Tulsa Higher Education Task Consortium, a formalized group of six Tulsa-area universities and TCC, working together to establish a long-term collaborative with the Schusterman Foundation to increase baccalaureate degree attainment in northeast Oklahoma.
- Launch of a new OSRHE state-wide AAS in Applied Technology in fall 2021, including RSU's new Process Technology option in collaboration with the Mid-American Industrial Park (MAIP) as identified in focus groups and a survey of MAIP industries.
- Deletion of the BA in Military History and creating a Military History option in the BS in History as recommended by faculty.
- Reduction of six desktop computers in the School of Business computer lab per Academic Computer Services plan.
- Restructure of the Center for Teaching and Learning; collaborating with Academic Computer Services to hire an LMS Administrator and two Instructional Designers to assist faculty in online course design as RSU migrates to a new LMS, as recommended by Faculty Senate.
- New membership in the Oklahoma Blackboard LMS consortium, with lead administration from Northeastern State University, as RSU migrates from Jenzabar e-Learning LMS to Blackboard.

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 new bachelor's degree program in applied or bio-engineering collaborating with the MidAmerica Industrial Park for hands-on, applied experiences and internships (budget to be determined).
- Continue implementation of Gray Associates recommendations on programmatic development and discontinuance of obsolete programs with academic department analysis.
- Continue to explore and implement partnership initiatives/resource sharing with transfer student admissions, advisement, and enrollment opportunities with Carl Albert State College, Tulsa Community College, Coffeyville Community College, Northeastern Oklahoma A&M, and other two-year colleges.
- Continue automating university forms, including timesheets, course substitution forms, 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

- Continued integration of Quality Matters principles and certification in online coursework and programs.

- Establish Zoom virtual offices, workshops, and events across enrollment management offices to ensure continued outreach and service to students during and after the pandemic.
- Launch online BA in Environmental Studies during fall 2021 (budget neutral).
- Offer online orientation course at no cost to new transfer students beginning in fall 2021.
- Continued department integration of Microsoft Teams to better communicate with adjunct faculty.
- Enhance our social media presence (e.g., Facebook, Twitter, texting, and website) directly affecting enrollment in our two new online programs as well as other existing online and on-ground programs.
- Optimize the Development office features of scholarship management system which allows greater communication and collaboration between the Financial Aid and Development offices.

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.
- Develop training program for new and existing staff to effectively use new technology and other services.
- 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.
- Optimize Jenzabar retention system via predictive analytics for at-risk students.
- Continue offering student services through multiple deliveries, such as 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
 - Sociology
 - Psychology
 - English Composition
 - College Algebra
 - Mathematics for Critical Thinking

- Online MBA courses as opportunities allow.

- 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 budgeted monies for mission-critical professional development opportunities to include webinar opportunities
 - Accreditation
 - Tenure and promotion
 - ERP system and LMS operations
 - Required employee certifications and badging

- c. Delivery System/Platform
 - Enterprise Resource Planning (ERP) System
 - Plan for migration from Jenzabar EX to J-One, a cloud-based ERP system.
 - Optimization of analytics functionality of Jenzabar Retention Module for first-time freshmen.
 - Planning for launch of Izenda, a cloud-based ERP data query and reporting tool for Jenzabar EX and J-One users.
 - Learning Management System (LMS)
 - Conversion from Jenzabar e-Learning LMS to Blackboard LMS, with “go-live” fall 2022.
 - Faculty training to begin fall 2021.
 - Availability of more than one-third of all RSU courses through online and blended course delivery.
 - Continued development of online master courses for LMS environment.
 - Continued certification 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 additional course textbooks to appropriate Open Educational Resources
- Develop a training program to on-board new staff with online applications and options
- Implement Counseling Services 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:

- a. Include the number of online/electronically delivered courses sent to and received from other institutions. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division courses.

Not applicable.

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

Not applicable.

B. Provide the institution's 2021, 2022, 2023 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately. *(Using 5/27/2021 enrollment prediction model and modifying fall 2021 as of 6/27/2021.)*

- Fall 2021: Undergraduate Headcount: 3,333 (modified prediction as of 6/27/2021)
- Fall 2021: Graduate Headcount: 111
- 2021 Annual FTE: 2,585

- Fall 2022: Undergraduate Headcount: 3,501
- Fall 2022: Graduate Headcount: 116
- 2022 Annual FTE: 2,714

- Fall 2023: Undergraduate Headcount: 3,586
- Fall 2023: Graduate Headcount: 121
- 2023 Annual FTE: 2,779