

ACADEMIC PLAN 2023-2024

August 28, 2023
Revised October 13, 2023

ROGERS STATE UNIVERSITY

Claremore, Oklahoma

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



Rogers State University
Academic Plan
2023-2024



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 2023-2024 Degree Completion Plan is due **August 31, 2023**. 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 2023-2024.

Based on your institution's priorities, statewide initiatives, commitment to the public agenda, and educational attainment initiatives, 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 higher educational attainment in Oklahoma?

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.

Fiscal Impact: Describe how the activities associated with the high impact strategy impact the institutions budget needs for the 2023-2024 academic year.

2023 Update: Provide an update of the results of the activity since the last report and the future plans and sustainability of the activity.

NEW High Impact Strategy: If applicable, in addition to the initiatives currently underway, please describe any new strategies that have been implemented since the 2022-2023 degree completion plan.

Rogers State University (RSU) Institutional Degree Completion Plan 2023-2024

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.

A) 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 –**

- 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.
- 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.

At this time RSU mathematics 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).

(Relates to #4.1 of 2022-2027 Strategic Plan)

Timeline: Ongoing review

- **Responsible Party(ies) –**

Department Head for Mathematics and Physical Science
Academic Dean

- **Measures of Effectiveness –**

Dependent Variable: College-level math course success

Independent Variables: ACT Mathematics Sub-test score, Accuplacer Next Gen Math score, CCMR course objectives outcomes; and CCMR data.

- **2022 Results to Date –**

Dependent Variable: College-level math course success

Independent Variables: ACT Mathematics Sub-test score, Accuplacer Next Gen Math score, CCMR course objectives outcomes; and CCMR data.

- **Fiscal Impact** – As of fall 2023, this is budget neutral. Student learning, critical thinking, and student success are the ultimate outcomes.
- **2023 UPDATE** – RSU continues to monitor CCMR grades for entering freshmen and ACT math sub-scores. When math sub-scores approach 19, RSU mathematics faculty will revisit this policy.

B) High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*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?*)

- **Implementation** –
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. Currently

(Relates to #4.1 of 2022-2027 Strategic Plan)

Timeline: Planning stage in 2022-2023

- **Responsible Party(ies)** –
Pryor High School ICAP coordinator
RSU-Pryor Campus Director
VPAA
AVPAA
MidAmerica Industrial Park Workforce Director
- **Measures of Effectiveness** – Plan for implementation
- **2022 Results to Date** – New initiative
- **Fiscal Impact** – 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.
- **2023 UPDATE** – Pryor High School, Mid-America Industrial Park (MAIP), RSU and Northeast Technology Center (NTC) have collaborated to optimize PHS student ICAPs. School counselors work with PHS students to determine their best path forward: concurrent enrollment or internships at RSU-Pryor campus, program enrollment at NTC, or internships at MAIP. Currently, eight high school student internships been established with MAIP. These are yet to be conducted for college credit, but discussion is underway.

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.

A) 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 –**

Ongoing implementation of a co-requisite at-scale remediation program for writing and mathematics, scheduling developmental coursework simultaneously with appropriate college-level coursework for entering remedial students Timeline: Ongoing

(Relates to #4.1 of 2022-2027 Strategic Plan)

Timeline: Ongoing

- **Responsible Party(ies) –**

Department Head of English & Humanities
Department Head of Mathematics and Physical Sciences
Academic Dean

- **Measures of Effectiveness –**

In alignment with OSRHE Momentum Year Co-requisite support metrics:

1. # of sections of co-requisite courses offered
2. % who need academic support and enrolled in co-requisite mathematics courses (in lieu of traditional developmental course route).
3. % who need academic support and enrolled in co-requisite English courses (in lieu of traditional developmental course route).

- **2022 Results to Date –**

1. 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.
2. 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.

3. 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.
- **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.
 - **2023 UPDATE** –
 1. A total of eight co-requisite math sections and four co-requisite English sections were offered in fall 2022 representing 151 students deficient in mathematics and 24 students deficient in English. This is not a significant difference in sections from fall 2022 but is when compared to fall 2021. This decrease in co-requisite enrollment over the last two years is due in part to adoption of the Accuplacer Next Gen inventory as RSU's secondary placement test with more lenient cut scores than the traditional Accuplacer.
 2. A total of 151 out of 520 (29%) first-time freshmen enrolled in a co-requisite mathematics course in fall 2022. This compares to 21% the previous year. A total of 57% passed their math co-requisite course with a C or higher, and 33% passed their college-level math course with a C or higher. In comparison with these success rates, 16% of students who enrolled in the traditional Elementary Algebra Plus course in fall 2022 completed their college level math course with a C or higher anytime during their first year (fall 2022 or spring 2023)—less than half of those in the co-req model. However, it should be noted that Elementary Algebra Plus is recommended for students with ACT math subtest scores less than 17.
 3. In fall 2022, 24 out of 520 (4.6%) first-time freshmen enrolled in co-requisite English. Fourteen of the 24 (58%) successfully completed co-requisite, supplemental ENGL 0111 with a C or higher. A total of 41.7% of the 24 successfully completed ENGL 1113, Composition I, with a C or higher. Conversation is underway within the English & Humanities department with regard to advising implications.

B) High Impact Strategy – Course Placement (*What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?*)

- **Implementation** –
 - A. Review college course placement testing instrument and cut scores: Accuplacer was replaced with Next Generation placement test published by Accuplacer.

(Relates to #4.1 of 2022-2027 Strategic Plan))

Timeline: Ongoing

- B. Initiate mathematics faculty discussion regarding the addition of MATH 1423 Functions and Modeling for appropriate non-STEM majors.

Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan))

Timeline: Implementation in Fall 2022

- **Responsible Party(ies) –**
 - A. Registrar
Director of Admissions
Vice President of Academic Affairs
Associate Vice President for Academic Affairs
 - B. Mathematics faculty
Department Head
Academic Dean
General Education Committee
- **Measures of Effectiveness –**
 - A. Success rates during freshman year including: [1] fall-to-fall retention rate; [2] number of students and sections to be remediated.
 - B. Addition of new general education mathematics course aligned with specific non-STEM degree programs that reflects transfer requirements from TCC to university degree programs
- **2022 Results to Date –**
 - A. 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.

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
 - 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
- **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.

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.

- **2023 UPDATE –**
- First year retention rate for the FTF Fall 2021 cohort and the Fall 2022 cohort were 64%. Prior to COVID, the first-year retention rate was 63%. This suggests that the impact of ACT cut scores is not impacting retention. Number of students and sections enrolling in developmental and co-requisite has experienced variability. (See Co-requisite Support analysis above.) A more granular analysis will be conducted in spring 2024 to determine impact on GPA and student learning.
- MATH 1423 Functions and Modeling and MATH 0322 Functions and Modeling Foundations were approved immediately prior to the start of the fall 2022 semester; however, RSU advisors did not receive immediate communication. Consequently, fall 2023 will be the first semester to assess outcomes. A total of 80 students are enrolled in seven sections of these two courses.

C) High Impact Strategy – Academic Advising (*What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?*)

- **Implementation –**
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.

(Relates to # 1B.1 and #4.1 of 2022-2027 Strategic Plan)

Timeline: Completion of planning in 2022-2023 with implementation to immediately follow

- **Responsible Party(ies) –**
RSU's Student Success Academy Team, led by Registrar and Director of Student Success in collaboration with advisors
- **Measures of Effectiveness –**
 1. Development of a proactive, intrusive advising model in 2022-2023 AY.
 2. Increased successful completion of remedial coursework within the first 24 credit hours.
 3. Significant positive feedback from students in 2023-2024 AY.
 4. Increased student persistence in subsequent years.
- **2022 Results to Date –** New initiative in planning stage
- **Fiscal Impact –** The impact of a strong advisement model is increased retention and student success. This fiscally impacts tuition revenue.
- **2023 UPDATE –**

1. In spring 2023, RSU filled a new position for Director of Student Success (DSS). The DSS has centralized the student advisement process, moving academic advisors to one central location in the Markham Hall Admissions and Enrollment Building. All new students, freshmen and transfer students, and sophomores are now advised by five academic advisors. This frees up faculty advisors to mentor students. Currently, upper class students may elect to continue to be advised by their program faculty allowing for the University to hire additional needed academic advisors.
2. The new Student Success advising model launched in fall 2023, and remediation outcomes will be assessed in the coming year.
3. In student focus groups conducted in fall 2021, the #1 student challenge was accurate and timely advisement. In student focus groups conducted thus far for fall 2023, the top three challenges experienced by students do not include advisement, with only older advisement concerns expressed. This suggests that advisement processes are being effectively addressed.
4. The new Student Success advising model launched in fall 2023, and remediation outcomes will be assessed in the coming year.

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.

A) High Impact Strategy – Concurrent Enrollment (*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?*)

- **Implementation –**

Advocate concurrent enrollment for qualifying area high school juniors and seniors through all three RSU campuses and online course work.

(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan)

Timeline: Ongoing

- **Responsible Party(ies) –**

VPAA

Academic Dean and academic department heads
faculty working with branch campus directors
regional high school principals.

- **Measures of Effectiveness –**

Increased number of concurrently enrolled students.

Increased number of MOUs with area high schools for onsite delivery of RSU general education courses.

- **2022 Results to Date –**

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%.

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.

- **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.
- **2023 UPDATE –** Fall 2023 has 516 concurrently enrolled high school students enrolled in 2,353 semester credit hours, with a mean load of 4.56 credit hours This compares to 524 concurrent students in fall 2022 enrolled in 2,376 semester credit hours, with a mean load of 4.53 credit hours. This represents a 1.5% decrease in headcount, a 1.0% decrease in semester credit hours, and a 0.6% increase in average concurrent course load. The addition of four new Admissions Counselors and new leadership in Admissions bring resources to improve concurrent enrollment in the coming year.
- According to the most recent concurrent enrollment statistics available through the OSRHE website, RSU enrolls the highest number of concurrent high school students among state regional universities. Only five Oklahoma community colleges enroll more concurrent students than RSU.

B) High Impact Strategy – Early College (*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.*)

- **Implementation –**

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.

(Relates to Goal #4.1 of 2022 Strategic Plan)

Timeline: Ongoing with first junior class graduating from PHS in May 2023

- **Responsible Party(ies) –**

VPAA

RSU-Pryor Campus Director

Pryor High School Superintendent

- **Measures of Effectiveness** –
 1. Number of PHS students enrolled concurrently
 2. Number of sections offered at RSU-Pryor
 3. Number of RSU semester credit hours concurrently completed by a PHS graduating cohort beginning with 2023 PHS graduating class
- **2022 Results to Date** –
 1. Fall 2021 PHS concurrently enrolled on RSU-Pryor campus: 41; currently 18 for fall 2022 with enrollment incomplete until August.
 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.
 3. To be measured at the end of 2022-2023 AY.
- **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.
- **2023 UPDATE** –
 - Number of PHS students concurrently enrolled: 75 or 14.5% of total concurrent students
 - Number of sections offered at RSU-Pryor: 23
 - Number of RSU semester credit hours concurrently completed by a PHS graduating cohort beginning with 2023 PHS graduating class: 549 credit hours

C) 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** –
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.

(Relates to Goal #4.1 of 2022 Strategic Plan)

Timeline: Ongoing

- **Responsible Party(ies)** –
Vice President for Academic Affairs
Deans

Respective department heads
Director of Admissions.

- **Measures of Effectiveness** –
Number of articulation agreements, number of students transferred to RSU, and number of degrees earned
- **2022 Results to Date** –
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!*
- **2023 UPDATE** – RSU has updated articulation agreements, but it did not increase the number of these agreements in 2022-2023. The University is currently working with three community colleges to develop a grant-funded collaborative degree related to cyber and national security.

D) 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** –
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.

(Relates to Goal #4.1 of 2022 Strategic Plan)

Timeline: Fall 2022 will be the first semester of the agreement

- **Responsible Party(ies)** –
Northeast Technology Center – Claremore Campus Director
AVPAA
VPAA
OSRHE Academic Affairs staff
- **Measures of Effectiveness** –
Number of NTC students receiving PLA; number of semester credit hours seamlessly accepted as PLA; number of AAS in Applied Technology graduates with PLA credit
- **2022 Results to Date** –
NTC launched its first cohort in spring 2022, and enrollment at RSU will align with the 2022-2023 AY
- **Fiscal Impact** – Tuition and fee revenue for 2022-2023 based on \$259 per credit hour of enrollment.

- **2023 UPDATE** – In fall 2022, 538 credit hours of Prior Learning Credit (PLA) were awarded. The AAS in Applied Technology allows up to 42 credit hours of industry certified and approved PLA credit.

E) High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?*)

- **Implementation** –
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.

(Relates to Goal #4.1 of 2022 Strategic Plan)

Timeline: Fall 2022 will be the first semester of the agreement

- **Responsible Party(ies)** –
Registrar
VPAA, in conjunction with Director of Admissions, will work with ACS Director to activate ERP system module.
- **Measures of Effectiveness** –
Creation of an institutional policy aligning with best practices. Increased number of average transferred-in credit hours of transfer students.
- **2022 Results to Date** –
Change in leadership structure delayed this process; RSU is refocusing on this in the 2022-2023 AY
- **Fiscal Impact** –
Increased student satisfaction is subjective for fiscal measurement; however, RSU strives for constant quality improvement of its student services, policies & procedures, and structures.

2023 UPDATE – Creation of an institutional policy aligning with best practices has been discussed and is to be added to Bulletin in 2023-2024. Increased number of average transferred-in credit hours of transfer students included:

- (1) Average number of credit hours transferred in by new students increased by 3.5% in the last year
- (2) Number of degrees earned in 2022-2023 by transfer students was 268 degrees or 48% of all 561 degrees completed in the last year.
 - (a) 33% of new students were first-time transfer students in fall 2022.

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

- **Implementation** –

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)

Timeline: Ongoing with first junior class graduating from PHS in May 2023

- **Responsible Party(ies) –**
VPAA
RSU-Pryor Campus Director
Pryor High School Superintendent
- **Measures of Effectiveness –**
 - 1) Number of PHS students enrolled concurrently
 - 2) Number of sections offered at RSU-Pryor
 - 3) Number of RSU semester credit hours concurrently completed by a PHS graduating cohort beginning with 2023 PHS graduating class
- **2022 Results to Date –**
 - 1) Fall 2021 PHS concurrently enrolled on RSU-Pryor campus: 41; currently 18 for fall 2022 with enrollment incomplete until August.
 - 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.
 - 3) To be measured at the end of 2022-2023 AY.
- **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.
- **2023 UPDATE –**
 - i) Number of PHS students concurrently enrolled: 75 or 14.5% of total concurrent students
 - ii) Number of sections offered at RSU-Pryor: 23
 - iii) Number of RSU semester credit hours concurrently completed by a PHS graduating cohort beginning with 2023 PHS graduating class: 549 credit hours
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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.

A) High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation)
(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)

- **Implementation** – N/A
- **Responsible Party(ies)** –
- **Measures of Effectiveness** –
- **2022 Results to Date** –
- **Fiscal Impact** –
- **2023 UPDATE** – See Reach Higher Flex Finish outcomes.

B) High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development)
(What scholarships and support services are in place for students in these programs?)

- **Implementation** –
 Provide multiple program options for Organizational Leadership program in conjunction with business and industry needs

(Relates to # 1A.1 of 2022-2027 Strategic Plan)

Timeline: Ongoing
- **Responsible Party(ies)** –
 Coordinator of Reach Higher program
 Department Head of Business in conjunction with the Academic Dean
- **Measures of Effectiveness** –
 Number of degree options

 Number of enrollees and graduates in OL program
- **2022 Results to Date** –
 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 based on \$259 per credit hour of enrollment.
- **2023 UPDATE** –
 Maintained three Organizational Leadership degree options in fall 2022: Business (31 majors); Liberal Studies (2 majors); and Social Studies (11 majors). This totals 44 majors in

fall 2022 compared to fall 2021. It is notable that in fall 2023 there are 60 majors in the OL degree.

C) 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 –**

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

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).

(Relates to # 1A.1 of 2022-2027 Strategic Plan)

Timeline: Pilot launches fall 2022

- **Responsible Party(ies) –**

Faculty in academic departments
Department Heads
Academic Dean
General Education Committee with AVPAA,
VPAA

- **Measures of Effectiveness –**

Number of micro-credentials and badges offered

Number of micro-credentials and badges conferred

- **2022 Results to Date – New initiative**

- **Fiscal Impact –** Initially existing courses will build into micro-credentials. Many credentials and badges may stack into degree options, with student success as the outcome.

2023 UPDATE –

- Number of micro-credentials and badges developed and offered in 2022-2023: 31 micro-credentials
- Number of micro-credentials and badges conferred in 2022-2023: 27 micro-credentials

D) High Impact Strategy – Third-party course or training provider (*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.)*

- **Implementation –** N/A at this time.

- **Responsible Party(ies) –**

- **Measures of Effectiveness –**
 - **2022 Results to Date –**
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**OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND
MOMENTUM YEAR: FIRST YEAR BENCHMARKS**

A) High Impact Strategy – Data Analytics (*How is your institution using big data to support students in both academic and non-academic issues?*)

- **Implementation –**
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 predicative analytics for key cohorts and groups.

(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan)

Timeline: Initiative launched spring 2022

- **Responsible Party(ies) –** RSU’s Data Team is working with the University’s Steering Committee and other working groups
- **Measures of Effectiveness –**
Development of targeted:
 1. Strategic Enrollment Plan (SEP)
 2. Search Engine Optimization
 3. Leverage of scholarship funding

Implementation of all three initiatives with accuracy of outcomes measured.

- **2022 Results to Date –**
Year 1: The SEP will be ready to implement by March 2023 with search engine optimization concurrently implemented and scholarship leverage model implemented simultaneously

Year 2: First full year of implementation with accuracy of predictive modeling to be measured
- **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.
- **2023 UPDATE –**
 - a. The Strategic Enrollment Plan (SEP) was completed by the end of the 2022-2023 academic year. The Office for Accountability and Academics is responsible for working with the RSU community for accurate, timely, and appropriate data analytics. To this end, the vacated Data Analyst position was unfrozen and refilled in August 2023 to assist with Strategic Enrollment Management (SEM).

- b. Search Engine optimization is ongoing.
- c. Scholarship funding was significantly enhanced with the implementation of a first-time freshman scholarship program developed in spring 2022 and launched in fall 2023. Also initiated was a scholarship fund for RSU's Master of Science in Community Counseling program.

B) High Impact Strategy – 15 to Finish (*Describe any strategies used to encourage students to complete 15 credit hours each semester and/or nine in program of study*)

- **Implementation –**

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.

(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan)

Timeline: Initiative launched spring 2022

- **Responsible Party(ies) –**

HLC Student Success Academy Team
Registrar
Director of Admissions
Director of Public Relations

- **Measures of Effectiveness –**

Number and percent of first-time freshmen cohort completing 30 credit hours in their first academic year.

Implementation of a communications campaign in 2022-2023

- **2022 Results to Date –**

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.

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.

- **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.

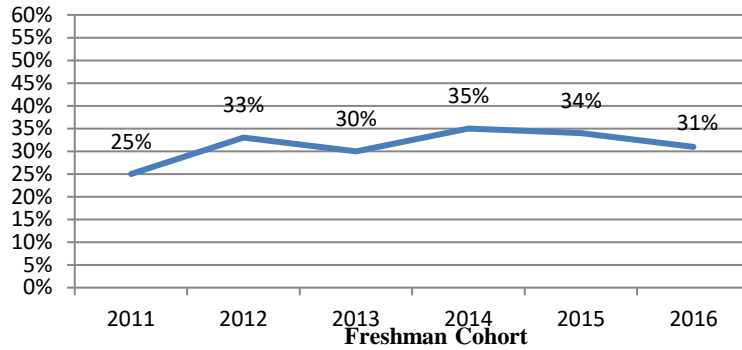
- **2023 UPDATE –**

- i) Fall 2022 first-time fulltime freshmen who completed 30 credit hours in their first year: 125 students or 26.3% of the cohort.

- (1) This is down from 33% in fall 2021. Discussions in Academic Council suggest COVID-related preparation issues.
- ii) Fall 2022 first-time fulltime freshmen who earned a 2.0 cumulative GPA or better AND completed 30 credit hours in their first year: 125 or 26.3%
- (1) As noted above, faculty report a significant change in time management and education preparation with COVID-impacted cohorts.
- C) High Impact Strategy – Degree Audit Program/Degree Reclamation** *(Describe any processes used to identify and re-engage students who have left your institution or stopped out without applying for graduation or are close to completing a degree.)*
- **Implementation –**
RSU’s Department Heads and Deans review a report of majors who have not reenrolled for fall (occurs during summer semester)

(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan)

Timeline: Initiative launched spring 2022
 - **Responsible Party(ies) –**
Department Heads
Academic Dean
Registrar’s Office staff
 - **Measures of Effectiveness –** Graduation rate serves as the measure of effectiveness. Students contacted generally state that they were planning to reenroll
 - **2022 Results to Date –** 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
 - **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.
 - **2023 UPDATE –**
 - (1) Retention rate from fall 2022 for fall 2023 remained that same at 64% (average 65% pre-COVID).
 - (2) 6-year IPEDS graduation rate changed from 34% to 31% between the last two cohorts.



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

- **Implementation –**

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.

(Relates to #1A.1 and #1B.1 of 2022-2027 Strategic Plan))

Timeline: Funding request made summer 2022 with opportunities to follow in fall 2022 and spring 2023

- **Responsible Party(ies) –**

OSRHE Director of Online Learning Initiatives
COLE
OCO Committee Chair
RSU AVPAA and VPAA

- **Measures of Effectiveness –** Number of faculty participating in opportunities and funding amount

- **2022 Results to Date –** New initiative

- **Fiscal Impact –** 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.

- **2023 UPDATE –**

(1) The department of Psychology and Sociology faculty has identified OER textbooks that they use in four general education courses. Additionally, an RSU math faculty member is applying for an OSRHE OCO OER grant to fund development of an open resource text book for College Algebra.

E) High Impact Strategy – RSU Concurrent High School Enrollment

- **Implementation –**

Advocate concurrent enrollment for qualifying area high school juniors and seniors through all three RSU campuses and online course work.

(Relates to #4.1 of 2022-2027 Strategic Plan)

Timeline: Ongoing

- **Responsible Party(ies)** –
VPAA
dean and academic department heads
faculty working with branch campus directors
regional high school principals

- **Measures of Effectiveness** –
Increased number of concurrently enrolled students.

Increased number of MOUs with area high schools for onsite delivery of RSU general education courses.

- **2022 Results to Date** –
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%.

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.

Additionally, RSU is collaborating with the Cherokee Nation for delivery of general education courses concurrently using RSU-TV for lectures.

- **Fiscal Impact** – OSRHE policy allows for state tuition reimbursement for concurrently enrolled high school seniors. Additionally, the Cherokee Nation assists tribal members with fees.

- **2023 UPDATE** –
 - a. Fall 2023 has 516 concurrently enrolled high school students enrolled in 2,353 semester credit hours, with a mean load of 4.56 credit hours. This compares to 524 concurrent students in fall 2022 enrolled in 2,376 semester credit hours, with a mean load of 4.53 credit hours. This represents a 1.5% decrease in headcount, a 1.0% decrease in semester credit hours, and a 0.6% increase in average concurrent course load. The addition of four new Admissions Counselors and new leadership in Admissions bring resources to improve concurrent enrollment in the coming year.
 - b. According to the most recent concurrent enrollment statistics available through the OSRHE website, RSU enrolls the highest number of concurrent high school students among state regional universities. Only five Oklahoma community colleges enroll more concurrent students than RSU.

F) High Impact Strategy – Articulation Agreements

- **Implementation –**
Increase articulation agreements with community colleges to offer 2 + 2 transfer

(Relates to # 1A.1 of 2022-2027 Strategic Plan)

Timeline: Ongoing
- **Responsible Party(ies) –**
Vice President for Academic Affairs
Academic Dean
Respective department heads
Director of Admissions.
- **Measures of Effectiveness –**
Number of articulation agreements, number of students transferred to RSU, and number of degrees earned
- **2022 Results to Date –**
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.

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.
- **Fiscal Impact –** 44 fewer transfer students x \$254/SCHs (tuition and fees) x 24 SCHs mean annual load = \$268,224 in lost revenue
- **2023 UPDATE –**
 - (a) RSU has updated its existing articulation agreements but did not develop new agreements in 2022-2023. It is currently working with three community colleges to develop a grant-funded collaborative degree related to cyber and national security.
 - (b) Creation of an institutional policy aligning with best practices has been discussed and is to be added to Bulletin in 2023-2024. Increased number of average transferred-in credit hours of transfer students included:
 - (i) Average number of credit hours transferred in by new students increased by 3.5% in the last year
 - (c) Number of degrees earned in 2022-2023 by transfer students was 268 degrees or 48% of all 561 degrees completed in the last year. 33% of new students were first-time transfer students in fall 2022.

G) High Impact Strategy – New Academic Program

- **Implementation –**

Development of Master of Community Counseling degree program to meet NE Oklahoma needs.

(Relates to #1A.1 and #1B.1 of 2022-2027 Strategic Plan))

Timeline: MS launched in fall 2021

- **Responsible Party(ies)** –
Academic Dean
Department Head for Psychology and Sociology
Director of MS in Community Counseling program
Department faculty
- **Measures of Effectiveness** – Approval of MS in Community Counseling program by OUBOR, OSRHE and HLC. Enrollment and graduation rates after implementation.
- **2022 Results to Date** –
Curriculum development of MS in Community Counseling was provisionally approved by HLC in spring 2021, prior to program start date of fall 2021.

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.
- **Fiscal Impact** – Graduate tuition and fees for 2021-2022 were \$243 per semester credit hour. UDS graduate program semester credit hours are not yet finalized. Estimated fiscal impact is \$93,312 for the completed fiscal year.
- **2023 UPDATE** –
The first MS in Community Counseling program graduated in May 2023 with an 87.5% graduation rate. Student focus group feedback from the first graduating class suggests high student satisfaction with the program, and licensure pass rates will represent a strong measure of program success. The third cohort began in fall 2023.

H) NEW High Impact Strategy –

Implementation – Development of Master of Science in Nursing degree program with education and administration options to meet state and national demand.

(Relates to #1A.1 and #1B.1 of 2022-2027 Strategic Plan))

Timeline: MSN curriculum to complete approval process in 2023-2024. A Higher Learning Commission site visit will be required as the MSN will be RSU's third graduate degree, and the first three graduate degrees require HLC site visits.

- **Responsible Party(ies)** –
Academic Dean
Associate Dean, School of Nursing and Health Professions
Department faculty

- **Measures of Effectiveness** – Approval of MS in Nursing program by OUBOR, OSRHE, and HLC. Enrollment and graduation rates after implementation.
- **Results to Date** – Curriculum approved through RSU’s University Curriculum Committee and submitted to Academic Council for review and approval.
- **Fiscal Impact** – Graduate tuition and fees for 2023-2024 are \$264 per semester credit hour for Oklahoma residents. UDS graduate program semester credit hours are not yet finalized. Estimated fiscal impact is \$126,720 for an annual cohort of 20 graduate students.



Academic Plan 2023-2024 Form B

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 and the alignment with the four fundamental goals of the strategic plan, [*Blueprint 2030: Innovating and Elevating Oklahoma Higher Education for Tomorrow's Workforce*](#). The Academic 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 each institution's academic plan can will vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. ***In addition to this document, please provide a copy of the institution's current strategic plan.***

The 2023-2024 Institutional Academic Plan is due **August 31, 2023**. 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 2023-2024 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 2023-2024 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

a. Priorities/Programs

Goal 1A, Objective 1: Enhance academic programs

- Continue collaboration with Oklahoma Blackboard Consortium which replaced Jenzabar e-learning learning Management system (LMS) with Blackboard LMS
 - 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.
 - Launch BS in Chemical Engineering in fall 2023
 - Budget proposal included in OSRHE curriculum proposal
 - Develop and pilot micro-credentialing and badging curriculum in Technology & Justice Studies, Psychology & Sociology, Biology, Business, and General Education
 - Acquire approval through OUBoR, OSRHE, and Higher Learning Commission to offer a Master of Science in Nursing with options in Education and Administration to launch in 2024-2025
- Improve quality across all modes of instructional delivery
 - Continue implementing plan to certify through Quality Matters 10 online courses per year
- Obtain and maintain programmatic accreditation, especially in competitive disciplines
- Complete Accreditation Council for Business Schools and Programs (ACBSP) accreditation for Business programs
 - Continue Assurance Argument process for HLC reaffirmation of accreditation in 2024-2025
 - Investigate accreditation for new MA in Community Counseling program
- Implement HLC Student Success Academy strategic plan
- Implement HLC Quality Initiative
- 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
 - Implement HLC Student Success Academy strategic plan and Ruffalo Noel Levitz (RNL) Student Success Strategic Enrollment Plan (SEP) focusing on academic advising model
- Improve tutoring
 - Expand subject availability for tutoring support
- Increase staffing and functional resources within counseling services
 - Enhance RSU part-time counseling services with interns in MS in Community Counseling area
- Procure instructional resources to enhance delivery
 - Leverage OER resources through OSRHE COLE grant 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
 - Implement Student Success Academy Student Success Plan and RNL Strategic Enrollment Plan, focusing on implementation of a refined Advising Model
- Dedicate intentional advisement 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 2024 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, publish, and follow through with 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
 - Continue Implementation of the 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
- 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)

- Launch RSU's first baccalaureate engineering degree program in Chemical Engineering with industry collaboration for hands-on applied experiences and internships
 - Engineering program needs identified through student, community, and MidAmerica Industrial Park focus groups and surveys
 - Budget through OSRHE with curriculum proposal request
- Continue implementation of Ruffalo Noel Levitz recommendations for programmatic development and Gray Associates discontinuance of obsolete programs with academic department analysis.
 - Completed internal program review in 2022-2023 with discontinuance of three fulltime faculty and staff positions and froze additional vacated fulltime faculty positions
- 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.
- Submit for OSRHE approval a new MS in Nursing program with options in Education and Administration for initiation in 2024-2025

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

- Implemented 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 effecting enrollment in the online MBA and BS in Environmental Studies 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 20 focus groups to be conducted in fall 2023.
- Create and update internal documentation on procedures, policies, and processes
 - Identified in HLC Student Success Academy Student Success Plan, the RNL Strategic Enrollment Planning process, and the HLC 10-year Reaffirmation of Accreditation process.
- 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
 - Math 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

Delivery System/Platform

- Enterprise Resource Planning (ERP) System
 - Optimization of analytics functionality of Jenzabar Retention Module for first-time freshmen.
 - Activate Jenzabar Early Alert System to be used by Student Success team
- Learning Management System (LMS)
 - Continue with professional development and training opportunities
 - Faculty designing online courses
 - Faculty delivering online courses
 - 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

- (1) Leverage OSRHE COLE/OCO Open Educational Resources Professional Development opportunities
- (2) Develop a training program to onboard new staff with online applications and options
- (3) Continue to allocate budget monies for mission-critical professional development opportunities to include webinar opportunities
 - (a) Accreditation
 - (b) Tenure and promotion
 - (c) ERP system and LMS operations
 - (d) 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 2023, 2024, 2025 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

Fall 2023 Undergraduate Headcount:	<u>3082</u>
Fall 2023 Graduate (if applicable)	<u>119</u>
Headcount:	<u> </u>
2023 Annual FTE:	<u>2415</u>

Fall 2024: Undergraduate Headcount:	<u>3159</u>
Fall 2024: Graduate (if applicable)	<u>125</u>
Headcount:	<u> </u>
2024 Annual FTE:	<u>2478</u>

Fall 2025: Undergraduate Headcount:	<u>3238</u>
Fall 2025: Graduate (if applicable)	<u>150</u>
Headcount:	<u> </u>
2025 Annual FTE:	<u>2542</u>
