

ACADEMIC PLAN

2022-2023

June 30, 2022

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 2022-2023 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. Oklahoma leverages opportunities 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 student retention and overall graduation rates.
- More effective and efficient completion of remediation and success in 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 documented and 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, commitment to the public agenda, and educational attainment. The 2022-2023 Degree Completion Plan is due **June 30, 2022**. 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 2022-2023.

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 – 12th Grade Math (*How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>(1) Data indicate that students, who successfully completed the CCMR in high school and the ACT, score an average of 16.8 on their Math ACT. This is not considered a strong indicator of successful remediation.</p> <p>(2) Outcomes of successful completion of all 8 CCMR course objectives suggests adequate math remediation, yet high school transcripts only record a single letter grade for the course. If schools report successful completion of all 8 objectives, appropriate remediation could be adequately determined.</p> <p>At this time RSU faculty are not confident in recommending successful completion of the CCMR course as an indication of remediation and placement into college-level course work. Current data indicate placing students who have successfully completed the CCMR course with a grade of “C” or higher, but who have not achieved a minimum 17 ACT math sub-score, into co-requisite foundations and college-level math courses (i.e., bypassing MATH 0114 Elementary Algebra Plus).</p> <p><i>(Relates to #4.1 of 2022-2027 Strategic Plan)</i></p> <p><i>Timeline: Ongoing review</i></p>	Department Head for Mathematics and Physical Science; Dean of Arts & Science	<p><u>Dependent Variable:</u> College-level math course success</p> <p><u>Independent Variables:</u> ACT Mathematics Sub-test score, Accuplacer Next Gen Math score, CCMR course objectives outcomes; and CCMR data.</p>	RSU mathematics faculty and Accountability & Academics Office continue to collect data for predictive analytics and student success

Fiscal Impact

As of fall 2022, this is budget neutral. Student learning, critical thinking, and student success are the ultimate outcomes.

High Impact Strategy – Individualized Career and Academic Plan (ICAP) <i>(How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>RSU is collaborating with Pryor High School to discuss and plan forward ICAP internship and concurrent enrollment opportunities that align with student aptitudes and interests</p> <p><i>(Relates to #4.1 of 2022-2027 Strategic Plan)</i></p> <p><i>Timeline: Planning stage in 2022-2023</i></p>	<p>Pryor High School ICAP coordinator, RSU-Pryor Campus Director, VPAA, AVPAA, and MidAmerica Industrial Park Workforce Director</p>	<p>Plan for fall 2023 implementation</p>	<p>New initiative</p>
<p>Fiscal Impact</p> <p>Costs involved for RSU will be payroll for internship supervisors. Costs involved for concurrently enrolled high school students will be fees for seniors and tuition + fees for juniors.</p>			

High Impact Strategy – RSU Concurrent High School Enrollment			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>Advocate concurrent enrollment for qualifying area high school juniors and seniors through all three RSU campuses and online course work.</p> <p><i>(Relates to #4.1 of 2022-2027 Strategic Plan)</i></p> <p><i>Timeline: Ongoing</i></p>	<p>VPAA, deans and academic department heads, and faculty working with branch campus directors and regional high school principals.</p>	<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 441 concurrent high school students enrolled in fall 2021 compared to 411 in fall 2020. This is an increase of 7.3%.</p> <p>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. RSU is currently working with Bartlesville HS to explore options.</p> <p>Additionally, RSU is collaborating with the Cherokee Nation for delivery of general education courses concurrently using RSU-TV for lectures.</p>
<p>Fiscal Impact</p> <p>OSRHE policy allows for state tuition reimbursement for concurrently enrolled high school seniors. Additionally, the Cherokee Nation assists tribal members with fees.</p>			

- 2. Transform Remediation.** Every Oklahoma institution will implement transformational models of course placement and support for less prepared students to ensure success and retention to completion.

High Impact Strategy – Co-Requisite Support Courses (*What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>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</p> <p><i>(Relates to #4.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: Ongoing</i></p>	<p>Department Head of English & Humanities, Department Head of Mathematics and Physical Sciences, and Dean of Arts & Sciences</p>	<p>In alignment with OSRHE Momentum Year Co-requisite support metrics:</p> <ol style="list-style-type: none"> # of sections of co-requisite courses offered % who need academic support and enrolled in co-requisite mathematics courses (in lieu of traditional developmental course route). % who need academic support and enrolled in co-requisite English courses (in lieu of traditional developmental course route). 	<ol style="list-style-type: none"> A total of 402 students who were academically deficient in at least one area enrolled in 41 sections of six different development courses. In comparison to the previous year, this equates to 24% fewer developmental sections and 32% fewer developmental students. This change is due in part to adoption of the Accuplacer Next Gen inventory as RSU's secondary placement test. For students who were referred to a co-requisite mathematics course, 21% enrolled in one or more co-requisite math courses for a total of 35% of first-time freshmen requiring mathematics remediation. A total of 44% of math co-req students passed their credit level math course while enrolled in their co-requisite math supplemental course/lab. It is important to note that nearly three times more students passed their college-level math course their freshman year if they were enrolled in a co-requisite course than in a past traditional developmental math course. In this same year, 8% of FTE students were referred to a co-requisite English course, and 68% of these enrolled in a co-requisite college credit level English class. A total of 26% passed their credit level English course while enrolled in the co-req supplemental course/lab. RSU did not offer non-co-requisite developmental English classes during that academic year. All nine co-req English sections were supplemental to Composition I.

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>Fiscal Impact Because fewer students were required to enroll in math and English remediation and the co-requisite classes consist of fewer credit hours than the traditional model, this is a lower cost to students with a similar outcome for faculty assigned to teach the co-requisite classes. A confounding variable is the simultaneous implementation of the Accuplacer Next Gen placement test at RSU, replacing the traditional Accuplacer placement test. Significantly fewer students are being placed in developmental coursework with the new placement test, and these students have more significant remediation needs.</p>			

High Impact Strategy – Course Placement (<i>What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?</i>)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>A. Review college course placement testing instrument and cut scores: Accuplacer was replaced with Next Generation placement test published by Accuplacer.</p> <p><i>(Relates to #4.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: Ongoing</i></p>	<p>Registrar, Director of Admissions, Vice President of Academic Affairs, and Associate Vice President for Academic Affairs</p>	<p>Success rates during freshman year including: [1] fall-to-fall retention rate; [2] number of students and sections to be remediated.</p>	<p>[A1] First year retention rate fell during the Fall 2020-2021 COVID cohort from 65% the previous year to 55%. The current cohort is on track to increase retention in post-COVID environment.</p> <p>[A2] 402 students who were academically deficient in at least one area enrolled in 41 sections of six different development courses. In comparison to previous year, there were 24% fewer developmental sections and 32% fewer developmental students</p>
<p>B. Initiate mathematics faculty discussion regarding the addition of MATH 1423 Functions and Modeling for appropriate non-STEM majors.</p> <p><i>(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: Implementation in Fall 2022</i></p>	<p>Mathematics faculty, Department Head, Dean of Arts & Sciences, and General Education Committee</p>	<p>Addition of new general education mathematics course aligned with specific non-STEM degree programs that reflects transfer requirements from TCC to university degree programs</p>	<p>[B] MATH 1423 Functions and Modeling and MAH 0322 Functions and Modeling Foundations was approved through RSU processes including OUBOR and OSRHE. It will complete the math general education requirement for the BS in Business in Administration</p>

High Impact Strategy – Course Placement (<i>What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?</i>)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>Fiscal Impact Fewer students were required to enroll in math and English remediation due to a combination of the implementation of the Accuplacer Next Gen placement test and RSU's new co-requisite placement process.</p> <p>Beginning with fall 2022, transfer students and RSU-native students will be able to apply MATH 1423 Functions and Modeling towards their general education math requirement, positively impacting additional course load requirements. The fiscal impact on the University is budget neutral.</p>			

High Impact Strategy – Academic Advising (<i>What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?</i>)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>A proactive, intrusive advising model will be a focus for RSU in the 2022-2023 AY. This will occur in conjunction with RSU's HLC Student Success Academy Year 3 strategic plan and its HLC Quality Initiative.</p> <p><i>(Relates to # 1B.1 and #4.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: Completion of planning in 2022-2023 with implementation to immediately follow</i></p>	RSU's Student Success Academy Team and Registrar in collaboration with advisors	<p>[1] Development of a proactive, intrusive advising model in 2022-2023 AY.</p> <p>[2] Increased successful completion of remedial coursework within the first 24 credit hours.</p> <p>[3] Significant positive feedback from students in 2023-2024 AY.</p> <p>[4] Increased student persistence in subsequent years.</p>	New initiative in planning stage
<p>Fiscal Impact The impact of a strong advisement model is increased retention and student success. This fiscally impacts tuition revenue.</p>			

- 3. Build Bridges to Certificates and Degrees.** Develop, implement, or expand opportunities for students to complete a certificate or degree using multiple methods of awarding credit; including concurrent enrollment, college and university partnerships in reverse-transfer initiatives for certificate and associate degree completion, Early College Programs, Prior Learning Assessment, collaborations with Career Technology.

High Impact Strategy – Concurrent Enrollment (<i>What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?</i>)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>Advocate concurrent enrollment for qualifying area high school juniors and seniors through all three RSU campuses and online course work.</p> <p><i>(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: Ongoing</i></p>	<p>VPAA, deans and academic department heads, and faculty working with branch campus directors and regional high school principals.</p>	<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 441 concurrent high school students enrolled in fall 2021 compared to 411 in fall 2020. This is an increase of 7.3%.</p> <p>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.</p> <p>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.</p>

High Impact Strategy – Concurrent Enrollment <i>(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact Increased revenue is associated with concurrent enrollment as the state provides tuition for seniors and the Cherokee Nation provides fees for tribal seniors and tuition + fees for tribal juniors. The 25% of the most recent concurrent cohort enrolling at RSU as first-time freshmen after graduating from high school, there is an echoic impact.			

High Impact Strategy – Early College <i>(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>The Pryor High School Innovation Center, which launched in fall 2021, offers students the opportunity to complete coursework on the RSU Pryor campus, for approximately 50% of an associate's degree by high school graduation.</p> <p><i>(Relates to Goal #4.1 of 2022 Strategic Plan)</i></p> <p><i>Timeline: Ongoing with first junior class graduating from PHS in May 2023</i></p>	VPAA, RSU-Pryor Campus Director, and Pryor High School Superintendent	<p>[1] Number of PHS students enrolled concurrently</p> <p>[2] Number of sections offered at RSU-Pryor</p> <p>[3] Number of RSU semester credit hours concurrently completed by a PHS graduating cohort beginning with 2023 PHS graduating class</p>	<p>[1] Fall 2021 PHS concurrently enrolled on RSU-Pryor campus: 41; currently 18 for fall 2022 with enrollment incomplete until August.</p> <p>[2] Fall 2021 PHS concurrent sections on RSU-Pryor campus: 15; currently 11 sections for fall 2022 with enrollment incomplete until August. There are an additional 4 sections being held at PHS for a total of 15 in fall 2022.</p> <p>[3] To be measured at the end of 2022-2023 AY.</p>

Fiscal Impact

Increased revenue is associated with concurrent enrollment as the state provides tuition for seniors and the Cherokee Nation provides fees for tribal seniors and tuition + fees for tribal juniors. The 25% of the most recent concurrent cohort enrolling at RSU as first-time freshmen after graduating from high school, there is an echoic impact.

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>RSU works with Tulsa Community College and other colleges to honor reverse transfer degrees, applying credits earned at RSU to a previously attended institution in order to complete a degree or certificate.</p> <p><i>(Relates to Goal #4.1 of 2022 Strategic Plan)</i></p> <p><i>Timeline: Ongoing</i></p>	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	No student requested reverse transfer credit in 2020-2021

Fiscal Impact

The primary outcome for this initiative is student success; RSU's motto is Students First!

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>RSU has collaborated with Northeast Technology Center to seamlessly transfer as Prior Learning Credit articulated industry recognized certificates and credentials relevant to one of RSU's six options in its AAS in Applied Technology degree program. The first industry-recognized credential is the National Institute for Metalworking Skills (NIMS) certification.</p> <p><i>(Relates to Goal #4.1 of 2022 Strategic Plan)</i></p> <p><i>Timeline: Fall 2022 will be the first semester of the agreement</i></p>	<p>Northeast Technology Center – Claremore Campus Director, AVPAA, VPAA, and OSRHE Academic Affairs staff</p>	<p>Number of NTC students receiving PLA</p> <p>Number of semester credit hours seamlessly accepted as PLA</p> <p>Number of AAS in Applied Technology graduates with PLA credit</p>	<p>NTC launched its first cohort in spring 2022, and enrollment at RSU will align with the 2022-2023 AY</p>

Fiscal Impact

Tuition and fee revenue for 2022-2023 will be based on \$259 per credit hour of enrollment.

High Impact Strategy – Prior Learning Assessment (<i>How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?</i>)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>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.</p> <p><i>(Relates to Goal #4.1 of 2022 Strategic Plan)</i></p> <p><i>Timeline: Registrar's Office is focusing on this implementation in conjunction with the Student Success Academy advisement initiative in the 2022-2023 AY</i></p>	<p>Registrar, VPAA, in conjunction with Director of Admissions, will work with ACS Director to activate ERP system module.</p>	<p>Creation of an institutional policy aligning with best practices. Increased number of average transferred-in credit hours of transfer students.</p>	<p>Change in leadership structure delayed this process; RSU is refocusing on this in the 2022-2023 AY.</p>
<p>Fiscal Impact</p> <p>Increased student satisfaction is subjective for fiscal measurement; however, RSU strives for constant quality improvement of its student services, policies & procedures, and structures.</p>			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>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. (Relates to Goal #4.1 of 2022 Strategic Plan)</p> <p><i>Timeline: Ongoing with first junior class graduating from PHS in May 2023</i></p>	VPAA, RSU-Pryor Campus Director, and Pryor High School Superintendent	<p>[1] Number of PHS students enrolled concurrently</p> <p>[2] Number of sections offered at RSU-Pryor</p> <p>[3] Number of RSU semester credit hours concurrently completed by a PHS graduating cohort beginning with 2023 PHS graduating class</p>	<p>[1] Fall 2021 PHS concurrently enrolled on RSU-Pryor campus: 41; currently 18 for fall 2022 with enrollment incomplete until August.</p> <p>[2] Fall 2021 PHS concurrent sections on RSU-Pryor campus: 15; currently 11 sections for fall 2022 with enrollment incomplete until August. There are an additional 4 sections being held at PHS for a total of 15 in fall 2022.</p> <p>[3] To be measured at the end of 2022-2023 AY.</p>

Fiscal Impact

Increased revenue is associated with concurrent enrollment as the state provides tuition for seniors and the Cherokee Nation provides fees for tribal seniors and tuition + fees for tribal juniors. The 25% of the most recent concurrent cohort enrolling at RSU as first-time freshmen after graduating from high school, there is an echoic impact.

High Impact Strategy – Articulation Agreements			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>Increase articulation agreements with community colleges to offer 2 + 2 transfer</p> <p><i>(Relates to # 1A.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: Ongoing</i></p>	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 has updated all 28 articulation agreements with Tulsa Community College in the most recent two academic years. Other community colleges include Coffeyville Community College, Northeastern Oklahoma A&M College, Carl Albert State College, and NEO-A&M.</p> <p>Transfer student enrollment dropped 16% from fall 2020 to fall 2021, with a 23% drop in TCC transfer students despite collaboration with the Tulsa Higher Education Consortium. This follows a 31% drop from TCC the previous year.</p>
<p>Fiscal Impact</p> <p>44 fewer transfer students x \$254/SCHs (tuition and fees) x 24 SCHs mean annual load = \$268,224 in lost revenue</p>			

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 Direct Complete (High Demand/Critical Occupation) <i>(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Provide multiple program options for Organizational Leadership program in conjunction with business and industry needs <i>(Relates to # 1A.1 of 2022-2027 Strategic Plan))</i> <i>Timeline: Ongoing</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 OL degree options. RSU had a total of 33 majors in four options in fall 2021 and 23 graduates in two options for 2022-21. This is a convenient and quality degree program for adult learners.
Fiscal Impact Tuition and fee revenue for 2022-2023 will be based on \$259 per credit hour of enrollment.			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) <i>(What scholarships and support services are in place for students in these programs?)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
NA			
Fiscal Impact			

High Impact Strategy – Micro-credentials and Badging (*How is your institution working with business and industry partners to re-engage and up-skill local workforce?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>As a pilot, RSU's Psychology & Sociology department as well as its Technology and Justice Studies Department and Business Department are meeting in fall 2022 to discuss most viable micro-credentials</p> <p>Additionally, the University's General Education Committee has a goal in 2022-2023 to develop micro-credentials for its (5) general education student learning outcomes (SLOs).</p> <p><i>(Relates to # 1A.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: Pilot launches fall 2022</i></p>	<p>Faculty in academic departments, Department Heads, Deans, General Education Committee with AVPAA, and VPAA</p>	<p>Number of micro-credentials and badges offered</p> <p>Number of micro-credentials and badges conferred</p>	<p>New initiatives</p>
<p>Fiscal Impact</p> <p>Initially existing courses will build into micro-credentials. Many credentials and badges may stack into degree options, with student success as the outcome.</p>			

High Impact Strategy – Third-party course or training provider <i>(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
NA at this time.			
Fiscal Impact			

5. Other Institutional Priority Areas for Degree Completion and Momentum Year: First Year Benchmarks.

High Impact Strategy – Data Analytics – <i>(How is your institution using big data to support students in both academic and non-academic issues?)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>Develop first-time freshman, transfer student, and continuing student repository in conjunction with Ruffalo Noel-Levitz initiative. RNL consultants are working with RSU to develop accurate predictive analytics for key cohorts and groups.</p> <p><i>(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: Initiative launched spring 2022</i></p>	<p>RSU's Data Team is working with the University's Steering Committee and other working groups</p>	<p>Development of targeted:</p> <p>[1] Strategic Enrollment Plan (SEP)</p> <p>[2] Search Engine Optimization</p> <p>[3] Leverage of scholarship funding</p> <p>Implementation of all three initiatives with accuracy of outcomes measured.</p>	<p><u>Year 1:</u> The SEP will be ready to implement by March 2023 with search engine optimization concurrently implemented and scholarship leverage model implemented simultaneously</p> <p><u>Year 2:</u> First full year of implementation with accuracy of predictive modeling to be measured</p>
Fiscal Impact The accuracy of these models and their implementation is critical to the future of RSU. The fiscal impact will be fundamental to a sustainable growth and budgeting.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>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.</p> <p><i>(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: Initiative launched spring 2022</i></p>	HLC Student Success Academy Team, Registrar, Director of Admissions, and Director of Public Relations	<p>Number and percent of first-time freshmen cohort completing 30 credit hours in their first academic year.</p> <p>Implementation of a communications campaign in 2022-2023</p>	<p>For the fall 2021 cohort, 33% (1% increase) of the first-time full-time cohort successfully completed their freshman year with at least 30 credit hours and 73% earned 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, 49% (16% increase) successfully completed at least 30 hours with a C or better in all courses including concurrently earned courses. 4% of the part-time cohort did so not including concurrent credit hours.</p>
Fiscal Impact The impact on students is shortened time to degree completion, allowing them to achieve their career goals earlier. There is also an increased probability of graduation for students who complete 15 or more credit hours per semester.			

High Impact Strategy – Degree Audit Program/Degree Reclamation <i>(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>RSU's Department Heads and Deans review a report of majors who have not reenrolled for fall (occurs during summer semester)</p> <p><i>(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: Initiative launched spring 2022</i></p>	Department Heads, Deans, and Registrar's Office staff	<p>Graduation rate serves as the measure of effectiveness. Students contacted generally state that they were planning to reenroll.</p>	<p>This process is in review in conjunction with the development of the HLC Student Success Academy Strategic Plan to be completed in spring 2023 and launched for fall 2023</p>
<p>Fiscal Impact</p> <p>The impact on students is shortened time to degree completion, allowing them to achieve their career goals earlier. There is also an increased probability of graduation for students who complete 15 or more credit hours per semester.</p>			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>Collaborate with OSRHE Council for Online Learning Excellence (COLE) to offer open educational resources opportunities through OSRHE-funded OCO Pressbook Network subscription, membership, and faculty grants and stipends.</p> <p><i>(Relates to #1A.1 and #1B.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: Funding request made summer 2022 with opportunities to follow in fall 2022 and spring 2023</i></p>	<p>OSRHE Director of Online Learning Initiatives, COLE OCO Committee Chair, RSU AVPAA, and VPAA</p>	<p>Number of faculty participating in opportunities and funding amount</p>	<p>New initiative</p>
<p>Fiscal Impact</p> <p>Potential impact includes: \$15,000 OER OCO Pressbook Network subscription, \$5000 for professional development networks and membership, \$1500 support for unlimited subscription with LTI features and other Pressbook professional development, and \$4500 for faculty stipends to participate in relevant training.</p>			

High Impact Strategy –			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
<p>Development of Master of Community Counseling degree program to meet NE Oklahoma needs.</p> <p><i>(Relates to #1A.1 and #1B.1 of 2022-2027 Strategic Plan))</i></p> <p><i>Timeline: MS launched in fall 2021</i></p>	<p>Dean of Arts & Sciences, Department Head for Psychology and Sociology, and department faculty</p>	<p>Approval of MS in Community Counseling program by OUBOR, OSRHE and HLC. Enrollment and graduation rates after implementation.</p>	<p>Curriculum development of MS in Community Counseling was provisionally approved by HLC in spring 2021, prior to program start date of fall 2021.</p> <p>There were 20 majors in this program during its inaugural year, with a program Director was coordinating the program. The fall 2022 semester appears to have 40 majors, and the first graduating class will be assessed by the end of spring 2023.</p>
<p>Fiscal Impact</p> <p>Graduate tuition and fees for 2021-2022 were \$343 per semester credit hour. UDS graduate program semester credit hours are not yet finalized. Estimated fiscal impact is \$123,480 for the completed fiscal year.</p>			



Academic Plan Form B 2022-2023 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 2022-2023 Degree Completion and Academic Plan is due **June 30, 2022**. 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 2022-2023 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 2022-2023 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

a. Priorities/Programs

Goal 1A, Objective 1: Enhance academic programs

- Migrate from Jenzabar e-learning to Blackboard learning management system (LMS) through membership in the Oklahoma Blackboard Consortium
 - Consortium expenses approved through budgeting process
- Improve relevancy and quality of academic programs
 - Conduct updated internal review of academic programs
- Identify innovative programs (majors, minors, certificates, micro-credentials, etc.) to develop in all modes of delivery and existing programs to sunset.
 - Submit BS in Chemical Engineering to OSRHE for approval and launch in fall 2023
 - Budget proposal included in OSRHE curriculum proposal
 - Develop and pilot micro-credentialing and badging curriculum in Psychology & Sociology, Biology, Business, and General Education
- Improve quality across all modes of instructional delivery
 - Continue implementing plan to certify through Quality Matters 20 online courses per year
- Obtain and maintain programmatic accreditation, especially in competitive disciplines

- Seek Accreditation Council for Business Schools and Programs (ACBSP) accreditation for Business programs
 - Launch Assurance Argument process for HLC reaffirmation of accreditation in 2024-2025
 - Investigate accreditation for new MA in Community Counseling program
 - Complete HLC Student Success Academic Year 3
 - Complete HLC Quality Initiative
- Review evaluation of instruction instrument and process
 - Migrate evaluation of instruction to Blackboard environment, with Faculty Senate collaboration for instrument review
- Explore, develop, and implement accelerated programs to shorten the time to degree completion
 - Investigate additional options in 8-week programs paralleling MBA program success

Goal 1A, Objective 2: Enrich the faculty experience

- Develop growth opportunities for faculty via professional development
 - Refine New Faculty Orientation with collaborative planning

Goals 1B, Objective 1: Enhance student services

- Improve academic advising
 - Complete HLC Student Success Academic strategic plan focusing on academic advising model
- Improve tutoring
 - Expand subject availability for tutoring support
- Increase staffing and functional resources within career services
 - Develop Career Resource Center in MS in Community Counseling area using graduate student internships to supplement student services
- Procure instructional resources to enhance delivery
 - Leverage OER resources through OSRHE COLE opportunities

Goal 1B, Objective 2: Enhance the student academic ecosystem

- Examine existing policies and practices for unintentional negative effects on the educational environment
 - Update policies, procedures, and protocols in writing, amending RSU P&Ps as appropriate

Goal 2, Objective 1: Enhance Organizational Culture and Strengthen Internal Coordination

- Create a campus culture that enhances the work experience for every student and employee.
 - Develop a new employee onboarding program two times per year for full-time and part-time employees
- Develop programs that improve employee performance, reduce turnover, support career goals, and reward exceptional performance.
 - Prioritize professional development opportunities within the institution
 - Develop a Human Resource Management plan for instituting employee performance review and feedback
 - Institute an Employee Recognition Day
- Identify methods to improve transparency and the sharing of information across campuses.
 - Continue Hill News internal communications for collegiality
 - Implement routine informal meetings with employees to foster transparency and exchange

of ideas

Goal 2, Objective 2: Enhance the Reputation of the University through External Engagement

- Develop and implement a University-wide communications and marketing plan

Goal 4, Objective 1: Offer a high-quality enrollment experience with personalized attention and streamlined processes that provide students with multiple enrollment points and support of enrollment experiences

- Involve students, staff, advisors, faculty, and alumni in review and enhancement of an RSU proactive, intrusive advising model, including first-time first-year students and transfer students, undecided/undeclared students, and concurrently enrolled high school students
 - Complete Student Success Academy Year 3 (2022-2023) Strategic Plan, focusing on implementation of a refined Advising Model
- Dedicate advisor to TCC-to-RSU transfer students and an advisor to undecided/undeclared students
- Expand transfer equivalency database in Jenzabar-One ERP system, with continued updates to spring 2022 publication
- Increase social media utilization to market degree programs in strategic sectors
- Continue integrated participation with Tulsa Higher Education Consortium for seamless transfer of TCC alumni to area universities
- Enhance the RSU transfer evaluation process for a more efficient execution of plan
- Develop and publish a course rotation map for all degree programs
- Strengthen dedicated student mentors assigned to each UNIV 1152 first-year experience class cohort with continued training for all new student mentors and faculty

Goal 5, Objective 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

- Cultivate a safe environment by empowering students, faculty, staff, patients, and visitors with safety
 - Create and implement Cleary Act Management Plan

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

- Joined the Oklahoma Blackboard Consortium in fall 2022 leveraging LMS networking, resources, and cost structures with consortium members

- Faculty Senate worked with Accountability & Academics to identify need; faculty sub-committee investigated LMS options and fit at RSU
- Launched 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 OU's MA in Public Affairs at OU-Tulsa Schusterman Center. RSU graduates may seamlessly earn relevant master's degrees from OU at the OU-Tulsa campus.
- Collaborating 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 membership and leadership 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.

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)

- Approve through OSRHE RSU's first baccalaureate engineering degree program in Chemical Engineering with MidAmerica Industrial Park collaboration for hands-on applied experiences and internships
 - Engineering program needs identified through student, community, and MidAmerica Industrial Park focus groups and surveys
 - Budget submitted to OSRHE with curriculum proposal request
 - Continue implementation of Gray Associates recommendations on programmatic development and discontinuance of obsolete programs with academic department analysis.
 - Complete internal program review in fall 2022
 - 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

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

- Continued integration of Quality Matters principles and certification in online coursework and programs.
- Continued department integration of Microsoft Teams to better communicate with adjunct faculty.
- Enhancing 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.
- Optimizing 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)

- Develop online orientation course at no cost to new transfer students beginning in fall 2023
 - First-year experience committee evaluated and collaborated with faculty and Admissions
- Develop training program for new and existing staff to effectively use new technology and other services as determined in staff focus groups and fall 2021 Climate Survey
- Create and update internal documentation on procedures, policies, and processes
 - Identified in HLC Student Success Academic Year 2 Infrastructure Inventory
- Leverage digital media platforms and explore deployment of search engine optimization
 - Coordinate with Ruffalo Noel-Levitz consultants
- Refine data analytics and reporting mechanisms for admission funnel and yield tracking
 - Coordinate with Ruffalo Noel-Levitz consultants
- Optimize Jenzabar student retention system via predictive analytics for at-risk students
 - In collaboration with Early Alert initiative
- Continue offering student services through multiple deliveries, such as counseling services online, through Zoom, and remotely.

4. Online Learning Activities/Initiatives.

a. Current Status

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

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

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 began in fall 2021
 - Most full-time and part-time faculty trained in spring 2022
 - 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

- Leverage OSRHE COLE/OCO Open Educational Resources Professional Development opportunities
- Develop a training program to onboard new staff with online applications and options
- 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 2022, 2023, 2024 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2022: Undergraduate Headcount: 3,054
- Fall 2022: Graduate (if applicable) Headcount: 129
- 2022 Annual FTE: 2,418

- Fall 2023: Undergraduate Headcount: 3,115
- Fall 2023: Graduate (if applicable) Headcount: 132
- 2023 Annual FTE: 2,466

- Fall 2024: Undergraduate Headcount: 3,177
- Fall 2024: Graduate (if applicable) Headcount: 135
- 2024 Annual FTE: 2,515

