

# ACADEMIC PLAN SUMMARIES

2022-2023



# **OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

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Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 8, 2022

**AGENDA ITEM # :**

**Academic Plans.**

**SUBJECT:** Disposition of institutional academic plans.

**RECOMMENDATION:**

**It is recommended that the State Regents accept receipt of the following 2022-2023 academic plans:**

- ◆ Oklahoma State University System
- ◆ University of Oklahoma
- ◆ Cameron University
- ◆ East Central University
- ◆ Langston University
- ◆ Northeastern State University
- ◆ Northwestern Oklahoma State University
- ◆ Oklahoma Panhandle State University
- ◆ Rogers State University
- ◆ Southeastern Oklahoma State University
- ◆ Southwestern Oklahoma State University
- ◆ University of Central Oklahoma
- ◆ University of Science and Arts of Oklahoma
- ◆ Carl Albert State College
- ◆ Connors State College
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- ◆ Murray State College
- ◆ Northeastern Oklahoma A&M College
- ◆ Northern Oklahoma College
- ◆ Oklahoma City Community College
- ◆ Oklahoma State University – Oklahoma City
- ◆ Oklahoma State University Institute of Technology
- ◆ Redlands Community College
- ◆ Rose State College
- ◆ Seminole State College
- ◆ Tulsa Community College
- ◆ Western Oklahoma State College

**BACKGROUND:**

The State Regents approved the Academic Planning/Resource Allocation (APRA) concept in 1991. Institutional academic plans are developed each year and provide the context for decision-making within APRA principles. The academic plans are summarized in a supplement and document the system’s academic planning and institutional priorities. New program requests are evaluated within the context of a current and complete institutional academic plan.

In January 2003, institutional administration and State Regents’ staff discussed reshaping the Academic Plan process into a more efficient and productive exercise. The plans were made more concise while still including two parts: Part I. Annual Report; and Part II. Academic Plans for the Coming Year. The Annual Report summarized current academic programs and services in technology and academic efficiencies, and reported Learning Site activities. The Academic Plan for the Coming Year included a copy of the institution’s strategic plan, if available; the institution’s three to five academic priorities for the coming year; and a summary of future plans with respect to technology and academic efficiencies.

In 2012, the Academic Plan report was revised again to include: 1) Priorities/Programs; 2) Technology; 3) Academic Efficiencies, and 4) Learning Site Activity Report. The current plan also includes enrollment projections for Fall 2022, Fall 2023, and Fall 2024.

**POLICY ISSUES:**

These actions support and further the goals of the APRA initiative.

**ANALYSIS:**

Institutions are provided an outline for the report (see Attachment A). Plans were due in the State Regents' office on June 30, 2022. The 2022-2023 Academic Plan Outline is provided below.

1) Academic Priorities/Programs		
2) Academic Efficiencies	Current Status	Future Plans
3) Technology	Current Status	Future Plans
4) Online Learning Activities/Initiatives	Current Status	Future Plans
5) Learning Site Activity Report		
Enrollment Projections		

With this action, the State Regents acknowledge the academic plans from all public institutions. Summaries of the submissions are available in a supplement. The request for the academic plan also included the Institutional Degree Completion Plan, which is reported in a separate agenda item.

Attachments

Supplement is available upon request.



## 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

- 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

#### 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)

- 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

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)

**4. Online Learning Activities/Initiatives.**

a. **Current Status**

a. Open Educational Resources (OER)

b. Professional Development

c. Delivery System/Platform

b. **Future Plans**

**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.

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

**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:
- Fall 2022: Graduate (if applicable) Headcount:
- 2022 Annual FTE:
  
- Fall 2023: Undergraduate Headcount:
- Fall 2023: Graduate (if applicable) Headcount:
- 2023 Annual FTE:
  
- Fall 2024: Undergraduate Headcount:
- Fall 2024: Graduate (if applicable) Headcount:
- 2024 Annual FTE:

# OKLAHOMA STATE UNIVERSITY (OSU)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

#### College Arts and Sciences (CAS)

Student retention and degree progression remain academic priorities within CAS. Senior college leadership frequently discuss strategies for improving retention and progression including scholarship funding for economically disadvantaged students, course enrollment management to address bottlenecks, efforts to upgrade and improve academic facilities and instructional technologies, and methods to improve the quality and effectiveness of instruction and student advising. The CAS dean's office has developed a dashboard useful for making strategic decisions aimed at improving retention and student progression.

CAS is supporting new online and Tulsa initiatives in BA/BS Sociology, BS Psychology, and BA History, and will have the first intake in fall 2022 for the Professional Science Masters (PSM) in Geology. In response to student demand the options available have been increased in the Department of Music to include a BM in Jazz Performance, a BA in Music Composition and a Multiple Woodwinds option to the master's in Music. Similarly, in Theatre several new initiatives were approved including BFA Acting, BFA Music Theatre, a major and minor in BA theatre, a Dance Minor, and a major and minor in Arts Administration. In both the online and face to face modalities CAS is working closely the Department of Psychology to support their extraordinary growth in majors.

CAS is also prioritizing better integration across the breadth of disciplines that it embraces. This is evidenced by two successful cluster hire programs underway, one in Pandemic Studies and one with a focus on Diversity, Equity, and Inclusion. In doing so the strengths of the individual departments to produce innovative teaching and research-focused outcomes are leveraged.

#### College of Education and Human Sciences (CEHS)

The first pressing academic priority for CEHS is to develop a strategic plan. As a newly formed college, it is essential that the pathway is set for the future through a collaborative, transparent, and informative process. This document will guide the future and set the tone for CEHS over the next 3 – 5 years. Faculty, staff, students, alums, and donors will be engaged in the process. This first year of the college was spent developing an approach for the strategic planning process. A kickoff event for the process will be in fall 2022 where Dr. Kevin Kushamiro, the consultant, will lead faculty and staff through exercises designed to lay a foundation for the strategic planning process. Items of interest will be naming the moment, clarifying the intervention, and exploring the utility of key frameworks to advance the work. A small group of administrators, faculty, and select groups of students, and alums will be brought together to develop an overall plan and framework consisting of timelines, logistics, instruments, and end deliverables. The consultant and planning group will collect data from stakeholders both internal and external to CEHS and OSU through SWOT-H analysis, interviews, surveys, and focus groups. Data will be analyzed early in spring 2023 and a 3-5-page report will be submitted to the dean for review. The planning committee will gather feedback from faculty, staff, students, and stakeholders by mid spring 2023. In late spring 2023, the dean will finalize an implementation chart with the goal of implementation starting fall 2023.

The second academic priority for CEHS is to continue to increase enrollment in the online and face-to-face undergraduate and graduate programs. While growth has occurred in several of the academic programs at both levels and the diversity of students within those programs has increased, there is still room for improvement. The following activities will be completed to address this: 1) conduct an equity audit, spring 2022/fall 2022; 2) revise the recruitment and retention plan, summer 2022; 3) examine the effectiveness of the current retention initiatives and make changes

as needed, summer 2022/fall 2022; 4) conduct a capacity study to determine the optimal size and arrangement of these programs, given the current resources, fall 2022; and 5) bring together an ad hoc committee to explore how the online students and their faculty can be better supported, spring 2022.

### **College of Engineering, Architecture and Technology (CEAT)**

CEAT's highest overarching academic priorities continue to focus on student and faculty success and increasing the number of highly qualified graduates as related to the needs of industry. Utilizing new permanent funding provided last year related to the "Engineering Initiative", CEAT is striving to increase the number of new students with focused recruiting in Oklahoma and Texas, organize new articulation agreements with Oklahoma community colleges and universities, use programs to stimulate an interest in STEM for K-12 students, and expand scholarships to attract qualified students. Increasing the diversity of students and faculty in CEAT to include more females and underrepresented populations will remain a priority. For current CEAT students, the priority will be on increasing retention, graduation rates, and diversity and inclusion initiatives. CEAT will also focus on increasing the number of graduate students enrolled as well as MS and PhD graduates in the multiple schools. CEAT will be adding new strategic faculty lines in areas that are most needed to support Oklahoma's strategic needs and economic growth, while continuing to invest in infrastructure to support increased enrollment and student opportunities.

### **Ferguson College of Agriculture (FCA)**

A main academic priority of FCA is to strengthen student learning and academic success with an emphasis on first generation college students. FCA plans to reestablish and increase student engagement in co-curricular and extra-curricular experiential learning opportunities to enhance future career success. FCA continues to evaluate student success across the curriculum to identify courses where significant opportunity gaps exist. The FCA teaching and advising workshops and faculty peer coaching programs will encourage faculty use of inclusive and experiential course pedagogy to strengthen student learning. Expansion of student peer tutoring and other academic support collaborations to meet student needs is ongoing. FCA invests in college and department resources to better reengage students in experiential learning opportunities including department and college-level undergraduate research programs, additional honors add-on courses, service-learning connections, student employment and internship programs, leadership development programs, professional conference participation, and student organization activities.

Another academic priority of FCA is to increase enrollment in undergraduate and graduate programs where capacity is available to address industry needs and student demand. Potential growth programs include horticulture, landscape architecture, plant and soil sciences, food science, biochemistry and molecular biology, entomology, international agriculture, environmental science, biosystems engineering, agricultural systems technology, forestry, and agricultural leadership. Targeted growth goals will be incorporated into FCA's recruitment plan and a data-driven approach to design, implement and assess marketing, communication, and scholarship strategies supporting these goals will be used. Where opportunity exists, the number of FCA degree programs approved for inclusion in the Academic Common Market (ACM) will increase.

A more purposeful approach to attracting and supporting transfer students is part of this priority. FCA will continue work with departments to update and expand course alignment and related transfer guides with Oklahoma's 2-year institutions. FCA perpetually strives to identify and build stronger relationships with feeder institutions outside of Oklahoma.

Graduate program strategies include development of 3+2 and 4+1 undergraduate to graduate degree agreements both within FCA and across campus. As appropriate, additional formalized agreements with international institutions, such as dual degree and bridge programs, will be pursued.

A third academic priority of FCA is to update and maintain facilities and equipment needed to support high-quality instruction. This priority includes: 1) renovate biosystems teaching space to support the newly approved agricultural systems technology major, 2) identify and renovate teaching laboratory space to support animal science courses, and

3) review current animal and plant facilities used in instruction to determine critical needs and opportunities for program efficiency.

### **Spears School of Business (SSB)**

Academic priorities in SSB include improved learner performance by addressing issues of under-performance, reducing DFW and academic-alert rates, and identifying academically at-risk learners early. Initiatives in this area include: 1) undertake a pre-business admission process which will require that undergraduate learners complete several core classes and earn a GPA threshold before full admittance to business majors; 2) provide pre-business academic support and programming early to academically underachieving students in pre-business majors; and 3) create the Department of Business Administration to offer a highly flexible, personalized business degree.

Another academic priority is to increase learner knowledge of technology and analytics throughout SSB. Initiatives in this area include: 1) add a required business analytics course for undergraduate majors, 2) begin development of a BS in Data Analytics for Stillwater and Tulsa campuses, 3) revisit technology courses in the undergraduate core to optimize learner knowledge and retention, 4) encourage each discipline to ensure appropriate integration of technology in their upper-division courses and in their graduate programs, and 5) ensure that faculty technology training is up-to-date.

An additional academic priority is to oversee the launch of three new centers/institutes to magnify the social impact of SSB. These centers/institutes include The Center for Financial Health and Wellness that will address the problem of financial illiteracy and students graduating with excessive student loans and credit card debt and The Institute for Predictive Medicine, a unit of the Center for Health Systems Innovation, that is a collaboration of OSU-CHS and SSB. The objectives of the institute are: 1) expand OSU's research capacity in data science and artificial intelligence (AI), 2) further develop predictive medicine technologies, 3) develop text-mining technologies to process medical documents, 4) provide data and analytic support for medical studies, 5) contribute to the invention and commercialization of AI health workers, and 6) develop workforce training in health data science and AI. The third, The Spears Center for Social and Business Impact, will bring together the departments within the college for a coordinated effort to impact businesses and society by combining research power with "data for good" efforts.

### **School of Global Studies and Partnerships (SGSP)**

An academic priority for SGSP is to develop the curriculum for the Global Development and Leadership program, as well as to begin to put into place the promotion and tenure procedures. The tenure and promotion document needs to be finalized and a tenure review process developed to accomplish this. This is a challenge for a small college and will depend on accessing faculty in other departments who are affiliated with SGSP.

Other academic priorities for SGSP that continue from last year, include a faculty-led study abroad initiative in which Global Studies faculty make available at least three short-term study abroad trips for students in spring/summer 2023. These programs will greatly expand study abroad opportunities from students across OSU and will create programs that expose students to regions and nations that are not normally available. There was one study-abroad trip scheduled this year and possible three by next year. Other priorities from last year include continuing the successful career coaching speaker series and revising the international studies minor.

### **Center for Health Sciences (OSU-CHS)**

OSU-CHS is prioritizing the employability of its graduates, collaborating academically with OSU-Tulsa and Stillwater campuses, and enhancing diversity, equity, and inclusion (DEI) efforts in the campus community. To address employment needs of graduates, the graduate programs office recently deployed a professional development arm to better prepare students for the workforce. To address collaborations, conversations with campus leaders to help enhance undergraduate pathways toward advanced graduate and medical education are ongoing. To address DEI efforts, all campus units are partnering with the recently created Office of DEI, which includes an assistant dean and coordinator, for ongoing programming, recruitment, and retention efforts of faculty, staff, and students.

### **Graduate College (GradC)**

GradC's main academic priority is to support interdisciplinary graduate programs: Public Health (master's degree, MPH), Environmental Science (master's, doctoral and professional science master's, PSM, degrees) and Interdisciplinary Studies (master's degree). These programs are a high priority because they fill a need for degree programs not found elsewhere. The Interdisciplinary Studies degree is fully customizable, allowing for the stacking of graduate certificates. The MPH degree is offered across the graduate system campuses and intersects with the DO and DVM programs. The Environmental Science research-based degree programs collaborates with the colleges of agriculture, business, engineering, and education. The Environmental Science PSM degree is a distinct program on the OSU Tulsa campus.

### **College of Veterinary Medicine (CVM)**

The most pressing academic priorities for CVM are to hire faculty with specialization and to increase space for clinical service and research. These are high priorities and critical needs for the college to grow with the veterinary medical profession in the training of practice ready veterinarians and advance research in one health. An increase in state appropriation for these positions was submitted to the OK Regents for Higher Education in the Budget Needs Survey for FY 22, 23 and 24. CVM is working with OSU administration on strategies to increase space.

### **NEW Academic Programs:**

#### **College Arts and Sciences (CAS)**

CAS will propose several new degrees and certificates. The Department of Geography will propose a Professional Science Master's in Geographic Information Systems, as well as a non-thesis MS in Geography. The Department of Integrative Biology will propose a BS in Biology in Tulsa. The Interdisciplinary Program in Religious Studies will propose a Certificate in Biblical Studies and a Certificate in Religious Diversity and Interfaith Dialogue for the Stillwater campus. The Department of Art, Graphic Design, and Art History will propose a BA in Art Education. The Department of Physics will propose a Graduate Certificate Program in Quantum Information Science. The Department of Computer Science will propose a BS in Applied Computing. The Interdisciplinary Program in Africana Studies will propose a Graduate Certificate in Africana Studies.

#### **College of Education and Human Sciences (CEHS)**

CEHS proposes to develop a 4-year BS in Nursing (BSN) program on both the Tulsa and Stillwater campuses. There is a significant need for more nurses in Oklahoma as the Oklahoma Nurses Association reported a critical nursing shortage in 2021. Current nursing schools within the state do not have the capacity to increase enrollment to help fill the gap. A BSN program at OSU Stillwater and Tulsa would address the shortage in surrounding counties. Nursing is a resource heavy program with the requirement for clinical supervisors for clinical rotations and a Sim Lab. Potentially an additional academic advisor to support the large influx of students that would choose OSU for their BSN may be needed. However, OSU currently receives hundreds of inquiries from prospective students about a BSN and it is worth the investment.

An online option for the BS in Secondary Education is under discussion. There is a potential market for the degree, but the resource needs and online course availability are being investigated. Also, under discussion is forming a BS in Fashion Production from the option under the BS in Design Housing and Merchandising. The prospective students discuss having a difficult time finding majors in their interest area because they are embedded within the Design, Housing, and Merchandising umbrella. Discussions continue about offering an Applied Exercise Science option in Sport and Tactical Training and an MS in Social Work. Also, a graduate certificate in Sport and Tactical Training and undergraduate and graduate certificates in digital design are being explored.

#### **College of Engineering, Architecture and Technology (CEAT)**

CEAT is considering reactivating the MS in Environmental Engineering. CEAT plans to soon submit for approval a minor in Architectural Studies: Architecture & Sustainability and possibilities about a minor in Nuclear Engineering are being discussed.

### **Ferguson College of Agriculture (FCA)**

FCA is considering undergraduate and graduate certificates in various specialized areas of study, including food safety, extension education, agricultural leadership, agritourism, ag systems management, sustainable ag production, urban horticulture, regenerative horticultural production, precision agriculture management, biosecurity and bioforensics applications in agriculture and the environment, environmental science, plant protection, pest management, biotechnology, and data science in agriculture. The Department of Agricultural Education, Communications and Leadership may develop a graduate certificate program to support professional licensure of alternately certified teachers. Most certificate programs will not require additional faculty resources.

Multiple departments in FCA are examining undergraduate and/or graduate dual degree and transfer degree opportunities with international institutions located in China, Mexico, Ethiopia, and with other strategic partners. At the graduate level, FCA departments are considering 3+2 and 4+1 programs, both within similar disciplinary areas such as agribusiness, biochemistry and molecular biology, biosystems engineering, environmental science, entomology, and across programs and institutions. For example, opportunities include connections from entomology to OSU-CHS forensic science, horticulture to environmental science or international agriculture, and environmental science to international agriculture.

The Department of Natural Resource, Ecology and Management may develop a wildlife management degree or certificate program to focus more on management and less on basic ecology. Industry partners and government agencies, such as the Oklahoma Department of Wildlife Conservation and the U.S. Department of Agriculture Animal and Plant Health Inspection Service, have stated they need more graduates who have greater capacity to conduct field activities and understand the practical aspects of wildlife management

### **Spears School of Business (SSB)**

There are many degrees, options, minors, and certificates in varying states of discussion, development, approvals, or completion in SSB. The collaborative efforts include 1) BS in Data Analytics with options in specific business disciplines; 2) a collaboration between Hospitality and Tourism Management and Finance on a Property and Real Estate Management Certificate; 3) a collaboration of the School of Accounting and the Department of Management Science and Information Systems on a joint five-year degree that combines Accounting and Data Science; 4) a college-wide collaboration on a development of a Doctor of Business Administration degree; 5) a collaboration of Management, Marketing, Management Science & Information Systems, and potentially other colleges on undergraduate and graduate Supply Chain certificates; 6) a collaboration involving Management Science and Information Systems and the Institute for Predictive Medicine for options or certificates in technopreneurship or predictive medicine; and 7) a graduate certificate in leadership.

The School of Accounting is considering 1) an undergraduate certificate such as Accounting for Corporate Decision Making, 2) a post-baccalaureate certificate focused on learners who do not have an accounting degree but would like to sit for the CPA exam, 3) a new track in the MS program based on current course offerings, and 4) offering the BSBA in Accounting at OSU-Tulsa.

The Department of Finance is considering 1) an undergraduate Finance and Investment Banking certificate; 2) a Certified Financial Planner track; 3) a replacement of the undergraduate Commercial Bank Management option with two new options, such as a Financial Analyst option and/or an Investment Banking option; and 4) a degree plan for risk management.

The School of Hospitality and Tourism Management is considering 1) an Event Management minor, 2) a Hospitality Business Management minor, 3) a Travel and Tourism Management Certificate, and 4) a Beverage Management option.

The School of Marketing and International Business is considering a certificate in International Business.

**School of Global Studies and Partnerships (SGSP)**

The SGSP plans to revise the international studies minor for undergraduates by requiring a core course in Global Studies.

**Center for Health Sciences (OSU-CHS)**

OSU-CHS is committed to enhancing existing degree programs as well as successfully launching new programs currently under review by OSRHE. Recently approved programs included a Doctor of Healthcare Administration (DHA), a graduate certificate in Healthcare Compliance, and an interdisciplinary Graduate Certificate in Neuroscience, which is a collaborative effort among the Stillwater, Tulsa, and CHS campuses to advance the goals of OSU’s Brain Initiative. The Doctor of Forensic Sciences (DFS) proposed in 2020 is currently pending approval at the Oklahoma State Regents for Higher Education. Other discussions include CHS helping fill gaps in undergraduate curriculum by providing practical experiences for students moving up through health-related programs from TCC and OSU-Tulsa. OSU-CHS is currently engaged in the planning of collaborative nursing programs with Langston University as well as the other campuses within the OSU/A&M System. Other programs under discussion and planning include graduate degree programs in Medical Sciences, Interdisciplinary Health and Medical Sciences, Indigenous & Rural Health, Medical and Bioinformatics, Criminology, Health Related Clinical Research, Doctorate in Physical Therapy, and a Professional Doctoral Degree in Athletic Training.

**Graduate College (GradC)**

GradC supports the formation of dual degree programs across the disciplinary colleges, such as a dual MBA-MS HCA or a 4+1 ECE BS-MSEng. The Language Support for Multilingual Instructors program is under continued development beyond the current International Teaching Assistant exam. GradC partnered with the Department of English and Institute for Teaching and Learning Excellence (ITLE) to hire Dr. Nathan Horton, the current ITA Program Director, into a Teaching Assistant Professor position, starting tin the fall 2022.

GradC will continue the content build of the 360o Critical Skills for Career Success microcredential program. Specifically, the leadership pillar in collaboration with the Hargis Leadership Institute will be the focus.

The college is planning on an interdisciplinary One Health graduate certificate and master’s degree in collaboration with many other OSU units, such as the CHS, the CVM, and GradC’s interdisciplinary programs in public health and environmental science. This degree also may be an option under the current Interdisciplinary Studies master’s degree.

**College of Veterinary Medicine (CVM)**

CVM is considering a graduate certificate in Veterinary Medical Sciences.

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**ACADEMIC EFFICIENCIES**

*Current Status*

**College Arts and Sciences (CAS)**

CAS’s Curriculum Committee, which is comprised of faculty and students, is formally tasked with reviewing new programs and curriculum changes. Academic efficiencies are also discussed within the Dean’s Leadership Team (the dean, associate and assistant deans and others), monthly department head meetings, and within the Arts and Sciences Faculty Council that includes representatives from CAS’s 22 academic departments. Academic efficiencies are supported by providing information to departments and programs that facilitate decisions about course offerings including fill data (the ratio of open seats to enrollment capacity) and related information about course demand. This

information is used strategically in decisions to cancel courses, expand capacity, or increase the number of sections offered. The overall goal is to make the best use of teaching resources while serving student needs.

In addition, CAS has focused on the redesign of the high impact introductory course General Biology, BIOL 1114, where separate lecture and lab components (BIOL 1113 and 1111, respectively) were created to better suit the needs of the diverse range of students that this course caters to.

### **College of Education and Human Sciences (CEHS)**

CEHS deleted the MS in Gifted and Talented Education, the BS in Physical Education, and the Master of Arts in Teaching (MAT). These programs have not been successful in growing their enrollments. Enrollment in the BS in Physical Education continued to decline over the past five years and the program was no longer viable. The faculty line for this program was moved from Physical Education to the growing Applied Exercise Science program that has seen explosive growth over the past five years. The MAT has seen declining enrollment over the past five years and was on the low productivity report for two consecutive years. There were many barriers for prospective students to become admitted into the program (e.g. specific prerequisite undergraduate courses, testing requirements, and an option for alternative certification as an easier route). It was not cost-effective to continue offering this program. As an alternative, two graduate certificates were developed, Effective Teaching at the Elementary Level and Effective Teaching at the Secondary Level, to support alternatively certified and emergency certified teachers entering or planning to enter the field of teaching. These programs provide classroom management and pedagogical support for teachers and help to fulfill the education requirement for alternative certification. Oftentimes, decisions for program deletion start as conversations between the associate dean, dean, and department head, typically after a program has shown up on the low productivity report. The department head then talks with program faculty to discuss strategies and opportunities for increasing enrollment. Once the decision is made to delete a program (through a market scan/comparison and discussion with faculty), the deletion is discussed at the department level, college-level, and university level. Once approved, programs are deleted, and resources are reallocated as needed.

### **College of Engineering, Architecture and Technology (CEAT)**

ENDEAVOR provides shared interdisciplinary labs for all CEAT undergraduate students, reducing the footprint needed with a department focused lab concept. ENDEAVOR labs are planned with a high occupancy rate each day. CEAT continues to utilize benchmarking data (SCH/TT faculty, research expenditures, diplomas, etc.) to determine the priority and return on investment for strategic hires, replacement lines, and budgeting priorities.

### **Ferguson College of Agriculture (FCA)**

The landscape architecture degree program has been approved to move from a 5-year degree plan to a 4-year degree plan. This significant curricular change will increase program competitiveness with peer institutions leading to stronger student enrollment and more efficient use of program resources. The OSRHE review of the proposed changes to the animal science major decreasing the current 8 degree options to 4 degree options is forth coming. This program modification will simplify academic advising while still supporting a broad set of student career interests. In both examples, faculty collaborated on the proposed changes and the related redesign of targeted courses in the curriculum.

FCA participates in two distance education consortiums, AG\*IDEA (AECL, AFS, and NREM) and ACCEPtS (HORTLA). FCA faculty provide courses to both OSU and consortium students. In addition, OSU students can take courses offered through the consortium when these courses are not offered by the college due to resource constraints or faculty expertise gaps. Having consortium courses available supports efficient time to degree.

### **Spears School of Business (SSB)**

Admissions into the MS in Entrepreneurship degree have been suspended and replaced by an option in the MBA program. This decision was made by consulting alumni, faculty, program coordinators, department heads, and deans.

The MS-Business Analytics and Data Science degree has been reset and renamed (from MS-Business Analytics) as students in the MS-MIS data science option merge into the program. The administrative structure has been modified to make the degree an interdisciplinary college-level degree with courses offered by faculty from both the School of Marketing and International Business and the Department of Management Science and Information Systems. At the same time, the MS degree in Management Information Systems (MS-MIS) is being evaluated to develop a different focus. Admissions have been suspended to the MS program in Information Assurance so that students with this interest can be folded into an option in the MS-MIS degree program.

### **School of Global Studies and Partnerships (SGSP)**

SGSP is an extremely efficient unit, with only three full-time faculty members, and administrative staff (dean and director) who both have regular teaching assignments. Our new faculty member is subsidized by the IPGS professorship, which allows SGSP to expand the capacity beyond what is ordinarily possible. As an inter-disciplinary program, almost half of the courses are taught by faculty in other departments. In addition, collaboration with other units in the development of study abroad programs allows expansion of study abroad programming to multiple departments on campus. This year, SGSP partnered with the Honors program to expand study abroad programs available.

### **Center for Health Sciences (OSU-CHS)**

One of the greatest academic efficiencies among graduate programs at OSU-CHS includes the elimination of mandatory standardized testing to meet admissions requirements, specifically eliminating the Graduate Record Examination (GRE) requirement from the M.S. and Ph.D. in Biomedical Sciences and the M.S. and Ph.D. in Forensic Sciences. The decision to remove the GRE requirement was made in conjunction with the recommendation of the Graduate College and existing research-based evidence that standardized test score is not an indicator of graduate student success. Since removing the GRE barrier, both applications and admissions have increased exponentially in Forensic Sciences, and hopefully a similar trend will occur in Biomedical Sciences. Another efficiency is the increased use of OSU's Student Satisfaction of Instruction (SSI) surveys for course and instructor evaluations, annual reviews of graduate students by their faculty advisory committees, and early alert systems to proactively help students be successful in their respective programs.

### **Graduate College (GradC)**

GradC's partnership with the Department of English and Institute for Teaching and Learning Excellence (ITLE) to hire Dr. Nathan Horton as a Teaching Assistant Professor for the further development of diversity, equity and inclusion efforts related to intercultural communication demonstrates academic efficiency.

### **College of Veterinary Medicine (CVM)**

Working with CVM's Veterinary Administrative Council with input from faculty the following academic efficiencies were initiated. To address the shortage of clinical faculty in small animal medicine and surgery, and provide the students with clinical training, locums are hired on a temporary basis for two weeks rotations. The locums are board certified clinicians that come from other CVM. Diagnostic imaging faculty are in demand in private practice and challenging to hire in academic veterinary hospitals. The college entered into a contractual agreement with Vet CT a telemedicine company that provides diagnostic imaging service in the hospital and educates students in diagnostic imaging and radiology.

### ***Future Plans***

### **College Arts and Sciences (CAS)**

The CAS Leadership Team is reviewing how departments balance online and face-to-face classes to provide the most efficient and effective curriculum choices for students as they progress through their degree, with an increased emphasis on listening and responding to student interests and needs. CAS plans to change the faculty salary scales for outreach teaching to more closely track student credit hour production, and to optimize class sizes and eliminate under-performing high-cost options.

### **College of Education and Human Sciences (CEHS)**

Using the Strategic Plan as a guide, CEHS will develop a roadmap to determine ways to increase efficiencies while eliminating duplication within the academic programs, both at the undergraduate and graduate levels. Part of this roadmap will include a curriculum audit designed to refresh the curriculum to align with current and future trends in industry and to look for ways to partner together to develop innovative learning experiences for the students.

### **College of Engineering, Architecture and Technology (CEAT)**

CEAT considers the modality of teaching as equal (classroom/on-line/blended) in workload assignments. Utilizing lessons learned in online and blended learning related to the COVID-19 pandemic, CEAT will increase the utilization of effective pedagogy (virtual/online/blended) for future course delivery. CEAT will continue to increase the practice of allowing more 4000-level courses to be used across disciplines as interdisciplinary technical electives.

### **Ferguson College of Agriculture (FCA)**

Multiple graduate programs in FCA are evaluating curriculum and degree programs as part of department leadership transitions. In addition to ensuring program relevancy, programs are identifying opportunities for teaching collaboration and determining appropriate cross-listing of courses serving more than one department. Time to degree data will also be reviewed within the context of each degree program to identify academic efficiency opportunities.

With new faculty joining programs and as current faculty examine lessons learned during the pandemic, departments and the college are reassessing teaching modalities, teaching loads, academic advising training and support, expanded teaching facilities, and course schedules to address student learning outcomes and program needs more efficiently.

### **Spears School of Business (SSB)**

Each of the three new centers/institutes that are being launched represent collaborations of multiple departments. The Center for Financial Health and Wellness will involve Finance, Accounting, and other interested departments. The Institute for Predictive Medicine is part of an existing collaboration (CHSI) between the SSB and OSU-CHS. This institute will utilize faculty and support from SSB academic departments. Finally, the Spears Center for Social and Business Impact will be focused on creating collaborations between SSB departments in data-for-good efforts.

At the graduate level, SSB is working with academic departments to encourage sharing of courses at the doctoral level, particularly in research design and methods. Additionally, the plan is to review demand for various MBA options and faculty availability and propose reducing the number of options for the MBA program. When the demand is expected to be strong, the plan is to propose other graduate certificates that could be offered in support of various graduate programs, not just the MBA.

### **School of Global Studies and Partnerships (SGSP)**

SGSP will focus on growing the MS program this year to a maximum of 60 using the same level of resources, which will require an efficient use of those resources. It is anticipated that faculty-led study abroad trips will bring additional revenue to SGSP.

### **Center for Health Sciences (OSU-CHS)**

OSU-CHS is focusing on enhancing partnerships and collaborations with external organizations to advance research and education. New scholarship opportunities are being developed for community partners at the City of Tulsa and Tulsa Police Department. The construction of the North Academic Building will provide space for the Oklahoma Medical Examiner Eastern Division, which could also enhance academic partnerships with students on campus.

### **College of Veterinary Medicine (CVM)**

An academic efficiency in CVM is to re-structure the service and 4th year veterinary student education model. This process is necessary to align these activities with current student needs and contemporary medical education practices, as well as increasing service availability to a broader group within the state and region. This includes developing a

network of satellite practices in the state which would be the site for a portion of the primary care instruction of veterinary students, while the current teaching hospital (VTH) would remain in service for referral of more advanced cases, and student and House Officer training. Major renovation, or ideally replacement, of the current VTH remains a pressing need. Satellite practices will be developed through OSU ownership or by forming partnerships with existing privately-owned facilities. Embedded OSU faculty would provide service and student instruction within these satellites. It is envisioned that these satellites to be in more populous urban centers of the state, as well as in underserved and rural regions as part of the planned “Center for Rural Veterinary Medicine.”

Expansion of CVM’s involvement and participation in Shelter Medicine is proposed as a mechanism to provide critical service to the state, as well as a fruitful training ground for the final year students.

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## **TECHNOLOGY**

### ***Current Status***

#### **Oklahoma State University (OSU)**

During the past year, OSU Information Technology (IT) upgraded several solutions needed to support the university’s adjustable learning approach imposed by the rapidly changing factors associated with the COVID-19 pandemic. This included improvements to telecommunications infrastructure, remote classroom and collaboration tools, and information security systems. IT directly supported the OSU’s teaching efforts by implementing improvements to the Banner Enterprise Resource system, enhancing integration between Banner and the Canvas Learning Management System, and upgrading the DegreeWorks degree audit system. IT assisted the university’s research initiatives with administrative efforts associated with data management and the Research Information Security Enclave (RISE) system.

IT also facilitated the university’s outreach and service programs by expanding the Canvas catalog for outreach and extension classes, facilitating Tulsa College Park student access to OSU resources, and providing IT solutions for Afghan refugees.

Current audio-visual technology is in a state of progression on campus. The university continues to design and implement the most modern technology equipped classrooms in both departmental and general university classroom spaces. These standards include high-definition video, wireless presentation, and improved remote management and access. All classrooms have cameras and microphones that support hiflex and hybrid course delivery. Classroom technology is upgraded on a 5-year schedule. ITLE provides user support to instructors. In-person and virtual training is provided throughout the year as well as having resources available on the website instructors can access at their convenience.

#### **College Arts and Sciences (CAS)**

Instructors in CAS have reaped one important benefit from the extended period instruction affected by Covid, which is to become much more fluent in different delivery modalities. This includes face-to-face, as well as synchronous and asynchronous online methods as well as hybrid course options. In some cases, online options have proved superior to traditional methods, and CAS remains committed to exploring flexibility in teaching modes to maximize student engagement and learning.

Online options have also increased the penetration into new markets, including the greater Tulsa area and out of state. Online courses can be used to supplement and extend traditional degree programs and can add the flexibility needed for students returning from the workforce or transitioning from other learning institutions. CAS is focused on areas such as applied computer programming, health training, and psychology.

### **College of Education and Human Sciences (CEHS)**

The CEHS Technology office is planning to facilitate the creation of a student led focus group concerning the ongoing utility of general use computer labs in the college. Specifically, feedback will be gathered from the student body that will help guide how to configure the general lab spaces to best serve the needs of the students. In addition, the office has been documenting ongoing issues and requests that are generated from faculty concerning the teaching spaces for which CEHS is responsible. New technology is being identified to meet the ongoing instructional needs and address weaknesses that were brought to light during COVID when the pivot to hybrid or remote learning was made. Identifying technology that can make these transitions easier will help ensure that future needs will be responded to in a more robust and efficient manner. A teleprompter computer cart was created that can be moved into large spaces, such as Jorns & Great Hall, that allows the event's physical host/presenter to see their PowerPoint notes as well as see the faces of the people virtually attending the event. Finally, work will continue to build out the virtual desktop environment. These systems were key during COVID to allow students access to software when remote learning was in effect. Moving forward these tools will be utilized to further safeguard the availability of computing resources for students, faculty, or staff who need them while in the office on campus.

The departments/schools in CEHS continue to innovate and implement new technologies. For example, the Design, Housing, and Merchandising Department continues to expand the technology in the Mixed Reality Immersive Design Laboratory and Textile Science Laboratory. The School of Teaching, Learning and Educational Sciences implements avatar technology (Mursion) to help better prepare future teachers for classroom management and parent interactions. They are also integrating a new technology (GoReact) that enables faculty and supervisors to provide feedback on teaching/therapy sessions. Kinesiology, Applied Health, and Recreation has many high-tech pieces of equipment in the Neurophysiology Lab that measures items such as motor unit activation, cerebral cortex functioning, muscle cross-section area, balance, torque, and bone density.

The School of Educational Foundations, Leadership, and Aviation utilize a tabletop sized device that simulates the complexities in the supply chain to manufacture a modern commercial airliner and recently integrated an advanced flight simulator that will help professional pilot students progress through their flight training. Educational Leadership faculty utilize the ECHO platform to work with administrators across the state to problem solve issues within their schools. Using Zoom and other conferencing platforms, the mental health and educational needs of both students and community members were met. Lastly, Human Development and Family Sciences will purchase new equipment to support the work of the Center for Family Services.

### **College of Engineering, Architecture and Technology (CEAT)**

ENDEAVOR provides CEAT with a state of the art and one of a kind hands-on interdisciplinary lab and entrepreneurial center for connecting faculty and students with the innovative use of technology. ENDEAVOR is managed and works synergistically with industry and the CEAT North Campus Lab facilities to provide students with outstanding project and entrepreneurial capabilities with fabrication, prototyping, and hands-on learning. CEAT requires all students to purchase a laptop as a freshman and CEAT provides a wireless computing and design platform for the entire college.

### **Ferguson College of Agriculture (FCA)**

FCA faculty have incorporated more online resources, including some materials and decision tools originally developed for Extension audiences, to enhance student learning in both in-person and online modalities. Current industry technology such as drones in upper-level GIS and wildlife lab courses, 3-D rendering software in landscape architecture courses, and the robotic milker in dairy science courses and undergraduate research has increased in use. The Department of Agricultural Education, Communications and Leadership continues to use SWIVL units for laboratory presentations, intern supervision, and graduate student defense presentations.

### **Spears School of Business (SSB)**

The School of Accounting has added labs to two undergraduate accounting courses so that students will have hands-on experience learning to apply current technology in accounting contexts. The Department of Finance is utilizing Bloomberg, Capital IQ, and Python/R in its courses and research. The School of Hospitality and Tourism

Management has installed a point-of-sale system for Planet Orange Café and Taylors. This system is being used as a teaching tool for students in Restaurant Operations and Culinary courses. They are also using CVENT event-planning software. The Riata Center is using an innovative software platform called Startup Tree to help run programs and connect students with each other and potential advisors/mentors.

The School of Marketing and International Business (SMIB) is using data collection tools (Qualtrics) and analysis tools (SPSS and Tableau) in its research courses. The SMIB is also using TEAMMATES for classroom management and has also created an online application for tracking attendance, keeping an online leaderboard to show team competitive standing, and for distributing and uploading course-related files. For both teaching and research purposes, they are also leveraging tools like SONA, Mturk, Prolific and Qualtrics for data collection and tools such as SAS, SPSS, and JMP for data analysis. The school also utilizes eye-tracking software to support research.

All Spears academic departments are taking advantage of many facets of Canvas as a learning platform. In the last year, faculty, staff, and administrators have learned to use virtual meeting platforms like Zoom and Microsoft Teams extensively to teach, collaborate on projects, hold meetings and office hours, and bring in guest speakers.

In collaboration with Eastin Center, SSB is exploring employing a technical solution to track, incentivize, and reward participation in professional development activities for graduate as well as undergraduate students.

#### **School of Global Studies and Partnerships (SGSP)**

SGSP will leverage what was learned during COVID to continue to reach students off-campus with some hybrid courses, particularly students in the FEMP program, who are mostly located out-of-state.

#### **Center for Health Sciences (OSU-CHS)**

OSU-CHS opened the new Cherokee Nation campus in Tahlequah in fall 2020 where synchronous educational technology to deliver curricular content between the Tahlequah and CHS in Tulsa campuses was successfully implemented. A research productivity site (<https://scholars.okstate.edu>) is available to both the campus community and public to showcase research productivity among faculty and students. Over the past year, graduate faculty have demonstrated increased knowledge of the robust mechanisms within the Canvas course delivery platform, which allows for increased engagement of students.

#### **Graduate College (GradC)**

The Graduate Student Success center (GSSC) offers multipurpose spaces for conferences, workshops, meetings, including in-person and distance technology capabilities and supports graduate students and faculty with tailored programming.

#### **College of Veterinary Medicine (CVM)**

CVM uses ExamSoft an assessment software for on-campus and remote programs. It allows educators to efficiently create, administer, grade, and analyze assessments to improve student performance, simplify curriculum management and design, streamline accreditation reviews, and more. CVM also uses ezyVet global veterinary software that is used in the teaching hospital to manage Primary Care, Emergency, Specialty Medicine to improve workflows, make informed business decisions and reducing admin time through automation. The Oklahoma Animal Disease Diagnostic Lab has developed an automated system for sending reportable disease information to the Oklahoma Department of Agriculture Food and Forestry.

#### ***Future Plans***

#### **Oklahoma State University (OSU)**

During the next year, IT will seek methods to improve its service management practices. In addition to administrative improvements, IT will review service management platform solutions for potential use by all university departments.

This transformational project will lead to more effective and efficient delivery of enterprise services that are used to execute the university's strategic mission.

IT will also begin initial deployment of solutions needed to achieve a zero-trust network architecture, as described in recent federal and industry publications. These improvements will strengthen security for all digital services and protect assets necessary to accomplish teaching, research, and extension endeavors. Collaboration with representatives from numerous colleges and departments is ongoing to determine appropriate requirements and recommendations for solutions related to this project. Technology solutions under review for this project include a Network Authentication Control (NAC) system and a new Identify and Access Management system.

The Institute for Teaching and Learning Excellence works with constituent groups on campus to identify their needs. In particular, the ITLE Advisory Council, which is comprised of representatives from each of the academic units, meets annually to review ITLE's efforts and identify plans. In addition, a classroom committee was created that includes ITLE, Academic Affairs, and Facilities Management. The committee works together to identify classroom projects that include physical renovations and technology updates. Through these processes, classroom technologies are updated, and training programs are developed to facilitate faculty adoption of new teaching models and supportive technologies.

### **College Arts and Sciences (CAS)**

CAS continued the teaching focused approach to the use of the Student Technology Fee funds, and, in addition to the computer lab support that remains a priority, several biology departments have modernized undergraduate laboratories with digital microscopes and image sharing and editing capabilities. Innovative labs incorporating authentic research experiences are being pioneered in the Department of Chemistry, and equipment that allows students to experience real world production values is being used in the departments of Theatre, Music, and Media and Strategic Communications.

### **College of Education and Human Sciences (CEHS)**

The Department of Nutritional Sciences (NSCI) plans to integrate Prism GraphPad Software for classroom and research purposes. The NSCI Department also has plans to purchase Veggie Meters, a device which uses an innovative reflection spectroscopy approach to objectively and non-invasively measure a biomarker of fruit and vegetable consumption in the skin, for use in the Principles of Human Nutrition course. The Department of Design, Housing, and Merchandising will integrate fabric air permeability testing equipment into their coursework and research.

### **College of Engineering, Architecture and Technology (CEAT)**

CEAT will continue to invest in new technologies for ENDEAVOR and North Campus Labs to enhance student learning and entrepreneurial opportunities. Specifically, CEAT is enhancing circuit board printing, 3D additive and subtractive manufacturing, simulation systems for power grids, and robotics/automation labs. Additionally, CEAT will launch more blended courses utilizing technology to additional more time for direct faculty/student interaction. The renovation of Engineering South will include a 200-seat Chickasaw STEM auditorium and a new Zink Center for Competitive Innovation that will help CEAT students develop leadership, resiliency, communication, and professional skills utilizing the latest technology and methods.

### **Ferguson College of Agriculture (FCA)**

The focus across FCA departments is to update curriculum to include equipment, software, and other tools used by industry. For example, in the agricultural systems technology program (AST), new software (Automation Studio) and equipment are being purchased to support precision ag instruction. Modular teaching components will also be created and developed to offer efficient and cost-effective hands-on teaching tools in support of AST.

Programs in plant and soil science, landscape architecture, and biosystems engineering are exploring the use of virtual reality applications and immersive technology applications. Students in biochemistry and molecular biology will

soon learn how to analyze data generated by the Illumina miniseq DNA sequencer data for an applied class experience. In environmental science, new water and air sampling equipment will further strengthen the opportunities for students to learn and apply analytical techniques to meet the needs of future employers. In entomology and plant pathology, faculty will continue to utilize new digital diagnostics to help students identify key pests and pathogens utilizing online resources to complement the in-person courses. In natural resource ecology and management, the department is adding ecological statistics and ecological modeling components to various graduate level courses, developing a stand-alone wildlife techniques lab section that will utilize state-of-the-art GIS based wildlife tracking equipment, and creating a rangeland measurements course with lab that will feature updated rangeland measuring techniques. In animal science, the department hopes to hire a new faculty member who will provide students with experience in Embryo Transfer and more specifically in In Vitro Fertilization (IVF) technologies.

### **Spears School of Business (SSB)**

The School of Accounting will be offering a one-hour capstone type course whereby students will use appropriate technology to solve accounting-related problems. They are also modifying a current course to enhance focus on new accounting-related technologies. The Department of Finance is planning more data extraction and analysis and technology-learning capabilities for its courses. They are also exploring expanded use of an analytics portal called Shiny Server. The School of Hospitality and Tourism Management is planning to integrate more simulation software. SSB and the Department of Management Science and Information Systems are exploring how to introduce cloud computing to students across various programs in a cost-effective manner.

### **School of Global Studies and Partnerships (SGSP)**

SGSP plans to update their computer lab to provide statistical software for student use and training.

### **Center for Health Sciences (OSU-CHS)**

OSU-CHS, like many institutions, have discovered the efficiency of online meetings, presentations, and other events through platforms such as Microsoft Teams, Zoom, and Skype for Business. While there are more opportunities for in-person meetings, the intension is to continue to engage with partners and students from around the world with the meeting technologies.

### **College of Veterinary Medicine (CVM)**

To improve faculty and staff efficiency in managing curricular and student information, and accreditation reports, CVM will implement a new Curriculum Management System called Leo in spring 2022. This System is designed to address the uniqueness of the entire medical educational program centralized in one platform that the current LMS alone cannot address without the use of multiple other systems. It was developed at Duke School of Medicine and has been available to health science programs since 2011. While Leo is designed to provide a single platform from which to run and manage the entire educational program, it must be implemented along with a thoughtful personnel infrastructure to support faculty and staff efforts. The Office of Curriculum and Educational Support (OCES) has been created for the centralized management of curriculum delivery, instructional design, course level assessment, evaluations, faculty development, and more. The mission of OCES is to support faculty efforts daily, to create efficiencies in the related processes, and to give time back to faculty to teach, research, and for clinical practice.

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### *Current Status*

#### **a. Open Educational Resources (OER)**

The OSU Libraries OpenOKState OER program supports collaboration among OSU faculty, instructors, administrators, and students working to increase access to meaningful learning opportunities. The goals of this program include:

- Assessing and documenting the impact of textbook costs for students
- Assessing and documenting the impact of textbook costs for faculty and instructors
- Facilitating cultural changes in understanding regarding OER, including awareness of support regarding OER adoption and information regarding OER and classroom efficacy
- Promoting a broader culture of OER adoption in the state of Oklahoma

The OSU Library has continued its commitment to affordable education and innovative teaching by expanding the resources dedicated to supporting faculty and instructors in the adoption, modification, and creation of open educational resources (OER). In addition to a full time OER Librarian and full time OER GRA, the program is supported as needed by student interns, the Instructional Design and Online Learning, Scholarly Services, Digital Humanities, and First-Year Experience Librarians, continuing to provide opportunities to connect OER with faculty and students.

### **b. Professional Development**

The Institute for Teaching and Learning Excellence (ITLE) offered more than 200 professional development opportunities for faculty, instructors and GTAs during the 2021-2022 academic year. While much of the programming continues to focus on supporting online and hybrid teaching to respond to ongoing pandemic course delivery shifts, a range of topics and events is still provided. Monthly workshops, 6-week programs, and weekly e-newsletters were used to provide teaching-focused programs for the Stillwater, Tulsa and CHS campuses. Teaching support staff provided individualized teaching coaching services to over 200 faculty and instructors. These coaching services included pre- and post- conferences, teaching observations, and feedback sessions. The e-newsletter, Teaching Tuesday, which provides teaching information and resources, was sent to all faculty, instructors, and GTAs each week.

The Fall and Spring GTA Conference on Teaching, which were shifted to a flipped online format, were well attended. Select faculty and ITLE staff created videos for attendees to watch prior to the conference, then facilitated discussion on application of their topics.

ITLE also developed and implemented a semester-long Inclusive Teaching program. It was piloted in fall 2021 and offered in spring 2022. The program was developed as part of the DEI Taskforce recommendations.

### **c. Delivery System/Platform**

The Canvas learning management system that was fully implemented Summer 2019 has been a critical tool in the shift to hybrid and online courses. In person and online trainings were provided for faculty, instructors, and graduate teaching assistants to help them learn the new system. More than 100 short video tutorials with accompanying pdfs were to help learn the many features of Canvas. A Canvas webpage was created with tutorial videos to assist students learning the system as well.

### ***Future Plans***

ITLE has developed a plan for scaling up the Inclusive Teaching program. It will identify key faculty across the campus who will serve as Inclusive Teaching fellows. They will co-teach an Inclusive Teaching semester with an ITLE Teaching and Learning Specialist and then will serve as head-instructor the next semester with a new Inclusive Teaching fellow as co-teacher. With this plan, a cadre of Inclusive Teaching experts can be strategically developed while the Inclusive Teaching curriculum is provided across the campus.

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## LEARNING SITE ACTIVITY REPORT

### *Number of Courses*

Hybrid/Blended courses (Upper division): 1,151  
Hybrid/Blended courses (Lower division): 272  
Total Hybrid/Blended courses: 1,423  
Total Hybrid/Blended Enrollment: 28,559  
Online courses (Upper division): 2,250  
Online courses (Lower division): 1,220  
Total Online courses: 3,470  
Total Online Enrollment: 98,221

### *How Sites are Meeting Needs*

The Learning Site allows videoconferencing services for course access to citizens who cannot attend class on campus, such as delivery of teacher education courses broadcast to multiple sites at technology centers and courses for provisionally certified teachers working towards standard certification. Video conferencing is also available for use by other Oklahoma agencies to conduct statewide meetings, interviews, and other business.

OSU online graduate programs work in collaboration with business and industry via advisory groups, regular site visits, and other interactions to identify skills and knowledge necessary for students and to develop professional experiences for students within related agencies, laboratories, or organizations. This allows OSU graduate programs to be responsive to business and industry changes.

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## ENROLLMENT PROJECTIONS

### **OSU and OSU-Tulsa**

- Fall 2022: OSU Undergraduate Headcount: 18,562
- Fall 2022: OSU Graduate/Professional (if applicable) Headcount: 2,709
- 2022 OSU Annual FTE: 21,965
  
- Fall 2023: OSU Undergraduate Headcount: 18,653
- Fall 2023: OSU Graduate/Professional (if applicable) Headcount: 2,723
- 2023 OSU Annual FTE: 22,074
  
- Fall 2024: OSU Undergraduate Headcount: 18,744
- Fall 2024: OSU Graduate/Professional (if applicable) Headcount: 2,737
- 2024 OSU Annual FTE: 22,182

### **OSU-Center for Health Sciences**

- Fall 2022: OSU-CHS Graduate (if applicable) Headcount: 1,522
- 2022 OSU-CHS Annual FTE: 1,931
  
- Fall 2023: OSU-CHS Graduate/Professional (if applicable) Headcount: 1,685
- 2023 OSU-CHS Annual FTE: 2,021

- Fall 2024: OSU-CHS Graduate/Professional (if applicable) Headcount: 1745
  - 2024 OSU-CHS Annual FTE: 2,112
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**UNIVERSITY OF OKLAHOMA**  
**(OU)**  
*2022-2023 Academic Plan*

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**ACADEMIC PRIORITIES**

- Approval and Implementation of the Polytechnical Institution, school and programs, in Tulsa
- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We continue to see efficiency and effectiveness from the implementation on a CRM and centralizing recruitment.
- We will continue an intense focus on undergraduate retention and graduation rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students, 2) increasing the coordination of undergraduate academic advising across campus, and 3) enhancing course offerings during summer session.
- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and Graduation and Persistence Services.
- We will continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors.
- We continue to collect mid-semester grades at the end of the eighth week of the Fall and Spring semesters in order to help students and advisors understand how the students are performing academically. Grades are required of instructors to submit for students in all 1000 level courses, but grading is available in the system for all courses. The following week, University College and other academic advisement/coaching units are provided with a list of students and their mid-semester grades. Appropriate contact and interventions follow.
- We will continue to support undergraduate retention and graduate rates by providing data from the student systems to provide early detection of at risk students and weekly meeting to analysis students that may be in trouble academically or financially or have indicated an intent to leave.
- The University has reached out to Community Colleges to create MOUs to enhance transfer student experience and to increase the number of degree articulation agreements.
- Graduation and Persistence Services collaborates with units across campus to bring financial, belonging, and academic resources to support students in persistence and graduation.
- OU Online is expanding online professional graduate programs with an aggressive growth plan.
- OU Online is implementing degree completion initiative to assist students who have left higher education in the past.
- Academic Affairs will continue to expand opportunities for internships, undergraduate research, community engagement, and study abroad as part of Pillar 2 of the Lead On Strategic Plan

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**ACADEMIC EFFICIENCIES**

*Current Status*

- The Director of Academic Assessment continues to develop initiatives aimed at promoting assessment of student learning at course, program and institutional levels. The Director meets frequently with individual faculty members as well as members of curriculum/assessment committees in various departments to discuss strategies for enhancing assessment of student learning. Further, the Director conducts workshops for faculty intended to improve assessment at both course and program levels. This year, the Office of Academic Assessment has planned a series of Program Assessment Forums for all Assessment Liaisons, Chairs and Directors to promote institution-wide dialogue regarding assessment of student learning.

- Colleges continue to enlarge course sections (when the classroom size will allow) or increase course sections (when an qualified instructor can be identified and funding is available) to meet student demand for courses. Scheduled courses with low enrollment are canceled and faculty re-deployed to teach in areas of need with academic units. Colleges are expanding summer offerings to meet student need.
- Students are continuing to be urged to take 15 hours a semester. The Flat rate tuition plan incentivizes them to do so. In addition, including the Winter and Spring Sessions into the Fall and Spring terms has had a positive effect in students completing 15 or more hours for the main terms. We are reviewing closely changes in student patterns of enrollment during this first year of flat rate tuition.
- We have implemented a variety of utilities efficiencies.
- All new classroom projectors will be laser based, dramatically lowering maintenance cost and increasing uptime.
- Analysis of General Education course offerings is being used to help increase the offerings for courses to meet demand to decrease time to graduation and to eliminate under enrolled courses in other categories.
- Strategic Enrollment Committee analysis the student enrollment needs and course offerings to ensure that course are available to allow student to progress and to minimize under-enrolled courses.

***Future Plans***

- Establishment of the Polytechnical Institute at OU Tulsa to meet the workforce demands in Oklahoma.
- Implementation of the Lead On Strategic Plan to strategically increase research and instructional capacity in areas of high need and State impact.
- We continue to identify strategic research initiatives across the Norman, OKC, and Tulsa campuses that have a high probably of expanding our research grants and contracts, broadening our portfolio of federal agencies from which we receive funding, and provide research development support and services to increase research funding capacity and competitiveness. We will continue to aggressively recruit faculty who will complement those research areas targeted as strategic.
- Within the Center for Faculty Excellence and Office of Academic Assessment, we will focus on helping instructional faculty and GTAs improve and assessment learning outcomes in their courses and to utilize best practices for using learning technology.
- We will adopt more required employee training and reporting into on-line modules that make more efficient use of employee time.
- We will track more closely STEM freshmen as they enter OU and monitor their retention at OU and their retention within STEM majors at OU.
- We will track first-generation students to enhance their persistence and graduation to meet the needs of the State as first-generation demographics grow over the next few years.

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**TECHNOLOGY**

***Current Status***

- Technology in the classroom – Continue to update and refresh technology in the classroom to enable new standards and decrease costs, such as USB C connectivity and implementation of Zoom integrated active learning classrooms.
- Broadband access across campus – we continue investing in Wi-Fi access throughout the academic year to enable broader, more robust coverage across campus.
- Research Computing – The initiatives to provide research faculty, staff and students with required technology and high performance computing (HPC) support are on-going. Our now functional, data storage array provides OU and researchers throughout the state with vastly increased storage (400 TB) of usable disk and 4 petabytes of tape capacity.
- The Graduate College has released a new Graduate Student Data Dashboard: <http://ou.edu/gradcollege/about/grad-dashboard>.

- OU implemented a new pre- and post-award proposal/grants management system, developed by Cayuse, that enables fully electronic routing of proposals. A dashboard system is being developed for faculty and administrators to download a variety of data to track progress and for other purposes (e.g., peer comparisons, tenure and promotion packages).
- A shared access repository (SHARE-OK), based upon D-Space, has been implemented for open access publications and data sets.
- We continue to monitor our emergency communication systems and we have refined the use of technology to keep OU employees and students as safe as possible.
- OU IT continues to deploy and support several cloud tools for content and collaboration for teaching and learning, including Canvas, Qualtrics, Lynda.com, Adobe Creative Cloud, Zoom and Office 365.
- We support faculty and students through our Service Desk and social media and offer self-help articles through our extensive knowledgebase. Additionally, we staff learning spaces support technicians that are available to dispatch to classrooms to support faculty at any time.
- There is continued progress in transforming into digital documents and associated document workflows.
- OU IT recommended and provided data integration support for the implementation of Salesforce relationship management software to help engage the student retention cohort. Salesforce played a significant part in helping achieve freshmen student retention goals.
- Data service delivery is a critical service that assists the campus in continuing to achieve academic excellence through data analytics.

***Future Plans***

- OU-IT will begin a campus wide implementation of a CRM system to replace the assorted systems that have been used. This should reduce cost, improve collaboration, and allow for an improved student experience.
- Implementation of a new degree audit system to improve degree clearance and better identify students that need assistance to graduate on time.
- The OU-IT staff and all academic units will continue to work collaboratively to plan for the needs for the future academic environment.
- OU-IT working with the VPRP will monitor when the data storage system needs to be expanded; data are growing at an exponential rate.
- OU IT will continue to explore the capabilities of Artificial Intelligence and its capabilities in enhancing the academic experience at OU.
- Research will continue in investigating the capabilities of virtual labs, which are academic labs that use cloud-based technologies to provide storage and compute capabilities on-demand to faculty.
- Internal Audit conducted an audit of all research-related information technology (IT) on the Norman campus as a means for ensuring that resources are deployed in the most effective manner possible. Several recommendations were made regarding improving researcher awareness of resources, and one written recommendation was made regarding stewardship of controlled but unclassified information (CUI).

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**ONLINE LEARNING ACTIVITIES/INITIATIVES**

***Current Status***

**a. Open Educational Resources (OER)**

OU Libraries and the Provost Office continues to encourage the use of OER materials to lower course materials cost for students and to provide curriculum flexibility for Faculty. There are grants to support development of materials and support through library staff.

**b. Professional Development**

The Center for Faculty Excellence and the Office of Digital Learning provide professional development on pedagogy and online education for all faculty. The College of Arts and Sciences and the College of Professional and Continuing Studies for their faculty and programs.

**c. Delivery System/Platform**

OU IT continues to deploy and support several cloud tools for content and collaboration for teaching and learning, including Canvas, Qualtrics, Lynda.com, Adobe Creative Cloud, Zoom and Office 365.

*Future Plans*

- OU Online will be providing high quality professional programs online using best practices and innovative online learning environments.
- Implementation of new degree audit system to improve degree clearance process and help proactively identify course enrollment demands.

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**LEARNING SITE ACTIVITY REPORT**

*Number of Courses*

No information provided

*How Sites are Meeting Needs*

No information provided

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**ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 21,374
  - Fall 2022: Graduate (if applicable) Headcount: 5,902
  - 2022 Annual FTE: 23,757
  
  - Fall 2023: Undergraduate Headcount: 21,587
  - Fall 2023: Graduate (if applicable) Headcount: 5,961
  - 2023 Annual FTE: 23,994
  
  - Fall 2024: Undergraduate Headcount: 21,803
  - Fall 2024: Graduate (if applicable) Headcount: 6,021
  - 2024 Annual FTE: 24,235
- .....

**CAMERON UNIVERSITY**  
**(CU)**  
*2022-2023 Academic Plan*

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## **ACADEMIC PRIORITIES**

CU plans the following activities in support of institutional priorities:

New degree, certificate, or program options:

- Investigate the need and demand for possible certificate programs:
  - Certificate in Desktop Broadcasting
  - Certificate in Esports Broadcasting
  - Certificate in Esports Management
  - Certificate in Esports Media
  - Certificate program in Graphic Design
  - Certificate program in Language Competency
  - Certificate program in Media Production
  - Superintendent Certificate

Embedded certificate programs:

- Investigate the need and demand for possible embedded certificate programs:
  - Certificate in Radiologic Technology (embedded in the AAS in Radiologic Technology)
- Investigate the need and demand for possible program options:
  - M.Ed. in Education Option in English
  - M.Ed. in Education Option in History
  - M.Ed. in School Counseling
- Investigate the need and demand for possible minors:
  - Minor in Desktop Broadcasting
  - Minor in Esports Broadcasting
  - Minor in Esports Media
- Investigate the need and demand for possible Associate (AAS, AS, AA) programs:
  - AAS in Physical Therapist Assistant
  - AS or AAS in Agriculture
  - AS or AAS in Biology
  - AS or AAS in Environmental Science
  - AS or AAS in General Science
  - AA in Applied and Computational Mathematics
  - AA in Education
  - AA in Esports Media
  - AA in Fine Arts or in Liberal Arts
  - AA in History
  - AA in Art

- AA in Music
- AA in Professional Writing
- AA in Spanish
- Investigate the need and demand for possible Bachelor's programs:
  - BA in Applied and Computational Mathematics
  - BS in Engineering Physics
  - BS in Engineering Technology
  - BS in Healthcare with options in Health Information Management, Healthcare Administration/Management, Medical Records, Health Professions
- Request online delivery approval for the following programs:
  - BS in IDS electronic delivery
  - BS in Sociology electronic delivery

Programmatic changes:

- Pursue delivery options for courses and programs including flex, blended, hybrid and online

Priorities:

- Continue to pursue 2+2 articulation agreements
- Concurrent enrollment at Lawton Public Schools' Life Ready Center and area schools
- Review all degree plans to ensure course requirements are transparent
- Develop additional courses online that meet Quality Matters standards

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## ACADEMIC EFFICIENCIES

*Current Status*

Efficiencies:

- Continue existing partnership with Rogers State University to offer our Elementary Education and Social Studies Education degree programs on their campus.
- Continue existing partnership with Great Plains Technology Center to offer Respiratory Care and Radiologic Technology programs.
- Collaborate with USAO and WOSC to share services and programs.
- Reduce the number of small classes by revising course rotations.
- The following program changes were approved this year:
  - English (BA) – Program requirement changes and option deletions
  - English Education (BA) – Program requirement changes
  - Mathematics (BA) – Course requirement change
  - Organizational Leadership (BS) – Course requirement change
- The following programs have submitted program requirement changes which are currently pending State Regents' approval:
  - Psychology (BS) – (electronic delivery)
  - Educational Leadership (MS) – (electronic delivery)
  - Education (M.Ed.) – (electronic delivery)

How plans are developed and needs are determined:

- External constituencies are actively consulted for university strategic planning and for regional collaborative opportunities.
- Academic program advisory committees meet regularly to review curriculum, internships, and career opportunities.
- The University President serves on the board of local area economic development foundations and on the Great Plains Technology Center Institutional Advisory Committee. He also has a seat on the Lawton-Fort Sill Chamber of Commerce.
- The Vice President for Academic Affairs serves on the Board at Southwestern Medical Center.
- The Vice President for University Advancement and the Director of the Center for Emerging Technology and Entrepreneurial Studies are actively engaged with the southwest Oklahoma business and military community.
- The CU-Duncan Director serves on the board of the Duncan Chamber of Commerce in Stephens County and is a member of Council of Oklahoma Extended Campus Administrators. The CU-Duncan Academic Advisor serves on the Advisory Board for the local technology center. Members of the CU-Duncan Advisory Board represent a variety of area employers and provide input on education and workforce needs from the employer perspective.
- The Dean of Graduate and Professional Studies is a board member on the Lawton Community Foundation and the Oklahoma Foundation for Excellence.
- The Dean of Graduate and Professional Studies attends Superintendents’ and Principals’ meetings to learn about concurrent and teacher preparation needs (Emergency Certification, Alternative Certification, etc.)

***Future Plans***

- Continue process of certifying courses in Quality Matters as the university standard for online development and delivery.
- Continue to develop faculty expertise in Quality Matters course design through participation in the OSRHE statewide Quality Matters Higher Education System Subscription, OKQM.
- Request online delivery approval for the following programs:
  - BS in IDS electronic delivery
  - BS in Sociology electronic delivery
- Request several new embedded certificate programs.
- Request several new micro-credentials.
- Internal plans are developed through the Program Quality Improvement Review process, the 5-year Program Review process and by regular review of department and program productivity of graduates, student credit hours, and meeting regional employment needs.
- External input is received through academic advisory boards.
- Proposed Articulation Agreement with Western Oklahoma State to enable students to earn BS in Chemistry (Health Professions option) in four years.
- Develop articulation agreement from AS in Liberal Arts from WOSC to BA in English or English Education.

How plans are developed:

- Internal plans are developed through the Program Quality Improvement process, the Program Review process and by regular review of department and program productivity of graduates, student credit hours, and meeting regional employment needs.
- External input is received through the strategic planning process, the campus master planning process, academic advisory boards, and through CU faculty and staff participation on government, industry, and educational boards.

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**TECHNOLOGY**

***Current Status***

### Student Support Services:

- ITS has added after hours helpdesk support during high impact times. This includes the beginning of the term, during midterms and during finals.
- The electronic transcripts implementation is complete and students are utilizing the service through the National Student Clearinghouse to successfully request and receive official electronic copies of their academic transcript.

### Classroom Uses of Technology:

- 85% of rooms on campus have Zoom capability, computer instructional stations and presentation capabilities.
- The AppXtender (BIS) archiving system upgrade has been completed. Academic departments and units attended training for scanning and searching capabilities in the new system.
- The COGNOS reporting upgrade has been completed. Testing and training were conducted and the system is working correctly.
- In the wake of the pandemic, faculty have increased use and mastery of tools for remote delivery of instruction. Many have developed some proficiency in the use of tools such as Panopto, Zoom, Google Docs, and YouTube and deploy these in courses as needed.
- More courses have been developed for online delivery, particularly in Agriculture and Mathematics. All newly developed courses are developed to the QM standard.

### Other:

- We use EAB's Navigate as our student success software.
- We use Campus Labs to administer our course evaluations online.
- We use Tableau Online, Tableau Public and Tableau Prep to share data with constituents as appropriate.
- We use Veera Predict (formerly called Rapid Insight) to do predictive analytics.
- We use Veera Construct to create reports.
- We use WEAVE to manage the assessment process and to manage credentials.
- We use Qualtrics Professional Survey software for various purposes.
- We are integrating BIS scanning systems into our administrative processes and are increasing the use of these technologies.
- We continue to increase the number of courses certified by Quality Matters.
- We use SilkRoad's WingSpan for employee performance evaluation.
- We use Coursera for employee professional development.

### ***Future Plans***

Cameron University technology changes and plans for the year include:

- Future classrooms will be focused on automation of services including programmed activities and AI tools to enable instructors to be more efficient. Included will be AR/VR capabilities.
- Adobe Sign is currently in the beginning phase as we prepare for product implementation.
- Preparations are underway to determine a successful method of creating a platform that will encompass an experiential portfolio for students. With the increase of micro-credentials on campus, this will provide an effective and efficient way for students to obtain a single document that provides all non-course related credentials earned.

- Degree Works and Banner Student upgrades will be coming in the near future. These upgrades are critical to the operation of both systems and could greatly impact student records. Once implemented, the Registrar’s Office will provide training documentation and hands-on training for faculty.
- We are currently undertaking a review of library technology including our integrated library system (ILS), our cataloging software, and a possible discovery layer. The librarians have identified a possible target ILS and have begun to allow faculty to review the interface. Review will be expanded to additional faculty, staff, and students. We have also recently purchased some usage consolidation software that will allow us to better track usage of our electronic resources in order to ensure that they are aligned with patron needs.

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### *Current Status*

#### **a. Open Educational Resources (OER)**

ENGL 0113, ENGL 1113, ENGL 1213, FNAR 1013, HIST 1483, HIST 1493, MATH 1513, PHYS 1115, PHYS 1215, PS 1113, and UNIV 1113 all use OER. These courses include the courses most commonly taken by concurrent students.

#### **b. Professional Development**

Online and Zoom training for adjuncts is available. The Office of Teaching and Learning has made available the Magna Publications 20 Minute Mentor database, which includes multiple faculty development videos focused on online learning.

The Office of Distance Learning provided faculty development to all academic departments to ensure faculty proficiency in course delivery and student assessment. Topics included Blackboard (Course Creation, Ultra Navigation, and communication methods within the LMS), Assessment Tools (Respondus Lockdown Browser/Monitor and Blackboard Exam Options), and the numerous delivery enhancement options using Zoom and Panopto.

As an OKQM institution, our faculty have completed various levels of QM professional development (14 courses) at a reduced cost and our Distance Learning Coordinator contributes expertise as a facilitator for these statewide OKQM courses.

#### **c. Delivery System/Platform**

Cameron utilizes Blackboard Learn and Ellucian’s Degree Works application.

Cameron uses Zoom and Zoom Whiteboard. The Office of Distance Learning provided faculty development to all departments on Zoom meetings and various features including Whiteboard.

Cameron uses Quality Matters as the standard for online delivery and have appropriately trained staff and faculty to enable the use of QM Subscriber Managed Reviews. QM Subscriber Managed Reviews are more economical and in addition, they continually enhance the expertise of faculty review team members.

### *Future Plans*

The university will continue discussions in the physical and life sciences to encourage the expanded use of OER in those areas.

We will continue faculty training in the new Blackboard system, and the new Zoom options. We will continue to explore the possibility of offering the Agribusiness track in Agriculture and AHS degree as online programs.

Continue to offer trainings for faculty to improve their pedagogy in regards to distance learning.

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## LEARNING SITE ACTIVITY REPORT

### Number of Courses

	AY 2021-2022							
	Lower Division		Upper Division		Graduate		Total	
	# of courses	SCH	# of courses	SCH	# of courses	SCH	# of courses	SCH
Hybrid Total	17	1,062	38	1,593	21	945	76	3,600
ITV Total	72	1,079	56	480	7	45	135	1,604
Online Total	245	19,255	179	10,508	54	2,315	478	32,078
Zoom Total	96	4,281	54	2,728	7	15	157	7,024
<b>Total</b>	<b>430</b>	<b>25,677</b>	<b>327</b>	<b>15,309</b>	<b>89</b>	<b>3,320</b>	<b>846</b>	<b>44,306</b>

*Note: Hybrid courses do not include the Hybrid MBA courses, which are included in the Graduate Online courses.*

### How Sites are Meeting Needs

- The Radiologic Technology and Respiratory Care programs are Cameron Associate’s degrees offered in cooperation with GPTC.
- Labs are available at CU-Duncan to meet the needs for health care providers at Duncan Regional Hospital.
- The AVP participates regularly in Chamber of Commerce events and programs including a community leadership development program. The Duncan campus hosts several Chamber sponsored events to attract and acquaint business leaders with their local campus.
- The University and Duncan’s Economic Development Foundation work collaboratively on projects and initiatives to support both employers and a growing workforce.
- A CU-Duncan Advisory Board is another excellent source for determining employment needs in the community and providing employers current information on the educated workforce forthcoming. Members of this board represent numerous and diverse businesses and industries in a multi-county area.
- Duncan area employers have the opportunity to post employment positions on the University’s College Central Network.
- The Duncan campus’s course offerings, delivery formats, and available degree programs are determined based upon student data (major, classification, age range, proximity to campus, and directed requests).

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## ENROLLMENT PROJECTIONS

- Fall 2022: Undergraduate Headcount: 3316
- Fall 2022: Graduate (if applicable) Headcount: 343
- 2022 Annual FTE: 2922

- Fall 2023: Undergraduate Headcount: 3316
  - Fall 2023: Graduate (if applicable) Headcount: 343
  - 2023 Annual FTE: 2922
  
  - Fall 2024: Undergraduate Headcount: 3316
  - Fall 2024: Graduate (if applicable) Headcount: 343
  - 2024 Annual FTE: 2922
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# EAST CENTRAL UNIVERSITY (ECU)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

- A) *Goal 1:* East Central University will achieve academic excellence through innovative programming, outstanding faculty, continual assessment, a flexible learning environment, and community engagement.
- We currently offer the following at the undergraduate level: BS in Psychology - Behavioral Health, BA in Criminal Justice Policy; BA in Human Services Counseling with concentrations in Counseling and Aging; BA in Interdisciplinary Studies; BS in Kinesiology; RN to BSN. We also offer Masters of Education degrees in Educational Leadership, Instructional Design and Technology, Sports Administration, an undergraduate Counseling concentration, and Library Media along with a Masters Degree in Water Resource Policy and Management, a Masters Degree in Criminal Justice Administration and a Masters in Management. In addition, we offer a School Superintendent Certificate. Wiley has provided us with market research to help us think about which programs would be successful.
  - New Learning Outcomes and framework have passed Academic Committee and will be implemented AY23-24.
- B) *Goal 2:* East Central University will foster student success through comprehensive enrollment management.
- Continued participation in the PACE project to get a better understanding of what is working for underrepresented populations and develop programing to better meet their needs. After data collection, 25 high-enrollment gateway courses were identified. ENG 1113, PS 1113, and MATH 1513 were selected for closer study, and redesigns of those courses will be piloted in 2021 with the goal of reducing DFWI rates.
  - An Enrollment Management Committee continues to develop plans to improve recruitment, retention, and onboarding of new students.
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### ACADEMIC EFFICIENCIES

#### *Current Status*

- The Cartography program Human Development, Hospitality, & Food Science (HHFS), Services to the Deaf, and MSHR in Human Resources programs are being taught-out.
- Four faculty positions have been eliminated; four positions were shifted to departments with higher need.
- Ellucian implementation is nearly complete.

#### *Future Plans*

- Consolidated ECU's Nursing Program. Faculty and resources on the Ada Campus will increase the size of the incoming cohort of approximately 80 to approximately 100 students.
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### TECHNOLOGY

#### *Current Status*

- 158 classrooms upgraded with the latest instructional technology, including all necessary items to support remote leaning.
- Faculty desktop computers were replaced with new laptop computers and docking stations.

*Future Plans*

- Developing computer replacement policy for academic computer labs

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

*Current Status*

**a. Open Educational Resources (OER)**

- Librarians began working with faculty to find and create OERs FA19.
- FA19: created OER LibGuide & trained librarians
- FA20: ran the OER Retention Project with 20+ faculty
- Faculty reflections & development of lifelong learning competency instrument for testing effectiveness of OER (IMLS Grant – beta tested 2021-2022; full test FA22)
- OERs researched/found:
  - a. FA19: 93
  - b. SP20: 147
  - c. SU20: 32
  - d. FA20: 76
  - e. SP21: 9
  - f. FA21: 4
  - g. SP22: 2
- 1694 total OER LibGuide views a.
  - a. AY19-20: 292
  - b. AY20-21: 925
  - c. AY21-22: 477

**b. Professional Development**

- Workshops on online teaching, backwards course design, and on-demand support for instructional technology and course design provided along with Quality Matters training, Blackboard training, and Gardner Teaching & Learning Academy

**c. Delivery System/Platform**

- Blackboard (SaaS)

*Future Plans*

- a. Expand series of workshops on academic integrity through course design.
- b. Continue to offer professional development for existing faculty interests.

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## **LEARNING SITE ACTIVITY REPORT**

*Number of Courses*

No information provided.

***How Sites are Meeting Needs***

No information provided.

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**ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 2700
  - Fall 2022: Graduate (if applicable) Headcount: 650
  - 2022 Annual FTE: 2700
  
  - Fall 2023: Undergraduate Headcount: 2700
  - Fall 2023: Graduate (if applicable) Headcount: 650
  - 2023 Annual FTE: 2700
  - 
  - Fall 2024: Undergraduate Headcount: 2700
  - Fall 2024: Graduate (if applicable) Headcount: 650
  - 2024 Annual FTE: 2700
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**LANGSTON UNIVERSITY**  
**(LU)**  
*2022-2023 Academic Plan*

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**ACADEMIC PRIORITIES**

School of Agriculture and Applied Sciences

Academic programs, priorities include the following: (1) Improve student retention and graduation rate; (2) Reduce financial burden for students by offering more scholarships and other financial support; (3) Increase enrollment in the School of Agriculture and Applied Sciences (SAAS) (4) Strengthen mentorship program to support all SAAS students, especially first- and second-year students. Many of the priorities will be accomplished with successful externally funded competitive grants. For e.g., a \$1.0 million per year grant to support students for four-year scholarships: This is funded by the USDA and will support large numbers of scholarships in SAAS.

Priorities for the SAAS research program include increasing student research activities and competence as well as encourage greater participation in research symposia; and student experiential learning and exposure to USDA research facilities such as ARS (Agriculture Research Services, Rural Development, NRCS); We further endeavor to ensure that students are engaging in the kinds of research that will make them career as well as prepared for modern and innovative careers.

School of Arts and Sciences

The top priority of the School of Arts and Sciences (SAS) continues to be the achievement of students' academic excellence so that they can have access to high-level job opportunities, advanced education, and professional degrees, and become successful professionals. School personnel consider it a priority to help our students secure summer research experiences that enhance their skills and burnish their resume. The recruitment, retention, and graduation of deserving students and the development and honing of their critical thinking and problem-solving skills in the core competencies of mathematics, science, engineering technology, social sciences, communication, music, and English are also our top academic priority. There is a critical need to provide a focused approach to improve critical thinking, problem solving, and reading comprehension skills as early as possible in students' college experience, especially in introductory courses.

The need for these skills in STEM and non-STEM industries has been noted in Oklahoma and throughout the nation to answer the need in technologically driven global markets. Data from our one of our test preparedness courses indicate that we need to place more emphasis on the development of these skills to better prepare our students to compete for jobs that demand them. The Department of Technology will continue the process of reviewing and rewriting all course learning outcomes and program goals to meet the requirements for future ABET and ATMAE accreditation. We have developed teaching and learning techniques that assists students' learning of the analytical process of problem solving. These techniques merge technology, tested learning principles, and performance measurements in a way that enables students to improve problem solving and learning skills.

School of Business

The priority for the School of Business is curriculum assessment and innovation through the increased involvement of multi-stakeholder groups. As important is the need to focus on assessment methods and models. To facilitate this, new assessment plans for each degree program will be developed, and faculty will reengage our relationship with

Peregrine Academic Services to better capture, understand, and implement changes relative to relevant data points and assessment information.

Another priority for the School of Business is the development of a cyber and homeland security program emphasis. The school is exploring the creation of an interdisciplinary curriculum in which students can learn the latest cyber and homeland security information and strategies that can address the needs of the military, intelligence, emergency management, public safety and cyber and homeland security leaders. The curriculum will be in line with industry standards and U.S. Department of Homeland Security (DHS) policies as directed by the President of the United States.

### School of Education and Behavioral Sciences

The Department of Education and Professional Programs (EPP) is engaged in preparation for the Council for the Accreditation of Educator Preparation/Oklahoma (CAEP) and Office of Educational Quality and Accountability (OEQA) Fall 2023 site visit. This preparation involves all stakeholders, including local community members, faculty, public school teachers and administrators, and students.

The Department of Health, Physical Education and Recreation (HPER) is currently developing a program modification request to continue to represent best practices in the field(s), align with Complete College America recommendations, and revise course numbering system for a more cohesive program. This includes segmentation into tracks (e.g., education, health, recreation) with a core set of courses along with career pathways.

The Department of Psychology submitted a program modification request to the Oklahoma Agricultural and Mechanical Board of Regents, with approval in 2022. This modification updates course content and provides flexibility for students and faculty. The department's review also included mission, vision, objectives and dispositions in alignment with the American Psychological Association's undergraduate learning outcomes and goals.

The Department of Rehabilitation and Disability Studies' (DRDS) graduate program's accreditation oversight transitioned from the Council on Rehabilitation Education (CORE) to the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In order to directly align our Rehabilitation Counseling Program (RCP) offerings with CACREP standards, our program received approval to increase the number of core program completion hours from 48 credit hours to 60 credit hours. Whereas the department offers an undergraduate program in Rehabilitation Services whose academic curriculum is influenced by CACREP standards so that its course offerings are consistent with the mission and objectives of the department, a key priority for the DRDS for the 2022-2023 is to submit a request for University' approval of the Rehabilitation Services Program's program modification(s). Currently, the RSP's program hourly requirements do not align with the graduate program in our department, nor is the RSP's curriculum consistent with its graduate program's standards of accreditation. As such, the DRDS will submit a formal program modification request during the 2022-2023 academic year.

### School of Nursing and Health Professions

The online RN-BSN program option approval and offering are priorities for Langston University School of Nursing (LUSoN). The Oklahoma Board of Nursing approved the RN-BSN program option of in spring 2020; however, the online version of this program is a priority for many reasons. This program option is designed for registered nurses (RN's) who have an Associate Degree in Nursing and want to earn a bachelor's degree in Nursing (BSN). With the online version of the RN-BSN program, Registered Nurses can take courses from any location on their own schedule, thereby graduating to fill a community need for baccalaureate-prepared nurses, including medically underserved communities. Nurses who earn a BSN can further their education and become nurse practitioners, nurse anesthetists, and clinical nurse specialist. Clearly, there is a need. This option is financially sound with a large student enrollment potential. Hospitals, community colleges that graduate associate-degree nurses, and associate-degree RNs themselves have made multiple verbal inquiries about the program. The RN-BSN online degree completion option includes

courses that emphasize theoretical concepts, professional issues, community/public health, research, and leadership and management. This degree option will strengthen the nursing program and better prepare associate-degree registered nurses to practice holistically as BSNs. The RN-BSN option is pending approval by the Oklahoma State Regents for Higher Education. The LUSoN will begin the process of developing the curriculum for certifications in nursing informatics and minority health and health equity. Plans are to seek LU Academic Policies and Curriculum and Oklahoma Regents for Higher Education approval in fall 2022 and spring 2023.

The Public Health program's curriculum modification has been approved with the goal of increasing student enrollment. In addition to the curriculum modification, the program plans to implement the following to support increased enrollment. Public Health faculty will begin assisting in teaching a Personal and Social Development course in the fall of 2022, introducing incoming freshmen to both the department's faculty and public health as a major. The course faculty has developed a curriculum revision and will present the revision to the LU Academic Policies and Curriculum Committee fall 2022. Additionally, faculty will continue to work more closely with the academic advisors in the University College and encourage them to enroll sophomores in the Introduction to Public Health course. Academic advisors/coaches will continue to be provided copies of the academic degree maps to students who have undecided majors and those interested in Public Health as a major.

The Healthcare Administration Curriculum modification was presented to the Academic Policies and Curriculum (APC) Committee Fall 2021. The modification is intended to align the program with other approved HCA programs throughout the country, making graduates more attractive to future employers nationwide. One program priority is to increase enrollment by 25%. To achieve this goal, Public Health faculty will begin assisting in teaching a Personal and Social Development course in the fall of 2022, introducing incoming freshmen to both the department's faculty and public health as a major. The course faculty has developed a curriculum revision and will present the revision to the LU Academic Policies and Curriculum Committee fall 2022.

Additionally, faculty will continue to work more closely with the academic advisors in the University College and encourage them to enroll sophomores in the Introduction to Public Health course. Academic advisors/coaches will continue to be provided copies of the academic degree maps to students who have undecided majors and those interested in Public Health as a major.

### School of Physical Therapy

The 2022-2023 academic priority for the School of Physical Therapy was to have at least an 80% graduation rate and 85% license exam pass rate in the Doctor of Physical Therapy program as required by the program's accrediting agency. The program will offer supplemental instruction, tutoring services, and a practice license exam.

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## **ACADEMIC EFFICIENCIES**

### *Current Status*

#### School of Agriculture and Applied Sciences

Teaching faculty have splits appointments where they teach courses in SAAS and conduct research and extension activities, simultaneously. A new staff member has been hired to, among other duties, support student success programs. This includes student recruitment, retention, internships, and related activities. SAAS faculty members teach courses in the SAAS and share their expertise in teaching courses in the School of Arts and Sciences.

Teaching faculty are involved with community service activities and outreach engagements.

While SAAS students' tuition scholarships cannot be supported by research and extension funds, students are able to earn income by participating in research and cooperative extension project conducted in SAAS by research and extension staff. This program will continue and grow over time.

### School of Arts and Sciences

The key to solving academic efficiencies problems is retention and graduation. The School of Arts and Sciences (SAS) has been instrumental in program and course review and redesign of each program in the school. We have redesigned several programs in the Department of Social Sciences and Technology. The SAS continues to lead the university in implementing components of the Complete College America Agenda by creating successful co requisite courses in mathematics, English, and now Physical Science.

To augment research opportunities for Langston University (LU) science students, the Department of Chemistry and Biology both were instrumental in facilitating a Memorandum of Understanding ("MOU") between the Oklahoma Medical Research Foundation (OMRF) and Langston University. LU students work in OMRF laboratories on individual projects under the guidance of an of OMRF scientific mentors for at least 8 weeks over the summer. Scholars attend weekly seminars and give formal scientific presentations outlining the finding of their projects. Six LU scholars participated in summer 2021. Additionally, six LU scholars are participating in summer 2022.

Faculty sharing/collaborations are continued in the following areas Biology and Agriculture, Biology and Physical Sciences, Mathematics and Technology, Mathematics and Physical Sciences, Technology and Agriculture, English and Humanities, and English and History.

Faculty continue research collaborations at Oklahoma State University, Kansas State University, the Lawrence Berkeley National Laboratory, Iowa State University, the University of North Texas, the OK- Department of Transportation, the U.S. Naval Research Center, and NASA.

Faculty continue partnerships with Department of Corrections Federal Transfer Center, Oklahoma City Police Department, Cimarron Correctional Facility, Oklahoma Juvenile Bureau, and the Oklahoma Halfway House. These partnerships allow for student visits, student internships, guest speakers, and potential careers after graduation.

### School of Education and Behavioral Sciences

The Education Preparation Program (EPP) Department initiated a Student Research program in the Spring 2022 semester. This program pays Teacher Education majors, with faculty supervision, to engage in research activities. The purpose is to enhance reading, professional and writing skills. These skills are known to increase the likelihood of success in the OSAT (Oklahoma Subject Area Tests) and PPAT assessment requirements for candidates.

In order to directly align our Rehabilitation Counseling Program (RCP) offerings with CACREP standards, our program received approval to increase the number of core program completion hours from 48 credit hours to 60 credit hours. The newly modified 60-credit hour curriculum took effect in August 2021. As a demonstration of efficiency, the modified course design received pre-approval status by the Oklahoma State Board of Behavioral Health. This means that students who complete the Master of Science Degree in Rehabilitation Counseling will automatically meet the minimum requirements to qualify for state licensure as a Licensed Professional Counselor (LPC) in Oklahoma. This attainment reaffirms the department's commitment to its mission, which is to train qualified personnel to provide quality rehabilitation and mental health services to persons with disabilities and to engage in ongoing research, information dissemination and service to enhance the quality of life for persons with disabilities.

### School of Nursing and Health Professions

All School of Nursing and Health Professions (SoNHP) majors complete pre-requisite courses taught by university faculty. Public Health and Healthcare Administration majors also take major courses taught by nursing, public health, and business faculty. Beginning in fall of 2021, public health and healthcare administration students have taken common courses that apply to both majors. The Healthcare Administration curriculum modification has been approved by the LU Academic Policies and Curriculum Committee and will be submitted for approval to the Oklahoma State Regents for Higher Education in fall 2022. The revision is needed to strengthen program offerings.

In order for nursing and health professions majors to complete their clinical and internship experiences, the SoNHP has entered into affiliation agreements with various agencies: acute care facilities, community agencies, long-term care facilities, and health departments. The most recent affiliation agreement in spring 2022 was with Integris Health Edmond. The Ardmore site will begin an affiliation agreement with the Chickasaw Nation Hospital in Ada, OK. We also have a pending agreement with Bridges Health. With faculty guidance, health professions' students also have opportunities to work with and provide services to community organizations and local businesses.

With the redesign of programs' curriculum, partnership collaboration, and use of technology such as Adobe Connect, Zoom, Microsoft Teams, etc., university resources are used as efficiently as possible. The online RN-BSN option will be an efficient use of financial resources as demand for the program is high, faculty costs are lower using predominately adjuncts, and there are no clinical requirements

### School of Physical Therapy

The School of Physical Therapy dean and faculty are committed to the scholarly development of students in an efficient manner. Full-time physical therapist faculty serves multiple roles as course directors, course instructors, academic advisors, scholarship mentors, and case study mentors. Also, faculty members serve as lab assistants in their colleagues' courses.

### ***Future Plans***

### School of Arts and Sciences

Most decisions on future plans involving teaching and learning begin at the faculty/departmental level. Departments meet, discuss, and vote on their future direction. Departments use EOY data, EOI data, best practices studies and research, and classroom assessments and experiences to justify new proposals. Notification is provided to the administration about proposed changes by the department chair. Curriculum and new course proposals are vetted through the university's Academic Policies Committee. We will continue the strong working relationships with the Oklahoman, Fox 23 News, KOCO, T. Howard Foundation, Department of Human Services, Oklahoma Mental Health Services, Oklahoma Legal Services, Logan County Court services and Department of Corrections, Federal Transfer Center, Oklahoma City Police Department, Cimarron Correctional Facility, Oklahoma Juvenile Bureau, and the Oklahoma Halfway, Oklahoma State University School of Osteopathic Medicine, University of Oklahoma School of Pharmacy, Kansas State University, University of North Texas Health Sciences Center, Harvard Medical School, Stanford University and NASA Johnson Space Center.

Social Sciences is working on developing a strong student research group through its interdisciplinary honors organization Pi Gamma Mu, National Association of Blacks in Criminal Justice student chapter and Alpha Phi Sigma Criminal Justice Honor Society housed in the social sciences department. Additionally, Social Sciences has developed a newly established study room within the department that contains quiet study areas for students, provide supplemental information in the areas of corrections, criminal justice, history, political science, and sociology. Computer access is available as well as a small library of textbooks related to the departmental disciplines is available for student use.

Faculty in the Department of Biology will continue to complete work on the pre-health program and expand research opportunities for students utilizing the LU Science Research Institute.

The Department of Engineering Technology has been continuously reviewing and updating the existing course content in Computer Drafting and Design, Electronics, and Construction Management to match those from OSU and other regional Colleges in the State of Oklahoma through the Oklahoma Course Equivalency Project (CEP). These changes are necessary to establish a bridge between LU, OSU Stillwater, and other 2-Year colleges such as Rose State College. These changes are necessary to establish a bridge between LU, OSU Stillwater, and other 2-Year colleges such as Rose State College.

### School of Business

A key focus for academic efficiency this year is to maximize the number of online courses offered the School of Business. Our curriculum committee is currently evaluating our courses for the current and next school year in order to determine the number of online courses that we can offer. Currently, we offer about 15 to 20 of our nearly 100 to 125 courses online. If we can increase this offering to 30 to 40 online offerings, it could potentially save the School of Business significant budget funding related to adjunct and overload pay.

### School of Education and Behavioral Sciences

Plans include update of School of Education and Behavioral Sciences' (SOEBS) mission, vision and objectives to reflect all programs within the unit; update of the syllabus format; consistency in degree plan format; school handbook.

The Education and Professional Programs (EPP) Department plans to review and update the Educational Leadership graduate program. The program coursework will better align with the State of Oklahoma school administration certification requirements and include a Social Justice track. Faculty conduct research and service in these two areas.

The Department of Rehabilitation and Disability Studies' (DRDS) faculty members are actively engaged in scholarly activity, which heavily influences their teaching expertise and coursework delivery. Additionally, several faculty members hold research faculty titles due to their affiliation with the Rehabilitation Research Training Center (LU-RRTC), which is housed within the DRDS. As such, current counseling-related research is routinely infused in the curriculum.

The Langston University RRTC on Research and Capacity Building represents a collaborative research, development, and dissemination project funded by the National Institute on Disability and Independent Living Rehabilitation Research (NIDILRR). Its mission is to empower minority-serving institutions/minority entities (e.g., historically Black colleges/universities [HBCUs], Hispanic-serving institutions [HSIs], Tribal colleges/universities [TCUs], and Asian American and Native American Pacific Islander-serving institutions [AANAPISIs]) to improve their disability and rehabilitation research capacity and infrastructure by conducting a programmatic line of research examining experiences and outcomes of persons with disabilities from traditionally underserved racial and ethnic populations and communities and capacity-building efforts. The RRTC serves as a center of national excellence in rehabilitation, research capacity building and research infrastructure research. Whereas the department's accreditation standards require that the faculty and staff maintain training and skills that are commensurate with that provided for similar graduate programs, the department will continue to ensure the following: Core counselor education program faculty will identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.

### School of Nursing and Health Professions

The School of Nursing and Health Professions continue to hire nursing faculty who are credentialed in the assigned teaching areas to meet the nursing program’s approval and accreditation. Faculty recruitment is enhanced through clinical partnerships, flyers, and online job postings. To increase enrollment, faculty will continue to work with the Office of Public Relations and academic advisors/recruiters for outreach and expansion in student recruitment efforts.

### School of Physical Therapy

The faculty will continue to serve in multiple roles to provide consistent and efficient service to the students. The dean and faculty will continue to assess the program’s academic efficiencies regularly and make changes if necessary. Currently, there are no plans for program or course changes.

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## **TECHNOLOGY**

### *Current Status*

#### School of Agriculture and Applied Sciences

The SAAS has modern technology for student learning and faculty have been incorporating them into their pedagogical activities. All SAAS faculty members currently use Canvas to support pedagogy. New ViewSonic electronic equipment have been installed in all classrooms and are adequately supporting teaching activities.

Several instructors have been recently certified for online teaching and we are encouraging more members to seek certification. All SAAS faculty currently have full Zoom licenses and are utilizing the platform for academics, research, and extension activities.

#### School of Arts and Sciences

All university faculty are now required to complete the Canvas training course sponsored by the Langston Computer Technology Integration Office. This training ensures that all faculty have a basic understanding of key components of the university learning management system and effectively use it for student learning.

Online simulated laboratories were instituted for our physical science courses and non-STEM introductory biology courses. The simulated labs were supplied by the book publishing companies. The online labs freed critical laboratory space and reduced the cost of purchasing hands on laboratory supplies.

Zoom, Adobe Connect, Canvas and PowerPoint presentations are primarily used to deliver the lecture content. Canvas Learning Management System continues to be an excellent tool for students to keep apprised of the progress of coursework even if absences occur. Elmo Projectors, overhead projectors and LCD projectors (both standard and wireless), standard PC's, tablet PC's or selected hand-held devices (eg. Smart Phones) are the technologies utilized.

PhysioEx is utilized in the Human Physiology course for enhanced simulations in addition to ‘wet’ labs, and other classes are including virtual laboratory activities. Additionally, MATLAB - MATLAB is a high-performance interactive software package for scientific and engineering computation. MATLAB integrates numerical analysis, matrix computation, signal processing, and graphics. Mathematics majors enrolled in Mathematical Modeling and Mathematics Statistics I and II use MATLAB daily to write programs to solve calculus and statistics applications.

The TV Broadcast lab currently uses iMac computers with software programs that allow students to create, edit and render video projects as required by the television component of the Broadcast Journalism curriculum. Students have used this equipment to produce award-winning competition pieces.

The Voice and Diction lab has iMac/Intel Core 13 Apple computers with Adobe Audition software, as well as desk carousels. These computers allow production and announcing capabilities for the radio component of the Broadcast Journalism curriculum. These student productions, thereby, provide original student-produced content for 89 dot 3 KALU radio.

### School of Business

School of Business faculty members are well versed in Microsoft Office, statistical processing software and have been trained in the new Banner system. This system assists students and advisor plan and monitor academic progress and offerings, simplifies the administrative process through increased efficiencies and ease of use.

### School of Education and Behavioral Sciences

The use of technology is supported by Langston University's Information Technology Services (ITS) Department. As such, the faculty utilize CANVAS, a web-based learning management system (LMS) to access and manage online course learning materials and communicate about skill development and learning achievement. Canvas includes a variety of customizable course creation and management tools, course and user analytics and statistics, and internal communication tools. The university's Computer Technology Integration (CTI) department provided training for the transition from D2L to Canvas. Additional training is available to faculty, staff and students in a variety of formats and topics.

The Department of Rehabilitation and Disability Studies (DRDS), which is housed on the second floor of its campus location, maintains four (4) suites and five (5) classrooms that are dedicated to office and classroom space. One of the classroom spaces is designated specifically to provide a primary training site for the department's graduate student counselors-in-training. This room is designed for privacy and confidentiality. Lastly, it is equipped with technology that has been provided by the University to each of its campuses. Lastly, this room is used extensively for the graduate students' training and supervision in supervision; however, it also an available resource for individual counseling training/supervision and practicum/internship faculty instruction, training, and supervision.

### School of Nursing and Health Professions

Technology to be used by School of Nursing and Health Professions (SoNHP) faculty and students in the 2021-2022 academic year includes custom browsers that lockdown testing environment within the Learning Management System and Cloud-based video conferencing platform and commutation systems. Course delivery is via face-to-face, hybrid, and flex. IT support is available as needed through the Helpdesk.

Kaplan ©, a test-prep, integrated learning system, and content review company, will continue to be used to help prepare students for the RN licensing exam: NCLEX-RN®.

Shadow Health© a virtual - digital standardized patient simulation clinical experience for nursing students to utilize during their tenure in the program. Faculty have also utilized other technology platforms such as virtual simulations to support student learning.

SoNHP students have access to and utilize technology throughout their degree program, including remote library resources and smart classroom technology on all campuses. In addition, the new Langston University Allied Health Building in Tulsa, OK will utilize the latest state-of-the-art technology for all realms of educational services. Simulation technology includes low, medium, and high-fidelity manikins that replicate real-life patient experiences on all campuses.

## School of Physical Therapy

The School of Physical Therapy faculty utilizes educational technology to create a diverse learning environment and enhance student outcomes. Instructors use Anatomage tables to provide a virtual view of the human anatomy at a 1:1 life-size scale. One hundred percent of the instructors in the DPT program utilize the Canvas learning management system to communicate with students, manage course material, administer quizzes, and track student performance. The lockdown browser and webcam were used to proctor the exams in Canvas. The instructors use smart boards to encourage collaboration among students and promote active learning. Smartboards are in the classrooms and clinical laboratories. Video communication technologies, such as Zoom, and Microsoft TEAMS were used for classroom instruction, tutoring sessions, and meetings. Human simulators were used for integrated capstone practical case studies.

During clinical education, technology permits faculty to evaluate student performance, provide feedback to students, and enhance communication with clinicians. Students complete four clinical internships at four different locations. During each internship, Canvas is available to students to upload weekly assignments, submit their clinical case studies, and receive feedback from their faculty case study mentors. Another technology used throughout clinical internships is the Clinical Performance Instrument (CPI), an electronic assessment tool. The CPI provides a standard method for clinicians to assess students' practical skills and enables students to self-assess their performance. The faculty uses the information from the CPI to track students' progress and potential for successful completion of the internship.

Technology was used to enhance communication and interaction. The Director of Clinical Education conducted midterm assessments via Zoom to communicate with students and clinicians at their internship sites. The staff utilized Microsoft Forms and Survey Monkey to collect faculty, student and graduate data for the program. Additionally, the faculty and staff used Zoom to meet and advise potential students.

### ***Future Plans***

## School of Agriculture and Applied Sciences

SAAS has an array of laboratory facilities, and we are promoting the use of those technologies for more student training and experiential learning. A new Horticulture facility is almost completed, and students will have the opportunity to gain invaluable experiential learning opportunities. These will go a far way in supporting student teaching, research, and extension.

As we broaden our academic scope and introduce a graduate program and full BS programs in SAAS, facilities will be enhanced, technology will be upgraded, and students will be more deeply involved in research and development of innovative concepts.

## School of Arts and Sciences

Most decisions on plans involving teaching and learning begin at the faculty/departmental level. Departments meet, discuss, and vote on their future direction. Departments use EOY data, EOI data, best practices studies and research, and classroom assessments and experiences to justify new proposals. Notification is provided to the administration about proposed changes by the department chair. Curriculum and new course proposals are vetted through the university's Academic Policies Committee.

The mathematics, chemistry, and technology departments will continue to utilize Khan Academy as an intervention to assist students in targeted remedial study. The system will be programmed to provide feedback on students' progress, which increases the effectiveness of the intervention. Additionally, a simulated physical science laboratory will be implemented for all students enrolled in introductory physical science course beginning Fall 2023.

The University Writing Center (WC) faculty will institute a formal continuous training model for all tutors beginning Fall 2023. The WC has played a significant role in increasing the success in our English Comp Corequisites program.

#### School of Education and Behavioral Sciences

Future plans include updating the School of Education and Behavioral Sciences' (SOEBS) Canvas site with syllabi and professional documentation. The Student Research program will upload student work to this site also.

The Education Preparation Program (EPP) Department continues to upload Teacher Education data in the recently acquired Via by Watermark system. This software will inform assessment and curriculum development.

#### School of Nursing and Health Professions

With additional faculty certified to teach online, additional courses can be offered online. This change will allow the SoNHP to become more competitive in attracting students to enroll in programs offered by the SoNHP. Because of the constant change in health information and practices, simulators and their software require continuous upgrading and additional updating, purchases, and technological support.

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## ONLINE LEARNING ACTIVITIES/INITIATIVES

### *Current Status*

#### **a. Open Educational Resources (OER)**

Films On Demand and Khan Academy are the only widely used OER in the School of Arts and Sciences. We leverage resources and videos available through the Web and YouTube as a source of additional course material. To help our students close mathematics and science gaps, we use open-book sites such as Paul's Online Notes (<https://tutorial.math.lamar.edu/>) MIT courseware, Openstax (<https://openstax.org>), and Khan Academy (<https://www.khanacademy.org/>). Delivery of online Lab assignments when the Campus lab is not operational is accomplished through Onshape (<https://www.onshape.com/>) for design and tinkercad (<https://www.tinkercad.com/>) for design and electronic circuit simulation.

In the School of Education and Behavioral Sciences, the HPER Department utilizes a plethora of OERs. Research articles, websites, and online texts are just a few of the OERs used to connect the content of the course to research, industry, and policy.

The use of OER is essential to student learning in the School of Nursing and Health Professions. Faculty have used learning modules that include discussion topics, assignments, digital presentations, exams, and quizzes. Videos, such as YouTube, are often used as tutorials to assist students with their educational needs. Faculty will continue to learn and engage more in OER that can help with student success.

#### **b. Professional Development**

The Division of Academic Affairs with funding through Title III offers a Faculty Development Program. The Director develops and curates programming that include instructional strategies that increase engagement and effectiveness. Strategies are provided to support the effective use of Canvas and related resources for those using the LMS as a supplement and those teaching 100% online.

The Computer Technology Integration unit provides a variety of professional development opportunities such as Quality Matters. An increasing number of faculty members have completed online teaching certification by Quality

Matters (QM. Nursing faculty have been involved in attending and presenting at professional development sessions via online learning platforms. Faculty have access to the university's professional development. Additionally, nursing faculty have access to Nurse Tim® for continuing education.

Faculty and staff have access to training offered through Coursera. Training accessed included topics such as Microsoft Excel and Word as well as a course on online education.

### **c. Delivery System/Platform**

The Computer Technology Integration Department has ongoing continuing education sessions for faculty to assist them in learning about Canvas and how to engage students in learning outcomes. Instructional materials are placed online. Class notes, assignments, grading rubrics and quizzes can be accessed via Canvas. Students are required to update their accounts and have valid passwords to access the system.

#### ***Future Plans***

##### School of Arts and Sciences

The university has developed its own online certification program. Faculty who are currently Quality Matters Certified serve as in-house online course reviewers and use standards approved by the university. The SAS will develop additional sections of online courses in English, history, and humanities.

Virtual laboratory activities are gradually being incorporated into Physical Science, Chemistry I, Organic Chemistry, and Biology I courses as a step toward meeting different learning styles, and introducing students to basic research tools and skills. Greater participation in webinars & similar activities will continually enhance trainings and collaborations of both faculty and students.

##### School of Education and Behavioral Sciences

Online learning is a factor in any program today. Continued professional development and integration of online textbooks across departments is necessary. The University Library is currently seeking an Information Technology librarian to support electronic delivery on the campuses.

##### School of Nursing and Health Professions

The use of OER is essential to student learning, and faculty have used learning modules that include discussion topics, assignments, digital presentations, exams, and quizzes. Videos, such a YouTube, are often used as tutorials to assist students with their educational needs. Faculty will continue to learn and engage more in OER that can help with student success.

##### School of Physical Therapy

The School of Physical Therapy plans to continue to offer quality education using state-of-the-art technology in the classrooms and labs. Faculty will continue to use the Canvas learning management system in all of the DPT courses.

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## **LEARNING SITE ACTIVITY REPORT**

### ***Number of Courses***

See following pages.

## Fall 2021 Online Courses

Line #	Course #	Course Title	CRN	CRN #1	CRN #2	CRN #3	Total	Course Level	Instructor
18	AC 2103	Principles Of Acct I	60024	46			46	Lower Level	Ahmed, Hassan
38	AC 2203	Principles Of Acct II	60498	11			11	Lower Level	Ahmed, Hassan
41	AC 3123	Mgr Acct And Control	60373	7			7	Upper Level	Thomas, Angela
42	AC 3133	Accounting Information System	60720	7			7	Upper Level	Ahmed, Hassan
43	AC 4113	Auditing And Control	60027	5			5	Upper Level	Thomas, Angela
45	AC 4133	Government And Nonprofit Accou	60386	5			5	Upper Level	Thomas, Angela
44	BA 3623	Business Communication	60972	5			5	Upper Level	Dominic, Amaziah
9	CS 1103	Intro To Info Proces W/Lab	60244; 60318; 60974	39	42	8	89	Lower Level	Golbaba, Mostafa
14	EC 2013	Principles Of Macroeconomics	60387	38			38	Lower Level	Sarjeh Payma, Hossein
16	EC 3243	Money & Banking/Finan Instit	60376	16			16	Upper Level	Sarjeh Payma, Hossein
19	ED 3043	Trends In Reading	60779	10			10	Upper Level	McGowan, Orlenthea
37	ED 5263	Educational Technology	60791	14			14	Graduate Level	McGowan, Orlenthea
20	ENT 5103	Economic Analysis	60727	5			5	Graduate Level	Sarjeh Payma, Hossein
2	ENT 5163	Legal Aspects New Venture Crea	60524	10			10	Graduate Level	Grayson, Tynan
3	ENT 5193	Strategy Entrpreneurial Organi	60263	8			8	Graduate Level	Alexander, Nancy
4	ENT 5203	Entrepreneurship In Commerce	60889	7			7	Graduate Level	Alexander, Nancy
5	ENT 5223	Entrepreneurship Trans & Logis	60890	2			2	Graduate Level	Mambula I, Charles
6	ENT 5401	Special Topics	60989	1			1	Graduate Level	Alexander, Nancy
8	FCS 1412	Surv Of Fam/Consumer Sci	60443	11			11	Lower Level	Young, Emisha
11	FCS 2123	Introduction To Nutrition	60598; 60660	34	32		66	Lower Level	Foster, Donna
15	FCS 2143	Practicum For Young Children	60250	2			2	Lower Level	Smith, Josetta
47	FCS 2153	The Special Needs Child	60444	9			9	Lower Level	Young, Emisha
32	FCS 4620	Select Field Exp Early Child D	60251	2			2	Upper Level	Young, Emisha
31	HD 2603	Personal Health	60801	44			44	Lower Level	Delk, Desmond
30	HT 1483	U.S. History, 1492 To 1865	60458	48			48	Lower Level	Timmerman, Nicholas
29	IS 3503	Micro Applications Bus W/Lab	60031	33			33	Upper Level	Huang, I'Lin
28	IS 3563	Introduction To MIS	60377	39			39	Upper Level	Huang, I'Lin
27	IS 4513	Business Telecommunications	60501	30			30	Upper Level	Huang, I'Lin
26	IS 4703	Current Topics In Mis	60975	0			0	Upper Level	Golbaba, Mostafa
25	MG 3703	Fundamentals Of Management	60966	35			35	Upper Level	Hardiman, Keith
23	MG 3713	Human Behavior In Organization	60973; 60036	6	48		54	Upper Level	Boyles, Yolanda
21	MG 3753	Prod And Operations Mgt	60037	15			15	Upper Level	Hamilton, Michael
22	MG 3763	Principles Of Marketing	60388	43			43	Upper Level	Hamilton, Michael
33	MG 4793	Quality Management & Control	60502	32			32	Upper Level	Mambula I, Charles
1	NB 1101	Nat Sci Biology I (Bio Prin I)	60404	34			34	Lower Level	Ognibene, Cherie
7	NB 1113	Natural Science Biology 1	60403; 60394	34	29		63	Lower Level	Ognibene, Cherie
46	NP 1113	Natural Science Physical	60288	33			33	Lower Level	Ognibene, Cherie
49	PY 3033	Adolescent Behavior And Devel	60829	27			27	Upper Level	Murray, Lawrence
36	PY 3223	Psychological Testing	60832	27			27	Upper Level	Mathew, Susan
35	PY 3313	Developmental Psychology	60834	60			60	Upper Level	Albright, Elizabeth
34	PY 4003	Seminar In Psychology	60836	40			40	Upper Level	Patterson Harris, Emily
39	SP 2713	Introduction To Speech	60850; 60849	27	0		27	Lower Level	Johnson, Lonnie
17	UE 5323	Urban Schools and Their Commun	60956	11			11	Graduate Level	McGowan, Orlenthea

## Spring 2022 Online Courses

Line #	Course #	Course Title	CRN	CRN #1 Enrolled	CRN #2 Enrolled	CRN #3 Enrolled	Total Enrolled	Course Level	Instructor
1	PY 4003	Seminar In Psychology	20776	21			21	Upper Level	Murray, Lawrence
2	PY 4113	History Of Psychology	20514	32			32	Upper Level	Albright, Elizabeth
3	AC 2203	Principles Of Acct II	20013	41			41	Lower Level	Ahmed, Hassan
4	AC 3223	Cost Accounting	20308	7			7	Upper Level	Thomas, Angela
5	AC 4103	Advanced Financial Accounting	20591	3			3	Upper Level	Thomas, Angela
6	CS 1103	Intro To Info Proces W/Lab	20023; 20026; 20794	46	27	42	115	Lower Level	Golbaba, Mostafa
9	EC 2023	Principles Of Microeconomics	20462	36			36	Lower Level	Sarjeh Payma, Hossein
10	ENT 5143	Entrepreneurship & New Vent Cr	20596	6			6	Graduate Level	Alexander, Nancy
11	ENT 5173	Marketing Entrepreneurial Vent	20370	9			9	Graduate Level	Hamilton, Michael
12	FCS 1163	Health, Safety & Nutrition	20702	30			30	Lower Level	Foster, Donna
13	FCS 2173	Mgt Of Early Child Center	20703	10			10	Lower Level	Watkins, Shadonna
14	FN 3313	Financial Management	20662	46			46	Upper Level	Sarjeh Payma, Hossein
15	IS 3503	Micro Applications Bus W/Lab	20033	35			35	Upper Level	Golbaba, Mostafa
16	MG 3723	Human Resources Management	20381	40			40	Upper Level	Boyles, Yolanda
17	MG 3793	Purchasing & Logistic Mgmt	20667	25			25	Upper Level	Hardiman, Keith
18	MG 4753	International Management	20285	31			31	Upper Level	Hamilton, Michael
19	4223	The Indiv,Organization & Socie	20222	22			22	Upper Level	Monciffe, Doristina
20	PY 3023	Cognitive Psychology	20612	44			44	Upper Level	Murray, Lawrence
21	PY 3313	Developmental Psychology	20510	47			47	Upper Level	Whiting, Christine
22	PY 4123	Classic Studies In Psychology	20700	19			19	Upper Level	Mathew, Susan
23	BA 3633	Business Law I	20379	44			44	Upper Level	Grayson, Tynan
24	BI 3113	Concepts Of Biology	20218	2			2	Upper Level	Ognibene, Cherie
25	CO 4263	Corrections And Rehabilitation	20671	59			59	Upper Level	Henderson, Kelly
26	CS 1103	Intro To Info Proces W/Lab	20024; 20025	47	31		78	Lower Level	Golbaba, Mostafa
28	EC 2023	Principles Of Microeconomics	20789	33			33	Lower Level	Sarjeh Payma, Hossein
29	ED 2001	Ed Sem: TestTakingStrategies	20487	11			11	Lower Level	McGowan, Orienthea
30	ED 4002	Education Seminar/Practicum	20777	2			2	Upper Level	McGowan, Orienthea
31	ED 5003	Educational Research And Evalu	20746	12			12	Graduate Level	McGowan, Orienthea
32	ED 5883	Seminar: Capstone	20747	8			8	Graduate Level	Cooper, Wilmer
33	ENT 5101	Seminar In Okla Business & Eco	20375	6			6	Graduate Level	Alexander, Nancy
34	ENT 5153	Bus Plan Dev & New Vent Financ	20597	6			6	Graduate Level	Mambula I, Charles
35	ENT 5183	Franchising,Licensing & Distri	20598	5			5	Graduate Level	Dominic, Amaziah
36	ENT 5301	Practicum	20792; 20793	4	4		8	Graduate Level	Alexander, Nancy
38	FCS 1133	Perceptual Motor Devel W/Pract	20583	18			18	Lower Level	Foster, Donna
39	FCS 2123	Introduction To Nutrition	20326; 20438	36	36		72	Lower Level	Williams, Tiffany
41	FCS 2133	Creative Act. Music/Art	20584	13			13	Lower Level	Watkins, Shadonna
42	FN 3333	Financing New Ventures	20663	9			9	Upper Level	Sarjeh Payma, Hossein
43	HD 2603	Personal Health	20494	44			44	Lower Level	Delk, Desmond
44	HT 1483	U.S. History, 1492 To 1865	20083	55			55	Lower Level	Glynn, Emmitt
45	IS 3513	Intro To Bus Computing	20620	18			18	Upper Level	Huang, I'Lin
46	LS 3153	Childrens Literature	20486	14			14	Upper Level	Simpson, Lynne
47	MG 3703	Fundamentals Of Management	20637	48			48	Upper Level	Dominic, Amaziah
48	MG 4813	Negotiation	20664	33			33	Upper Level	Hardiman, Keith
49	MT 1513	College Algebra	20063	8			8	Lower Level	Peterson, Alonzo
50	NB 1101	Nat Sci Biology I (Bio Prin I)	20301; 20422	10	24		34	Lower Level	Ognibene, Cherie
52	NB 1113	Natural Science Biology 1	20300; 20421	34	6		40	Lower Level	Ognibene, Cherie
54	3443	Foundation Of Fiscal Managemen	20221	5			5	Upper Level	Sarjeh Payma, Hossein
55	4333	Leading And Managing	20223	13			13	Upper Level	Rashell
56	4443	Markets And Stakeholders	20273	7			7	Upper Level	Hamilton, Michael
57	PE 4993	Recreation Internship	20500	19			19	Upper Level	Delk, Desmond
58	PL 4613	Ethics	20672	34			34	Upper Level	Monciffe, Doristina
59	PUH 3373	Health Disparities & Inequalit	20187	27			27	Upper Level	Mundende, Darlington
60	PUH 4403	Complementary & Integ Medicine	20446	5			5	Upper Level	Mundende, Darlington
61	PY 3203	Personality	20508	44			44	Upper Level	Mathew, Susan
62	PY 3223	Psychological Testing	20509	15			15	Upper Level	Mathew, Susan
63	PY 4133	Social Psychology	20610	45			45	Upper Level	Whiting, Christine
64	PY 4203	Psychology Of Learning	20771	41			41	Upper Level	Albright, Elizabeth
65	PY 4213	Theories & Techniques Of Couns	20760	46			46	Upper Level	Murray, Lawrence
66	PY 4223	Senior Practicum	20701	18			18	Upper Level	Murray, Lawrence
67	SP 2713	Introduction To Speech	20557	25			25	Lower Level	Johnson, Lonnie
68	UE 5283	Practicum In The Urban Environ	20748	10			10	Graduate Level	McGowan, Orienthea
69	UE 5323	Urban Schools and Their Commun	20749	14			14	Graduate Level	Cooper, Wilmer

## Summer 2022 Online Courses

Line #	Course #	Course Title	CRN	CRN #1 Enrolled	CRN #2 Enrolled	CRN #3 Enrolled	Total Enrolled	Course Level	Instructor
1	BA 4653	Research Methods	40157	1			1	Upper Level	Mambula I, Charles
2	BI 4271	Lab Topics In Biology	40015	0			0	Upper Level	Howard-Smith, Christianna
3	CO 4083	Individualized Reading	40139	19			19	Upper Level	Henderson, Kelly
4	CS 1103	Intro To Info Proces W/Lab	40023	18			18	Lower Level	Osei, Richard
5	ED 4212	Educational Technology	40153	14			14	Upper Level	Towns-Newby, Leonard
6	ED 4232	Instructional Strategies	40144	11			11	Upper Level	Cooks, Ashley
7	ED 4242	Classroom Management	40101	12			12	Upper Level	Cooks, Ashley
8	EG 1213	English Comp II	40032	13			13	Lower Level	Love, Andre
9	EG 2033	Advanced Composition	40055	15			15	Lower Level	Katzir, Lindsay
10	FCS 2123	Introduction To Nutrition	40122	11			11	Lower Level	Williams, Tiffany
11	FCS 3123	Creative Act. Music/Art	40147	8			8	Upper Level	Watkins, Shadonna
12	FCS 3163	Health, Safety And Nutrition	40049	6			6	Upper Level	Foster, Donna
13	FCS 3322	Hist & Phil Of Early Childhood	40148	8			8	Upper Level	Foster, Donna
14	FCS 4173	Display And Demonstration Tech	40126	1			1	Upper Level	Watkins, Shadonna
15	FCS 4253	Special Problms In Family & Co	40125	10			10	Upper Level	Young, Emisha
16	HT 1483	U.S. History, 1492 To 1865	40057	28			28	Lower Level	Timmerman, Nicholas
17	MG 3763	Principles Of Marketing	40079	19			19	Upper Level	Hamilton, Michael
18	MT 1413	Contemporary Math And Is Appli	40019	9			9	Lower Level	Kounsil, Arminder
19	MT 2603	Finite Mathematics	40091	3			3	Lower Level	Kounsil, Arminder
20	NP 1113	Natural Science Physical W/Lab	40006	16			16	Lower Level	McMahon, Timothy
21	PE 4223	Recreation For Special Populat	40103	14			14	Upper Level	Wilkerson, Todd
22	PE 4993	Recreation Internship	40102	9			9	Upper Level	Delk, Desmond
23	PL 4613	Ethics	40138	12			12	Upper Level	Moncriste, Doristina
24	PY 3313	Developmental Psychology	40112	15			15	Upper Level	Albright, Elizabeth
25	RC 5693	Caseload Management	40009	14			14	Graduate Level	Sanders, Perry
26	RC 5833	Adv Addictions in Counseling	40029	5			5	Graduate Level	Herron, Ruben
27	RC 5853	Populations	40028	23			23	Graduate Level	Sassin, John
28	RS 3333	Comm, Disparity in Rehab	40053	1			1	Upper Level	Sassin, John
29	RS 4823	Disability Positive Life Span	40071	5			5	Upper Level	Davis, Dytisha
30	SO 1113	Introduction To Sociology	40012	10			10	Lower Level	Henderson, Kelly
31	SP 2713	Introduction To Speech	40162	1			1	Lower Level	Johnson, Lonnie

### ***How Sites are Meeting Needs***

Langston University is committed to ascertaining and meeting employer needs and student demands by broaden partnerships and engagement activities for students with outside class learning environments through class trips, community projects, research, and/or internships in each department. For instance, the departments of social sciences plans to develop continued partnerships with area agencies to further enhance student learning, networking and engagement. Specific areas of interest to the department are areas that will enhance student growth in primary degree specializations of sociology, criminal justice and corrections. Agencies to solicit include the department of human services, Oklahoma mental health services, Oklahoma legal services, Logan County Court services and other agencies housed in the Oklahoma Department of Corrections.

For nursing and health professions majors to complete their clinical and internship experiences, the SoNHP has entered into affiliation agreements with various agencies: acute care facilities, community agencies, long-term care facilities, and health departments. The most recent affiliation agreement in spring 2022 was with Integris Health Edmond. The Ardmore site will begin an affiliation agreement with the Chickasaw Nation Hospital in Ada, OK. We also have a pending agreement with Bridges Health. With faculty guidance, health professions' students also have opportunities to work with and provide services to community organizations and local businesses.

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## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 1,905
  - Fall 2022: Graduate (if applicable) Headcount: 110
  - 2022 Annual FTE: 2,016
  
  - Fall 2023: Undergraduate Headcount: 2,000
  - Fall 2023: Graduate (if applicable) Headcount: 116
  - 2023 Annual FTE: 2,117
  
  - Fall 2024: Undergraduate Headcount: 2,100
  - Fall 2024: Graduate (if applicable) Headcount: 159
  - 2024 Annual FTE: 2,275
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**NORTHEASTERN STATE UNIVERSITY**  
**(NSU)**  
*2022-2023 Academic Plan*

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**ACADEMIC PRIORITIES**

NSU's institutional priorities are aligned with [NSU's strategic plan and strategic goals](#) detailed in that plan. The 2022-23 academic year marks the final year in the current strategic plan, and groups are forming to begin work on the next iteration.

- Goal 1. Advance a culture of academic excellence and student success*
- Goal 2. Secure and sustain the resources necessary to maximize the University's capacity for excellence.*
- Goal 3. Support economic development and community stewardship at the local, tribal, and regional levels,*
- Goal 4. Honor our heritage as the cultural center of the region.*
- Goal 5. Engage in creativity and innovation.*
- Goal 6. Ensure institutional effectiveness through continuous improvement*

Having hosted a successful comprehensive HLC site visit in October 2021 (Strategic Goals 1 & 6), NSU is moving forward with new initiatives and programs to serve its constituent communities. NSU's colleges and academic units operationalize the strategic plan and align their efforts with the goals above. For 2022-23, the institution is placing a particular emphasis on recruitment and retention and has task groups working to implement a series of initiatives that evolved from a retreat held in December 2021. Plans for all academic priorities the 2022-23 academic year are summarized below, outlined by college.

The **College of Business and Technology** has identified several priorities for the coming academic year. During the last year, the college received approval for multiple embedded certificates at the undergraduate and graduate levels. Since the approval of the curriculum, the CBT has been marketing the certificate programs through its 14 advisory boards, through local workforce and human resources events, with the help of our economic development partners, and through one-on-one meetings with area employers (Strategic Goals 1 and 3). The college hopes to increase student enrollment as well as alumni / industry involvement for specific disciplines through its new Investment Lab (Strategic Goals 2, 3, and 5). In terms of retention, faculty plan to require more one-on-one sessions for online students to help connect on a more personal level, and administrators will host more engagement activities including a Back to School Bash, meetings with the dean, and alumni teach-in activities (Strategic Goal 1). The college plans to update the Hospitality and Tourism, Technology, Information Systems, and the Healthcare Administration programs. The Accounting, B.B.A. will seek approval for online delivery (Strategic Goal 1).

In 2022-23, the **College of Education** hopes to build on an increase in enrollment from the previous year, the first increase for quite some time due to extensive recruiting events reaching over 4,000 prospective students and responding to QR and web inquiries for more than 800 students. Recruitment efforts will focus on students from diverse communities (Strategic Goals 3 & 4). One area of growth has been moving programs online, and the college will request online delivery for Special Education, B.S.Ed. and Early Childhood, B.S.Ed. In addition, the college will offer micro-credentials in the form of digital badges for brain-based learning, classroom management, classroom teaching, differentiated instruction, and learner centric pedagogy (Strategic Goals 1 and 3). Additional priorities include efforts to alleviate barriers (financial needs, child care), implementing a new opportunity for paid internships for teacher candidates as well as the grant-funded Little Rowdy Child Care Center at NSU-BA in direct alignment with Strategic Goal 6.

The **College of Liberal Arts** will focus on workforce related recruitment strategies, and the college will develop micro-credentials and badges to support that effort (Strategic Goal 3). Career Readiness Competencies such as verbal and written communication and a Geographic Information Services (GIS) badge are planned. Partnerships with the National Security Agency, the Haruy Institute (Israeli social work center), Green Country Workforce and the Grand River Dam Authority will be further refined in the coming year. A nascent partnership with the Cherokee Nation to support language revitalization and prior learning may provide a path to increasing the number of majors in the Cherokee Cultural Studies, B.A. and Cherokee Education, B.A.Ed. programs (Strategic Goals 3 and 4). The college will move into the newly Wilson Hall in the coming year, providing space to improve college functions, instructional space to upgrade student courses experiences, and venues to showcase student work (Strategic Goals 2, 4, and 6).

The **Gregg Wadley College of Science and Health Professions** will focus on specialty accreditations for several programs during 2022-23. These include Nutritional Sciences, B.S. Physician Assistant Studies, M.S., Occupational Therapy, M.S., and the Speech-Language Pathology, M.S. program which is awaiting a final decision (Strategic Goal 6). The faculty are working on National Science Foundation, Robert Noyce grant to provide scholarships for students planning to teach in high needs school districts. Within the health professions, faculty will work to incorporate Interprofessional Education (IPE) in all programs so that students preparing for different health fields have the opportunity to work together for a more holistic approach. (Strategic Goals 1 and 3). In terms of programming, the newly approved Mechanical Engineering, B.S. program will begin in fall 2022 (Strategic Goal 1 and 3). Potential new program proposals will include a Respiratory Care Therapy, B.S. degree, building on the 2-year A.A.S. degrees, and an undergraduate certificate in machine learning (Strategic Goal 1).

In the coming year, the **College of Extended Learning** will play a major role in workforce development as it assists with NSU's efforts in micro-credentials and badges (Strategic Goal 3). CEL also houses the RiverHawks Scholar Program which provides post-secondary transition programming for students with intellectual disabilities (Strategic Goal 3). The first group of students completed their certificate in 2021- 22, demonstrating the viability of the program and the positive difference it makes in the lives of students. Partners of the RiverHawks Scholar Program include the Oklahoma Department of Rehabilitation Services, Department of Human Services, and Work Force Oklahoma. CEL will continue to support the fast-track criminal justice program (8-week courses) which allows working adults the opportunity to progress in their degrees while working shifts required by their law enforcement jobs (Strategic Goals 1 and 3).

The **Graduate College's** retention focus for the 2022-23 academic year will build off its successes of the previous years. The Graduate College plans to offer retention programming, including the following:

- A new graduate student panel, 3rd week of the regular semester
- Mid-semester check-in communication plan
- End of the semester conversation with the Dean (coffee/donuts)

Graduate certificates will help the college respond to area employer needs (Strategic Goal 3), and a new Public Relations, M.A. program relates to Strategic Goal 5.

The **Oklahoma College of Optometry** (OCO) will continue its efforts to attract a broader, more diverse pool of applicants and has partnered with the Association of Schools and College of Optometry (ASCO) on recruitment efforts. Once students are admitted, the program has initiated several steps designed to assist potentially at-risk students in the early stages of their programs. These include daily interactions with faculty and staff, faculty mentors, peer support, and an academic tutorial program that matches upper-level classmates with struggling students (Strategic Goal 1). OCO continues to provide professional development to practicing optometrists across the state and nation which supports Strategic Goal 5. Finally, OCO and the entire NSU community were gratified by the Oklahoma Legislature's recent action to allocate funding to support the construction of a new program complex. Having this new facility will help the program attract students and serve patients across northeastern Oklahoma (Strategic Goals 2 and 3).

NSU's **academic support units** have identified priorities aligned with the institution's mission and continuous improvement mindset.

- NSU's **Libraries** continue to prioritize efforts to establish formal collaboration among the Research & Instruction Department, NSU's Writing Centers, and NSU's Tutoring Services to support student learning with a plan to coordinate work in these areas (Strategic Goal 1). The library will work to update its web presence for online students for easy access to all resources and will launch online programming and events including virtual open houses and "crash courses" in availability and use of library resources (Strategic Goal 1). Librarians will also propose an introductory course in information retrieval and reliable information resources (Strategic Goal 1).
- In the **Academic Advising, Testing, and Transfer** unit, plans for 2022-23 include a lead role in several of the institutional retention priorities: published course sequences, online general education sequence, faculty mentorship model, student support services, and transfer student orientations (Strategic Goal 1). The group will revise its communication plan to be based on data from the 2021-22 responses and foster cross-campus adoption of Civitas predictive analytic software (Strategic Goal 6). The group will seek to enhance activities for transfer students by working across the institution (Strategic Goal 1). These activities are also referenced in Form A, Degree Completion plan.
- **NSU Online / Center for Teaching and Learning** will support the institution by effectively addressing the university's priorities for academic and scholarly excellence; student development and success; enrollment, persistence, and successful completion; campus resources; and institutional effectiveness through dynamic assessment and measurement (Strategic Goal 1). The unit will promote faculty training opportunities such as Quality Matters course reviews, immersive learning, and open educational resources (OER). Working with NSU's Library and Disability Services office, faculty training for accessibility awareness and tools related to accessibility will be emphasized. The unit has joined with NSU's Information Technology Services to submit a grant, Connecting Minority Communities Pilot Program (Strategic Goal 3) which will better serve NSU students with cutting edge video technology and course development strategies. The grant is in review at this point.
- The **Center for Tribal Studies** employs a case load approach to its work with American Indian students so that each student is contacted at least once each quarter with messages regarding the academic calendar or scholarship information (Strategic Goal 1). Cultural events and engagement play an important role in the retention of American Indian students, and CTS provides a variety of opportunities for students to share, learn, and engage in various cultural programming. These include Welcome Week: Culture and Heritage, Gatheration, Indigenous Peoples Day, American Indian Heritage Month, Indigenous Leadership Summit, the Annual Symposium on the American Indian, and the American Indian Graduation Convocation (Strategic Goal 4).
- The **Office of International Programs** has identified several recruitment and retention priorities both domestically and internationally. Domestically, the office will partner with area 2-year institutions to recruit students as well as expand study abroad opportunities as travel returns to normal (Strategic Goals 1, 3, and 4). Internationally, staff plan to recruit in countries where NSU has an existing relationship or can build relationships based on faculty and staff nationalities (Strategic Goal 1).

NSU's branch campuses at Muskogee and Broken Arrow continue to work closely with their host communities and the businesses with those communities. The **NSU-Muskogee** campus dean oversees both the Organizational Leadership program, part of the state's Reach Higher program, and the Degrees When Due (DWD) initiative which targets students who have been away from the institution for several years but are within 30 or fewer credits for degree completion. In the coming year, the campus will continue to explore ways to work with local employers to upskill through degrees or micro-credentials (Strategic Goals 1 and 3). The Organizational Leadership program has begun the process of becoming Quality Matters certified which is a quality assurance rating (Strategic Goals 1 and 6). The availability of online courses helps attract, retain, and graduate students. In Muskogee, healthcare continues

to be a vital industry with both tribal and veteran facilities drawing patients to the area, and many of NSU’s programs place students for clinical experiences in those facilities. The Muskogee campus has expanded availability of student services and engagement activities focusing on adult learners.

**NSU-Broken Arrow** also has seen increased community interest in technical expertise with STEM graduates increasingly important in the Broken Arrow / Tulsa area and collaborative efforts with area manufacturing organizations have reinforced the need for supply chain, mechanical engineering, and pre- health majors such as chemistry and cell and molecular biology which support students seeking medical and allied health careers (Strategic Goals 1 and 3). NSU-Broken Arrow hosts the Early College High School for BA Public School students which is described in Form A, Degree Completion plan (Strategic Goal 3). NSU’s “Little Rowdy Child Care Center,” mentioned previously in the College of Education paragraph, is housed at NSU-BA and supports working parents by removing a barrier. Finally, NSU-BA will also seek resources to improve signage and lighting to help students and guests navigate the campus skywalks (Strategic Goal 2).

During the 2022-23 academic year, NSU’s faculty and staff will continue to fulfill the strategic goals of its current plan prepare for the next strategic plan.

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## **ACADEMIC EFFICIENCIES**

### ***Current Status***

- Departments cross-list courses across colleges to streamline delivery of content that is applicable across programs, update course rotations to better serve students, and remove barriers to student degree completion.
- NSU Libraries transferred its InterLibrary Loan package delivery service from Amigos TAE to the US Postal Services to shorten delivery times and improve services to borrowers and lending institutions.
- In the College of Business and Technology, office functions will be centralized to allow administrative assistants to specialize in particular functions – scheduling, budgets, travel, etc. In other colleges, departments share administrative staff positions.
- Similarly, in the College of Education, faculty members have accepted leadership roles to increase efficiency of offices.
- The colleges of Liberal Arts, Business and Technology, and Science and Health Professions work together to deliver the Cyber Security, B.S. interdisciplinary program.
- All academic units underwent budget cuts for the 2022-23 academic year which resulted in downsizing of faculty and staff across the institution.
- NSU continued to host the Oklahoma Blackboard Consortium in its Blackboard instance. This consortial agreement benefits eight institutions, particularly those with lower enrollments, to have their LMS in a cloud-based system which provides better stability and functionality. The consortium allows greater purchasing power and professional development opportunities for its members.

### ***Future Plans***

- NSU will continue to focus on workforce and area industries for upskill needs. A taskforce is focused on micro-credentials and course work related to soft skills, business analytics, fundamentals of accounting, project

management, and small business.

- The College of Education attended a signing event for the Digital Equity and Transformation pledge at the U.S. Department of Education in Washington, D.C. NSU will put digital equity at the forefront of all its teacher education programs for the upcoming years and continuously after.
- NSU Libraries subscribed to a new hosting platform for digital collections. The holdings in the new NSU Digital Library will be increased in the following year to support research and information gathering on NSU, its history, and faculty/student publications.

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## **TECHNOLOGY**

### *Current Status*

- Faculty are increasing the use of gamification and simulations in courses. In addition, faculty utilize polling software, digital tablets and whiteboards, online integrity tools, and other teaching technologies.
- Many faculty use Top Hat for OER, online homework, and student response systems.
- Faculty across colleges, particularly those in the College of Education, College of Business and Technology, and General Education courses use Chalk and Wire to assess and analyze student learning.
- Introduction to Drama and Arts Management courses used Zoom to engage with guest speakers, connecting students with alumni working in the field and experts in specific areas of theatre. Screenwriting Workshop used Zoom to better facilitate break-out groups.
- The Music Production lab utilizes modern mixing and editing software to meet the needs of the Jazz and Commercial Music program.
- Social Work utilizes YouTube and Google Classroom in instruction and SurveyMonkey for implicit and explicit program assessments.

### *Future Plans*

- Advisors have identified a need for a more comprehensive texting platform for alternative ways to reach students.
- Program specific software upgrades are anticipated in the areas of music, finance, drama, education, computer science, and natural sciences.

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### *Current Status*

#### **a. Open Educational Resources (OER)**

- The Broken Arrow Library Director continues to support the adoption of OERs at NSU and throughout OSHRE through her membership on the COLE OER Subcommittee.

- Within the College of Education, Dr. Alesha Baker and Dr. Jason Proctor co-host workshops for developing OER.
- As detailed in Form A, Degree Completion plan, NSU has a number of courses that include OER textbooks or other free / low-cost resources.
  - CBT – 10 courses (up from 3 the previous year)
  - COE – 6 courses (up from 4 the previous year)
  - COLA – 15 courses (up from 13 the previous year)
  - CSHP – 49 courses (up from 26 the previous year)

**b. Professional Development**

NSU faculty participated in multiple activities related to online teaching and learning. NSU Online / Center for Teaching and Learning served as the main source of assistance for faculty and students. A selection of these include the following:

- Sessions on copyright infringement.
- Training in the use of Zoom classroom tools including new applications.
- Blackboard training including grade centers, use of Ally and Readspeaker for accessibility.
- Special presentations by the Oklahoma School for the Deaf, using American Sign Language in the Zoom Environment, Universal Design, and the Oklahoma School for the Blind.
- NSU Library faculty attended 226 webinars in AY 2021/2022, with 10 of them focused on online teaching and learning. Five of these were through the NSU Center for Teaching and Learning and three new library faculty members earned their “Online Educator” Certificates through the CTL this year.
- Several faculty in the Department of Natural Sciences completed courses on General Education Assessment and the use of the Anthology Portfolio system (formerly Chalk and Wire).
- Professional development offered by specialty accreditors such as the Council on Social Work Education (CSWE) Effective Online Learning Workshop.

**c. Delivery System/Platform**

- NSU utilizes Blackboard as its learning management and online course delivery platform. Zoom provides the ability for faculty to connect with students synchronously for office hours or class meetings.

***Future Plans***

- Review NSU’s website in terms of updates, redesigns, or changes to ensure accurate information.
- One of the retention priorities is to standardize course shells within the Blackboard environment which will help students find tools and other resources, no matter the course or program.
- Faculty across campuses and colleges are working to create OER texts for key courses, particularly those with high enrollment. CTL will better advertise the availability of grant funds to encourage and support these activities.

- NSU will develop a plan to provide comprehensive student support services after hours and during weekends.
- 

## **LEARNING SITE ACTIVITY REPORT**

### *Number of Courses*

- During AY 2021-22, no ITV or electronic courses were sent to or received from other institutions.

### *How Sites are Meeting Needs*

Information regarding NSU programming is collected in advisory panel meetings and other employer / institution interactions. Programs with specialized accreditations are often required to survey employers and graduates for satisfaction and skill sets. These data are shared with faculty and staff in the appropriate area as part of NSU's commitment to continuous improvement (Strategic Goal 6).

NSU faculty and staff are also highly involved with constituent communities and work with the Broken Arrow, Muskogee, Tahlequah, and Tulsa Chambers of Commerce, the Northeast Oklahoma Regional Association (NORA), Oklahoma Manufacturing Alliance, and Tulsa initiatives including One Voice, The Higher Education Consortium, and other community organizations. NSU faculty and staff provide innumerable services to their three communities and frequently serve in leadership roles. For example, the NSU Broken Arrow Dean serves on multiple community committees while the NSU Muskogee dean provides similar service as an officer in various community organizations and non-profit groups. In every situation, NSU employees interact with constituents to gain their perspectives on NSU's programming and services.

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## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 5,190
  - Fall 2022: Graduate (if applicable) Headcount: 1,846
  - 2022 Annual FTE: 5,380
  
  - Fall 2023: Undergraduate Headcount: 5,242
  - Fall 2023: Graduate (if applicable) Headcount: 1,882
  - 2023 Annual FTE: 5,434
  
  - Fall 2024: Undergraduate Headcount: 5,294
  - Fall 2024: Graduate (if applicable) Headcount: 1,901
  - 2024 Annual FTE: 5,488
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**NORTHWESTERN OKLAHOMA STATE UNIVERSITY**  
**(NWOSU)**  
*2022-2023 Academic Plan*

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**ACADEMIC PRIORITIES**

**Accreditation**—Work continues on the Accreditation Council for Business Schools and Programs (ACBSP) self-study in the Division of Business. An initial submission due date of the self-study was extended due to COVID-related delays from December 2021 to December 15, 2022. The submission will be followed by a two-day visit in spring 2023. Business faculty have been compiling results of their data analysis this summer with the hope of producing a completed review draft for feedback and input from internal reviewers by mid-September.

**Higher Learning Commission**—The university received a positive evaluation of its Quality Initiative Report (QIR) Review on February 22, 2022. The initiative focused on the implementation of Ellucian Enterprise Resource Planning (ERPS) to increase efficiency of day-to-day operations, increase student satisfaction with the university experience, and thereby improve student persistence and retention rates. The focus of accreditation activity has now shifted to preparation for a December 25, 2023, submission of the ten-year Comprehensive Evaluation through HLC’s Assurance System in anticipation of a January 22-23, 2024, accreditation visit. Review teams are currently engaged in data review and report drafting, activities that will intensify during the 2022-2023 academic year.

**Teacher Education**—Building upon incentives offered through the Future Teachers Scholarship provided by HB 3564 and additional funding for areas of critical occupations, the Division of Education continues to promote the traditional teacher education program as an attractive career pathway for incoming and existing students. The division is also adopting a micro-credential for seekers of alternative certification with funding from the OSRHE Micro-Credentials and Digital Badging initiative grant.

**Doctorate of Nursing Practice Program**—In response to recommendations made in its most recent accreditation report, the division has added a faculty position using matched endowed funds.

**RN-to-BSN**—The university is seeking to add a nursing faculty member to support the RN-to-BSN program. The position is currently being advertised.

**Retention and Enrollment**—The university has sustained its focus on retention and enrollment, as reflected in the continued efforts of a Retention and Enrollment Forum comprised of faculty members from each department/division, designated as enrollment champions, who track enrollment and retention efforts and work with one another and department/division faculty, sharing data and strategies to keep students enrolled and on target to graduate. A Retention and Enrollment Task Force comprised of representatives from administrative offices as well as faculty is also engaged in formulating strategies for increasing enrollment and improving retention rates.

**b. New Program Opportunities**

**Visual Arts Major**—Endowed funding from a community partner, the Wisdom Family Foundation, will make possible the expansion of the current Visual Arts minor to a major in fall 2023. The university has submitted its Letter of Intent to the Chancellor and regents, and the program proposal is currently being drafted for submission in fall 2022.

**Social Work**—The university continues to explore the possibility of expanding this very successful program through an online degree option. This expansion would require the addition of another faculty member at an estimated cost of \$60,000-70,000.

**Music**—The university’s music programs continue to be recognized for their quality. An endowed gift from the estate of long-time faculty member and fine arts supporter Donovan Reichenberger in FY 22 allowed for the establishment of several new endowed chairs, funds from which will be used to employ a full-time accompanist and piano faculty member to support the program.

**Superintendent’s Certificate**—The Division of Education has drafted a proposal for the addition of a superintendent’s certification program effective fall 2023. This proposal will likely be submitted to the regents for approval in fall 2022.

**Micro-Credential and Digital Badging Initiative**—The university is actively exploring additional areas for micro-credentialing, with a cybersecurity credential through the Math and Computer Science Department as one promising possibility.

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## ACADEMIC EFFICIENCIES

### *Current Status*

**Ellucian Enterprise Resource Planning (ERPS)**—The ERPS, purchased in 2018 in collaboration with two other RUSO institutions to increase efficiencies and cost-savings, is being utilized campus-wide. Remaining areas for implementation include completion of degree audit capabilities for all academic areas and full adoption of paperless processes for purchasing.

**Oklahoma Blackboard Consortium (OKBbC)**—The university joined OKBbC in FY 2022 with the goal of improving LMS functionality while increasing cost-savings through collaboration with other Oklahoma institutions. University personnel will continue to participate actively in the consortium and seek additional opportunities available through this membership.

**MASH Camp**—The university continues to partner with Northwest Technology Center to deliver a summer camp that encourages middle school students to explore careers in health. A private gift from a community partner will provide funding for this program into the future.

**Fast-Track Education Program**—Northwestern’s Enid campus location is partnering with NOC-Enid to deliver a fast-track program for completion of the elementary education degree in three and a half years. Students will enroll in courses from both institutions simultaneously during the long semesters and summer semesters to expedite the degree-completion process.

### **NWOSU Program Changes in FY 22**

Organizational Leadership	BS	Program Modification
Technical Management	BAAS	Post Audit Report
Education majors	BSED,BAED,BMED	Prog Mod - Other
Reading Specialist	MED	Prog Mod - Other
Criminal Justice	BS	Program Modification
History	BA	Program Modification
Political Science	BA	Program Modification
Sociology	BA	Program Modification

American Studies	MA	Program Modification
American Studies	MA	Program Review
Agricultural Education	BSED	Post Audit Report
Social Work	BSW	Accreditation Notice
Accounting	Certificate	Program Modification
Accounting	BBA	Program Modification

***Future Plans***

**Updated Online Procedures and Policies**—The Online Education Committee and the Coordinator of Online Education will review and update online policies and procedures in FY 23, with particular emphasis placed on ensuring accessibility and clarifying expectations for faculty and student engagement in online courses.

**Faculty Development Core Curriculum**—The Faculty Development and Advisory Board will coordinate with Title III LASSO staff and the dean of faculty’s office to promote a core faculty development curriculum delivered and tracked primarily through the Go2Knowledge/Innovative Educators platform beginning in FY 23.

**Literacy Center**—The university’s Literacy Center continues to offer in-person and virtual literacy tutoring for community members of all ages. The center also serves Northwestern teacher candidates by preparing them for virtual instruction and guidance on the teaching of literacy skills.

**Institutional Animal Care and Use Committee (IACUC)**—The Office of Sponsored Programs and faculty members in the Department of Natural Science are collaborating in an effort to establish IACUC accreditation for the science department. The university will apply in FY 23 for accreditation, which would increase grant funding opportunities within the department.

**Teach Oklahoma**—Division of Education faculty members and students continue to host area high school students who are enrolled in the Teach Oklahoma program. This program allows high school students to explore the possibility of pursuing teaching as a profession, and campus visits allow students to speak to current education students about their experiences and motivations as well as to attend courses and presentations by university faculty and students.

**Program Reviews for 2022**—A total of 22 programs are scheduled for program review submission to the Oklahoma State Regents for Higher Education by the end of 2022. Ten of those programs are accredited, with twelve non-accredited programs under current review.

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**TECHNOLOGY**

***Current Status***

**Social Work Virtual Reality Lab**—The Department of Social Work continues to find new applications for its virtual reality lab, which provides simulations of environments and situations social workers may encounter when carrying out their professional duties. The lab is location at the Enid campus location, and its use is incorporated into the department’s coursework.

**Zoom Rooms**—The university has built Zoom rooms at each campus location to supplement the interactive television (ITV) capabilities of the university. Building additional Zoom rooms will be considered as demand merits and funding allows.

**Internet and Fiber Project** – The university completed its project to lay new fiber and install access points across

all campus locations in FY 22. This project has improved access to Internet for all students.

***Future Plans***

**Outdoor classroom**—The university razed the 1907 power plant building, which had become structurally unfit for repurposing, in December 2022. The building was located in the central part of the campus, between the Science Building and the Student Center. Using federal CARES funds, a new outdoor classroom will be built on this site. Plans for the facility have been made and renderings drawn with input from a committee of faculty members and staff. Equipping the space to support educational technology has been a primary concern of the committee. The goal is to begin construction on this classroom by the end of FY 23.

**Telemedicine Grant**—The university will apply for a USDA telemedicine grant to support distance education and serve educational and health entities in northwest Oklahoma in FY 23.

**Nursing Labs**—Using funds allotted by the state regents through the university budget, the university will undertake updates to campus nursing lab facilities.

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**ONLINE LEARNING ACTIVITIES/INITIATIVES**

***Current Status***

**a. Open Educational Resources (OER) –**

The NWOSU Library Director serves as a member of the COLE OER Subcommittee. The library faculty is using OER materials for courses in the Library and Information Sciences minor, and the director and the chair of the Faculty Development Advisory Board have actively promoted OPEN OCO Pressbooks Project Grants. While some faculty members are using OER, no formal tracking of use has been done until recently. The university surveyed faculty on the use of OER materials in fall 2022 with the aim of promoting their use, where practical. Additionally, the university compiled a report on OER course adoption history through the university bookstore. Six university faculty members served as part of a COLE OER Ad Hoc Committee in spring 2022, and currently two university employees are engaged in coursework to earn a Creative Commons certificate on OER. This increased activity centered on OER is encouraging and should provide helpful direction as we determine next steps in this area.

**b. Professional Development –**

Professional development will continue on use of Ally software to gauge and improve accessibility of online materials. The software is available for all Blackboard courses through the university’s membership in the Oklahoma Blackboard Consortium.

**c. Delivery System/Platform-**

Blackboard Learn Version 9.1 continues to be the university’s learning management system (LMS). All online courses are delivered via the LMS. As part of the Oklahoma Blackboard Consortium, the university now uses Blackboard Ultra as the landing page for courses but retains Blackboard Learn at the course level. Tools such as Turnitin and ExamSoft are integrated with our Blackboard LMS to make the teaching and learning experience as seamless as possible, and Ally accessibility functionality is now available through OKBbC.

***Future Plans***

Northwestern will continue efforts to maintain a high standard of academic excellence in our online courses, evaluating proposed online courses through the Online Education Committee to ensure the integrity of our programs. Existing courses are also reviewed on a five-year rotation, yielding recommendations for course improvement. Northwestern will promote tools included with membership in OKBbC and will continue to investigate tools that may be used to supplement those tools. Professional development for faculty will be critical in this area as well.

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## **LEARNING SITE ACTIVITY REPORT**

### ***Number of Courses***

Northwestern did not receive electronically delivered or online courses from other institutions, or provide those courses to other institutions, during the 2021-2022 academic year.

### ***How Sites are Meeting Needs***

Northwestern Oklahoma State University will continue to use information provided by the state to determine areas of critical occupational need within the state. The measures are undertaken to meet employer needs and student demand in regard to those needs.

Northwestern seeks to meet the need for qualified educators in the state in multiple ways. As noted above, the university has promoted opportunities provided by the Future Teachers Scholarship provided by HB 3564 and additional state funding to attract students to its traditional teacher education program. The division is also instituting a micro-credential for seekers of alternative certification and providing scholarships to those students with funding from the OSRHE Micro-Credentials and Digital Badging initiative grant.

Northwestern is also adding a faculty member to its RN-to-BSN program in an effort to supply needed health care providers in the state while providing the flexibility of online education to nurses already employed in the field. Experiential learning also provides valuable opportunities for both area employers and students. The Business Division utilizes its capstone course to provide internships and Small Business Institute (SBI) teams to area businesses. The internships provide excellent opportunities for students to learn leadership and management skills. The SBI teams assist businesses in research and strategizing for growth and development. In addition, the Business Division meets annually with its advisory board, which consists of area business people and successful business alumni. The board provides the division with valuable feedback regarding the general workforce and the educational skills that they would like to see addressed in Northwestern's business classes.

In spring 2022, the Communication Department established a student-run public relations agency to teach students real-world skills in the area of strategic communication. The agency had one client in its inaugural semester, spring 2022, and anticipates more opportunities for activity in FY 23.

Northwestern's Nursing Division utilizes an advisory board consisting of area doctors, nurses, and hospital administrators to provide input on strategies to attract and maintain quality nurses in the western region of the state. In addition, the Ketterman Simulation Lab is facilitated by its own advisory board. This board, made up of educational and professional personnel, explores additional training opportunities for entities that utilize the lab.

The university's Education Division works closely with area schools to determine the needs of public schools. Northwestern is proud of the quality of its teachers who pass through the University's Teacher Education program. Although the Oklahoma State Teacher Residency Program is currently under a moratorium, Northwestern remains committed to assist any school in the region with the professional development of its first-year teachers.

Northwestern administrators, faculty and staff are active community members in Alva, Enid and Woodward. They serve on various community boards and participate in various community organizations.

Northwestern uses employer data provided by the State Regents Office and provides this information to students via the university website. Finally, departments and divisions always consider employer needs and student demand as part of the program review process

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## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 1630
  - Fall 2022: Graduate (if applicable) Headcount: 225
  - 2022 Annual FTE: 1550
  
  - Fall 2023: Undergraduate Headcount: 1650
  - Fall 2023: Graduate (if applicable) Headcount: 225
  - 2023 Annual FTE: 1600
  
  - Fall 2024: Undergraduate Headcount: 1675
  - Fall 2024: Graduate (if applicable) Headcount: 235
  - 2024 Annual FTE: 1635
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# OKLAHOMA PANHANDLE STATE UNIVERSITY (OPSU)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

- Student Learning
  - Improved first to second year retention rate
  - Increased percent of students attaining 30 credit hours in one year
  - Nursing Program Expansion, BSN and addition of pre-licensure program
  - Expanded access to devices for students
- Resource Optimization
  - Hispanic Student Center
  - Expand Veterans Services
  - Improved budget management by department heads
  - Improved learning facilities
  - Master Plan development
- Graduate Production
  - Enrollment management improvements to better coordinate efforts to recruit students, in particular students from key demographics
  - Implement systematic program review with key industry stakeholders to ensure the university provides opportunities that serve our community and employer need
  - Receive approval from HLC for an MBA in Agribusiness
  - Receive approval from OSRHE and HLC for a new Associate of Science and Bachelor of Science in Education in Career Technical Education
  - Online support services available in English and Spanish
- Life Long Learning Opportunities
  - Student Union Renovation and Enhanced Student Union Programming
  - Increase community partnerships
  - Evaluate continuing education programs with community stakeholders and industry to provide continuing education programming for the university service area
- Promote and support community service for students, faculty, and staff in the community

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### ACADEMIC EFFICIENCIES

#### *Current Status*

The academic leadership team continues to analyze scheduling to ensure maximum efficiency in scheduling faculty time and to ensure students have the best opportunities to complete their course of study. Online courses are available in both 8 and 16 week options to accommodate student demand.

Positions to be restored from frozen in FY 23 are targeted to high student demand areas. Programs identified as low producing did not qualify for additional faculty appointments.

#### *Future Plans*

Demand for an OPSU Master of Business Administration in Agribusiness remains high. The university will seek approval from the Higher Learning Commission in FY23 for this new program. The university will also expand online educational offerings through efficiencies in online course design using institutional research and instructional design. OPSU is also partnering with Connors State College on a transfer student initiative to provide new avenues for CSC students to receive advising from OPSU and streamline transfer and articulation. The Dean of the College of Online Programs will oversee the development of courses offered online and implement assessment for the quality of these offerings to expand online education in a thoughtful and student centric way.

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## TECHNOLOGY

### *Current Status*

- OPSU audits wireless internet access regularly to expand and strengthen wireless internet access in key public spaces and residential units.
- All classrooms have been outfitted by technological capabilities to host classes virtually or in a hybrid format when necessary.
- All full time faculty have a fully connected Microsoft Surface Pro or equivalent Apple device to use to deliver exceptional student experiences.
- OPSU is in the process of implementation of secure door access system to provide more integrated student access across campus including library services, computer labs, and after-hours access to restricted areas on campus.
- OPSU is in the adoption process for a new cloud based constituent relationship management software, Element 451, to facilitate student communication and manage the flow of information for students. This CRM will be further utilized to provide students with comprehensive advising and academic intervention services.

Online Courses Offered			
Semester	Classes	Credit Hours	FTE
Spring 2021	181	6314	421
Fall 2020	169	8531	569
Summer 2020	65	2731	182
Spring 2020	115	5676	378
Fall 2019	99	4879	325
Summer 2019	42	1321	88
Spring 2019	93	5452	363
Fall 2018	82	4070	271
Summer 2018	45	1370	91
Spring 2018	65	3422	228
Fall 2017	64	2998	200
Summer 2017	39	1226	82
Spring 2017	51	2855	190
Fall 2016	72	3079	205
Summer 2016	36	1227	82
Fall 2015	60	2461	164

### *Future Plans*

- Strategic planning updates to the university scorecard key performance indicators will inform decision making and allow for investment in areas which support the strategic plan.
- The Hispanic Student Services Center will provide shared and collaborative learning spaces on campus. All online services will be translated into Spanish to provide bilingual online services and technology for all students.
- The MBA in Agribusiness will be developed and deployed as an online program.
- The Online BSN Program will continue to expand, with additional faculty allowing the university to open up additional seats for incoming students.
- All students will have access to an internet connected and Office 365 and Canvas capable device, which will allow students to take courses, access textbooks, and complete work remotely on their device.
- The university will target STEM fields and Education to increase student participation in these key workforce areas.

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## ONLINE LEARNING ACTIVITIES/INITIATIVES

### *Current Status*

#### **a. Open Educational Resources (OER)**

The University Library maintains a LibGuide to OER resources for faculty on its website. The University Bookstore partner, Akademos, provides OER options for faculty at the point of adoption and provides professional development for faculty regarding OER options.

#### **b. Professional Development**

Faculty participated in online professional development opportunities from OCO, NCORE, CAEL, and HLC over the academic year. A full time instructional designer provided on demand support and annual training for all faculty.

#### **c. Delivery System/Platform**

OPSU uses the Canvas Learning Management System, Ellucian Banner Student Information System, and Office 365.

### *Future Plans*

OPSU continues to work with our online program manager to provide support for faculty, students, and course development. This partnership continues to expand and will provide additional student support and continued data analysis to improve student success, persistence, and completion.

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## LEARNING SITE ACTIVITY REPORT

### *Number of Courses*

OPSU continues to serve as a site for NWOSU's graduate programs via ITV and Zoom.

### *How Sites are Meeting Needs*

NWOSU as the sole graduate credential granting institution in our region provides courses in the field of education to support area K-12 teachers and administrators.

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## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 1347
  - Fall 2022: Graduate (if applicable) Headcount: NA
  - 2022 Annual FTE: 1160
  
  - Fall 2023: Undergraduate Headcount: 1401
  - Fall 2023: Graduate (if applicable) Headcount: 16
  - 2023 Annual FTE: 1206
  
  - Fall 2024: Undergraduate Headcount: 1471
  - Fall 2024: Graduate (if applicable) Headcount: 32
  - 2024 Annual FTE: 1254
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# ROGERS STATE UNIVERSITY (RSU)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

#### 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 Clery Act Management Plan

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**ACADEMIC EFFICIENCIES**

***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.

***Future Plans***

- 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.

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**TECHNOLOGY**

***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.

***Future Plans***

- 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.

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## ONLINE LEARNING ACTIVITIES/INITIATIVES

### *Current Status*

#### a. Open Educational Resources (OER)

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

#### b. Professional Development

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

#### c. Delivery System/Platform

- Enterprise Resource Planning (ERP) System
  - Plan for migration from Jenzabar EX to J-One, a cloud-based ERP system.
  - Optimization of analytics functionality of Jenzabar Retention Module for first-time freshmen.
  - Planning for launch of Izenda, a cloud-based ERP data query and reporting tool for Jenzabar EX and J-One users.
- Learning Management System (LMS)

- Conversion from Jenzabar e-Learning LMS to Blackboard LMS, with “go-live” fall 2022.
  - Faculty training 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.

***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

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**LEARNING SITE ACTIVITY REPORT**

***Number of Courses***

Not applicable

***How Sites are Meeting Needs***

Not applicable

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**ENROLLMENT PROJECTIONS**

- 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
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# SOUTHEASTERN OKLAHOMA STATE UNIVERSITY (SEOSU)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

- **Regional Accreditation**

The Higher Learning Commission (HLC) conducted a comprehensive evaluation visit for continued accreditation at Southeastern in February 2014. In July 2014, SE was notified that its accreditation was reaffirmed until 2023-2024. SE selected the Open Pathway for the next Reaffirmation of Accreditation Visit. SE submitted the Year-4 Assurance Argument on May 14, 2018 and responded to requests for additional information from the HLC peer review team. In July 2018, SE was notified that its accreditation was re-affirmed and all criteria were met. The next required step, the submission of a Quality Initiative Proposal (QIP) was completed on August 31, 2021. The QIP was approved by HLC on October 12, 2021 and the plans included are on-going. In June 2021 HLC required a non-financial indicator review due to enrollment growth 2018-2021 of 41.61%. We received notice on November 3, 2021 that the information submitted was sufficient and no further follow-up was required. A standard required peer-review visit of our outreach teaching sites was completed in March and April 2022 for the Rose State and McCurtain campus locations. We received notice from HLC on June 13, 2022 that operations at those sites are adequate and no further review or monitoring is required. The date for our Open Pathway Comprehensive Evaluation visit is scheduled for November 27, 2023 to November 28, 2023. The 7 qualified peer-reviewers on campus (including the Vice President of Academic Affairs and the President) and the two newly hired Assistant Vice Presidents in Academic Affairs will begin meetings to plan the writing for our 2023-2024 report.

- **Specialty Accreditation**

Southeastern is committed to academic excellence and several disciplines hold specialty accreditation. Listed below are current activities regarding specialty accreditation:

- **Association to Advance Collegiate Schools of Business (AACSB)**—2017-18 served as the year of record for the last AACSB review of the John Massey School of Business (JMSB) which was set for an on-site review in October of 2019. The peer review team and continuous review committee accepted the report without the expected onsite visit. In January 2020, the AACSB Board of Directors ratified SE's extension of AACSB accreditation for five years; scheduled site visit is Fall 2023. We are waiting on the final date confirmation. Continuous improvement review reporting is on-going. A consultant has been hired to assist the department as planning/writing for their reaffirmation report.
- **National Association of Schools of Music (NASM)**—A team completed a visit for continued accreditation in March 2013. The NASM Commission on Accreditation then continued SE's accreditation in good standing for 10 years. The next visit will be in 2023-2024. Planning is underway.
- **Aviation Accreditation Board International (AABI)**—Following the site visit on March 5-8, 2017, AABI continued its accreditation of all four locations (Durant Campus, Tinker Air Force Base, Oklahoma City Community College, and Rose State College) that provide undergraduate aviation programs for five years. SE submitted an interim report to AABI on May 30, 2019 and another on January 6, 2019. After this report was reviewed it was deemed incomplete such that accreditation was suspended and an invitation to resubmit by June, 2020 was given. With assistance from the President of AABI and after a review of the program and its future needs, SE submitted an updated report on May 29, 2020 to continue accreditation with the Professional Pilot Program. A decision was made to not renew the Aviation Management program at this time, but to review and improve this program for future reaccreditation. The AABI Board met in summer 2020 and the Professional Pilot Program was renewed and also retroactively reinstated to full accreditation. Due to the retroactive reinstatement date, the next renewal process began immediately. A self-study was

submitted in December 2021 and an accreditation visit was completed in March 2022. The AABI accreditation team submitted its review and at this time we are waiting for the Board meeting vote which will occur in Fall of 2022.

- **Council for the Accreditation of Counseling and Related Educational Programs (CACREP)**—In July 2012, SE was notified that the MA in Clinical Mental Health Counseling was accredited by CACREP for eight years. The next review was set for 2020. There was a decision made in 2020 by the department and the program to not continue with this accreditation due to significant turn over in faculty and changes in the program needs. CACREP practices are being maintained and the program will look to apply again under the new standards in three to five years. A new hire has been approved for FY23 for a faculty member who will be the director in this area of Clinical Mental Health Counseling accreditation and is expected to lead the initiative to review, evaluate, collect data, and work towards renewal this accreditation.
- **Council for the Accreditation of Educator Preparation (CAEP)**—The School of Education and Behavioral Sciences was granted accreditation for 7 years on October 23, 2017. One area of improvement was identified in the Accreditation Action Report. Mid-cycle reports for the several education programs offered at SE were submitted Spring 2021 with most resulting in approved with conditions (this year there was new testing, so the programs are awaiting the results to have data to submit, this was expected by CAEP and planned for by our departments). We do not anticipate issues in continued support of most of our programs in 2023-2024. The Director of Teacher Education has outlined the plan with the Education faculty for writing the renewal report with the expected site visit in Spring 2024.

- **Initiative with Online Program Manager**

SE continues to cultivate the working relationship with Academic Partnerships (AP), an Online Program Manager, that began Fall 2015 to develop digital marketing strategies and to identify best practices in online learning for the Master of Business Administration (MBA), Master of Education, Master of Science in Sports Administration, Master of Science in Native American Leadership, Early Intervention and Child Development followed between 2016-2018. Significant growth continues in the Master of Education degree programs (SP 17= 35 majors; SP 18= 176; SP 19= 465, SP 20= 796, SP 21=949, SP 22 = 1070) and in Master of Business Administration (SP 16=68 majors; SP 17=239; SP 18=478; SP 19=684, SP 20=781, SP 21=842, SP 22 = 866).

Southeastern now offers 12 undergraduate online programs, in a partnership driven by faculty, and supported by staff, and administrators who worked with AP to develop the first SE undergraduate online programs in Business, Communication, Occupational Safety and Health, and Liberal and Applied Studies launched in Fall 2018 (BA in Communication-Organization and Strategic Communication, BBA in General Business, BBA in Management, BBA in Marketing, BS in Liberal and Applied Studies, and BS in Occupational Safety and Health). The undergraduate programs saw significant growth (SP 20=140 students, SP22=402). In Fall 2019, Criminal Justice was added to the list of undergraduate programs and continues to grow (SP21=18 Students, SP22=27). Starting Fall 2020, a BBA in Accounting and BS in Recreational Sports Management are now offered in a similar format. It is important to note that these programs also will be offered face-to-face on SE's main campus. In addition to courses in the major, students also will be able to complete all of their general education requirements in course sections redesigned specifically for the online accelerated format. Additionally, a new emphasis area under the online Liberal and Applied Studies program, Tribal Organizational Leadership, was approved in Fall 20 and launched in Sp21.

Priorities to investigate for program launch in the 2022-2023 AY are as follows: Master of Science in Health Science, Master of Science in Community Health, Master of Science in Health Administration. Additional health care related area of investigation will be RN-BSN. Approved degree programs to launch in Fall 2022 are as follows: Master of Education in Curriculum & Instruction (Music), Master of Education in Curriculum & Instruction (Reading), and Graduate Certificates in Data Analytics, Program Management, Superintendent, and Principal. Pending approval at the time of the writing of this document is Master of Arts in Organizational Management and Leadership and the Leadership concentration for Master of Business Administration.

Program areas of exploration to link with our OPM will be Bachelor of Science in Psychology, Bachelor of Business Administration – Finance, and Bachelor of Arts in Art Administration.

Following program selection for online delivery, AP works with our university to develop a customized Marketing and Enrollment Plan for each program category, including any university wide marketing initiatives. AP’s in-house integrated marketing group is comprised of a large team of skilled professionals with deep higher education marketing expertise as well as media agency and product marketing experience. Enrollment Services serve as an extension of the university and “provide students with essential guidance on programs, application and document requirements, deadlines and enrollment steps.” Retention Specialists guide students through their onboarding processes and remind students of tuition and enrollment deadlines. They additionally guide the students throughout their journey through supportive communication. The balance of tasks between Enrollment Specialists and Retention Specials combined with the increased staffing at Southeastern in Admissions, Advising, and support offices on campus is a response to the growth. Additionally, employment of additional faculty and utilization of Academic Coaches from our third-party vendor, Instructional Connections, has made it possible to manage the growth at the academic classroom level.

- **Program Modifications**

Degree programs continue to evaluate courses and degree requirements to meet the needs of students. During the 2021-2022 AY, program modifications centered around degree requirements changes and/or curriculum changes. Bachelor of Science in Health and Human Performance and Bachelor of Science in Aviation Management were among the areas where curricular changes were adjusted to provide students with flexibility of coursework based upon their specific needs as they prepare for the workforce. Modification in the Bachelor of Arts in Theatre resulted in renaming tracks for concentration areas to holistically provide students with preparations for workforce.

Modifications in Master of Education in Education Leadership resulted in track options to better reflect the content of the options and to assist students in their decision-making process. Curricular changes were a result to align the program with current National Educational Leadership Preparation Building Level Standards. Curricular changes for Master of Music Education and Master of Science in Native American Leadership – General were results of review and realignment of courses that are most optimal for student learning and outcomes.

As a result of Program Reviews, we expect to see program modifications for the 2022-2023 FY in graduate and undergraduate degree programs.

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## **ACADEMIC EFFICIENCIES**

### *Current Status*

#### **Course Sharing in Graduate Programs**

Cross utilization of courses has allowed the addition of options/specializations in the graduate programs without adding new courses. (MBA in Safety and Aerospace Logistics; MS-Sports in Business, Native American Leadership and Educational Leadership; MS-NAL in Education, Health Care Information Systems, and Hospitality Marketing, MEICD in Native Populations)

#### **Off-Campus Activities**

In addition to its main campus, SE delivers academic programs to five other locations in Oklahoma and one in Texas. SE has anchor faculty SE-McCurtain County Campus in Idabel, and at additional locations in the Oklahoma City metropolitan area (Rose State College and Tinker Air Force Base). Anchor faculty not only deliver courses at their respective off-campus sites, they also deliver courses to the main campus via the internet or Synchronous Interactive

Distance Education (SIDE) using Zoom, although post-pandemic we have seen a shift to online hybrid delivery with either one-day a week in the classroom or synchronous Zoom meetings (not requiring students to be in the classroom). The Aviation Sciences Institute couples the use of anchor faculty and adjuncts to deliver both undergraduate and graduate aviation programs at Tinker Air Force Base and Rose State College. We have an advisor located at the Murray State College and at Ardmore and the McAlester locations. We are in discussions with Murray State to potentially offer more courses and house more SE staff/faculty at their facility. We have slowly started to return to offering more courses in the face-to-face format at Grayson College, but do not currently have anchor faculty there. Collectively, students enrolled exclusively in online courses and at off-campus locations accounted continues to increase each year.

SIDE and/or online Zoom provides efficiencies for both synchronous and asynchronous delivery of courses and programs to sites and/or individuals that might not otherwise be served. Faculty have invested much effort to transition from face-to-face to these other modes of delivery especially during the pandemic; additionally, several previously IETV courses have been converted to online courses. Table 1 lists the numbers of unique faculty, courses, and total sections of courses offered last year. SE will continue to use the model of anchor faculty, on-site adjunct instructors, and distance education to meet the needs of students at off-campus locations. After the shifts made to remote learning during COVID in 2020-21, the numbers from 2021-22 show the continued use of online, hybrid or blended delivery methods. Our SIDE delivery has declined as faculty have learned how to work with students who are remote from anywhere and not sitting in a classroom together. Further updated data for the 2020-21 AY is available in Tables 4, 5 and 6.

**Table 1. Numbers of faculty/instructors and courses/sections offered by SE in 2021-22 via SIDE (Synchronous Interactive Distance Education) using Zoom and online.**

<b>Delivery Mode</b>	<b>Faculty/Instructors</b>	<b>Courses</b>	<b>Sections</b>
SIDE	7	14	17
Online at Sites	10	21	33
Hybrid/Blended	77	127	170
Online in general	208	647	1122

**Degree Completion**

SE offers a BS in Liberal and Applied Studies (BSLAS) that may be used as a degree completion program. During the last five years, the BSLAS has consistently ranked in the top three programs for number of graduates. Additionally, a new degree emphasis group titled, Tribal Organizational Leadership, was approved and is now offered to benefit our Native American population and further encourage degree completion. Each year, SE attempts to contact former students that stopped out to inform them about the BSLAS. A similar campaign was made to contact graduate students that stopped out before completing their master’s degree.

**2+2 Articulation Agreements**

Another efficiency that greatly benefits students has been the development and maintenance of up-to-date 2+2 program articulation agreements with two-year colleges. Currently, SE has customized articulation guides for students at 13 schools in Oklahoma and 4 in Texas (Table 2). In 2022 we signed a transfer agreement with the Tarrant County College District in Texas. We additionally reviewed several of our 2+2 agreements with Murray State.

**Table 2. Two-year colleges with 2+2 agreements with SE by state.**

<b>Oklahoma</b>	<b>Texas</b>
Carl Albert State College	Collin County Community College
Eastern Oklahoma State College	Grayson County College

Murray State College	North Central Texas College
Northeastern Oklahoma A&M College	Paris Junior College
Oklahoma City Community College	
Oklahoma State University—Okmulgee	
Oklahoma State University—OKC	
Rose State College	
Seminole State College	
Tulsa Community College	
Connors State College	
Redlands Community College	
Northern Oklahoma College	

**Other Efficiencies**

Murray State College contracts with SE’s Center for Instructional Design and Technology to provide technical assistance and professional development for their staff.

SE continues to use a 4-day work-week during summers. This initiative provides cost savings to the University, faculty, staff, and students without sacrificing academic quality.

SE has worked with Instructional Connections to provide academic coaches that assist faculty teaching high enrollment courses. This reduces the reliance on adjunct faculty teaching multiple sections of courses with fewer students without sacrificing the quality instruction.

***Future Plans***

SE is examining ways to offer existing and new academic programming at additional locations and/or using online delivery to increase accessibility without sacrificing quality or rigor. With greater than 50% of the credit hours being generated last year by students enrolled at additional locations or exclusively online, this type of programming appears to be growing in demand. Courses and programs are carefully reviewed to ensure that academic quality is not negatively impacted by either the mode of delivery or the delivery location. Such considerations will ultimately lead to increases in number, diversity, and availability (greater flexibility in scheduling) of programs to students throughout our service area.

Considering the needed efficiencies, service area demands and faculty expertise, SE will offer several new degree options. Many of these will provide more specialized choices while capitalizing on current course offerings. Additionally, in consultation with faculty and the needs of employers in our service area, SE will introduce and propose several new Graduate Certificates. SE has not typically offered such certificates previously.

Approved degree programs to launch in Fall 2022 are as follows: Master of Education in Curriculum & Instruction (Music), Master of Education in Curriculum & Instruction (Reading), and Graduate Certificates in Data Analytics, Program Management, Superintendent, and Principal. Pending approval at the time of the writing of this document is Master of Arts in Organizational Management and Leadership and the Leadership concentration for Master of Business Administration.

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**TECHNOLOGY**

***Current Status***

The Center for Instructional Development and Technology (CIDT) is the primary source for online support for faculty, staff, and students. CIDT employs a full-time director, assistant director, an instructional designer, instructional technologist, an online training specialist, and a multimedia specialist (see Table 3). Additionally, CIDT has an administrative assistant and employs eight to twelve student workers. CIDT staff serves students and instructors in online classes by responding to help tickets, answering live chat questions, taking phone calls, and meeting in person. CIDT maintains hours of 7:00 AM - 1:00 AM on weekdays and 5:00 PM - 1:00 AM every day including weekends. As mentioned above, CIDT also provides technical assistance to MSC.

**Table 3. The responsibilities of key CIDT personnel.**

<b>Director/Instructional Designer (1 FTE)</b>	<b>Assistant Director/Instructional Designer (1 FTE)</b>	<b>Instructional Technologist (1 FTE)</b>	<b>Instructional Designer (1 FTE)</b>	<b>Online Training Facilitator (1 FTE)</b>
<ul style="list-style-type: none"> <li>• Consults with Faculty and Administration</li> <li>• Conducts Training</li> <li>• Builds Course Templates</li> <li>• Manages the Online Orientation</li> <li>• Assists Faculty in Creating Course Content</li> <li>• Manages Student Workers</li> <li>• Chairs the Distance Education Council</li> <li>• Oversees development of Online Remediation</li> <li>• Manages Social Media</li> <li>• Manages video production</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews Syllabi</li> <li>• Reviews Courses</li> <li>• Assists faculty in course development</li> <li>• Manages Quality Matters activity</li> <li>• Provides training</li> <li>• Assists with Social Media Management</li> <li>• Assists with managing student workers</li> <li>• Manages budget and purchases</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains Blackboard</li> <li>• Installs patches and updates</li> <li>• Resolves technical errors</li> <li>• Builds course shells</li> <li>• Copies courses</li> <li>• Merges courses</li> <li>• Enrolls users</li> <li>• Works with third parties</li> <li>• Manages building blocks and LTI links</li> </ul>	<ul style="list-style-type: none"> <li>• Assists in syllabi review</li> <li>• Assists in course review</li> <li>• Manages updates to the Orientation</li> <li>• Consults with faculty on instructional design</li> <li>• Provides graphic design for courses and events</li> </ul>	<ul style="list-style-type: none"> <li>• Manages the Online Student Orientation</li> <li>• Manages online faculty and staff development provided via Blackboard</li> <li>• Maintain the Blackboard placement testing site</li> <li>• Create, deploy, and maintain content for trainings</li> <li>• Serve as backup support for other services rendered by CIDT</li> </ul>

CIDT has developed and facilitates a free, self-paced online orientation course which trains students in Blackboard and other university technologies, university services, and online learning skills. The orientation also houses other resources, including study aids for reading, English, math, and library literacy as part of an online remediation initiative. Study aids are available to all students. Remediation testing is housed in a separate Blackboard course. The completion of the orientation is enforced through a standard course template which is also facilitated by CIDT. The template is organized into weekly folders, all of which are tied to the submission of a badge from orientation. Once the badge is submitted, students gain access to the weekly folders.

Organizationally, CIDT is housed within Academic Affairs due to heavy involvement with academic decisions in course design and other areas of academic focus. CIDT works closely with IT due to its responsibilities of maintaining Blackboard, providing technical support, creation of course shells, and loading students into classes. In addition to these duties, CIDT also provides instructional design consulting and assistance to faculty, reviews syllabi, completes course reviews, provides video capture and editing, graphic design, and managing social media.

In the last 5 years, online student enrollment has increased dramatically. CIDT assists with course reviews and has created a database of course banner options for every course offered at Southeastern. The CIDT YouTube channel currently houses hundreds of videos for online courses. University videos are also stored in a second YouTube account and displayed on StormFlix, a branch of the Southeastern website. To better serve distance students, CIDT is open after hours until 1:00 AM to answer email, live chat, and technical support tickets on both weekdays and weekends.

Listed below are brief descriptions of the different functional areas that are supported by CIDT staff.

**Technical Support**

- CIDT staff will provide technical support for Blackboard and other programs for faculty, staff, and students during regular business hours as well as after normal business hours for as large a span of time as possible. This includes irregular hours extending into late nights and weekends.
- CIDT Staff will provide minimal technical support on University holidays and breaks.
- CIDT staff will not divulge confidential information, such as grades, to individuals outside the constraints of FERPA regulations.
- CIDT staff will not make changes to submitted student work or feedback unless requested to do so by the instructor.
- If a CIDT staff member is enrolled in a class at SE, the CIDT staff member will not access that class from an administrative account once the course is made available. Another CIDT staff member should provide assistance for such courses.
- CIDT staff will speak and interact professionally with visitors, on calls, in emails, and in the live chat.

### **Training**

- CIDT staff will provide training for Blackboard and other programs to faculty, staff, and students as needed. Permission will be obtained from the faculty member before using a course as an example for training others.
- CIDT will assist department chairs in faculty compliance with university and department policies regarding training associated with online teaching.
- CIDT trainings will be available in multiple formats and at multiple times throughout each semester.

### **CIDT Lab and Studio**

- CIDT staff will manage the computer lab and video studio located within CIDT. The computer lab will be available for faculty to use with or without an appointment during most business hours. It may also be reserved for trainings and workshops.
- CIDT staff will maintain the equipment in both the computer lab and studio.
- CIDT staff will be available to assist faculty in using CIDT lab computers and video equipment.
- CIDT staff will ensure that CIDT is locked and equipment is secure when no other CIDT staff are present in the area.

### **Facilitation**

- CIDT staff will facilitate no-cost resource courses such as online orientations.
- CIDT staff will not actively facilitate or co-facilitate any course listed in Campus Connect as being taught by an instructor. All course delivery, facilitation, and associated decisions are the responsibility of the assigned instructor.
- CIDT staff may serve as adjunct instructors for courses, but this role is accepted and fulfilled outside of CIDT duties and will be the responsibility of the individual assigned, not CIDT as a department.

### **Course Shells**

- CIDT will prepare course shells, including university and department templates and course banners for faculty.
- CIDT staff will not copy course materials into another faculty member's course shell without permission from the authoring faculty member.
- CIDT staff will encourage faculty to give credit to authoring faculty members who allow copy of their course materials.
- CIDT will ensure that all online courses are made available by or before the start date of the course or on the availability date required by the department.

### **Enrollments**

- CIDT will assist in the process, while IT will primarily be responsible for loading students into online courses shells.

- Students are required to take an orientation (GOLD, general online learning directions, course) triggered by IT upon the students' admission. Completion results in a badge required to be presented at the beginning of each online course.

### **Instructional Design**

- CIDT staff will assist in course building from a technical and consultation position. Staff may build and apply settings based upon the instructions of the instructor. This service is intended to enable instructors to focus on the content of their courses and deliver exceptional courses.
- CIDT will assist in the creation of multimedia for online courses, including info graphics and video. CIDT will provide the extent of assistance desired by the faculty member, and the faculty member will maintain copyright to the work produced unless otherwise agreed upon.
- CIDT will assist in ADA compliance by providing closed captioning on videos stored on the CIDT YouTube channel and may assist with others if requested by an instructor. CIDT will also provide information and resources to assist faculty in making other aspects of their courses ADA compliant. Software is being used to alert faculty to areas of their courses that might have ADA issues and CIDT can be contacted to assist.

### **Course Review**

- CIDT will have access to courses before, during, and after deployment and may check the progress of any given course to ensure it is adequately prepared and facilitated. Review will ensure that no course is treated as a correspondence course that will threaten accreditation or otherwise put the university in harm's way. Specific review items may be identified by chairs, the appeals committee, etc. which may apply to a specific course or group of courses.
- CIDT will assist chairs in maintaining department decisions regarding course layout and other requirements.
- CIDT may check courses specifically for ADA compliance, especially if made aware that a student enrolled will need of such services.
- CIDT may review syllabi to aid the chair in ensuring courses are prepared and that syllabi meet minimum requirements.
- If any concerns are identified within a course at any point, the concern will be addressed with the instructor, and the chair will also be made aware. The dean of e-programming and the VPAA may be made aware of the situation if the severity warrants further attention.
- CIDT will work with the instructional design department of Academic Partnerships (AP). When conducting course reviews for programs that have partnered with AP, CIDT staff will provide an informal review with feedback to the instructor to ensure common program elements are met and that the required template is used appropriately and will submit the course to AP for review. CIDT will forward the AP peer review to the faculty member and department chair once it is received.

### **Promote Online Communities**

- CIDT will strive to improve the quality of the online student experience, in and outside of courses. This includes working with departments to promote community building among online students through a variety of means – including but not limited to in-person events and Facebook groups.

### **Continuous Development**

- CIDT staff will continuously seek out new information and training in a variety of technical tools and teaching strategies to provide up-to-date information to faculty and ensure competitiveness in courses.
- CIDT staff will participate in larger communities of Blackboard, instructional design, etc. that will allow involvement in relevant conversations and ensure current information in the field.
- CIDT staff will strive to be aware of various products and programs, both free and paid, that may be of interest to faculty to ensure that technology decisions are well informed and that faculty are given appropriate information to meet their needs.

Southeastern's Department of Information Technology (IT) provides technology design and selection, technical support, systems management and administration, technology acquisition, the review and development of IT policies and standards, and strategic planning services for Southeastern. In the last decade, technology projects have included enhanced online enrollment functions; improved software and hardware capability; increased bandwidth to campus users; improved information security; increased support to facilitate distance learning (both online and SIDE using Zoom); and ADA accommodations.

Southeastern maintains more than 20 computer labs with over 500 computers available for student use. A variety of software has been installed in the campus computer labs as well as access provided to printers, scanners, and copiers. Examples of the software found in labs on campus include: Microsoft Windows 10 (labs equipped with Dell computers), MacOS (labs equipped with Apple computers), Microsoft Office 365, Adobe Creative Suite, Mathematica, SPSS, Google Chrome, Mozilla Firefox, Microsoft Edge, Safari, Microsoft Visual Studio .NET, Microsoft Visual Studio Developers Suite, Sibelius, Final Cut Pro, as well as many other course or discipline specific software.

### ***Future Plans***

Southeastern is focused on the deployment and integration of IT systems designed to enhance and expand the efficiency of the University. SE Information Technology continues to provide leadership with the acquisition and implementation of these systems. The University has recently made the decision to change our LMS software from Blackboard to Canvas. Southeastern's Department of Information Technology is positioned to play a significant role in this project with the goal of assisting in an efficient, timely, and effective transition to the new LMS.

SE Information Technology has recently completed several major projects. A project lasting almost six (6) months focused on upgrading the network infrastructure of five (5) campus buildings has come to a successful conclusion. This project included three (3) of our student residence halls, and the result is a state-of-the-art network infrastructure that will provide exceptional service to our faculty, staff, and students well into the future. There are plans for multiple additional network infrastructure upgrades in other classroom buildings. Other projects at or near conclusion include Cornerstone (HR employee onboarding system), Ellucian Recruit (CRM), upgrade of Blackbaud – Academic Works (scholarship management system), and a Classroom Upgrade Project that will result in both technology and facility improvements to every classroom on campus. With a determination to identify and understand the trends in higher education, SE Information Technology will continue to provide University Administration with the support and guidance necessary to offer our students the best educational experience possible.

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### ***Current Status***

#### **a. Open Educational Resources (OER)**

The director of CIDT has served in 2020/2021 as the chair of the Online Consortium of Oklahoma (OCO) and in 2021/2022 as the Co-chair of the Council for Online Learning Excellence (COLE). She will continue to serve as co-chair for COLE in 2022/2023. The Assistant director of CIDT serves as the chair of a COLE subcommittee for Advanced Technologies. Both the director and assistant director are committee members of the following COLE Committees: OER, Accessibility, Advanced Technologies, Professional Development, and Student Success.

The CIDT Instructional Designer is also a member of COLE and serves on the accessibility committee. The online training facilitator is also a member of COLE and is the chair of an affiliated Oklahoma Blackboard User Group (Okie-BUG). The director is also the chair of an affiliated user group: Oklahoma Canvas Area Network (OK-CAN).

CIDT has partnered with OneNet, OCO, and COLE to develop Virtual Reality (VR) Enabled Modules, which is an OER initiative for the state of Oklahoma. Twenty-seven modules are available for trial use by students. Eight modules are in active development and almost ready for student use. Six modules are in the beginning stages. Ten additional ideas have been proposed. The contract with OneNet has been extended from an end date of June 30 2022 to June 30 2023 to allow time to complete the goal of 50 modules. The working files as well as links to the completed files have been made available to other OK institutions of higher education to use in their courses or to use the files as templates to create their own modules.

In addition to the development of the modules, CIDT has developed a Virtual Reality Production Guide within the Online Teaching Toolkit, which is part of a Pressbook produced by COLE and OCO for the benefit of all Oklahoma Institutions of Higher Education. CIDT meets bi-weekly with a working group of partnered institutions through OneNet to collaborate and offer guidance to other institutions working on VR projects.

CIDT staff have also visited other Oklahoma campuses and provided demonstrations to faculty of the VR project and has participated in consultations meetings with other state institutions to assist them in beginning to work on similar projects. As part of the Advanced Technologies Committee within COLE, CIDT has assisted with the development of VR Production Toolkits that will be provided by OneNet to partnering institutions.

#### **b. Professional Development**

CIDT provides training and workshops in a variety of formats. New faculty or those new to online instruction come to CIDT for one-on-one training to be oriented to Blackboard. One on one training has also been provided for faculty as they transition to the new course template. Periodic workshops, both CIDT led and vendor webinars are provided each semester. CIDT also hosts a “Drop in Training” once each semester in which multiple IT staff, faculty, or other invited guests provide short, targeted trainings on a variety of subjects. CIDT also maintains a website with Instructional Design tips and sends emails with important information and tips to all faculty and staff.

CIDT provides an online training/orientation course in Blackboard, called BLUE (Basics Lessons for University Instruction) and it includes a wide scope of training for both faculty and staff.

In addition to the opportunities provided by CIDT for professional development described above, SE expects that faculty complete Quality Matters (QM), or equivalent, training before teaching an online course. SE also has QM Peer Reviewers and QM Facilitators. The assistant director of CIDT has participated in the Professional Development committee of COLE, where Quality Matters for the state is frequently discussed. She has earned multiple new certifications that will allow her to provide online Quality Matters trainings to Southeastern faculty as well as to others in the state.

#### **c. Delivery System/Platform**

The BlackBoard Learning Management System (LMS) was first implemented at SE in Spring 2002 and approximately 1,150 were enrolled in the 74 courses using BlackBoard. Since that time, online courses have increased continuously, and face-to-face (f-2-f) courses also use Blackboard. In addition to courses, organizations - both faculty and student - use Blackboard sites, and even student voting for student government and homecoming are conducted via Blackboard.

#### ***Future Plans***

From August 2021 through March 2022, a subcommittee of the Distance Education Council was formed to evaluate Learning Management Systems in anticipation of an end-of-life for the self-hosted platform of Blackboard used to this point. The LMS Subcommittee involved faculty, staff, students, and colleagues throughout the state as they researched and evaluated the options available. They made the recommendation to move away from Blackboard and

adopt Canvas as the new LMS. The Distance Education Council, Academic Council, and Faculty Senate all endorsed this proposal, and the president approved the proposal. Southeastern will institute a cohort program to assist faculty in transitioning their courses. A pilot set of approximately 20 courses will be deployed in Canvas in March 2023. Additional courses will move to canvas during the summer of 2023. All courses will be delivered in Canvas in Fall 2023. The Distance Education Council will next be charged with developing a course review plan to be initiated once courses are fully transitioned to the new LMS.

CIDT is playing an active role in the development of microcredentials related to technology in their area. Ideas are being considered at this time with expectation of progress throughout the 2022-23 academic year.

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## LEARNING SITE ACTIVITY REPORT

### *Number of Courses*

Faculty have invested much time and energy in the conversion of onsite/traditional to distance education courses in the last few years. A limited number of new courses are also being developed with a distance education mode of delivery. SE sent 14 undergraduate courses (17 sections) to off-campus locations via SIDE/IETV from Summer 2021 to Spring 2022 (Table 4). Please note that COVID conversions to remote learning have created new trends in this data as Zoom rather than SIDE instruction was added by necessity. Unique section numbers were assigned to each off-campus location to monitor enrollment trends. About 28 students (duplicated headcount) were enrolled in these courses.

**Table 4. Number of undergraduate courses and student enrollment for SIDE/IETV courses delivered by SE to other institutions and off-campus locations in 2021-2022.**

Course Prefix	Number of Courses and Sections (Sect)						Headcount *		
	Lower Division	Sect	Upper Division	Sect	Total Courses	Tot sect	Lower Division	Upper Division	Total
CHTW	2	2	0	0	2	2	4	0	4
CJ	1	1	3	3	4	4	3	3	6
EDUC	0	0	1	1	1	1	0	1	1
ELED	0	0	3	5	3	5	0	9	9
HIST	2	2	1	1	3	3	5	1	6
PSY	0	0	1	1	1	1	0	1	1
SCIE	0	0	1	1	1	1	0	1	1
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>12</b>	<b>15</b>	<b>17</b>	<b>12</b>	<b>16</b>	<b>28</b>

*\*Headcount = total number of students enrolled; individuals may be counted more than once.*

SE did not deliver any graduate courses to off-campus locations via SIDE/IETV during Summer 2021 to Spring 2022.

SE offered 328 online courses (716 sections) to undergraduates last academic year (Table 5); the number online course sections has decreased during this reporting year compared to last year as COVID had greatly increased our online offerings due to conversion to more remote learning (390 online courses (876 sections) in 21-22; 269 courses in 20-21). Additionally, and hybrid/blended offerings have become more popular with faculty and students (Table 6). The duplicated headcount for internet courses was 16,108 students, almost 24% more than last year.

**Table 5. Number of undergraduate courses and student enrollment for web-based courses delivered by Southeastern in 2021-2022.**

Course Prefix	Number of Courses and Sections (Sect)						Headcount*		
	Lower Division	sect	Upper Division	sect	Total Courses	Tot sect	Lower Division	Upper Division	Total
ACCT	2	6	11	12	13	18	309	233	542
ART	4	9	4	7	8	16	216	94	310
AVIA	0	0	1	1	1	1	0	1	1
BIM	1	5	1	5	2	10	175	198	373
BIOL	3	13	0	0	3	13	319	0	319
BLAW	0	0	1	3	1	3	0	155	155
BUS	2	6	3	11	5	17	194	415	609
CHEM	0	0	1	1	1	1	0	1	1
CHTW	2	5	1	1	3	6	48	1	49
CIS	5	14	12	15	17	29	302	206	508
CJ	1	5	13	17	14	22	75	336	411
COMM	6	22	15	14	21	36	454	204	658
CS	2	3	5	8	7	11	26	33	59
ECON	2	10	0	0	2	10	406	0	406
EDUC	2	13	2	8	4	21	273	158	431
EICD	1	2	7	10	8	12	72	361	433
ELED	0	0	8	12	8	12	0	92	92
ENG	4	34	12	33	16	67	490	510	1000
FIN	1	2	10	14	11	16	31	205	236
GEOG	1	3	5	5	6	8	91	13	104
HIST	3	11	5	6	8	17	273	71	344
HON	0	0	1	2	1	2	0	33	33
HUM	2	9	0	0	2	9	169	0	169
KIN	2	11	30	49	32	60	423	1459	1882
LAS	0	0	1	12	1	12	0	92	92
LEAD	0	0	10	10	10	10	0	30	30
MATH	5	15	2	6	7	21	304	80	384
MKT	0	0	13	19	13	19	0	603	603
MNGT	0	0	19	33	19	33	0	1325	1325
MUS	2	8	3	4	5	12	266	58	324
NS	3	4	2	3	5	7	47	25	72
ORGL	0	0	1	1	1	1	0	3	3
ORIE	1	1	0	0	1	1	13	0	13
PHIL	1	1	0	0	1	1	21	0	21
POSC	1	6	0	0	1	6	218	0	218
PSCI	2	11	0	0	2	11	221	0	221

PSY	3	14	19	39	22	53	342	778	1120
SCIE	0	0	1	2	1	2	0	46	46
SFTY	2	6	15	36	17	42	222	1011	1233
SOC	2	11	10	12	12	23	308	305	613
SPAN	4	15	5	5	9	20	173	17	190
SPED	1	7	1	1	2	8	165	1	166
STAT	1	2	0	0	1	2	22	0	22
THTR	3	10	2	5	5	15	218	69	287
<b>TOTAL</b>	<b>77</b>	<b>294</b>	<b>252</b>	<b>422</b>	<b>329</b>	<b>716</b>	<b>6886</b>	<b>9222</b>	<b>16108</b>

*\*Headcount = total number of students enrolled; individuals may be counted more than once.*

**Table 6. Number of undergraduate courses and student enrollment in Hybrid/Blended delivered by Southeastern in 2021-2022.**

Course Prefix	Number of Courses and Sections (Sect)						Headcount*		
	Lower Division	sect	Upper Division	sect	Total Courses	Tot sect	Lower Division	Upper Division	Total
ACCT	2	3	2	2	4	5	38	7	45
ART	4	6	6	6	10	12	18	11	29
AVIA	1	1	8	10	9	11	20	86	106
BIM	1	2	0	0	1	2	11	0	11
BIOL	1	2	3	4	4	6	15	8	23
BLAW	0	0	1	1	1	1	0	3	3
BOT	1	1	0	0	1	1	1	0	1
BUS	2	3	1	1	3	4	36	15	51
CHTW	2	2	0	0	2	2	2	0	2
CIS	1	1	0	0	1	1	2	0	2
COMM	2	16	0	0	2	16	44	0	44
CS	0	0	1	1	1	1	0	3	3
ECON	1	1	0	0	1	1	11	0	11
EDUC	0	0	2	5	2	5	0	34	34
ELED	0	0	4	7	4	7	0	32	32
ENG	1	3	1	1	2	4	5	24	29
FIN	0	0	1	1	1	1	0	11	11
FWS	1	2	1	1	2	3	4	1	5
GEOG	1	4	0	0	1	4	6	0	6
HIST	3	6	3	3	6	9	40	23	63
HON	0	0	1	1	1	1	0	8	8
KIN	0	0	1	1	1	1	0	1	1
LEAD	0	0	1	1	1	1	0	1	1
MKT	0	0	1	2	1	2	0	25	25

MNGT	0	0	7	10	7	10	0	93	93
POSC	2	10	0	0	2	10	31	0	31
PSY	1	1	7	12	8	13	3	151	154
SFTY	2	4	3	3	5	7	22	8	30
SOC	0	0	1	2	1	2	0	22	22
THTR	1	2	1	1	2	3	5	2	7
ZOOL	1	1	3	3	4	4	24	26	50
<b>TOTAL</b>	<b>31</b>	<b>71</b>	<b>60</b>	<b>79</b>	<b>91</b>	<b>150</b>	<b>338</b>	<b>595</b>	<b>933</b>

*\*Headcount = total number of students enrolled; individuals may be counted more than once.*

Southeastern offered 189 online courses (431 sections) at the graduate level last academic year (Table 7). The number of courses and sections increased from the previous year due, at least in part, to the success of graduate programming offered in an accelerated format. Nearly all of our graduate programs are offered online and were unaffected by COVID in general other than where students were opting out of education during this difficult time. The duplicated headcount for graduate internet courses was 15732 students, a 1.5% increase over last year.

**Table 7. Number of graduate level web-based courses and student enrollment for courses delivered by Southeastern to other institutions and off-campus locations 2021-2022.**

<b>Course Prefix</b>	<b>Number of Courses</b>	<b>Sections</b>	<b>Headcount*</b>
ACCT	5	10	680
AVIA	14	15	242
BIM	1	1	73
BIOL	1	1	13
BUS	10	20	1208
COMM	8	8	82
COUN	20	122	2593
ECON	1	6	437
EDAD	13	42	2234
EDUC	13	34	1601
EICD	3	4	47
ELED	1	1	10
ENG	7	7	73
ENTR	4	4	121
ESL	3	3	23
FIN	5	10	553
HIS	2	3	78
KIN	13	29	1740
MATH	6	6	126
MKT	5	10	638
MNGT	9	23	1561
MUS	5	5	35

NAL	11	27	342
SCIE	2	2	19
SFTY	12	12	155
SPED	11	21	977
THTR	4	5	71
<b>TOTAL</b>	<b>189</b>	<b>431</b>	<b>15732</b>

*\*Headcount = total number of students enrolled; individuals may be counted more than once.*

### ***How Sites are Meeting Needs***

**SE’s Outreach Model** expects that expenditures for program delivery are offset by on-site revenues. SE uses a combination of fulltime anchor faculty at the off-campus locations, distance education delivered from the main campus, and on-site adjunct faculty to deliver programs in a cost-effective manner. SE is authorized to deliver degree programs at five off-campus locations in Oklahoma and one location in Texas. SE was accepted into the notification program to establish additional locations in the United States by HLC in July 2013. Once an additional location is approved by RUSO and OSRHE, SE is able to notify HLC of the change during the Institutional Update each year instead of the formal application process. Southeastern does not have any plans to develop new additional locations at this time. Our current plans are to review impacts from the pandemic in plans to sustain and grow programming at our outreach locations. The sites at Rose State and McCurtain County we successfully reviewed by HLC this Spring 2022. At the McCurtain County campus we have also given office space to the Small Business Development Office for an employee to be based there to assist business development in the region. Additionally, we are considering ideas for possible microcredential training and community usage at the location.

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## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 2950
  - Fall 2022: Graduate (if applicable) Headcount: 2580
  - 2022 Annual FTE: 4937
  
  - Fall 2023: Undergraduate Headcount: 3000
  - Fall 2023: Graduate (if applicable) Headcount: 2610
  - 2023 Annual FTE: 4975
  
  - Fall 2024: Undergraduate Headcount: 3025
  - Fall 2024: Graduate (if applicable) Headcount: 2650
  - 2024 Annual FTE: 5000
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# SOUTHWESTERN OKLAHOMA STATE UNIVERSITY (SWOSU)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

New for 2022-2023:

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#### Student Retention and Completion:

- At the end of 2021, we created an Academic Support Center. This is an innovative program for academic assistance for SWOSU students. The Academic Support Center (ASC) brings together services from Retention Management, Student Success Center, and Career Services into one office. With these services in one place, students can receive pre-advising assistance, career exploration services, academic tutoring, peer mentoring and academic coaching from a professionally trained staff in each of these areas. The Student Success Center was created out of a Title III Strengthening Institutions Grant. That center has now taken over Undecided student advising, which was originally housed with the Dean of Arts & Sciences. This has created a better system of support for undecided students.

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#### Workforce Needs Priorities – Nursing, Pharmacy, and Allied Health:

- We have broken ground for the Hodge Center for Pharmacy and Rural Healthcare. The Hodge Center project will allow SWOSU to substantially increase Nursing and Allied Health capacity while enhancing the university's pharmacy doctoral program. The building will also expand community health services by SWOSU's Center for Rural Health. More strategic partnerships with other higher education institutions could lead to SWOSU students having access to a physician's assistant program and opportunities for dual-degree programs through SWOSU's College of Pharmacy. The vision of the Hodge Center is made possible through a historic private-public partnership. SWOSU will combine \$10 million in American Rescue Plan Act of 2021 funding authorized by the Oklahoma Legislature with \$5 million in private support received from SWOSU alumnus Jerry Hodge and his wife, Margaret, of Amarillo, Texas.
- The move of the Pharmacy program from its current locations in the Chemistry, Pharmacy, Physics building and Strother Building to the Hodge Center will allow for the expansion of key nursing and allied health programs. Nursing will be able to expand from 11,000 square feet of space in Parker Hall to 25,000 square feet of space in CPP. Allied Health, which has several programs that are at capacity, will be able to expand to other areas on campus.
- We now have in place our LPN-BSN program, which started in Fall 2020, in a partnership with Canadian Valley Technology Center. Working LPNs will take online courses, attend clinical experiences in person, and complete a BSN degree which will allow them higher salary potential and supervisory possibilities. The first cohort of students graduated in Spring 2022. The popularity of the program has led to us increasing the number of students in the cohort from 30 to 100 for Fall 2022.
- We have moved the Radiologic Technology and Medical Laboratory Technician programs from our Sayre location to Weatherford. This relocation was made possible through a partnership with Western Technology Center. The move has allowed us to fill both programs for the Fall 2022 semester and also helped our ability to hire faculty when needed. Additionally, the Radiologic Technology program has completed a renovation of a physical space on campus that will further serve students in the program.
- SWOSU was awarded a \$1 million grant from the USDA to increase its efforts in telemedicine and telehealth.

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#### Workforce Needs Priorities – Aerospace

- The university is highlighting its availability to meet workforce needs of the state in aerospace and defense. We have launched a webpage and social media accounts with the help of a donation from Delaware Resource Group

(the two Busey brothers are SWOSU graduates) and through the work of a marketing firm led by SWOSU graduate Lexi Smith. The effort aims to educate the aerospace and defense industry about the graduates we produce while also gaining interest of prospective students in the three related programs – Engineering Technology, Engineering Physics, and Computer Science, along with related degrees and resources. Department chairs Brett Chase, Tim Hubin, and Karen Sweeney have already provided a lot of information to help this effort and we have many more efforts and activities planned. We have presented to several industry officials already, highlighting our current successes while also revisiting our university’s storied history in aerospace and defense.

- General Thomas P. Stafford was on campus in March 2022 to help dedicate Gen. Stafford Archives that are housed in the Al Harris Library. The collection highlights achievements of Gen. Stafford and feature a collection of his papers and other items donated by the retired astronaut.
- We are seeking to create an Associate’s Degree and Minor in aerospace to meet these needs and address the priorities.

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### Enrollment Plan

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- A major priority of the past year and upcoming year is the restructuring of the methods in which SWOSU recruits, admits, and enrolls students. Complications with the onboarding of the new ERP system led to time delays on admitting students. Major changes in the admission process have now decreased the time it takes to admit a student to one day. The university has hired a new Vice President for Student Services who is developing a Strategic Enrollment Plan that will build off this success to ensure a smooth operation in enrolling students from the moment a student applies to when the student enrolls. Student recruitment is also undergoing a restructuring so that more time and energy will be directed to recruiting specific student groups, including transfer students, first-generation students, students of historically underrepresented groups, and out-of-state students.

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### K-12 and Career Technology Partnerships

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- Our partnership with Yukon Public Schools has become very beneficial for both entities. For YPS employees who already have Bachelor’s degrees, we offer Master’s programs in Educational Administration, School Counseling, Reading Specialist, and Sports Management. For paraprofessionals employed at YPS, we offer a teacher pathway for undergraduate degrees. Our partnership allows these YPS staff members to pay half tuition. Yukon staff members also have access to many services provided by SWOSU, including diabetes prevention guidance. Additionally, we have created dual-credit classes for Yukon High School juniors and seniors, and hundreds of students have taken advantage of the opportunity. The YPS Board of Education formalized an agreement with SWOSU that will see the new YPS College & Career Center serve as host to the first SWOSU location in the Oklahoma City Metro. SWOSU will provide a capital contribution of \$5 million in exchange for a 25-year lease of approximately 12,000 square feet of space within the facility. SWOSU will be designated as YPS’s preferred provider of concurrent programs and associate, bachelor and graduate degrees. We are currently working on an Early College program with Yukon Public Schools that will offer pathways for three associate degrees for high school students.
- Partnerships similar to YPS (minus the building) are being formed with other schools within SWOSU’s service area.
- SWOSU is expanding services through our oldest partnering institution -- Caddo-Kiowa Technology Center. We have partnered with Caddo-Kiowa since 1993 on the offering of an Associate of Science program in Physical Therapy Assistant. We also partner with them on our Associate of Science in Occupational Therapy Assistant program. We are planning to implement dual credit programs in several programs with CKTC.
- We have offered dual credit courses in College Algebra and General Chemistry through Western Technology Center for several years. We will expand that relationship during the 2022 – 2023 academic year. We will add dual credit offerings in Nursing, Allied Health Sciences and Engineering Technology. We will begin offering dual credit courses in those areas this year at both Caddo-Kiowa and Canadian Valley Technology Centers.
- We have a partnership with Canadian Valley Technology Center in offering an LPN-to-BSN program. That program has been a major success. We started two years ago with a cohort of 30 students. We are now up to 100

students for the fall 2022 cohort. We are also planning to implement dual credit programs in several programs with CVTC.

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## ACADEMIC EFFICIENCIES

### *Current Status*

#### Course Redesign

- Coming out of the pandemic, our faculty has many increased competencies due to skills they learned in order to sustain academic continuity. Faculty are encouraged to work with our Teaching and Learning Coordinators to best use innovative teaching methods and our Canvas learning management system to achieve learning outcomes.
- As a result, we have increased the diversity of course delivery methods across the university. Data shows that 30% of our students take all online courses. We ensure that all online courses meet the rigor expected in all delivery methods through a course approval process developed by the Center for Excellence in Teaching and Learning.
- The SWOSU Instructional Excellence Academy is three years old and follows on the heels of our HLC Quality Initiative, “The Three Pillar of Undergraduate Education,” which focused on course redesign. We have an institutional focus on the 5 C’s and an R – Creativity, Collaboration, Communication, Critical Thinking, Community Service, and Relevance, to prepare students for the challenges of life in a global marketplace.
- We have begun the PACE project in partnership with the John Gardner Institute to further enhance student engagement and success in gateway courses. In Fall 2022, we will work with the two departments that offer support courses (Mathematics and Language & Literature) to develop Gateways to Completion methods that will help students succeed in these courses.
- We worked with the Gardner Institute to look at program completion and degree plans. Two programs used the Curricular Analytics process through our PACE program with Gardner to identify “bottlenecks” within degrees and restructure those so that students will have a better chance of finishing the programs on time.

#### Cost Savings and Space Utilization

- We gauge student demand for courses and ensure that courses with low enrollment are minimal. We are sticking to university policies for course enrollment except in extreme cases. We are also tasking departments to review the frequency of course offerings to make sure that students will be able to graduate within four years in the program. That has led to the elimination of some sections that were being offered too frequently.
- We are able to now print our own transcripts by using our ERP. This has led to immediate savings of time and money. In fact, our switch over to an electronic transcript system has led to a small revenue stream.
- The Colleague by Ellucian ERP system is almost fully implemented and is leading to efficiencies. The system manages the student lifecycle from admissions through graduation. The system allows SWOSU staff to complete tasks in one electronic step that are currently completed either by hand or through complicated processes. These include transcript requests, enrollment verification, student academic progress, and curriculum data.
- We also enter partnerships as a way to reduce costs. We conduct two programs (PTA & OTA) in contractual agreement with Caddo Kiowa Technology Center. Two other programs (Rad Tech and MLT) are offered through a cost-sharing agreement with Western Technology Center. Our LPN-BSN program is offered through a partnership with Canadian Valley Technology Center, who graduates LPNs. Our partnerships with Yukon Public Schools and Western Technology Center have created a dual credit program that allows students to gain college credits with a minimal cost to either the university or the student.

#### Space Utilization

- Our new Colleague ERP program allows us to dictate how space is used across campus. We have used it to identify spaces that can be best used with changes to class schedules, offices, and other services. This in turn has opened up other spaces to allow for better scheduling.

## *Future Plans*

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### Course Redesign

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- We have begun the PACE project in partnership with the John Gardner Institute to further enhance student engagement and success in gateway courses. In Fall 2022, we will work with the two departments that offer support courses (Mathematics and Language & Literature) to develop Gateways to Completion methods that will help students succeed in these courses.
- We will continue to work with the Gardner Institute to look at program completion and degree plans. Our plan is to take the Curricular Analytics process campus-wide after the initial success of two programs who have completed the process.
- Success with the Yukon High School partnership has led us to explore ways in which we can strengthen that partnership and offer additional courses and services to employees and students at Yukon. Plans include a nursing cohort, an aerospace associates degree, Early College opportunities, and expanded masters programs.

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### Cost Savings and Space Utilization

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- Our new Colleague ERP program allows us to dictate how space is used across campus. We have used it to identify spaces that can be best used with changes to class schedules, offices, and other services. This in turn has opened up other spaces to allow for better scheduling.
- The Colleague system will also manage all aspects of student financial aid, streamline human resources record-keeping, and automate financial processes. Additional components of the Ellucian product will increase recruiting and advising services. Argos reports also provide easy-to-access data points for department administrators, staff, and faculty.
- Starting in Fall 2022, we will be able to print our own diplomas. This will eliminate the cost of having a third part print the diplomas. It will also save time.

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## **TECHNOLOGY**

### *Current Status*

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#### Faculty Technology

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- The university developed a system to determine the best way to expend CARES Act and other pandemic-related monies for educational technology. The Center for Excellence in Teaching and Learning developed a streamlined process for academic departments to request, review, receive, and install technology. The university ensured that this technology was related to the effects of the pandemic.
- The university used Title III money to install innovative technology. For example, it installed two Anatomage tables on campus – one for its PTA program and one for biology. The Anatomage Table is the only fully segmented real human 3D anatomy system. Users can visualize anatomy exactly as they would on a fresh cadaver. Individual structures are reconstructed in accurate 3D, resulting in an unprecedented level of real accurate anatomy, dissectible in 3D. The Table allows for exploration and learning of human anatomy beyond what any cadaver could offer.
- Teaching and Learning Coordinators in the Center for Excellence in Teaching and Learning provided guidance to these faculty members as they developed ways to provide instruction that traditionally has been in person. The result is a faculty workforce that has embraced the use of technology as a powerful tool in delivering educational content.
- We have used CARES Act moneys to purchase, develop, and install technology across campus that will enhance learning in classrooms and laboratories. These technologies range from Zoom-enabled technology to software.
- Increased competencies in using Ellucian Colleague and associated software benefits people across campus. Students, faculty, and advisors are becoming very skilled in using the class enrollment functions of the program.

Argos reports have been created to provide data points for decision makers. For example, one report in Argos allows faculty members determine what students are enrolled for classes in the current semester but have not enrolled in classes for the upcoming semester. This allows the advisors to craft messages as reminders to students about enrolling.

- Faculty at the Sayre location continue to utilize ITV technology to send courses to concurrent high school students, but these are being phased out in favor of Zoom in the future.
- Each year, we add fully functional Zoom classrooms across campus. Each department now has access to at least one Zoom classroom.
- Continued reductions in state appropriations have made it difficult to keep up with faculty computer rotations. We have instituted a computer lease plan that has allowed us to get back on a regular rotation.

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#### Student Support Services

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- We built the Learning Lounge as part of the Academic Support Center’s services. This Learning Lounge is staffed by peer tutors and features a variety of technology that will assist students who are working on projects. It is open in the evenings and weekends, also. It is located in a center location on campus and has been used well in its first year of existence.
- We have expanded Upswing and other online-related student technology support.

#### *Future Plans*

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#### Student Support Services

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- We are developing a campus-wide method of contacting prospective and current students via texting. We will use two programs – Signalvine and Twilio – to accomplish this.
- We are developing methods to ensure that students have 24/7 access to tutoring services through Upswing and other platforms.
- We will train all faculty, chairs, and administrative assistants on best use of Colleague reports, Argos reports, and Canvas functions to make data-based decisions for course design and program design.
- We are developing methods to ensure that students of under-represented groups have support. These include first-generation student supports.
- We have contracted with Signalvine to give us the ability to contact students and prospective students via text message. We are continuing to search for an app that will integrate more fully with Colleague.
- Faculty will increasingly utilize Zoom for advising of online and distance education students. Faculty development activities attendance will continue to increase with sessions sent through ZOOM.
- The transformation of existing programs to distance education formats will increase distance education student enrollment and credit hour production.
- CETL has plans to continue creating at least one classroom per department that is a fully functional Zoom room.

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### *Current Status*

#### **a. Open Educational Resources (OER)**

- Library Director Jason Dupree led a Textbook Taskforce in investigating the implementation and usage of Open Education Resources. Dupree presented a Brown Bag discussion on “Demystifying Open Educational Resources.” The Textbook Committee also gave presentations on the benefits of OER to several campus groups.

**b. Professional Development**

- SWOSU Instructional Excellence Academy was implemented January 2019. The SWIE Academy is a targeted initiative aimed at providing support for faculty to learn and apply proven teaching techniques. It is a year-long academy for the improvement/enhancement of the instructional role of SWOSU faculty. The first class had 10 faculty from diverse departments and teaching backgrounds. Class II had 10 more faculty and began the Academy in August 2019.
- The Faculty Commons class on Canvas provides a clearinghouse of information for faculty. This includes recorded presentations of previous faculty development events and best practices compiled by the Teaching and Learning Coordinators.
- The Academic Support Center developed an Advisor Training class that is required of all new faculty. It provides practical and theoretical overviews of the advising process.
- The Center for Excellence in Teaching and Learning provides training for faculty in teaching and designing online courses and assists faculty in adding active learning activities to courses.

**c. Delivery System/Platform**

- SWOSU’s learning management system is Canvas by Instructure

**Future Plans**

- The Instructional Excellence Academy will positively affect all departments. Professors complete a series of modules online during the academic year along with face-to-face workshops to receive certification and recognition.
- The Advisor Training course will become required for all faculty and advisors.
- Starting in Summer/Fall 2022, the university will host four trainings for chairs and administrative assistants in the responsibilities of the positions and paperwork involved. The goal of the trainings is to ensure that all departments are following policies and procedures uniformly.

**LEARNING SITE ACTIVITY REPORT**

**Number of Courses**

Course Offerings To and From Other Institutions, including Electronic Delivery

	Interactive Television - Originating sections					
	Lower Div	Enrollment	Upper Div	Enrollment	Graduate	Enrollment
Summer 21	0	0	0	0	0	0
Fall 21	9	95	0	0	0	0
Spring 22	8	62	0	0	0	0

	Interactive Television - Receiving sections					
	Lower Div	Enrollment	Upper Div	Enrollment	Graduate	Enrollment
Summer 21	0	0	0	0	0	0
Fall 21	19	77	0	0	0	0
Spring 22	8	62	0	0	0	0

	Online					
	Lower Div	Enrollment	Upper Div	Enrollment	Graduate	Enrollment
Summer 21	63	992	72	927	57	566
Fall 21	119	2,534	150	2,637	70	781
Spring 22	110	2,512	150	2,804	71	791

	Blended					
	Lower Div	Enrollment	Upper Div	Enrollment	Graduate	Enrollment
Summer 21	5	37	8	102	4	61
Fall 21	20	307	26	375	15	191
Spring 22	18	255	33	527	13	107

	Webinar					
	Lower Div	Enrollment	Upper Div	Enrollment	Graduate	Enrollment
Summer 21	3	21	8	83	20	304
Fall 21	13	54	35	369	24	318
Spring 22	17	91	33	364	27	354

	Computer Assisted Instruction (Self-Paced)					
	Lower Div	Enrollment	Upper Div	Enrollment	Graduate	Enrollment
Summer 21	9	28	0	0	0	0
Fall 21	10	58	0	0	0	0

Spring 22	12	68	0	0	0	0
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	Interactive Television - Zoom					
	Lower Div	Enrollment	Upper Div	Enrollment	Graduate	Enrollment
Summer 21	0	0	0	0	0	0
Fall 21	14	183	0	0	0	0
Spring 22	14	168	0	0	0	0

***How Sites are Meeting Needs***

No information provided.

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**ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 3950
  - Fall 2022: Graduate (if applicable) Headcount: 825
  - 2022 Annual FTE: 4100
  
  - Fall 2023: Undergraduate Headcount: 4000
  - Fall 2023: Graduate (if applicable) Headcount: 850
  - 2023 Annual FTE: 4200
  
  - Fall 2024: Undergraduate Headcount: 4050
  - Fall 2024: Graduate (if applicable) Headcount: 900
  - 2024 Annual FTE: 4300
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# UNIVERSITY OF CENTRAL OKLAHOMA (UCO) 2022-2023 Academic Plan

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## ACADEMIC PRIORITIES

**Academic Affairs Plans for AY 2022-2023** will be presented to the *President's Cabinet Retreat* during the summer 2022 President's Cabinet Retreat. Budgets are approved by the President with input from the President's Cabinet.

UCO has provided more learning spaces and improvements to the physical environment over the past 11 years. All priorities listed, including facilities, are managed through a tiered-system of shared governance and budget priority discussions. The **Four Institutional Goals** and **19 Focus Areas** connected to these activities can be found in **Appendix A**.

1) Beginning in summer 2021, Academic Affairs continued the comprehensive strategic analysis, development and planning process to optimize academic program strengths and address risks, weaknesses, opportunities, and threats. The framework for these efforts built on the same model that was used during spring 2021, in which 18 faculty lines were eliminated through a ranking system stemming from hundreds of hours of discussions with deans, chairs, and faculty senate executive team. Data from the university *Alignment and Allocation* tool were used in addition to market data from Burning Glass and other related platforms. The goal of this effort was to develop a compelling and effective academic strategy for the future and align available resources to support the strategy. These efforts continued into AY 22, with the elimination of 30 full-time faculty lines.

2) Continue to invest in executing, growing and expanding the metropolitan mission of the university. This includes the newly completed renovation of One Santa Fe Plaza that provides classroom and laboratory space for students and faculty. In addition, the facility is used for faculty and staff offices for those who work downtown. The UCO Connected Campus initiative continues to expand access to high-quality and affordable education opportunities through online degree offerings. Currently, the university is implementing the Online Learning Strategy approved by the President Cabinet in June 2020.

3) Faculty compensation remains an issue in hiring and retaining faculty in certain fields. Approximately 6 million dollars will be required to bring all faculty salaries to 92% of CUPA. While this goal seems unattainable in light of additional budget cuts in FY'23, Academic Affairs is committed to fair and transparent compensation of faculty.

4) Restore and increase Tuition Waivers and graduate assistant stipends to recruit and retain talented students.

### **Academic Affairs operational priorities:**

- To address the increases in accreditation costs, retention, and transformative learning initiatives, a \$0.25 increase to "other special instruction" of the academic service fee was requested and approved by the president. We are waiting for a decision by OSRHE.
- Other proposed increases (or decreases) in academic service fees to bolster fee accounts that directly impact students and operations included (assessed per credit hour):

College of Mathematics and Science- \$2.00

College of Business- (\$.75)

- Development of the 2022-2023 Academic Affairs budget included a comprehensive and collaborative process across the division to manage an annual projected budget reductions and anticipated reduction of faculty lines. Data for open positions and program data were analyzed by each college and college-specific reports were developed to create an environmental scan of the fiscal and programmatic landscape. College reports and presentations were then shared with several working groups comprised of college, faculty, and Academic Affairs leaders to prioritize budget and resourcing decisions and assess risk in a collaborative process. The budget reduction package is to be shared with and reviewed by the working groups to validate the comprehensive data, analysis, and decisions. The budget reduction proposal will be presented to the President's Cabinet for consideration.
- TL Scholars. The Transformative Learning Scholars Program is a faculty development initiative designed to promote student engagement in high impact practices while simultaneously developing opportunities to increase external funding. The pilot project began in fall 2014 with each college invited to recommend two to three faculty members. Scholars were provided funds for reassignment, travel, and undergraduate research assistant wages in exchange for developing and submitting a student-centered grant proposal to an external funding agency annually. There are currently 11 Scholars in the program, encompassing all of the academic colleges.
- **Major Curricular Proposals/Changes-** Curricular proposals are strategically developed based on academic strengths and student or industry demand. For over the past decade, UCO has strengthened its resources and increased its faculty in support of the proposed Doctor of Science (D.Sc.) in Forensic Science. With strong support from the Regional University System of Oklahoma Board of Regents, UCO submitted the D.Sc. proposal in December of 2021 along with a function exception to the Oklahoma State Regents for Higher Education (OSRHE). The proposal is currently under review with the OSRHE Board of Regents. Additionally, the Higher Learning Commission recently approved UCO's Education Specialist (Ed.S.) in School Psychology. This academic program creates a new post-graduate degree offering based on industry and student demand. The Ed.S. is "designed to prepare school psychologists who work at the specialist level with children, youth, and families to prevent and solve individual, school and family-related problems." The new program aligns program requirements with employer's expectations and increases graduate's salaries. A couple of other major curricular additions based on industry and student demand are the Bachelor of Science in Computer Science, the Master of Science in Data Science, and the Master of Science in Finance (still under review). Moreover, UCO has grown its offerings through standalone certificates at the undergraduate level in the areas of Leadership and Cybersecurity. These standalone certificates are designed to provide workforce development opportunities for professionals in the Oklahoma City Metropolitan Area and to expand current student offerings. Finally, three changes in degree designation have been processed: 1) Master of Science in Athletic Training to Master of Athletic Training, 2) Bachelor of Arts to a Bachelor of Science in Psychology, and 3) Master of Arts to Master of Science in Psychology. These changes reflect additions to coursework based on industry changes and to remain competitive with other programs at the state and national levels.
- **Allied Health Proposal** - Oklahoma is striving to be a top ten state in health outcomes. Unfortunately, there are critical healthcare shortages in Oklahoma, which have only been exacerbated by the COVID-19 pandemic. Furthermore, Oklahoma already lags behind in health outcomes, disproportionately affecting the most vulnerable. Through the Oklahoma ARPA process, the University of Central Oklahoma (UCO) proposed to positively impact health outcomes in the state through a new state-of-the-art Allied Health Center at UCO. This Center will allow UCO to enhance its state-wide contribution by preparing and graduating a greater number of students with the skillsets required to meet the demands for jobs in the healthcare and safety professions, many of which are included on the Oklahoma Works list of Critical Occupations. This project is in alignment with the Joint Committee on Pandemic Relief Funding's goals. The 102,000 square feet Allied Health Center at UCO will feature: in-demand allied health and safety academic programs including Nursing, Speech-Language Pathology, Counseling Psychology, Substance Abuse and Addiction Counseling, Funeral Service, Occupational Safety, and Kinesiology and Health Studies (including Public Health); Laboratories, clinics, classrooms, and active learning spaces; interprofessional, team-based learning opportunities and community education; enhanced workforce education, training, and placement services; and world-class educators and researchers in health and safety fields

- **Micro-credentials-** UCO is actively expanding micro-credential offerings focused on in-demand competencies and workforce needs. Micro-credentials provide learners a new way to demonstrate a more complete profile of their competencies than relying only on a resume, transcript, or degree. Micro-credentials do not replace degrees or certificates, but can be infused into formal curriculum, earned through experiential learning, or awarded through learning achievements in professional contexts. UCO has implemented the Credly badging platform as a central issuing tool for digital badges and developed the Micro-Credential Marketplace as a convenient location for people to learn about and register for offerings.
- **Downtown Oklahoma City** - The Carnegie Centre at UCO in downtown OKC was identified as a prime location for adult learners. The space includes six flexible urban learning space classrooms. Both graduate and undergraduate courses are offered at the Carnegie Centre. Santa Fe Plaza at UCO in downtown OKC has been renovated to provide five flexible classrooms, office space for staff and faculty, touchdown/coworking spaces, and offices for participants in The LX Studio business incubator. A separate STEM lab at Santa Fe Plaza provides a dedicated dry-lab learning space. Additionally, a portion of Santa Fe Plaza was renovated and now houses the KUCO radio station production and staff offices. Currently, the UCO MBA program is at Santa Fe Plaza as well as undergraduate courses. In addition to their core academic purpose, both the Carnegie Centre and Santa Fe locations have hosted numerous professional meetings and innovation sprints (Solution Sprints) aimed at growing partnerships and engagement with Oklahoma City metropolitan communities.
- In fall 2014, UCO created an **Office of High Impact Practices (OHIP)** to promote High-Impact practices such as undergraduate research and global studies. This office oversees the Research, Creative, and Scholarly Activity Grant Program (RCSA), a program initiated in 2007 that awards 150 to 160 grants to student working with faculty mentors per year. OHIP administers the Student Presentation Travel Grants, which awards funding for student travel to present at academic conferences. The office averages 40 travel awards per year. OHIP also manages the Undergraduate Research Abroad Grant Program, which awards 1 or 2 grants a year funding teams of faculty and students conducting research outside the US. In addition to the grant programs, the office coordinates participation in regional and national student conferences including Oklahoma Research Day. For reference, 222 UCO faculty and students attended this one-day virtual event in 2021. The office also supported the travel of 100 UCO students and faculty to the National Conference on Undergraduate Research (NCUR). OHIP has been working on collaborative projects with the Centre for Global Competency, College of Liberal Arts, and New Plains Student Publishing in the Department of English.
- **RCSA Grants/Student Travel.** Four of the five colleges have funds to assist students in presenting research and creative achievement at professional conferences. A faculty mentor sponsors each student.
- **STLR.** The Student Transformative Learning Record (STLR) was launched in 2014 to track student progress, assess beyond-disciplinary learning outcomes, and collect artifacts of student engagement with Transformative Learning practices. STLR continues to benefit students: Fall 2015 through Fall 2020 cohorts of first-time, full-time students' retention and academic achievement correlate strongly to STLR engagement, with the near elimination of the achievement and retention gaps between targeted student populations (1st-generation, low-income, underrepresented) and non-targeted populations. UCO has continued its STLR scale-up, with over 70% of full-time faculty trained in STLR by Sept. 30, 2020. STLR student projects continuing through Sept. 30, 2020, again show impressive benefits to students occurring from their STLR project work with faculty and staff outside of the classroom: one example is the Hispanic Success Initiative (HSI), which has produced fall-to-fall retention among HSI students at 90% compared to the national average of around 50%. (Inclusion of Dr. Melissa Peet's Integrative Knowledge Portfolio Process as part of STLR activity for HSI, the Black Male Initiative, LGBTQ+ Success Initiative, Native American Success Initiative, and GEARUP, has created a strong synergy that continues to amplify STLR results.) Continuing expansion of STLR at other institutions now includes Universidade Presbiteriana Mackenzie, a 37,000-student, highly regarded institution in São Paulo, Brazil, among other additions to a growing list in the U.S., Canada, and abroad. Two recently released higher education press books feature STLR prominently: *Transformative Learning Language and Teaching* (Cambridge University Press) and *Pursuing Quality, Access, and Affordability: A Field Guide to Improving Higher Education* (Stylus Publishing). STLR has attracted support from the US Department of Education, the Gates/Educause Breakthrough Models Incubator, the Lumina Foundation Comprehensive Student Record project, the Lumina EEQ initiative and the

Lumina Experiential Learning initiative, the International Research & Exchange Board (IREX, affiliated with the U.S. State Department), plus the National Science Foundation.

- **STLR Transition-** STLR has continued at UCO after the conclusion of the U.S. Department of Education Title III grant that enabled STLR’s establishment and scale-up. Many STLR operations are institutionalized, including new faculty STLR training, the STLR graduation honor cord process along with honoree recognition at graduation and STLR notations and explanation in the graduation program. STLR is now establishing a STLR business model to consult with other universities wanting to replicate STLR and STLR-like processes on their own campuses. While supporting and maintaining STLR at UCO is Job One for the STLR operation, the continuing interest from U.S. and global institutions is affording the opportunity to add business consulting to UCO’s processes as a revenue stream.
- **Transformative Learning Annual Conference-** After a pandemic pause, UCO’s Transformative Learning (TL) Conference will resume in-person (with a virtual option) in March 2023. The conference is important within the TL practitioner community as a place of scholarly exchange about TL practice in higher education. The conference has since 2014 been attracting national and international attendees and presenters, with conference proceedings having been published in UCO’s *Journal of Transformative Learning*, another mechanism of exchange among a global community of TL scholars and practitioners. The TL Conference features luminary researchers and writers about TL in its keynote and workshop sessions. It is also a strong value-add for UCO faculty, who are able to attend and present at a national/international conference in near-by Oklahoma City and network with others interested in TL in general and STLR as UCO’s signature operationalization of TL.

**Facilities- This includes Academic and support facilities.**

- **Human Environmental Sciences Food Labs:** In April 2021, construction began on the renovation of two food laboratories located in the HES Building. One of the labs is home to UCO Central Station, a student run food service facility, and the other is a teaching lab. Work will upgrade outdated facilities and equipment and is scheduled to be complete in January of 2022.
- **Major Repairs and Maintenance:** Multiple projects, including: the replacement of Liberal Arts, Coyner Health Services, and Math & Computer Science roofs, replacement of the Chambers Library and Math and Computer Science generators, the upgrade of Howell Hall electrical service, ice storm damage removal, as well as multiple smaller projects, have been completed or are currently underway.
- **Covid-19 Response:** As a response to the pandemic, work related to making the campus a safer environment included: installation of barriers and hand sanitizing stations, seating allocation calculations and guidelines, placement of directional and awareness signage, upgrades to building air filtration, and procurement and distribution of Personal Protective Equipment. Additionally, the university set up a vaccination and testing site on campus, with the vaccination administration being coordinated by the UCO School of Nursing.

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## ACADEMIC EFFICIENCIES

### *Current Status*

#### *Faculty Sharing*

- UCO currently has no faculty shared directly with another institution.
- At UCO, Assistant Deans are shared half time between a college and a home department.
- UCOs Forensic Science Institute currently shares faculty with departments in three academic colleges (College of Mathematics and Science, College of Education and Professional Studies, and the College of Liberal Arts).
- Faculty members with external and internal grants receive reassignment from instructional duties to support research and student engagement.
- UCO’s Military Science faculty, who primarily support the ROTC program, have their salaries paid by the military.

## ***Partnership Collaboration***

*(Please note that the following partnerships have surfaced as a result of UCOs efforts in collaborating with the greater metropolitan community. Many UCO students have been involved in these partnerships; engaged in research or creative activity).*

### **University-wide Partnerships/Collaborations**

- The following public agencies have funded or currently funding collaborative projects including, the National Science Foundation, U.S. Department of Education, National Institutes of Health, National Endowment for the Arts, National Endowment for the Humanities, U.S. Department of Health and Human Services, U.S. Department of Interior, U.S. Department of Veteran Affairs, U.S. Department of Defense, U.S. Department of Labor, U.S. Department of State, Oklahoma Center for the Advancement of Science and Technology (OCAST), Oklahoma Idea Network of Biomedical Research Excellence (OK-INBRE), U.S. Fish and Wildlife Service (USFWS), Oklahoma Arts Council, Oklahoma Commission of Teacher Preparation, Oklahoma Department of Career & Technology, Oklahoma Department of Human Services, Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma Department of Wildlife Conservation, Oklahoma Experimental Program for Stimulating Competitive Research (EPSCoR), Oklahoma Highway Safety Office, Oklahoma Humanities Council, Oklahoma Small Business Administration, Oklahoma State Department of Education (OSDE), Oklahoma State Department of Rehabilitation, Oklahoma State Regents for Higher Education (OSRHE), and Oklahoma Partnership for Schools, American Mathematical Association, and the Area wide Aging Agency .
- **Faculty** members across campus commute to OKC downtown area to teach core curriculum courses to students at the Academy of Contemporary Music (ACM).
- LX Studio provides custom solutions that assist organizations in education, business, non-profit, and government to create world-class learning experiences. Using our proprietary design system, Learning Environment Modeling™, LX Studio helps partners develop clear and actionable learning strategies that efficiently move their ideas to action. LX Studio has active partnerships with numerous professional associations, government organizations, and businesses. In addition, LX Studio is creating innovative skill-based micro-credentials that serve the dynamic career and workforce needs of the Oklahoma City metro.
- Partnerships and collaborations that have been facilitated through LX Studio (and formally through the Institute for Learning Environment Design and Customized Education) include: Plumbing Heating Cooling Contractors Association, National Association of Attorneys General, Enable Midstream Partners, Oklahoma Panhandle State University, Oklahoma State Department of Education, University of Houston Downtown, Redlands Community College =, Nevada State College, The Society for Health Epidemiology of America, Joint Special Operations University, Roofing Expo, Rehash, Encore Life Skills, CommEd, MartinBionics, Grace Hill Hardford Community College, TEL, Ashland Community and Technical College, State Chamber of Oklahoma, Greater OKC Chamber, National Tornado Summit, City of Oklahoma City, Oklahoma City Community College. Institute for Higher Education Policy, FSB, Pioneer, OCARTA, National Recreation and Park Association, Next Thought, The University of North Carolina at Charlotte, Noble Research Institute, AMCA International, Factor 110, American Library Association, JTC Employee Development, Loves, OAA, Louisiana's Community & Technical Colleges, Alamo Colleges District, Pottorff, Commercial Real Estate Summit, Red De Colegios Semper Altus, Oklahoma Office of Management & Enterprise Services, Seminole State Colleges.
- **Faculty** from all colleges teach university core curriculum courses (general education) in selected high schools as part of the institution's concurrent enrollment efforts. This provides an opportunity for secondary students in those schools to make a gradual transition from high school to higher education.
- **Students** in all colleges serve as interns at numerous businesses, institutions, and agencies connected with their disciplines.
- The institution provides space for the Edmond Chamber of Commerce on its campus.

- A partner with the Greater Oklahoma City Hispanic Chamber of Commerce, *UCO* offers classes in a training room at their facility.
- *UCO* is a U.S. Olympic Committee Community Partner and has been a Paralympic Training Site since 2005. This university hosts the U.S., Men's and Women's Sitting Volleyball teams and assists with other Paralympic athletes and sports programs.
- The following private organizations have funded, or currently funding, or working with *UCO faculty, staff, or students* on collaborative projects. These include Inasmuch Foundation, the Kirkpatrick Foundation, the Charles and Lynn Schusterman Family Foundation, United Way of Central Oklahoma, Edmond YMCA, Upward Transitions, Metropolitan Better Living Center, Employment and Residential Centers, WalkFit, Epworth Villa Lifecare Community, Metropolitan Library System, Noble Foundation, MidFirst Bank, AT&T, Center for Conscience in Action, Immunophotonics, and the New York Times. The Photographic Society of America (PSA) is financing student workers in summer 2016 (MCOM Photographic Arts).
- *UCO* collaborates, currently or in the past, with several institutions on grants and research. These include the University of Oklahoma, Oklahoma State University, University of Oklahoma Health Sciences Center, Oklahoma Medical Research Foundation (OMRF), Langston University, East Central University, Northeastern State University, Cameron University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, University of Tulsa, University of Science and Arts of Oklahoma, Rose State College, Oklahoma State University-IT, Redlands Community College, Comanche Nation, Oklahoma City Community College, and the Multispectral Laboratory. Numerous area businesses and institutions serve on advisory boards for programs, departments, colleges, or areas of the university. Likewise, *UCO* faculty and staff members serve on a multitude of advisory boards of public and private organizations and industries throughout the OKC Metro and elsewhere. Numerous area businesses and institutions serve on advisory boards for programs, departments, colleges, or areas of the university. Similarly, *UCO faculty and staff* members serve on numerous advisory boards of public and private organizations and industries throughout the OKC Metro and elsewhere.
- *UCO students and faculty* work collaboratively with local non-profit organizations to develop and implement service-learning projects. Two examples include students pursuing a dual degree in *Forensic Science* and *Psychology* may serve as practicum volunteers assisting survivors of violence at the YWCA Rape Crisis Center as well as assisting child abuse victims at the Care Center, Oklahoma City.
- *UCO* is a partner with the Regional Food Bank of Oklahoma to support the Central Pantry. Groceries and hygiene items are available to students who are unable to afford them.
- *UCO* manages the *Educators Leadership Academy (ELA)*, which provides specialized training for higher education chairs, administrative support professionals, principals, professors, alumni, and others. Attendance includes individuals from Oklahoma and other nearby states.
- *UCO* has active Memoranda of Understanding and/or Memoranda of Intent with more than 100 institutions (see page 50-54). The agreements involve many disciplines and involve differing levels of commitment between institutions. Some create possibilities for student exchanges, some for faculty exchanges, and some allow for both. Specific details and copies of the agreements are available through *UCO's* Office of Academic Affairs.

### **Forensic Science Institute (FSI)**

- The *Forensic Science Institute* signed a MOUs for student research collaboration with the Oklahoma State Bureau of Investigation (OSBI).
- Students in *FSI* routinely complete their capstone experience as interns with the Office of the Chief Medical Examiner, YWCA Rape Crisis Center, Midwest City Police Department, Norman Police Department, UCO Cold Case Unit, OSBI Forensic Science Center, ARL Laboratory-Oklahoma City, DNA Solutions-Oklahoma City, Oklahoma City Police Department-Laboratory, Oklahoma City Police Department-Crime Scene, Edmond Police Department-Tech Inv Unit, Edmond Police Department-Digital Lab, Student Conduct Office-UCO, Bell & Rhodes Accounting, Kansas Bureau of Investigation, Shoals Marine Laboratory in Maine, Innocence Project with the Oklahoma City University School of Law, and FAA Bioaeronautical Research Laboratory

### Jackson College of Graduate Studies (JCGS)

- The **JCGS** coordinates with Swansea University (Wales, UK) to provide Oklahomans the opportunity to seek doctorate programs in the arts, humanities, and human and health sciences. British degrees require excellent dissertations but no coursework. Students complete their doctorates in three-four years while remaining at home. The Swansea@UCO Ph.D. program began in fall 2011 and currently has 20 students. To date, seven graduates have earned their Swansea Ph.D.
- The **JCGS** has an MPA and JD paired-degrees program with Oklahoma City University's School of Law. The paired-degrees program was signed in March 2017 and permits UCO MPA and OCU JD students to transfer six credit hours of their MPA coursework to OCU and six credit hours of their JD coursework to UCO. The paired-degree is open to students who have been admitted to both programs.

### College of Business (COB)

- The **COB** partners with the Oklahoma Council on Economic Education (OCEE), a nonprofit organization promoting economic and financial literacy in Oklahoma's schools. The Council's staff are UCO employees, and we provide office space for their operations. Economics faculty members serve in a variety of capacities, including leading K-12 Educator professional development conferences, and public speaking engagements.
- More than 130 local business leaders serve on various advisory boards supporting the **COB**, its departments, and programs. These boards provide industry input on curriculum matters and assist students with locating employment opportunities.
- There are 11 local business leaders serving on the **COB** Dean's Advocacy Board. This board helps the college fulfill its mission as a metropolitan university. Board members provide thoughts on opportunities for improvement, including how we can better serve our market.
- The **COB's** undergraduate leadership development program, entitled the Broncho Business Leader (2BL) program, has partnered with over 100 local professionals in various fields and industries to serve as mentors to our students. The mentors meet one-on-one monthly with their respective students for the duration of the academic year. This partnership with local professionals has resulted in internships, site visits, and employment for our students. The students design and run the college's Network It event, which engages OKC metro employers.
- Faculty in the **COB** and *College of Liberal Arts* collaborate to offer the London Dublin Study Tour each year. The collaboration includes faculty from Westminster University, Imperial College, University College London, and Trinity College, Dublin. This experience provides students with a broader perspective of the economic status, culture, and history of the interconnected UK and Ireland metropolitan regions.
- Faculty in the **COB**, in collaboration with and under the sponsorship of the National Science Foundation (NSF), develop internship programs in Business Analytics and Artificial Intelligence, as well as career workshops in STEM to serve high-school students and teachers from the OKC metropolitan area. The \$1,262,300 grant from the NSF, Established Program to Stimulate Competitive Research (EPSCoR), and OSRHE allows faculty to develop and implement sustainable ecosystems and strategic education-career models in collaboration with professionals representing government-industry-non-profit organizations (GINO) partners, including Apple, Code.org, Edmond Police, the Federal Bureau of Investigation (FBI), Oklahoma State Bureau of Investigation (OSBI), Department of Environmental Quality (DEQ), the Oklahoma City Office of Sustainability, SAS, and Women in Tech. GINO professionals served as mentors to job shadow and interact with students. During the period of these grants, the research team has 1) served over 1,200 administrators, educators, high school teachers, and students; teacher participants teach approximately 7,200 students in 60 high schools across the state of Oklahoma; 2) presented at 24 international conferences; 3) published 10 peer-reviewed journals; and 4) promoted gender and STEM equity with a 76% increase in participation by the underserved population.
- A business law faculty member in the **COB** directed and produced a documentary chronicling the lives of four tribal members struggling with addiction on the streets of Whiteclay, Nebraska. The film premiered at a recovery film festival in San Francisco in 2014. The faculty member traveled throughout the country with a Native

American activist to screen the film and raise awareness about Whiteclay.<sup>1</sup> He worked with various stakeholders to develop a new strategy to close Whiteclay's beer stores, focusing on Nebraska's inability to provide adequate law enforcement in the unincorporated town.<sup>2</sup> He appeared before the Nebraska Legislature's General Affairs Committee on October 11, 2016, and was called to testify at the beer stores' re-licensure hearing at the Nebraska Liquor Control Commission (NLCC) on April 7, 2017. The NLCC voted unanimously to close all four beer stores on April 19, 2017.<sup>3</sup> The Nebraska Supreme Court upheld the NLCC decision later that fall.<sup>4</sup>

- The Department of Military Science (Army ROTC) in the **COB** has partnership agreements with five universities in the greater Oklahoma City metropolitan area: Oklahoma Christian University (OC), Oklahoma City University (OCU), Southern Nazarene University (SNU), Langston University (LU), and Southwestern Christian University (SCU). These agreements provide an opportunity for students at partner programs to participate in Army ROTC through UCO while earning undergraduate or graduate degrees from their home institution. Participating students from all universities may elect to complete a minor in Military Science.
- Faculty in the **COB**, under a partnership with Grand Lakes Mental Health, Red Rock Behavioral Health Systems, and ClearForce Analytics, engage in a collaborative research team investigating the causes and consequences of suicide among veteran populations. This program is supported by the State of Oklahoma through the Oklahoma Department of Veterans Affairs and the Governor's Challenge Taskforce, a collaboration between the State of Oklahoma and the U.S. Department of Veterans Affairs, SAMHSA (Substance Abuse and Mental Health Services Administration), SMVF TA (Service Members, Veterans, and their Families Technical Assistance) Center, and multiple other states and cities across the country to reduce, and hopefully eliminate, suicide for Oklahoma's service members, veterans, and their families. Their research was also presented at the annual conference on mental health organized by the Oklahoma Academy, which holds town-hall type conferences for experts, researchers, policymakers, and citizens to discuss topics that the State of Oklahoma is facing and to develop recommendations for the state legislature.
- The **COB** established a research center, the Central Policy Institute (CPI), which conducts and coordinates research and public outreach from faculty. The CPI brings in researchers for public presentations on timely topics. Through this center, researchers have served as policy experts and been asked to testify for the Oklahoma Legislature during interim studies. Experts have also been invited as a keynote speaker at Cameron University with the state Secretary of Labor for a session on the impacts of the minimum wage and with the Secretary of Energy on renewable energy in Oklahoma. Additionally, the director of the CPI has consulted for "Solarize OKC," a partnership between the City of Oklahoma City and the Oklahoma Solar Association.
- The Operations & Supply Chain Management (OSCM) program in the **COB** signed an MOU in November of 2020 with the Supply Chain Management Wing and Supply Chain Management Group at Tinker Air Force Base. This relationship enhances the Tinker Supply Chain Management Workforce and engages supply chain professionals with the OSCM program and students. The relationship connects students with internship opportunities in the supply chain and logistics areas at Tinker. The UCO OSCM program has many graduates currently working at Tinker Air Force Base in supply chain and logistics management roles.
- The **COB** is a partner with Volunteer Income Tax Assistance (VITA), sponsored by the Internal Revenue Service (IRS) and provides free tax preparation and free e-filing of tax returns to low- and moderate-income taxpayers. The department also partners with the John Marshall Finance Academy high school program to provide leadership and expertise. Those providing services are UCO faculty and accounting students. VITA serves over 500 taxpayers every year and uses a computer lab provided by the college.
- Army ROTC in the **COB** partners with the United States Army, United State Army Reserve, and Oklahoma Army National Guard for personnel, recruiting and retention assets, training aids and land usage; providing UCO with a cost-effective department with low overhead. On average, Army ROTC produces between 12-15 Second

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<sup>1</sup> <https://www.soberindian.com/pastscreenings>

<sup>2</sup> <https://www.soberindian.com/latestnews/2019/3/2/activists-say-whiteclay-should-be-shut-down-following-womans-death>

<sup>3</sup> <https://www.soberindian.com/latestnews/2019/3/2/appalled-liquor-commissioners-vote-to-deny-licenses-for-whiteclay-beer-stores>

<sup>4</sup> <https://www.soberindian.com/latestnews/2019/3/2/nebraska-supreme-court-ends-beer-sales-at-border-of-dry-pine-ridge-indian-reservation-in-south-dakota>

Lieutenants, the commissioned officer leadership of the U.S. Army, which is comparable to larger universities in the state.

- A faculty member in the **COB** provides basic human resources training to Hispanic women business owners. Training includes recruitment, selection, training, performance management, compliance, employment law, and retention strategies.
- In the ISOM 4843 Operations & Supply Chain course, students managed a real-world project with Commissioned Officers, Police & Security Sales (COPS) Products to analyze the owner's issues with warehouse capacity, inventory management, software systems, supply chain delays, and customization processes for uniforms.
- The **University of Central Oklahoma/COB** has a formal Memorandum of Understanding with Coventry University formalizing opportunities to engage partners, both from other academic units of their institutions and from participating faculty members' networks of professional contacts and collaborators, in the development of joint research projects within fields of research common to Coventry's Protective Security and Resilience Group and the University of Central Oklahoma's Department of Finance. The scope of these expanded collaborations includes the design and execution of international research projects that lead to jointly authored presentations and publications as well as the development of new learning resources including curricular materials, classes, and education abroad opportunities.
- The **COB** reached an agreement with the Management Development Institute of Singapore (MDIS) to promote the Professional Master of Business Administration (PMBA) in Singapore beginning in the fall of 2022.
- The **COB** signed a Memorandum of Understanding with Mount Carmel College in Bangalore. The agreement will allow Mount Carmel College students to transfer 10 hours from their 1-year post-graduate diploma in business administration or international business to the UCO MBA program, and to complete the last 25 hours of the MBA at our downtown campus. The first cohort under this new MOU will matriculate in fall 2022.
- Three **COB** faculty members contributed to an "interim study" by the State of Oklahoma Legislature on alcohol taxation. This study focused on legislative/policy issues requested by members of the House or Senate and addresses issues that have been the subject of legislation that failed to pass in previous sessions or were deemed worthy of more in-depth consideration. The team produced a report and presented the findings to legislators. The project had an impact on our community, as it was presented directly to policymakers and was covered in a story by *The Journal Record*. It served as a basis for the legislature to consider alcoholic beverage tax reform. In addition, one of the faculty members presented the findings of his research on solar energy policy in Oklahoma to legislators and state energy market regulators during an interim study session by the State of Oklahoma Legislature.
- Recent engagement with community stakeholders led to the creation of UCO's first named program, the "Bob Mills Professional Sales Center." The Bob Mills Professional Sales Center is housed in the **COB** and supported by a local business and provides \$300,000 over five years to support the professional selling program and competitions.
- The **COB** formed a partnership with a local homebuilder to construct a home, "Broncho House," that involved a student internship with proceeds going to fund an endowed scholarship for Real Estate students. The Broncho House provided more than \$47,000 in endowment funds in addition to the learner's practical experience and connection with local professionals.
- The **COB** received \$238,000 from the National Tornado Summit in 2020 to create an endowed scholarship for Insurance and Risk Management students who are benefitting each year from the scholarship.
- Army ROTC in the **COB** maintains ties with local and national civic organizations. These organizations provide recognition and financial incentives to UCO students annually. Some of the partner organizations include: The LTC Oren Lee Peters Endowment thru UCO (\$1,000), Air Warrior Courage Foundation (\$2,000), Daughters of the American Revolution (\$200), Supreme Council of the Scottish Rite of Freemasonry, American Legion, and the Military Officers' Association of America. ROTC students are eligible to compete for national scholarships thru the United States Automobile Association (\$2,500), Association of the United States Army (\$4,000) and the Government Employees Insurance Company (\$1,500).
- A chairperson and faculty member in the **COB** has had the opportunity to make several presentations for the Edmond Chamber of Commerce's Leadership Edmond, where she speaks at their incoming class's leadership

retreat about empowering others to become great leaders and change agents in their respective communities. Additionally, she speaks annually to the Edmond Chamber's Small Business Owner's Alliance on organizational issues such as selection, retention, giving performance reviews, and organizational culture. She has also spoken at the Municipal Electric Systems of Oklahoma, Inc. (MESO) Public Power Conference on Organizational Culture.

- A faculty member and co-advisor of UCO's HR student organization for the **COB** serves as the Vice President for College Relations with the Oklahoma City Human Resource Society where she manages the scholarship program, the internship program, and college outreach efforts. Through this partnership, the college has access to HR professionals in the OKC metro community for speaking engagements, mentorships, internships, and other educational opportunities for our students. In fall 2021, over 30 students joined OCHRS at a discounted rate. Membership provides students a unique opportunity to connect with HR professionals at all stages of their careers.

### **College of Education and Professional Studies (CEPS)**

- The **Nutrition (CEPS), Athletic Training (CEPS), Nursing (CMS), and Funeral Service (CMS) programs** collaborate with area hospitals, clinics, and funeral homes for student clinical experiences. Other programs, such as the Exercise Fitness Management program, the Public Health program, and Outdoor Community Recreation program have developed numerous partnership agreements for students participating in internship and capstone experiences.
- The HES department within the CEPS partners with the following community organizations: Sunbeam Family Services, Integris Health- Child Life Department, Big Brothers, Big Sisters, C.A.R.E Center, Infant Crisis Center, Calm Waters, Girl Scouts- Western District, Chance to Change, Skyline Ministries, Girl Scouts—Western Districts, First Christian Church, Edmond Public Schools, Make a Wish, Sooner Start, Family Resource Center, Epworth Villa, Goodwill Industries, Integris Hospital, Primrose Schools, Bradford Village, Edmond Mobile Meals, Edmond YMCA after school programs, Project 66, Regional Food Bank, City of Edmond, OK-AIMH (Oklahoma Association for Infant Mental Health), March of Dimes, Rainbow Fleet, Educare, Palomar, State Office of Heat Start, Parent/Child Center, Early Birds, The Children's Center, City Rescue Mission, Hope Pregnancy Center, Fostering Sweet Dreams, The Spero Projects, Chesapeake Child Development Center, OkCity Crisis Nursery, Homeland Security, Edmond Senior Center, Warriors for Freedom Foundation, The Center for Children and Families, Rainbow Fleet, Council Road Baptist Church, Pivot, and SISU Youth Services.
- The Occupational Safety program works closely with notable metropolitan, state and regional partners to facilitate paid and unpaid internship opportunities for student majors. Notable companies signed to affiliation agreements include: the Federal Aviation Administration (FAA) Civil and Aeronautical Medical Institute (CAMI); the City of Oklahoma City – Risk Management Division; Traffic and Lighting Systems (TLS); Price-Edwards; STRYKER; Buddys' Produce; APAC; APAC-Central, a CRH Company; Aneheuser-Busch; Southern Star Central Gas Pipeline; Rader Building Company; Metheny Concrete; Silver Star Construction; Ophthalmic Surplus and Supply (OSS); Alliance Steel Building Systems; Environmental Management Inc. (EMI); and White River Marine Group. Additional longtime partners include: the Oklahoma Safety Council (OSC); Anvil Environmental; W&W/ AFCO Steel; Liberty Mutual Insurance; OGE Energy Corp.; City of Oklahoma City – Stormwater Quality; Accurate Safety; Oklahoma Department of Transportation (ODOT); the Oklahoma Turnpike Authority (OTA); Autoquip Corporation; Nortek; the Ross Group; CompSource Mutual; INSURICA; DUIT Construction; Continental Resources; American Society of Safety Professionals (ASSP); Timberlake Construction; Manhattan Construction; and FlintCo Construction.
- The Occupational Safety program works in conjunction with the Oklahoma Highway Safety Office (OHSO) on a federal grant from the National Highway Transportation Safety Administration (NHTSA) to perform annual seatbelt and child restraint usage surveys.
- The B.S. - Organizational Leadership program is part of the Reach Higher initiative through the State Regents.

- The college holds numerous *Memorandum of Understanding* with surrounding school sites to ensure quality clinical experience and student teaching placements. Currently, the college has P-12 school partnership agreements with all major Oklahoma City metropolitan school districts.
- The CEPS founded the Urban Teacher Preparation Academy (UTPA) in partnership with Oklahoma City Public Schools and the Foundation for OKCPS. The UTPA is now a consortium that includes Mid-America Christian University (MACU) and Oklahoma City University (OCU). The consortium works to recruit, train and support P-12 teachers in surrounding urban districts, including Oklahoma City Public Schools and a recent expansion into the Putnam City School district.
- The college and its Project Engage partners with Oklahoma City Public Schools (OKCPS), The Foundation for OKCPS, Oklahoma City Community College and Oklahoma State University-Oklahoma City on the Bilingual Teacher Pipeline Project. This project assists native Spanish speakers employed full-time in OKCPS as paraprofessionals in completing an educator preparation program culminating in qualifying for an Oklahoma teaching certificate. Some students come directly to UCO while others first complete AA requirements at one of the two community college partner institutions. Another partnership between these institutions is the Diversity Pipeline Project that assists paraprofessionals from underrepresented populations to complete coursework and teacher certification for employment in OKCPS.
- The Bilingual Education/TESOL (BE/TESOL) program, through The NEXUS Project Grant, has partnered with several central Oklahoma schools and districts (including Oklahoma City Public Schools, Putnam City Schools, Edmond Public Schools, Crooked Oaks Schools, Western Gateway Elementary Charter School, and Santa Fe South Charter Schools) to provide UCO's M.Ed. in BE/TESOL to 40 P-12 teachers over the next 5 years. The partnership with Oklahoma City Public Schools also provides school-wide professional development to teachers serving English learners in a specific school site about effectively integrating the teaching of language and content into literacy instruction and incorporating effective communication efforts for the engagement of parents, especially parents of English learners. Another specific school-wide initiative with the Western Gateway Elementary School will focus on assisting in the implementation a two-way, dual language model of instruction. UCO services will include offering professional development for teachers, some classroom curriculum and assessment materials, and monitoring and researching the long-term impact of this innovative practice in which all students develop bilingualism and biliteracy in English and Spanish.
- Additionally, the partnership with OKCPS has led to the development and implementation of a family engagement program at two elementary schools and the strengthening of OKCPS' dual language program.
- Through the TeacherPath program CEPS works directly with metro-area school districts providing course work for teachers working towards teacher certification through the Oklahoma Alternative Placement Program for Teachers.
- Through an endowment from the Masonic Charities of Oklahoma, the TeacherPath program also works specifically with rural Oklahoma school districts providing courses for teachers working towards teacher certification through the Oklahoma Alternative Placement Program for Teachers.
- The college has numerous *Memorandum of Understanding* with area health agencies to ensure quality internship and clinical experiences for students in kinesiology, exercise and fitness management, outdoor and community recreation, athletic training, nutrition and dietetics, child and family development, and other similar programs. Area agencies include: Integris Health Care System, Mercy Health System, Oklahoma Heart Hospital, Bradford Senior Retirement Center, American Lung Association, Oklahoma County Health Department to name a few.
- The Speech-Language Pathology program (CEPS) has established numerous contractual agreements with area hospitals, skilled-nursing homes, memory care facilities, outpatient rehabilitation clinics, Head Start agencies, and area K-12 public schools to ensure quality clinical practicum experiences for students.
- The Department of Kinesiology and Health Studies coordinates the efforts of UCO students and faculty with local non-profit organizations in developing and implementing service-learning projects. Examples include the Homeless Alliance Day Shelter, Girl Scouts Western Oklahoma, Teen Empower!, American Lung Association–Oklahoma, INTEGRIS non-profit hospital, Boys Ranch, and the Area-wide Aging Agency.

- The Department of Kinesiology and Health Studies assists with a partnership between UCO and the Oklahoma City-County Health Department (OCCHD) to provide health services and community programs to the campus and Edmond community. This includes operating an OCCHD satellite office at the UCO Wellness Center.
- **College of Education and Professional Studies** has many partnerships including those related to delivering master of education degrees via cohorts in Educational Leadership, School Counseling, Reading, and Library Media Specialist to Metropolitan OKC school districts.
- The programs of Speech-Language Pathology (CEPS), Nutrition (CEPS), Athletic Training (CEPS), and Nursing (CMS), as well as Counseling (CEPS), Psychology (CEPS), Sociology (CLA), and Gerontology (CLA), have collaborated in establishing Interprofessional Education and Interprofessional Practice for cross-professional, cross-College extra-curricular experience and are in the process of developing cross-discipline courses.
- The programs of Speech-Language Pathology (CEPS), Nutrition (CEPS), Athletic Training (CEPS), and Nursing (CMS) have delivered a Grand Rounds clinical experience for students to gain knowledge and experience in Interprofessional Education and Interprofessional Practice.
- The college collaborates with local and surrounding school districts such as Oklahoma City Public Schools, Edmond Public Schools, and Mid-Del Public Schools, to provide School Psychology services.
- The college collaborates with more than fifteen local and surrounding school districts, universities, colleges, and counseling agencies to provide counseling services amounting to over 12,000 hours of service annually to the metropolitan area of OKC.
- The Department of Psychology behavioral analysis students collaborate with the Oklahoma State Department of Education and over 30 school districts to provide behavioral consultations through the Behavior Central consultation program.
- The Department of Psychology behavior analysis students collaborate with the Good Shepherd School at Mercy to provide Oklahoma public school teachers with training and coaching support to develop advanced skills in behavioral assessment and intervention for students with autism.

### **College of Fine Arts and Design (CFAD)**

- The **Department of Dance** collaborates with statewide public and private dance programs to organize the annual Oklahoma High School Dance Festival. The OHSDF hosts an average of 200 high school dance students from 11-13 statewide schools for a two-day event of classes and performances. UCO Dance hosts the festival on campus every third year and partners with the hosting schools on the alternate years
- The **School of Music** has signed a Memorandum of Understanding with the School of Music at South China Normal University. This agreement will allow students who have completed 2 years of study (including English) at South China Normal, to continue their music degrees to completion at UCO. This supports our continued efforts to attract students from China to perform in our ensembles, and to provide our faculty and students with transformative learning experiences by traveling and performing in China.
- **CFAD** and the **Department of Theater Arts** collaborate with the Oklahoma Indigenous Theatre Company to present the Native American New Play Festival at the Mitchell Hall Theatre. Additionally, the Mitchell Education Center and Krottinger Family Gallery feature fine art and music celebrating Oklahoma indigenous peoples. This collaborative partnership clearly fits with our commitment to inclusion and diversity in CFAD and at the University of Central Oklahoma.
- The **Melton Gallery** has collaborative partnerships with two non-profit organizations: POPc, a public art program in New York that merges philosophy and art; and the Oklahoma Cine Latino Film Festival, an annual film festival and after school film institute that operates with the support of the Historic Capitol Hill community organization. In addition, Melton Gallery will be collaborating with the Oklahoma Art Education Association by presenting the Young Talent In Oklahoma exhibition, an annual state-wide high school art exhibition. These partnerships increase overall viewership and engagement while creating transformative learning experiences for our students.
- The **Oklahoma Center for Arts Education** collaborates with the Sutton Foundation to present the Sutton Art Award which is a competitive art competition for high school students and teachers offering cash prizes. This

program is also sponsored by Nature Works, the Oklahoma Department of Wildlife Conservation, and the Oklahoma Art Education Association.

- **CFAD** will host 6 workshop sessions for the GEAR UP program for 10<sup>th</sup> grade students in improvisational theatre and jewelry and metalsmithing during the summer to introduce students to new art forms and interests.
- The **Oklahoma Center for Arts Education** will present summer arts camps and workshops this summer for ages 7 – adult. Camp and workshops include Summer Dance Workshop with the Department of Dance, Summer Drama Workshop (2), ACM@UCO Rock Camps (2) with ACM@UCO, Summer Jazz Workshop with the School of Music and the Dance & Down Syndrome Musical Theatre Camp with the Department of Dance.
- The **Oklahoma Center for Arts Education** will host the Oklahoma Choral Directors Association conference this summer with the School of Music which will include 50-60 choral directors from around the State of Oklahoma.
- The **Oklahoma Center for Arts Education** will host the Oklahoma International Dance Festival with the Department of Dance which will include 70 dancers and instructors, domestic and international, including high school and adults.
- The **Oklahoma Center for Arts Education** hosted over 100 events for recruitment and retention opportunities for current and potential students ages high school through collegiate including workshops with faculty, campus tours, and attending exclusive CFAD performances.

### College of Liberal Arts (CLA)

- Faculty in the **College of Liberal Arts** and **College of Business** collaborate in offering the London Dublin Study Tour each year. The collaboration extends to faculty from Westminster University, Imperial College, University College London, and Trinity College, Dublin. This experience provides students with a broader perspective of the economic status, culture and history of the interconnection of the United Kingdom and Ireland metropolitan regions.
- Faculty in the **College of Liberal Arts** and **College of Education and Professional Studies** collaborate in offering the Florence-Paris-London Study Tour on a regular basis. This experience provides students with first-hand knowledge of the culture, fashion, and culinary histories of these major cities and allows for a comparative understanding of urban planning and development.
- The **College of Liberal Arts** invited participation from area Community Colleges for students to present at the CLA Symposium.
- **CLA** is a partner with the Asian Studies Development Program at the East West Center. The members reflect a broad spectrum of scholars recognized nationally and internationally.
- The **School of Criminal Justice** regularly works with the Association of State Criminal Investigative Agencies (ASCIA) to conduct research on various issues. Past projects include work with the Oklahoma County Juvenile Court, the Oklahoma City Police Department and collaboration with the Oklahoma Sheriff's Association. This past academic year (2019-2020) SCJ partnered with Stillwater, Oklahoma City Police Department and the Homeless Alliance in Oklahoma City.
- Faculty from the **Department of English** serve as judges for Poetry Out Loud, and contribute to the efforts of organization such as Oklahoma Arts Institute at Quartz Mountain and the Oklahoma Center for Community and Justice.
- The **College of Liberal Arts** invited participation from area Community Colleges for students to present at the CLA Symposium.
- Students in the **Department of History and Geography** and the **Department of Humanities and Philosophy** enrolled in the annual study tour of the *Layers of Rome* are team taught by faculty from UCO, Kirkwood Community College, Iowa City, Iowa, and University of Texas, El Paso.
- Students in the **Department of History and Geography** and the **Department of Humanities and Philosophy** enrolled in the annual study tour of the *History of Rome* are team taught by faculty from UCO, Kirkwood Community College, Ames, Iowa, and University of Texas, El Paso.]
- The **Department of History and Geography** offers courses at the National Cowboy and Western Heritage Museum and the Oklahoma Historical Society to accommodate students who are geographically bound.

- Faculty members in the *Department of History and Geography* serve as board members of public and private organizations including, the Oklahoma Historical Society, Oklahoma Museums Association, Mountain-Plains Museums Association, Edward Everett Dale Society, Oklahoma Scholar-Leadership Enrichment Program, Asian Studies Development Program at the East West Center, and the National Conference on Undergraduate Research.
- Faculty members in the *Department of History and Geography* deliver public talks in partnership with the Oklahoma Historical Society, Oklahoma Humanities Council, Edmond Public Library, and the Great Decisions Program.
- The *Department of Modern Languages, Literatures, and Cultural Studies* partners with Rose State College, Le Monde International School, and Dove Schools to sponsor a “Celebration of World Languages” for the K-12 students across the state.
- Teacher Education faculty in the *Departments of English, History and Geography, and Modern Languages* work closely with Metro area schools – both public and private – to facilitate student observation, shadowing, and teacher candidate experiences for their majors.

### College of Mathematics and Science (CMS)

- The Pre-health program has a Guaranteed Interview Agreement and a 3+1 Agreement with Oklahoma State University in which students meeting certain academic requirements are granted an interview (GI Agreement) or admission (3+1) to the College of Osteopathic Medicine.
- The *Nursing (CMS), Funeral Service (CMS), Nutrition (CEPS), and Athletic Training (CEPS) programs* collaborate with area hospitals, clinics, and funeral homes for student clinical experiences. Other programs, such as the **Public/ Community Health program**, have developed numerous partnership agreements for students participating in internship and capstone experiences.
- The *College of Mathematics & Science* Selman Living Laboratory (SLL) collaborates with several educational institutions in Oklahoma and a few out-of-state institutions to do research on the SLL property. A list of the institutions includes the University of Oklahoma, Emporia State University, University of Science and Arts of Oklahoma, Cameron University, Montana State University, Texas Tech University, West Texas A&M University, Langston University, Oklahoma City University, Northwestern Oklahoma State University, University of Minnesota, Southwestern Oklahoma State University, Washington University, Oklahoma State University and Tuft’s University. The SLL also works with several agencies and organizations to promote educational opportunities including, Oklahoma Conservation Commission, Project Wild, Oklahoma Department of Wildlife Conservation, U.S. Fish & Wildlife Service, USGS National Wildlife Health Center, Alabaster Caverns State Park, Oklahoma Department of Tourism, Starcreek Astronomical Society, Boy Scouts of America and Girl Scouts of the United States of America.
- *CMS* participates in the Fulbright Program – U.S. Visiting Scholar Program for Iraq since 2014. The Institute of International Education (IIE) funds the Fulbright Program.
- The college is a partner with OK-INBRE (Oklahoma IDEa Network of Biomedical Research Excellence) for grants, equipment and research, and administrative support.
- The *Department of Biology* Clinical Laboratory Science/Medical Technology Program has three clinical affiliates for 1 year Clinical Lab Science Internships (St. Francis, Comanche County, Mercy/Ada, Ardmore, and Oklahoma City).
- The *Department of Biology* collaborates with the Oklahoma Department of Wildlife Conservation on resources and access to public lands for research purposes in the metropolitan area. In addition, the department collaborates with Oklahoma Forestry Services on resources and efforts in the utilization of prescribed fire along the Oklahoma City urban interface.
- The *Department of Biology* is a partner with the City of Edmond and Edmond Urban Forestry to preserve remnant Cross Timbers forests within the city limits of Edmond.
- The *Department of Biology* collaborates with the U.S. Fish and Wildlife Service, National Oceanic and Atmospheric Administration, Oklahoma Department of Wildlife Conservation, U.S. Department of Agriculture, the Science Museum of Oklahoma, Oklahoma City Zoo, Oklahoma Water Resources Board, Blue Thumb-

Oklahoma Conservation Commission, Starcreek Astronomical Society, Smithsonian Tropical Research Institute (Panama), U.S. Forest Service, New Mexico Department of Game and Fish, Arizona Department of Game and Fish, Bar Boot, Midbar, and El Coronado Ranches, Texas Parks and Wildlife Department, Texas mid-coast NWR complex, and the Oklahoma STEM Center Advisory Board. In addition, Biology faculty members have conducted biodiversity and environmental studies with 1) The Nature Conservancy, 2) Cayman Islands Department of Environment, and 3) several tribal nations in Oklahoma.

- The Department of Chemistry collaborates with the International Biological and Chemical Threat Reduction Program at Sandia National Laboratory on research in chemical safety and security curriculum.
- The **Department of Engineering and Physics** collaborates with area industries on undergraduate and graduate student research projects, as well as senior engineering design capstone projects. Recent industry partners have included the Oklahoma Department of Transportation, Tinker Air Force Base, Nortek Air Solutions, Kimray, Inc., ClimateMaster, Inc., Stanfield Engineering, VADovations, Herdfinder, Western Flyer Trucking Company, AliveCor, Ford AV, ASRC Federal System Solutions, BioInspire, Integris Health, Cytovance, Boeing, Western Farmers Electric Cooperative, the University of Oklahoma Health Science Center, OG&E, the University of Oklahoma-Norman, Oklahoma Medical Research Foundation, the University of Wisconsin-Madison, Oklahoma Manufacturing Alliance, and the Federal Aviation Administration.
- The **Department of Mathematics and Statistics** has collaborated on a project with the Centers for Disease Control (CDC) and Allergy Labs, Inc. This collaboration resulted in student internships at Exaptive, Inc. and Allergy Labs, Inc.
- Project SCHOLAR students in the **Department of Mathematics and Statistics** have collaborated or currently working on projects with the Oklahoma Department of Veterans Affairs, the Oklahoma City Metro Literacy Coalition, the Metropolitan Library System, Neighborhood Services Organization, Sonic Drive-in, the Oklahoma Highway Safety Office, Valeritas Inc., and Newman University.
- The Department of Mathematics and Statistics, using funding from the State Board of Education, created a Math Teachers Circle. This initiative brings together K-12 educators to build a math community.
- The Department of Mathematics and Statistics received funding from the ICERM program at Brown University to create a GirlsGetMath program in OKC to engage high school students in fun and interesting mathematical ideas.
- The **Department of Nursing** has an agreement with Integris Health Systems to provide clinical placement for a cohort of 20 students per semester. The agreement includes preferential placement for a number of clinical areas as well as consideration for summer externships and preempted capstone experiences.
- The **Departments of Biology, Chemistry, and Engineering & Physics** are collaborating with Cytovance Biologics on curriculum opportunities in the form of certificates in the areas of R&D, QA/QC, and Manufacturing.

## Curriculum

### Transfer Articulation Agreements

For the 2021-2022 academic year, UCO increased its transfer agreements to 281, an increase of 17 percent from the prior year (see table below). UCO also added Tulsa Community College, totaling 11 partner institutions. UCO's institutional partners include nine community colleges and two technical branches.

<b>Institutional Partners</b>	<b>New</b>	<b>Renewal</b>	<b>Total</b>
Connors State College (CSC)		1	1
Eastern Oklahoma State College (EOSC)		1	1
Northern Oklahoma College (NOC)		40	40
Oklahoma City Community College (OCCC)	3	67	70
Oklahoma State University – Institute of Technology (OSU-IT)		19	19

Oklahoma State University – Oklahoma City (OSU-OKC)	5	16	21
Redlands Community College (RCC)	6	21	27
Rose State College (RSC)	3	70	73
Seminole State College (SSC)	2	4	6
Tulsa Community College (TCC)	19		19
Western Oklahoma State College (WOSC)	2	2	4
<b>Grand Total</b>	<b>40</b>	<b>241</b>	<b>281</b>

\*Note: Total agreements as of May 2, 2022

The list of transfer agreements is below.

<b>Inst</b>	<b>Deg</b>	<b>Transfer Program</b>	<b>Deg</b>	<b>UCO Program/Major</b>
CSC	AA	Child Development	BS	Human Development and Family Sciences - Child Development
EOSC	AA	Child Development	BS	Human Development and Family Sciences - Child Development
NOC	AA	Art	BFA	Art - Studio Art
NOC	AA	Art	BAEd	Art Education
NOC	AS	Arts and Sciences	BS	Occupational Safety
NOC	AS	Biological Sciences	BS	Biology
NOC	AS	Business Administration	BS	Accounting
NOC	AS	Business Administration	BBA	Business Administration - Business Law
NOC	AS	Business Administration	BBA	Business Administration - General Business
NOC	AS	Business Administration	BBA	Business Administration - International Business
NOC	AS	Business Administration	BBA	Economics
NOC	AS	Business Administration	BBA	Economics - Energy Economics
NOC	AS	Business Administration	BBA	Finance
NOC	AS	Business Administration	BBA	Finance - Insurance and Risk Management
NOC	AS	Business Administration	BBA	Information Systems & Operations Management - Operations and Supply Chain Management
NOC	AS	Business Administration	BBA	Management
NOC	AS	Business Administration	BBA	Management - Human Resource Management
NOC	AS	Business Administration	BBA	Management - PGA Golf Management
NOC	AS	Business Administration	BBA	Marketing
NOC	AS	Business Administration	BBA	Marketing - Professional Selling
NOC	AS	Business Administration - Management Information Systems Option	BBA	Information Systems & Operations Management - Management Information Systems

<b>Inst</b>	<b>Deg</b>	<b>Transfer Program</b>	<b>Deg</b>	<b>UCO Program/Major</b>
NOC	AA	Child Development	BS	Human Development and Family Sciences - Child Development
NOC	AA	Criminal Justice Administration	BA	Criminal Justice - Corrections
NOC	AA	Criminal Justice Administration	BA	Criminal Justice - General
NOC	AA	Criminal Justice Administration	BA	Criminal Justice - Police
NOC	AA	Education-Elementary	BSEd	Early Childhood Education
NOC	AA	Education-Elementary	BSEd	Elementary Education
NOC	AA	Education-Elementary	BSEd	Special Education - Mild-Moderate Disabilities
NOC	AA	Education-Elementary	BSEd	Special Education - Severe-Profound/Multiple Disabilities
NOC	AA	English	BA	English
NOC	AA	English	BAEd	English Education
NOC	AA	English-Creative Writing Option	BA	English - Creative Writing
NOC	AA	Music-Music Theatre	BFA	Theatre Arts - Design and Technology
NOC	AA	Music-Music Theatre	BFA	Theatre Arts - Performance
NOC	AS	Nursing	BS	Nursing
NOC	AA	Social Science	BA	Geography
NOC	AA	Social Science	BA	History
NOC	AA	Social Science	BA	History - Museum Studies
NOC	AA	Social Science	BAEd	History Education
NOC	AA	Social Science-Behavioral Science Option	BA	Sociology
NOC	AA	Social Science-Behavioral Science Option	BA	Sociology - Human Services
NOC	AA	Social Science-Behavioral Science Option	BA	Sociology - Substance Abuse Studies
OCCC	AA	Art-Visual Art	BA	Art - Studio Art
OCCC	AA	Art-Visual Art	BAEd	Art Education
OCCC	AS	Biology	BS	Biology - Biomedical Science
OCCC	AS	Biology	BS	Biology - Medical Laboratory Science
OCCC	AS	Biology	BS	Biology
OCCC	AS	Biology-Pre-Baccalaureate Nursing	BS	Nursing
OCCC	AS	Business	BS	Accounting
OCCC	AS	Business	BBA	Business Administration - Business Law
OCCC	AS	Business	BBA	Business Administration - General Business

<b>Inst</b>	<b>Deg</b>	<b>Transfer Program</b>	<b>Deg</b>	<b>UCO Program/Major</b>
OCCC	AS	Business	BBA	Business Administration - International Business
OCCC	AS	Business	BBA	Economics
OCCC	AS	Business	BBA	Economics - Energy Economics
OCCC	AS	Business	BBA	Finance
OCCC	AS	Business	BBA	Finance - Insurance and Risk Management
OCCC	AS	Business	BBA	Information Systems & Operations Management - Management Information Systems
OCCC	AS	Business	BBA	Information Systems & Operations Management - Operations and Supply Chain Management
OCCC	AS	Business	BBA	Management
OCCC	AS	Business	BBA	Management - Human Resource Management
OCCC	AS	Business	BBA	Management - PGA Golf Management
OCCC	AS	Business	BBA	Marketing
OCCC	AS	Business	BBA	Marketing - Professional Selling
OCCC	AS	Chemistry	BS	Chemistry
OCCC	AS	Chemistry	BS	Chemistry - ACS Certificate
OCCC	AS	Chemistry	BS	Chemistry - Health Sciences
OCCC	AA	Child Development	BS	Human Development and Family Sciences - Child Development
OCCC	AS	Computer Science – Computer Science	BS	Software Engineering
OCCC	AS	Computer Science – Computer Science	BS	Computer Science
OCCC	AS	Computer Science – Computer Science	BS	Computer Science - Applied
OCCC	AS	Computer Science - Computer Science	BS	Computer Science - Information Science
OCCC	AA	Diversified Studies	BA	Applied Liberal Arts
OCCC	AA	Diversified Studies	BAEd	English Education
OCCC	AS/A A	Diversified Studies	BS	Fashion Marketing
OCCC	AS/A A	Diversified Studies	BS	General Studies
OCCC	AS	Diversified Studies	BS	Occupational Safety
OCCC	AS/A A	Diversified Studies	BS	Organizational Leadership
OCCC	AS	Engineering	BS	Electrical Engineering
OCCC	AS	Engineering	BS	Engineering Physics - Physics
OCCC	AS	Engineering	BS	Mechanical Engineering

<b>Inst</b>	<b>Deg</b>	<b>Transfer Program</b>	<b>Deg</b>	<b>UCO Program/Major</b>
OCCC	AA	History	BA	History
OCCC	AA	History	BA	History - Museum Studies
OCCC	AA	Humanities	BA	Humanities
OCCC	AA	Humanities	BA	English
OCCC	AA	Humanities	BA	English - Creative Writing
OCCC	AA	Humanities	BA	Philosophy
OCCC	AA	Humanities	BA	Technical Writing
OCCC	AA	Journalism-Journalism and Broadcasting/Journalism	BA	Mass Communication - Professional Media
OCCC	AS	Mathematics	BS	Actuarial Science
OCCC	AS	Mathematics	BS	Mathematics
OCCC	AS	Mathematics	BS	Mathematics - Statistics
OCCC	AA	Modern Languages-French	BA	Modern Language - French
OCCC	AA	Modern Languages-French	BAEd	Modern Language Education - French
OCCC	AA	Modern Languages-Spanish	BA	Modern Language - Spanish
OCCC	AA	Modern Languages-Spanish	BAEd	Modern Language Education - Spanish
OCCC	AA	Music	BAT	Audio Production
OCCC	AA	Music	BA	Music
OCCC	AA	Music	BM	Music - Instrumental Performance
OCCC	AA	Music	BM	Music - Jazz Performance
OCCC	AA	Music	BM	Music - Vocal Performance
OCCC	AA	Music	BMed	Music Education
OCCC	AA	Political Science/Pre-Law	BA	Political Science
OCCC	AS	Pre-Ed	BSEd	Special Education - Mild-Moderate Disabilities
OCCC	AS	Pre-Ed	BSEd	Special Education - Severe-Profound/Multiple Disabilities
OCCC	AS	Pre-Ed	BSEd	Early Childhood Education
OCCC	AS	Pre-Ed	BSEd	Elementary Education
OCCC	AA	Psychology	BA	Psychology
OCCC	AA	Public Relations-Journalism and Broadcasting/Public Relations	BA	Strategic Communications-Organizational Communication
OCCC	AA	Public Relations-Journalism and Broadcasting/Public Relations	BA	Strategic Communications-Strategic Communications
OCCC	AA	Sociology	BA	Sociology
OCCC	AA	Sociology	BA	Sociology - Human Services
OCCC	AA	Sociology	BA	Sociology - Substance Abuse Studies
OSU-IT	AS	Business	BS	Accounting

<b>Inst</b>	<b>Deg</b>	<b>Transfer Program</b>	<b>Deg</b>	<b>UCO Program/Major</b>
OSU-IT	AS	Business	BBA	Business Administration - Business Law
OSU-IT	AS	Business	BBA	Business Administration - General Business
OSU-IT	AS	Business	BBA	Business Administration - International Business
OSU-IT	AS	Business	BBA	Economics
OSU-IT	AS	Business	BBA	Economics - Energy Economics
OSU-IT	AS	Business	BBA	Finance
OSU-IT	AS	Business	BBA	Finance - Insurance and Risk Management
OSU-IT	AS	Business	BBA	Information Systems & Operations Management - Management Information Systems
OSU-IT	AS	Business	BBA	Information Systems & Operations Management - Operations and Supply Chain Management
OSU-IT	AS	Business	BBA	Management
OSU-IT	AS	Business	BBA	Management - Human Resource Management
OSU-IT	AS	Business	BBA	Management - PGA Golf Management
OSU-IT	AS	Business	BBA	Marketing
OSU-IT	AS	Business	BBA	Marketing - Professional Selling
OSU-IT	AS	Pre-Education	BSEd	Early Childhood Education
OSU-IT	AS	Pre-Education	BSEd	Elementary Education
OSU-IT	AS	Pre-Education	BSEd	Special Education - Mild-Moderate Disabilities
OSU-IT	AS	Pre-Education	BSEd	Special Education - Severe-Profound/Multiple Disabilities
OSU-OKC	AS	Addictions Counseling	BA	Sociology - Substance Abuse Studies
OSU-OKC	AAS	Early Care Education-Administration	BS	Human Development and Family Sciences - Child Development
OSU-OKC	AAS	Early Care Education-Master Teacher	BS	Human Development and Family Sciences - Child Development
OSU-OKC	AS	Enterprise Development	BSEd	Early Childhood Education
OSU-OKC	AS	Enterprise Development	BSEd	Elementary Education
OSU-OKC	AS	Enterprise Development	BSEd	Special Education - Mild-Moderate Disabilities
OSU-OKC	AS	Enterprise Development	BSEd	Special Education - Severe-Profound/Multiple Disabilities
OSU-OKC	AS	Enterprise Development-Gen Studies	BA	Geography
OSU-OKC	AS	Enterprise Development-Gen Studies	BA	History

<b>Inst</b>	<b>Deg</b>	<b>Transfer Program</b>	<b>Deg</b>	<b>UCO Program/Major</b>
<b>OSU-OKC</b>	AS	Enterprise Development-Gen Studies	BA	History - Museum Studies
<b>OSU-OKC</b>	AS	Enterprise Development-Gen Studies	BAEd	History Education
<b>OSU-OKC</b>	AS	Enterprise Development-Gen Studies	BSEd	Science Education - Biology
<b>OSU-OKC</b>	AS	Enterprise Development-Gen Studies	BSEd	Science Education - Chemistry
<b>OSU-OKC</b>	AS	Enterprise Development-Gen Studies	BSEd	Science Education - General Science
<b>OSU-OKC</b>	AS	Enterprise Development-General Studies Concentration	BSEd	Math Education
<b>OSU-OKC</b>	AS	Enterprise Development-General Studies Option	BS	Organizational Leadership
<b>OSU-OKC</b>	AS	Police Science	BA	Criminal Justice - Police
<b>OSU-OKC</b>	AAS	Police Science	BA	Criminal Justice - Police
<b>OSU-OKC</b>	AAS	Police Science-Crime Scene Investigation	BA	Criminal Justice - Police
<b>OSU-OKC</b>	AS	Public Service	BA	Political Science
<b>OSU-OKC</b>	AS	Public Service	BA	Political Science - Public Administration
<b>RCC</b>	AS	Athletic Training	BS	Kinesiology-Exercise/Fitness Management
<b>RCC</b>	AS	Athletic Training	BS	Kinesiology-Outdoor & Community Recreation
<b>RCC</b>	AA	Business Administration	BS	Accounting
<b>RCC</b>	AA	Business Administration	BBA	Business Administration - Business Law
<b>RCC</b>	AA	Business Administration	BBA	Business Administration - General Business
<b>RCC</b>	AA	Business Administration	BBA	Business Administration - International Business
<b>RCC</b>	AA	Business Administration	BBA	Economics
<b>RCC</b>	AA	Business Administration	BBA	Economics - Energy Economics
<b>RCC</b>	AA	Business Administration	BBA	Finance
<b>RCC</b>	AA	Business Administration	BBA	Finance - Insurance and Risk Management
<b>RCC</b>	AA	Business Administration	BBA	Information Systems & Operations Management - Management Information Systems
<b>RCC</b>	AA	Business Administration	BBA	Information Systems & Operations Management - Operations and Supply Chain Management
<b>RCC</b>	AA	Business Administration	BBA	Management
<b>RCC</b>	AA	Business Administration	BBA	Management - Human Resource Management

<b>Inst</b>	<b>Deg</b>	<b>Transfer Program</b>	<b>Deg</b>	<b>UCO Program/Major</b>
<b>RCC</b>	AA	Business Administration	BBA	Management - PGA Golf Management
<b>RCC</b>	AA	Business Administration	BBA	Marketing
<b>RCC</b>	AA	Business Administration	BBA	Marketing - Professional Selling
<b>RCC</b>	AA	Enterprise Development- Business Administration and General Studies Options	BS	Organizational Leadership
<b>RCC</b>	AA	Family Studies and Child Development	BSEd	Human Development and Family Sciences - Child Development
<b>RCC</b>	AA	Liberal Studies	BS	General Studies
<b>RCC</b>	AA	Liberal Studies	BA	Geography
<b>RCC</b>	AS	Personal Training	BS	Kinesiology-Exercise/Fitness Management
<b>RCC</b>	AS	Personal Training	BS	Kinesiology-Outdoor & Community Recreation
<b>RCC</b>	AA	Pre-Education	BSEd	Early Childhood Education
<b>RCC</b>	AA	Pre-Education	BSEd	Elementary Education
<b>RCC</b>	AA	Pre-Education	BSEd	Special Education - Mild-Moderate Disabilities
<b>RCC</b>	AA	Pre-Education	BSEd	Special Education - Severe- Profound/Multiple Disabilities
<b>RSC</b>	AS	Biological Science	BS	Biology
<b>RSC</b>	AS	Business	BBA	Business Administration - General Business
<b>RSC</b>	AS	Business	BBA	Economics - Energy Economics
<b>RSC</b>	AS	Business	BBA	Information Systems & Operations Management - Operations and Supply Chain Management
<b>RSC</b>	AS	Business	BBA	Management - PGA Golf Management
<b>RSC</b>	AS	Business	BBA	Marketing - Professional Selling
<b>RSC</b>	AS	Business	BBA	Business Administration - International Business
<b>RSC</b>	AS	Business	BBA	Finance
<b>RSC</b>	AS	Business	BBA	Business Administration - Business Law
<b>RSC</b>	AS	Business	BBA	Economics
<b>RSC</b>	AS	Business	BBA	Finance - Insurance and Risk Management
<b>RSC</b>	AS	Business	BBA	Information Systems & Operations Management - Management Information Systems
<b>RSC</b>	AS	Business	BBA	Management
<b>RSC</b>	AS	Business	BS	Accounting
<b>RSC</b>	AS	Business	BBA	Management - Human Resource Management

<b>Inst</b>	<b>Deg</b>	<b>Transfer Program</b>	<b>Deg</b>	<b>UCO Program/Major</b>
RSC	AS	Business	BBA	Marketing
RSC	AAS	Business - All Options	BS	General Studies
RSC	AAS	Business-(includes the following options for the A.A.S. Business: General Business Administration, Human Resources, Management, Marketing/Social Media, Small Business Operations, Supply Chain Management and Logistics)	BS	Organizational Leadership
RSC	AA	Criminal Justice-Criminal Justice Option	BA	Criminal Justice - General
RSC	AA	Criminal Justice-Police Science Option	BA	Criminal Justice - Police
RSC	AAS	Cyber Security	B.S.	Organizational Leadership
RSC	AS	Engineering Mechanical-Aerospace Option	BS	Mechanical Engineering
RSC	AA	English	BA	English
RSC	AA	English	BA	English - Creative Writing
RSC	AA	English	BAEd	English Education
RSC	AS	Environmental Science-Environ. Qual./Safety Emphasis	BS	Occupational Safety
RSC	AA	Family Services and Child Development- Family Services	BS	Human Development and Family Sciences - Child Development
RSC	AA	Family Services and Child Development- Family Services	BS	Human Development and Family Sciences - Marriage and Family
RSC	AA	Family Services and Child Development-CD Option 3	BS	Human Development and Family Sciences - Child Development
RSC	AA	Fine Arts-Art Emphasis	BFA	Art - Studio Art
RSC	AA	Fine Arts-Art Emphasis	BAEd	Art Education
RSC	AA	Fine Arts-Music Emphasis	BM	Instrumental Performance
RSC	AA	Fine Arts-Music Emphasis	BM	Music - Vocal Performance
RSC	AA	Fine Arts-Music Emphasis	BMEd	Music Education
RSC	AA	Fine Arts-Music Theatre Emphasis	BM	Music - Musical Theatre
RSC	AA	Fine Arts-Theatre Emphasis	BFA	Theatre Arts - Design and Technology
RSC	AA	Fine Arts-Theatre Emphasis	BFA	Theatre Arts - Performance
RSC	AA	Fine Arts-Theatre Emphasis	BFAEd	Theatre/Communication Education
RSC	AS	Health and Sports Sciences-Exercise Fitness Management	BS	Kinesiology - Exercise/Fitness Management

<b>Inst</b>	<b>Deg</b>	<b>Transfer Program</b>	<b>Deg</b>	<b>UCO Program/Major</b>
RSC	AS	Health and Sports Sciences-Health, Physical Education and Recreation	BSEd	Physical Education - Health
RSC	AS	Health and Sports Sciences-Personal Trainer	BS	Kinesiology - Exercise/Fitness Management
RSC	AA	History- American Option	BAEd	History Education
RSC	AA	History European Option	BA	History - Museum Studies
RSC	AA	History- European Option	BA	History
RSC	AA	History-American Option	BA	History
RSC	AA	History-American Option	BA	History - Museum Studies
RSC	AS	Liberal Studies-Interdisciplinary Studies Emphasis	BS	General Studies
RSC	AA	Liberal Studies-Philosophy Emphasis	BA	Philosophy
RSC	AA	Mass Communication	BA	Mass Communication - Professional Media
RSC	AS	Mathematics-Computer Science Emphasis	BS	Computer Science
RSC	AS	Mathematics-Computer Science Emphasis	BS	Computer Science - Applied
RSC	AS	Mathematics-Computer Science Emphasis	BS	Computer Science - Information Science
RSC	AS	Mathematics-Computer Science Emphasis	BS	Software Engineering
RSC	AS	Mathematics-Education Emphasis	BSEd	Mathematics Education
RSC	AS	Mathematics-General Emphasis	BS	Mathematics
RSC	AA	Modern Languages-French Emphasis	BA	Modern Language - French
RSC	AA	Modern Languages-French Emphasis	BAEd	Modern Language Education - French
RSC	AA	Modern Languages-German Emphasis	BA	Modern Language - German
RSC	AA	Modern Languages-German Emphasis	BAEd	Modern Language Education - German
RSC	AA	Modern Languages-Spanish Emphasis	BA	Modern Language - Spanish
RSC	AA	Modern Languages-Spanish Emphasis	BAEd	Modern Language Education - Spanish
RSC	AAS	Nursing Science	BS	Nursing
RSC	AS	Nursing-Baccalaureate Track	BS	Nursing
RSC	AAS	Paralegal Studies	BS	General Studies
RSC	AA	Political Science	BA	Political Science
RSC	AA	Pre-Ed	BSEd	Early Childhood Education

<b>Inst</b>	<b>Deg</b>	<b>Transfer Program</b>	<b>Deg</b>	<b>UCO Program/Major</b>
<b>RSC</b>	AA	Pre-Ed	BSEd	Elementary Education
<b>RSC</b>	AA	Pre-Ed	BSEd	Special Education - Mild-Moderate Disabilities
<b>RSC</b>	AA	Pre-Ed	BSEd	Special Education - Severe-Profound/Multiple Disabilities
<b>RSC</b>	AAS	Respiratory Therapist Science	BS	General Studies
<b>RSC</b>	AA	Social Science-General Emphasis	BA	Geography
<b>RSC</b>	AA	Sociology-Counseling/Social Work	BA	Sociology - Human Services
<b>RSC</b>	AA	Sociology-Sociology Option	BA	Sociology
<b>SSC</b>	AA	Child Development	BS	Human Development and Family Sciences - Child Development
<b>SSC</b>	AS	Computer Science	BS	Computer Science
<b>SSC</b>	AS	Computer Science	BS	Computer Science - Applied
<b>SSC</b>	AS	Computer Science	BS	Software Engineering
<b>SSC</b>	AS	Enterprise Development-Business Administration	BS	Organizational Leadership
<b>SSC</b>	AA	Enterprise Development-General Studies	BS	Organizational Leadership
<b>TCC</b>	AS	Business Administration	BS	Accounting
<b>TCC</b>	AS	Business Administration	BBA	Business Administration - Business Law
<b>TCC</b>	AS	Business Administration	BBA	Business Administration - General Business - Offered 100% Online
<b>TCC</b>	AS	Business Administration	BBA	Business Administration - International Business
<b>TCC</b>	AS	Business Administration	BBA	Economics
<b>TCC</b>	AS	Business Administration	BBA	Economics-Energy Economics
<b>TCC</b>	AS	Business Administration	BBA	Finance
<b>TCC</b>	AS	Business Administration	BBA	Finance-Insurance and Risk Management
<b>TCC</b>	AS	Business Administration	BBA	Information Systems and Operations Management-
<b>TCC</b>	AS	Business Administration	BBA	Information Systems and Operations Management-Operations and Supply Chain Management
<b>TCC</b>	AS	Business Administration	BBA	Management - Offered 100% Online
<b>TCC</b>	AS	Business Administration	BBA	Management - PGA Golf Management
<b>TCC</b>	AS	Business Administration	BBA	Management-Human Resource Management - Offered 100% Online
<b>TCC</b>	AS	Business Administration	BBA	Marketing - Offered 100% Online
<b>TCC</b>	AS	Business Administration	BBA	Marketing-Professional Selling
<b>TCC</b>	AA	Music	BMed	Music in Education-Music Education (Instrumental)

<b>Inst</b>	<b>Deg</b>	<b>Transfer Program</b>	<b>Deg</b>	<b>UCO Program/Major</b>
<b>TCC</b>	AA	Music	BMEd	Music in Education-Music Education (Vocal)
<b>TCC</b>	AA	Music	B.M.	Music-Vocal Performance (Area 1 Classical Voice)
<b>TCC</b>	AA	Music	B.M.	Music-Vocal Performance (Area 2 Music Theatre/ Classical Mix)
<b>WOSC</b>	AS	Business (with an option in Business Administration)	BS	Organizational Leadership
<b>WOSC</b>	AAS	Child Development	BS	Human Development and Family Sciences - Child Development
<b>WOSC</b>	AS	Early Childhood	BS	Human Development and Family Sciences - Child Development
<b>WOSC</b>	AA	Liberal Arts	BS	Organizational Leadership

### **International Memoranda of Understanding and/or Memoranda of Intent**

For the 2021-2022 academic year, UCO has 211 active international MOUs or MOIs with 139 institutions in 33 countries. The agreements involve many disciplines and involve differing levels of commitment between institutions. Some create possibilities for student exchanges, some for faculty exchanges, and some allow for both. Specific details and copies of the agreements are available through UCO's Office of Academic Affairs.

<b>Institution by Country</b>	<b>Total</b>
<b>Austria</b>	<b>1</b>
Alpen-Adria-Universitat (AAU)	1
<b>Brazil</b>	<b>4</b>
Mackenzie Presbyterian University	2
Pontificia Universidade Catolica do Parana	2
<b>China</b>	<b>73</b>
Art School of Lanzhou City	1
Baoji University of Arts and Sciences	3
Beijing Normal University (Zhuhai Campus)	1
China Criminal Police University	1
China University of Political Science	1
China West Normal University	2
Chongqing Normal University	1
Dalian Polytechnic University	1
Deyang College	1
Gansu Agriculture University	1
Gansu Normal University for Nationalities	1
Gansu Province Department of Education	1
Gansu University of Chinese Medicine	1
Guangdong U of Science & Technology	1
Guilin University of Technology	1
Guizhou Medical University	1

<b>Institution by Country</b>	<b>Total</b>
Guizhou Normal University	1
Hong Kong Community College	1
Huizhou University	1
Jinan University	1
Lanzhou City University	1
Lanzhou Institute of Technology	1
Lanzhou Jiaotong University	1
Lanzhou No. 1 Senior High School	1
Lanzhou University of Finance & Economics	1
Lanzhou University of Technology	1
Minzu University of China	2
Northwest Normal University	1
Northwest Normal University High School Affiliate	1
Northwest University	1
Northwest University High School Affiliate	1
OU Confucius Institute	1
Shaanxi Normal University	1
Shanxi University of Finance and Econ	1
Sias International University	1
Sichuan Conservatory of Music	2
Sichuan Film and Television College	2
Sichuan Normal University	2
Sichuan Normal University: Affiliate Experimental School No. 3	1
South China Normal University	4
Southwest Forestry University	3
Southwest U. of Politics, Science, and Law	1
Taiyuan University of Technology	4
Tianshui Normal University	1
Wenzhou University	1
Xi'an International Studies	4
Xi'an International University	1
Xi'an Polytechnic University	1
Xihua University	1
Xinghai Conservatory of Music	3
Zhejiang Normal University	3
<b>Croatia</b>	<b>1</b>
University of Zadar	1
<b>Czech Republic</b>	<b>3</b>
University of Ostrava	3
<b>Estonia</b>	<b>3</b>

<b>Institution by Country</b>	<b>Total</b>
Tallinn University	2
Tallinn University on Academic Cooperation	1
<b>Finland</b>	<b>2</b>
Arcada University of Applied Sciences	2
<b>France</b>	<b>6</b>
Groups Sup de Co	1
La Rochelle Business School	1
University of Burgundy	1
University of Picardie Jules Verne	2
University of Savoie	1
<b>Germany</b>	<b>4</b>
Georg-August-Universitat	1
University of Erfurt	2
University of Konstanz	1
<b>Greece</b>	<b>3</b>
Aristotle University of Thessaloniki	2
University of The Aegean Students	1
<b>Hungary</b>	<b>1</b>
Eszterhazy Karoly College or Edger	1
<b>India</b>	<b>10</b>
Jain Group of Institutions	2
Reva University	1
Seshadripuram Academy for Global Excellence	1
Seshadripuram First Grade College	4
SRM -Deemed University	1
SRM University	1
<b>Italy</b>	<b>2</b>
Universita Degli Studi Di Trieste	2
<b>Japan</b>	<b>2</b>
Meiji University	1
Rikkyo University	1
<b>Korea</b>	<b>18</b>
Busan University of Foreign Studies	1
Chonnam University	1
Chung Cheong University	1
Konkuk University	1
Korea Maritime and Ocean University	1
Korea National Police University	1
Pukyong National University	2
Pusan University of Foreign Studies	3

<b>Institution by Country</b>	<b>Total</b>
Silla University	2
Sogang University	1
Sookmyung Women's University	2
Sungkyunkwan University	1
University of Suwon	1
<b>Latvia</b>	<b>1</b>
University of Latvia	1
<b>Lebanon</b>	<b>1</b>
Phoenicia University	1
<b>Malaysia</b>	<b>11</b>
Inti International	3
Inti Universal Holdings SND, BHD., Malaysia	1
Kompas International College	1
Methodist College Kuala Lumpur	2
Sentral College Penang	1
UCSI College	1
Universiti Sains Malaysia	2
<b>Mexico</b>	<b>2</b>
Instituto Tecnológico Latinoamericano	1
Universidad La Salle, A.C.	1
<b>Montenegro</b>	<b>1</b>
University of Montenegro	1
<b>Netherlands</b>	<b>2</b>
Inholland University of Applied Sciences	2
<b>Norway</b>	<b>1</b>
Vestfold	1
<b>Poland</b>	<b>8</b>
University of Adam Mickiewicz	2
University of Lodz	6
<b>Russian Federation</b>	<b>1</b>
Moscow State Tchaikovsky Conservatory	1
<b>Slovenia</b>	<b>3</b>
University of Ljubljana	1
University of Ljubljana Faculty of Arts	1
University of Ljubljana Faculty of Social Sciences	1
<b>South Korea</b>	<b>7</b>
Gachon University	1
Hanyang University	3
Hoseo University	2
Konkuk University	1

<b>Institution by Country</b>	<b>Total</b>
<b>Spain</b>	<b>5</b>
Universidad de Almeria	3
Universidad de Jaen	2
<b>Switzerland</b>	<b>9</b>
Lucerne University of Applied Sciences and Arts, School of Business	2
Bern University of Applied Sciences	2
University of Applied Sciences Eastern Switzerland, HTW	1
University of Applied Sciences Eastern Switzerland, HTW Chur	1
University of Applied Sciences Northwestern Switzerland	1
University of Applied Sciences Northwestern Switzerland School of Business	2
<b>Taiwan</b>	<b>8</b>
Ching Yun University	3
National Taichung Institute of Technology	2
Shu-Te University	1
Soochow University	2
<b>The Netherlands</b>	<b>2</b>
Hogeschool Van Amsterdam University	1
University of Applied Sciences School of Economic and Management/HES	1
<b>Turkey</b>	<b>6</b>
Bilkent University	1
Canakkale Onsekiz Mart University	2
Mevlana Exchange Programme Protocol	1
Uludag University	1
University of Uludag	1
<b>United Kingdom</b>	<b>6</b>
Manchester Metro University	1
Staffordshire University	1
Swansea University	4
<b>Vietnam</b>	<b>4</b>
Viet Nam National University	3
Viet Nam National University Ho Chi Min City, Vietnam	1
<b>Grand Total</b>	<b>211</b>

\*Note: Total agreements as of May 12, 2022

### **Curriculum**

The Academic Affairs Curriculum Council reviews and makes recommendations for all undergraduate proposed new courses, courses associated with new programs/majors, and all course changes or program changes. A Graduate Council (GC) manages the curriculum and course changes for graduate curriculum. The AACC and the GC are integral parts of the governance system at UCO. The AACC and GC are subject to the regulations of the University, the Regional University System of Oklahoma, and the Oklahoma State Regents for Higher Education. Both the AACC and GC are recommending bodies composed of full-time faculty from each disciplinary colleges,

administrators, and staff. A summary of the AACC and GC actions for the past year is listed in the table below. Those changes related to courses are shown in the first three rows of the table.

<b>Type of Curriculum Proposal</b>	<b>2021-2022 Undergraduate</b>	<b>2021-2022 Graduate</b>
New Courses	31	30
Course Deletions	9	3
Course Changes	78	27
Program Curriculum Changes	44	13
Program Requirement Changes	1	2
Admission to Teacher Education	0	0
Degree Designation Change	0	0
New Program	3	2
Program Name Change	0	1
Program Deletions	3	1
Major Additions	1	2
Major Deletions	0	1
Major Name Change	2	0
Suspension of a Major	0	0
Minor Additions	3	N/A
Minor Name Change	1	N/A
Minor Curriculum Changes	9	N/A
Minor Deletions	0	N/A
Transfer Major to different college	0	0
Certificate Addition	0	1 (embedded)
Certificate Curriculum Change	1	0
Enrollment Restriction Change	0	0
University Core Inclusions	2	N/A
Removal from University Core	0	N/A
<b>Total Proposals Reviewed*</b>	<b>191</b>	<b>88</b>
Not Approved for Core	0	N/A
Proposals withdrawn by Department	2	2
Sequence of Courses	0	0
Not Recommended by AACC or GC or AA	3	2
Not Approved by OSRHE**	NA	NA
Online Delivery Request	0	1

\*Proposal total includes unique proposals submitted. A few proposals may request multiple changes.

\*\* Proposals still under review by OSRHE as of May 17, 2022.

### **Program Downsizing or Deletion**

Option (Major) Downsizing or Deletion:

- Master of Business Administration – Energy Systems
- Master of Fine Arts – Interior Design
- Bachelor of Science - Human Development & Family Sciences - Gerontology

Program Downsizing or Deletion:

- Master of Education – Elementary Education

### ***Future Plans***

- The Office of Research and Sponsored Programs (ORSP) and the Center for Excellence in Transformative Teaching and Learning (CETTL) will continue to sponsor the “Scholarship of Teaching and Learning (SoTL) Scholars Grants.” These grants provide up to \$5,000 support for UCO faculty to develop and implement novel educational innovations and/or to adapt proven, learning-focused instructional strategies to improve classroom teaching and learning for courses taught at UCO. All proposals are peer-reviewed by anonymous, external reviewers with expertise in SoTL research; funding for projects is merit based. CETTL has implemented the 21st Century Pedagogy Institute (21CPI), with SoTL activities now part of 21CPI’s progressive advancement in teaching effectiveness across four levels of evidence-based practice developed via workshops (with required in-classroom implementation of new instructional strategies), book discussion groups, lunch and learn events, Faculty Learning Communities, and Chair’s Book Groups. New faculty training stretches across the entire first year of their appointments via mandatory 21CPI activity. There is now a cross-campus 21CPI Advisory Board. Over 130 faculty have attended at least one event, 47 faculty attended four or more events. The Third Champagne and Chocolate Award Celebration for 21CPI achievements was held spring 2019, with President and Provost in attendance to present awards and to communicate the importance of ongoing faculty improvement in teaching. The spring 2020 was postponed due to face to face campus closure stemming from COVID 19.

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## TECHNOLOGY

### *Current Status*

UCOs Office of Information Technology (OIT) maintains a summary webpage of current academic technologies at UCO (<https://www.uco.edu/technology/trc/>) that are available to faculty, staff, and students. OIT’s Technology Resource Center (TRC) promotes adoption and provides technical support for students, faculty and staff on UCO academic technologies, multimedia, and productivity tools.

### *Software Improvements:*

- UCO continues to improve upon the use and services provided through our learning platform, Brightspace by D2L. D2L’s new continuous delivery model provides monthly scheduled updates making it easy to implement new tools and features including:
  - A new assignment creation experience, as well as a consistent evaluation experience, both of which change the way instructors interact with creating and evaluating learner assignments.
  - Improved integrations with web tools such as Zoom LTI Pro provides instructors easy access to schedule and host Zoom meetings to support distance learning, hold office hours, host study groups, capture lectures and access cloud recording.
  - Competency structures for university-wide learning outcomes assessment supported UCO’s HLC Quality Initiative Project during Fall 2020 and will be expanded to additional courses in 2021.
  - 24x7 phone/chat support service for Brightspace by D2L is easily available to students and faculty through support links within the platform.
- Blackboard Ally - Ally is a feature that promotes inclusivity for all learners by providing downloadable, alternative formats to course content for students while also providing guidance to instructors for improving content accessibility. Also integrates with the Brightspace (D2L) LMS.
- Expanded deployment and adoption of additional web-based collaboration tools such as Zoom, WebEx Teams and Microsoft Teams facilitate student collaboration both inside and outside the classroom. These tools enhance capabilities for faculty/staff working teams as well.
- Student Engagement rolled out CampusGroups to replace the current student organization platform. The new service will improve student organization management, provide a better experience for students, and increase the collaboration with other UCO departments that support student activities.
- Upgrades to Transact, the access and student ID system will provide the following enhancements:

- Online Photo Submission Tool - allows students to submit photos for their IDs and enables remote issuance of campus IDs
- Student Account Module - enables students to view meal card information, manage their accounts and balances online.
- eAccounts - enables students to add funds to their meal plans
- Data Management Strategy: As part of a comprehensive data management strategy, the current Operational Data Store system will be upgraded to leverage Microsoft Power BI as the reporting front-end. Additional reporting, analytics and BI improvements will continue over the next fiscal year. The Office of Institutional Effectiveness launched Broncho Analytics which provides public-facing access to UCO demographic and reporting data.
- CRM Platforms: UCO recently migrated the Recruit CRM to Ellucian's cloud platform. The move ensures the product stays prioritized with Ellucian's product roadmap. And allows IT support resources to shift focus from maintaining system infrastructure to functional improvements that create a better student experience. During academic year 2021-22, implementation of Ellucian CRM Advise will support UCO's focus on student success.
- Scholarship Management Software – This replaced an existing solution to improve management of the scholarship application process. The software provides a central place for students to apply for UCO scholarships and automate paper-based processes for the greater convenience of students and campus stakeholders who provide or support scholarships. First phase implementation focused on Advancement office scholarships. Next phases will incorporate general university scholarships with Enrollment & Student Success, Colleges, and Athletics. UCO also automated the process for merit scholarships and modified the merit scholarship acceptance/award letter to provide easy-to-understand information within the financial aid admission package.

***Classroom Uses:***

- All classrooms received technology upgrades in 2020 to provide a consistent experience via a centrally managed multimedia control system. The majority of classrooms at UCO have video projectors and computers or computer ports that are compatible with a laptop. Wireless access is pervasive, being available campus wide. Some classrooms are equipped with additional technology such as interactive boards, video conferencing technology, electronic clickers, and document cameras. Departmental or group training is available for common classroom technology tools. Many programs have special technology needs that are driven by the necessity of ensuring that students who graduate from those programs possess the appropriate technical training and skill sets appropriate to successfully perform their jobs. Classroom-level technology needs are purchased and maintained through each college's instructional fee funds or, in some cases, are obtained through external funding (such as public and private grants). In some cases, when items are particularly expensive, instructional fee funds are built up over several years.
- To ensure continuous learning during the COVID-19 pandemic, classrooms were equipped with auto-tracking video cameras. Instructors synchronously connected in-classroom instruction with students in extended classrooms connecting via Zoom, MS Teams or WebEx. The auto-tracking functionality allowed instructors to move about the classroom and share various visual learning sources. Academic programs are identifying ways to incorporate these technologies into the everyday classroom experience.
- UCO maintains licenses for several software tools that support classroom technology, both distance and on campus. Many of these are available to faculty, staff, and students for personal use at a reduced price or for free.
- In support of technology enhanced/required/recommended programs, the Office of Information Technology established UCO Central Tech Store. The UCO Central Tech Store (CTS) offers faculty, staff and student discounts on hardware, software and accessories. It is also an Apple Authorized Campus Store and an Apple Authorized Service Provider. The CTS online store adds convenience for UCO students, faculty and staff when taking advantage of UCO's educational discounts.
- Virtual Desktop Infrastructure (VDI) – With new VDI technologies, students can access instructional computer labs with advance software anytime, anywhere. This option, combined with a laptop checkout program, provides students the flexibility to study in their location of choice and frees up physical student lab spaces.

- The University of Central Oklahoma is focusing research and innovation efforts on growing online learning at a programmatic and strategic level. While discrete courses will continue to provide students with flexibility in their educational pursuits, investing in programmatic growth will help students in degree attainment and achievement. The efforts for advancing online learning opportunities for students will occur within serving Oklahoma metropolitan communities. For example, UCO recently adopted the use of a data analytics tool for assessing market demand to assist with evaluating potential programmatic opportunities and needs. Future efforts will expand on leveraging many types of credentials including professional credentials to meet the educational needs of students.

***Distance Education:***

- The operational components of UCO’s distance education (eLearning) programs are facilitated through the *Center for eLearning and Connected Environments (CeCE)*. Although *CeCE* facilitates the approval of the presentation and quality of distance courses, curricular integrity remains the responsibility of the department, college, and Academic Affairs through the curricular review process required of all UCO courses. The Assistant Vice President/*CeCE* reports to the Provost and Vice President of Academic Affairs. To ensure that UCO distance education courses maintain the highest levels of quality, Academic Policy 3.8 on “Online Course Quality” was developed in fall 2008 and updated in 2014. This policy requires that all online, hybrid courses are reviewed using UCO quality eLearning design principles, and that strategies are in place for providing faculty and course development support. It also requires faculty who teach online courses be trained through a six-week workshop called the “eLearning Facilitation Workshop” prior to being approved to teach online.
- In order to manage state authorization issues, UCO hired an Assistant Director of Operations and Compliance who reports to the Assistant Vice President/*CeCE*. This position is UCO’s contact point for authorization related to distance courses, internships, and professional licensure activities where UCO operates in other states. The position is also responsible for ensuring that UCO is compliant with upcoming federal and state statutes.
- The University of Central Oklahoma has implemented a strategic effort to grow online and blended learning programs across the university. This effort, referred to as the *UCO Connected Campus*, is an institution-wide focus on unifying the strategy, planning, resources, and personnel to support student success in online learning environments. The *UCO Connected Campus* initiative leverages existing organizational structures and provides facilitation for cross-unit collaboration to achieve institutional goals related to online learning success. Particular emphasis is placed on meeting the needs of adult learners, supporting “some college, no degree” populations, and attaining workforce development alignment. This effort builds on and integrates prior work in online learning quality, blended learning capabilities, and learning innovation efforts. In addition to resource investments in marketing, considerable focus and resources are dedicated to support a holistic student success experience. This includes implementation of a “student concierge” team who is charged with support students throughout their educational journey.
- The Center for eLearning and Connected Environments continues to develop and enhance programs focused on helping faculty design and teach online, hybrid, self-paced online courses and interactive video courses effectively. These programs and services include:
  - **eLearning Facilitation Certification Course** - Introduction to facilitation skills for elearning courses. Successful completion constitutes certification to teach online and hybrid courses at the University of Central Oklahoma.
  - **eLearning Training and Development**– Collection of comprehensive training resources to include in-person group training, webinars, video tutorials, and self-guided resources for designing and developing eLearning courses at the University of Central Oklahoma.
  - **Personalized Consulting** - Personalized consulting services for designing, developing, and evaluating eLearning courses and programs.
  - **Media Production and Authoring** - Specialized graphics design, authoring, video production, web-programming services for eLearning development.

## ***Future Plans***

Data Management Strategy – UCO has engaged Gartner Consulting Services to assist with the development of a comprehensive data management strategy. A cross-divisional Data Compliance Task Force facilitates the University-wide initiative.

- Financial Aid Verification Solution – This project seeks to provide a solution, which will improve communication of financial information to students and create a more efficient process when applying for Financial Aid.
- Scholarship Management Software – This project will replace an existing solution to improve management of the scholarship application process. The goal is to provide a central place for students to apply for UCO scholarships and automate paper-based processes for the greater convenience of students and reviewers. Campus stakeholders who provide or support scholarships including Advancement, Enrollment and Student Success, Colleges, Athletics and IT are engaged in the planning, selection and future implementation.
- Athletics Compliance Management Software – Athletics and IT will launch an all-in-one program software to manage compliance, recruiting, team and roster management, team communications, reporting and more. The goal for this mobile-enabled platform is to increase operational efficiencies, reduce paper-based work and provide more convenience for student-athlete program management.
- UCO eSports Lab – Plans are under development to design an eSports arena. *eSports* has become a growing student organization on campus and effective for student recruiting. The eSports industry is attractive to those interested in event management, communications, gameplay, coaching, exercise science, business, and marketing. UCO’s approach to the eSports program will converge teaching/learning, student-centric activity/engagement, and community involvement.
- The University of Central Oklahoma is focusing research and innovation efforts on growing online learning at a programmatic and strategic level. While discrete courses will continue to provide students with flexibility in their educational pursuits, investing in programmatic growth will help students in degree attainment and achievement. The efforts for advancing online learning opportunities for students will occur within serving Oklahoma metropolitan communities. For example, UCO recently adopted the use of a data analytics tool for assessing market demand to assist with evaluating potential programmatic opportunities and needs. Future efforts will expand on leveraging many types of credentials including professional credentials to meet the educational needs of students.

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### ***Current Status***

#### **a. Open Educational Resources (OER)**

The University of Central Oklahoma Max Chambers Library has signed a Memorandum of Understanding, in collaboration with Oklahoma State University Libraries (OSU) and the University of Oklahoma Libraries (OU), to join SHAREOK, <https://shareok.org/>, a shared repository website that hosts the intellectual output of Oklahoma’s higher education communities.

UCO Chambers Library is committed to open access. Joining SHAREOK and forging a partnership with the University of Oklahoma and Oklahoma State University libraries is an important step toward providing access to resources that enrich the experience of researchers and learners worldwide.

SHAREOK was founded in 2014 and aims to support research and scholarship in Oklahoma, allowing faculty, students, staff and other individuals associated with UCO, OU or OSU to contribute content to the website and access its resources. The site includes digital dissertations, faculty publications, research, digital special collections, open access publications, open educational resources and more.

Additionally, library is engaged with OER initiatives that is spearheaded by Oklahoma State Regent for Higher Education.

As a member of the Oklahoma State System for Higher Education, UCO further supports OER through the Online Consortium of Oklahoma [COLE]. Oklahoma OER collaboration opportunities include materials development, grant collaboration, and shared resources. More information can be found at <https://www.ocollearnok.org/priorities/open-educational-resources/>

#### **b. Professional Development**

See “Technology” section above for the myriad of professional development for faculty and staff for delivery of distance education.

#### **c. Delivery System/Platform**

UCO uses Desire to Learn or D2L for delivery of all online courses and uses additional third-party add-in tools that further support the online learning experience Blackboard Ally is used to identify and support accessibility offering students options in information formats that best support individual learning needs.

#### *Future Plans*

See previous section on Technology and Classroom

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## **LEARNING SITE ACTIVITY REPORT**

#### *Number of Courses*

Historically, UCO sent and received courses from other institutions. In 2016, a decision was made to transition away from working with other institutions to focusing solely on serving the needs of UCO students. As such, there are no current or planned courses sent to and/or received from other institutions.

#### *How Sites are Meeting Needs*

In addition to meeting our students’ needs via Interactive Video Education, current plans include exploring the development of synchronous online courses, which would allow UCO students to attend live classes in an online environment. This may include students participating from our off-campus locations such as our locations in the downtown Oklahoma City area.

## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 11,781
- Fall 2022: Graduate (if applicable) Headcount: 1,361
- 2022 Annual FTE: 9,857
  
- Fall 2023: Undergraduate Headcount: 11,487
- Fall 2023: Graduate (if applicable) Headcount: 1,343
- 2023 Annual FTE: 9,610
  
- Fall 2024: Undergraduate Headcount: 11,257

- Fall 2024: Graduate (if applicable) Headcount: 1,322
- 2024 Annual FTE: 9,418





# UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA (USAO)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

- a. USAO is reemphasizing its commitment to the Interdisciplinary Studies general education core in the 2022-23 year. COVID slowed the progress. The core is central to the educational mission of USAO as the state's public liberal arts institution. A chair of the program has been appointed from the faculty and charged with guiding the IDS committee to evaluate the courses in the core and their orientation to the college mission. The IDS core at USAO provides students with a four-year common intellectual experience unlike the general education requirements of traditional programs, and we plan to better explain the benefits of this program to students and other stakeholders through an information and marketing campaign. Course titles and descriptions are being modernized to be more clear to everyone.
- b. Budget needs include an additional world humanities faculty member and information and marketing hours and materials.
- c. At the individual course level, the freshman rhetoric course is being redesigned to meet first-year integration and retention needs and the World Thought and Culture sequence will be more precisely aligned with the global citizenship goals of the college mission statement. We are piloting a Freshman Seminar in the Fall of 2022 to better retain students by introducing them to skills necessary to reach graduation.
- d. Microcredentials are being developed in many areas as are pathways for student electives. We are working with CapEd to design a credential in Human Resources to be taught online. We are also working through Coursera to offer upskilling and credentials.
- e. We are designing a summer (2023) bootcamp to alleviate some of the remedial requirements for English and Math. Students will participate in the bootcamp as a hybrid experience and take the Accuplacer again at the end. This will remove some of the roadblocks to retention.
- f. USAO will continue to pursue assessment as one its areas of focus in 2022-23. USAO has committed to HLC's Student Success Academy. We are working toward collecting data and reorganizing it for better access for all.

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### ACADEMIC EFFICIENCIES

#### *Current Status*

Due to the Covid-19 pandemic and its effect on course delivery, USAO faculty had to make significant adaptations in regard to course design and delivery. Economic impact of the pandemic is significant, though USAO has navigated these types of crises effectively in the past. We have been able to fill a few crucial vacant faculty positions. Fiscal decisions are made by the university president, in consultation with the chief financial officer and the administrative council.

Deaf education has developed a minor in ASL and a minor in deaf education. The English curriculum has rebranded to differentiate between writing and literature majors. Chemistry, math and physics. Physical Education is working to update and modernize their course offerings. They are planning to offer three tracks for PE majors: a) PE, b) sports management; c) PE with teacher certification. This will give students an emphasis and focus.

Also, Cameron is working with USAO to offer course sharing for a computer science minor. Students will be enrolled at USAO and take six pre-requisite courses here and pick up the remaining 12 hours online from Cameron to complete a computer science minor. We also are working with Cameron to offer USAO students master’s degrees for M.Ed. and MBA.

The IDS program has no dedicated faculty; all of its courses are taught—many team taught—by faculty from major departments. The redesign of the first-year rhetoric course into a freshman seminar allows faculty from the student success center to staff those courses as well as major department faculty, which relieves some staffing pressure. We still are forced to offer fewer sections of the freshman courses in fall 2022 for lack of faculty.

USAO’s Environmental Science program kicked off in the fall of 2020. The Environmental Science major is the result of an overhaul to the previous Natural Science program that had declined in popularity and unique function over the years and came about through the program review process for Natural Science. The Environmental Science program is being staffed with existing faculty lines, creating new options for students without creating additional costs for the University. Combined with the addition of a science teacher education track in the biology major, the student options and unique pathways have increased without adding costs. The Environmental Science faculty are working on a large grant with OU for climate change studies. This should begin in Fall 2022.

Internships will be streamlined and standardized through Career Services in the Student Success Center.

***Future Plans***

USAO is working with OU to offer nursing on our campus. An MOU has been written to allow qualified students from USAO to be accepted at the OUHSC, Cameron and Duncan sites. We are working to develop a dual nursing degree in the near future.

We are working with Tulsa Community College to design a transfer program where students at TCC can complete an associate in Arts in ASL Studies and transfer to USAO to complete the Bachelor of Science in Deaf Education.

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## **TECHNOLOGY**

***Current Status***

The 2019-2020 school year was the first in which the larger IDS courses had access to classroom sets of iPads with which students could access assigned materials during class. This allows faculty to provide free online course materials that students without their own laptops/tablets can view during class discussions. This has been so successful that grants purchased sets for two other lecture rooms. Also, faculty was given a Surface or Macbook to work during the Pandemic. These were utilized in 2021-22 for open educational resource use.

USAO was well-positioned for transition to the online course delivery brought on by the Covid-10 crisis. The technological infrastructure was already in place. Support staff for technology and online delivery were readily available to assist faculty, answer questions, and meet needs. USAO significantly upgraded its campus WIFI in 2022. USAO’s Student Success Center continues to be an effective and valuable resource for students.

We are upgrading one of our larger auditorium style classrooms with the latest presentation technology and classroom seating and lighting. This room will be available for use in Fall, 2022.

***Future Plans***

Though the NASNTI grant support expired in 2021, USAO was granted continuation of the grant for five years in 2022. The grant focuses on putting more courses online and improving courses already online. USAO retains support positions for the NASNTI grant, for instructional technology, and Instructional Design. Though technology resources are certainly adequate, the arts and humanities division maintains a “wish list” of technology and other resources that would enrich their teaching and enhance the student experience. The USAO Foundation, which has been tremendously supportive in helping the divisions acquire needed resources, will play a significant role in meeting future needs for divisions since departmental budgets really only fund day to day operations.

USAO teacher candidates continued to utilize the Swivl and iPad technology for our required implementation of the Praxis Performance Assessment for Teachers (PPAT) as a replacement for the Oklahoma Professional Teaching Examination (OPTE). Student teachers recorded themselves teaching utilizing this technology and submitted their video as Task 4 of the PPAT certification exam.

We purchased a new package of programs from Watermark. This will keep us from having many different vendors. We plan to refine the electronic version of the Teacher Education Professional Portfolio and other portfolios including Art and English with the new software. We used it for assessment, faculty evaluation, course catalog, and self-studies.

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### *Current Status*

#### **a. Open Educational Resources (OER)**

Several chemistry, mathematics, and physics courses already utilize OER. A committee has been formed to attend an extended workshop in OER from AAC&U. The librarians, English faculty and VPAA will attend. This committee is charged with enhancing the use of OER across campus

#### **b. Professional Development**

USAO’s faculty and staff professional development have provided enrichment in an array of areas; extensive Title IX training, the campus communication network, learning management software, lecture capture, advising, campus safety, and supporting students on the autism spectrum, to name a few. Typically, these are in-person seminars or workshops, though they are increasingly lecture captured and made available to faculty and staff. We have provided training in the Watermark series of software that was purchased. USAO has a faculty and staff professional development committee that oversees scheduling of activities, though various individuals or departments may schedule professional development opportunities. Many of our faculty have participated in face-to-face professional development that had been cancelled due to COVID.

USAO has invested significantly in professional development for faculty and staff to ensure the digital tools the institution has provided are well utilized. In addition to the regular training and support provided by USAO’s Instructional Technology team, USAO has provided resources and development opportunities from external experts. NASNTI has provided training for improving and developing online courses.

Education and SLP faculty continue to attend technology training opportunities offered on campus for Canvas and Panopto Lecture Capture technology. Many faculty also regularly participate in online professional development opportunities through webinars, professional development videos, and other online resources.

#### **c. Delivery System/Platform**

USAO has made huge strides in its course management system since COVID. Faculty, students, and staff have access to the MyUSAO platform for grades, transcripts, advisement, campus calendar and activities, and various other components. Faculty use Canvas for course management, through which they have shells for all courses offered each term. Shells may be used to post course syllabi, expectations, handouts, various media, assignments, quizzes, and the like. Students increasingly appreciate and utilize Canvas.

USAO utilizes Canvas as its Learning Management System (LMS). We have integrated Canvas with our Jenzabar Student Information System (SIS) so that course rosters are automatically populated and updated based on student enrollment. Several add-ons are also integrated with Canvas including Turnitin (plagiarism prevention) and Panopto (lecture capture). By utilizing Learning Tools Interoperability (LTI) integration of additional applications with Canvas we increase the likelihood of adoption, minimize the learning curve, and boost usage of the tools by both faculty and staff.

The transition to online courses obviously required increased use of technology for all courses and the NASNTI grant is working to expand online offerings. Faculty utilized Canvas, Zoom, and other online learning resources in order to allow students to successfully complete course requirements. Student teachers were able to complete their required hours through assisting their mentor teachers from either or both of their school placement sites. They were able to help find, plan, implement, and assess online and distance learning opportunities for their mentor teachers' PK-12 classes. We were pleased with their efforts and success during this unprecedented situation.

Many courses during 2022 were offered online or hybrid. The summer term of 2022, most courses are offered online. For fall, USAO is maintaining many online and hybrid choices for students.

### ***Future Plans***

USAO has equipped more classrooms with technology. In addition, Instructional Technology staff are currently working on a way to achieve both lecture capture and live videoconferencing of courses simultaneously (currently classrooms can either use lecture capture or videoconference, but not both). Videoconference courses can be recorded, but there are storage space limitations and upload speed issues that would be eliminated if Panopto can be integrated with a videoconference service.

All classes in the IDS core have traditionally been on-site classes. However, the Writing I class was offered online this past summer for the first time by a member of the Arts and Humanities faculty. The division will be considering alternate modes of delivery or hybrid options for some of its other classes, though many classes in the arts do not lend themselves well to alternate delivery modes.

We plan to continue to consider courses that might be beneficial to offer online or a hybrid format for USAO students and our stakeholders. There has been an increased interest in an online course offering for education courses in pedagogical principles due to the requirement of those courses for individuals seeking Alternative Certification. This led to us offering a microcredential in this area. Teacher Education faculty have been discussing the addition of these potential online course offerings.

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## **LEARNING SITE ACTIVITY REPORT**

### ***Number of Courses***

We did not offer courses online to other institutions; however, we received online courses from Cameron to offer a minor in computer science, an MBA and an M.Ed. We had one student complete the minor in computer science. Other students are currently enrolled in the master's programs, but since they only started in 2021, no students have completed.

***How Sites are Meeting Needs***

We are offering and developing microcredentials to support area business. We have submitted a microcredential for alternative teacher certification and are developing others this summer to be available in fall 2022. We offered more online courses for the summer of 2022 and that lead to increased enrollment. We are developing pathways that will utilize student elective hours for additional interdisciplinary courses to lead to better prepared students for the workforce. Many of these pathways were developed in conjunction with area business.

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**ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 743
- Fall 2022: Graduate (if applicable) Headcount: 0
- 2022 Annual FTE: 750
  
- Fall 2023: Undergraduate Headcount: 830
- Fall 2023: Graduate (if applicable) Headcount: 0
- 2023 Annual FTE: 824
  
- Fall 2024: Undergraduate Headcount: 840
- Fall 2024: Graduate (if applicable) Headcount: 0
- 2024 Annual FTE: 850



**CARL ALBERT STATE COLLEGE**  
**(CASC)**  
*2022-2023 Academic Plan*

**ACADEMIC PRIORITIES**

For the Academic Year 2022-23 CASC prioritizes marketing and promotion of existing programs to traditional constituencies as well as expanding the reach of online and distance opportunities (mainly by providing more criminal justice, occupational health and safety, and child development courses in the online format). Emphasis on growth of the two new NASNTI-related AAS programs is also critical (Cybersecurity and Digital Media), as is the development of the third NASNTI program (the request for the program in Game Development Technology is forthcoming) for launch in Fall 2023. The college will monitor program changes for impact in the AA History, Political Science, and Pre-Law degree.

Further academic focus will be dedicated to the growth of the workforce development program, particularly in the micro-credential and on-demand arena. Digital badges will remain a priority. Increasing awareness and marketing is central to the growth and success of this program since it rests outside of the traditional expectations of the constituency.

A new budget line to support non-credit micro-credentials, Coursera, and workforce development has been added to the 2022-23 budget request, as have new instructional positions in political science, digital media technology, and child development.

<u>DEPT</u>	<u>21-22</u>	<u>22-23</u> <u>REQUEST</u>	<u>change</u>	<u>%change</u>	
Academic Admin	\$ 325,237.00	\$ 334,000.00	\$ 8,763.00	2.69%	
Assessment Office	\$ 75,100.00	\$ 76,000.00	\$ 900.00	1.20%	
Business Div	\$ 478,633.00	\$ 479,000.00	\$ 367.00	0.08%	Lost one instructor
Tech Occ	\$ 87,390.00	\$ 88,000.00	\$ 610.00	0.70%	
Math	\$ 272,081.00	\$ 273,000.00	\$ 919.00	0.34%	Lost one instructor
Natural Science	\$ 552,648.00	\$ 597,000.00	\$ 44,352.00	8.03%	
Language Arts	\$ 572,465.00	\$ 573,000.00	\$ 535.00	0.09%	will need new Digital Media Instructor
Music and Fine Arts	\$ 64,500.00	\$ 91,000.00	\$ 26,500.00	41.09%	
Social & Behavioral	\$ 555,866.00	\$ 582,000.00	\$ 26,134.00	4.70%	will have new Poli Sci instructor
Virtual Campus	\$ 19,500.00	\$ 36,000.00	\$ 16,500.00	84.62%	
ARC	\$ 67,345.00	\$ 69,000.00	\$ 1,655.00	2.46%	
Library	\$ 233,008.00	\$ 234,000.00	\$ 992.00	0.43%	
Health Science	\$ 1,131,151.00	\$ 1,132,000.00	\$ 849.00	0.08%	
HPER	\$ 208,925.00	\$ 209,000.00	\$ 75.00	0.04%	
PTA	\$ 229,915.00	\$ 230,000.00	\$ 85.00	0.04%	
Mailroom	\$ 163,949.00	\$ 165,000.00	\$ 1,051.00	0.64%	

Scholars Excellence	for	\$ 113,156.00	\$ 136,487.00	\$ 23,331.00	20.62%	approval from state to add new position
NASNTI		\$ 299,986.00	\$ 299,971.00	\$ (15.00)	-0.01%	
		<b>\$ 5,450,855.00</b>	<b>\$ 5,727,458.00</b>	<b>\$ 276,603.00</b>	<b>5.07%</b>	

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## ACADEMIC EFFICIENCIES

### *Current Status*

CASC Academic Affairs continues to emphasize faculty awareness of class size, credit hour production, and overload caps. The use of targets and thresholds, as well as incorporating reporting processes each semester allows both faculty and administration to monitor and adjust. The use of Ad Astra dashboards and partnerships has increased awareness of trends, allowed for establishment of goals, and provides enrollment and demand tracking. Audits of program catalogs and offerings through a partnership with Hanover Research further allow the college to efficiently distribute funds and personnel in an efficient manner.

The budget above indicates reduction and addition of faculty in areas identified as inefficient either due to low or elevated production.

CASC also participates in CACE, a faculty sharing partnership with EOSC and CSC to increase numbers in low enrolled required courses and those which prove difficult to staff with qualified faculty.

### *Future Plans*

CASC Academic Affairs will continue to push for increased tuition expenses to be directly tied to faculty pay increases. Efficiency data, such as production and demand, has been collected long enough to provide a longitudinal assessment and evaluation to justify the requests.

Degree programs will be streamlined to incorporate smaller “chunks” of progress noting progress with embedded certificates, micro-credentials, and badges.

The Academic Affairs office will request funds to restore the Ad Astra licenses, Hanover Research projects, and other data collection tools to ensure and measure the growth, perception, and reception of academic programs.

Program reviews will be strengthened and increase meaning to the college, with third-party evaluation incorporated into the design.

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## TECHNOLOGY

### *Current Status*

- 29 Zoom classrooms
- 4 scheduled to be converted once we receive parts

ZOOM Rooms consist of:

- Dell PC (with zoom)

- dual 27-32inch monitors
- 65-85inch SmartTech Touch TV
- 2-6 ceiling mics and mixer to interface with the PC (depending on room size)
- 1-2 HD cameras for instructor/classroom view

We also use Zoom carts for portability:

- Dell PC (with zoom)
- 65-85inch SmartTech Touch TV
- webcam
- usb mic
- 10 high school zoom carts
- 5 non touch screen Zoom carts
- 8 touch screen zoom carts

Regular classrooms all have a PC and projector.

Additional Software to supplement instruction:

- Coursera for faculty professional development
- BlackBoard LMS in each section/ course
- Prezi, Concourse, Honorlock, Pearson products for classroom use
- Hanover, Ad Astra Monitor, SmartEvals as audit/ benchmarking measures
- Nuventive assessment software

***Future Plans***

Future plans by CASC Academic Affairs to incorporate technology include further professional development in new and existing software. Of particular note is the use of the COURSERA platform for faculty and staff training. Planned COURSERA professional development for FALL 2022 are required courses/ projects in Google Sheets and Google Docs for faculty.

Needs are determined by assessment of processes, requests from other departments, and suggestions from the Professional Development Committee. The college will continue to progress into the finer details of existing software, primarily the newer technologies such as PREZI and COLLEAGUE.



**ONLINE LEARNING ACTIVITIES/INITIATIVES**

***Current Status***

**a. Open Educational Resources (OER)**

There are no plans to mandate the use of Open Educational Resources at this time; however, supplementation of learning using OER is encouraged and many faculty utilize the cost-saving initiatives associated with OER.

**b. Professional Development**

- Blackboard self-paced training course, including instructor resources
- -Availability of QM courses and COLE initiatives
- -In-house training during in-service

- -In-house training currently in development for three major software partners (Prezi, Zoom, and Blackboard)

**c. Delivery System/Platform**

CASC is a founding member of the Oklahoma Blackboard Consortium, along with 7 other schools (NSU, Murray State, Redlands, Cameron, Rogers State, and Northwestern).

***Future Plans***

- -Mandatory training/orientation for new online instructors
- -Adoption of and training over Prezi as presentation tool
- -Formation of lecture capture lab for instructor video and audio recording
- -New marketing initiative to include standard end-screen template on videos
- -Developing Blackboard organizations for Academic Divisions as a sharepoint for information and communication

**LEARNING SITE ACTIVITY REPORT**

***Number of Courses***

<b>Courses SENT</b>	<b>Title</b>	<b># enrolled</b>	<b>affiliation</b>
AHS 1113	Medical Terminology	16	KTC MOU
AHS 1203	Basic Nutrition	13	KTC MOU
BIO 1114	General Biology	29	HS MOU
CS 2253	Game Development	1	CACE
ENGL 1113	Composition I	125	HS MOU
ENGL 1213	Composition II	120	HS MOU
HIST 1493	American History to 1865	65	HS MOU
MATH 1513	College Algebra	20	KTC MOU
MATH 1513	College Algebra	26	HS MOU
MATH 2265	Calculus I	2	CACE
POS 1113	American Federal Govt	128	HS MOU
PSY 1113	Intro to Psychology	79	HS MOU
PSY 2123	Developmental Psychology	16	CACE
SOC 1113	Intro to Sociology	30	HS MOU
SPCH 1113	Intro to Speech	19	HS MOU
	<b>TOTAL</b>	<b>689</b>	

<b>Courses RECEIVED</b>	<b>Title</b>	<b># enrolled</b>	<b>affiliation</b>
CHOC 1513	Choctaw Language and Culture I	5	Choctaw Nation
MATH 1523	Modeling and Functions	0	CACE
MATH 2113	Math Structures I	9	CACE
MATH 2123	Elementary Statistics	11	CACE
SPAN 1133	Elementary Spanish I	13	CACE
	<b>Total</b>	<b>38</b>	

***How Sites are Meeting Needs***

The college is in constant communication with area high school counselors to determine needs and desires for students at the high school who cannot commute or take online courses. CASC provides ZOOM carts to requesting schools in our historical service area. Participating high schools sign an MOU to outline agreements and expectations on both sides of the partnership.

CASC, EOSC, and CSC division chairs and CAOs meet regularly to determine needs which can be met through the CACE agreement.

Plans for 2022-23 to hire a Director of Workforce Development should lead to communication with employers and expand offerings in that arena. Those are expected to more non-credit training than coursework.



**ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 1,900
- 2022 Annual FTE: 2,500
  
- Fall 2023: Undergraduate Headcount: 2,000
- 2023 Annual FTE: 2,600
  
- Fall 2024: Undergraduate Headcount: 2,050
- 2024 Annual FTE: 2,650





**CONNORS STATE COLLEGE**  
**(CSC)**  
*2020-2021 Academic Plan*

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**ACADEMIC PRIORITIES**

Academic priorities for the 2022-2023 year include a continued focus on growing enrollment. To grow enrollment, Connors has been working to offer a variety of course types to meet students' scheduling needs, including hybrid, in-person, and online offerings. For the spring, summer, and fall, Connors will continue to monitor enrollment demands and offer the best variety possible for student demand. To address scheduling needs for students, Connors has also been increasing first and second eight-week class offerings to allow working adults to achieve their degree sooner through full-time status each semester. Another priority is growing nursing graduates. To achieve this goal, Connors is putting additional emphasis on the Career Ladder program and looking at ways to market the nursing degree program and provide avenues that work for working adults, including online and hybrid offerings and flexible pathways to help grow enrollment in this pathway. Also, Connors State College continues to work on the prison program and increasing high-quality student services at Eddie Warrior Correctional Center and Jess Dunn Correctional Center. Through working on course rotations, advising, and faculty office hours at the prisons, Connors State College is improving prison operations. In addition, Connors is continuing to work on updating and cleaning up degree programs, reviewing course listings, and working on electronic delivery and online enrollment. Other priorities include working on micro-credentials and digital badges and focusing on workforce development and business recruitment. Through the Upskill funding, Connors has been able to work with different businesses on professional development offerings and Coursera training opportunities. The priorities are not requiring additional funding besides the costs to utilize the Coursera platform and to maintain Credly for online badging.

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**ACADEMIC EFFICIENCIES**

*Current Status*

Connors State College has been working on efficiencies for the institution. Currently, Connors State College shares an IT staff member with Warner Public Schools. Also, the institution shares a programmer/analyst position and a learning management system coordinator with NEO. Through a course-sharing initiative with Eastern Oklahoma State College and Carl Albert State College, Connors has been sharing some courses as a receiving institution, including Spanish courses. Also, Connors State College has shared courses as a teaching institution with those schools, providing some math and agriculture courses. Connors State College continues to look at more opportunities for course sharing, including looking at the possibilities of sharing courses within the OSU A&M system and has attended the OSRHE course-sharing Zoom presentations. This year, Connors State College deleted the physical science program due to enrollment and modified the math program to be a math, physical science, and engineering program. Connors has also submitted several program modifications to streamline programs and provide more flexible options for students. Connors State College also utilized the offers provided by the Oklahoma State Regents for Higher Education, becoming a Quality Matters affiliate, buying into the state rate for Coursera, and purchasing a Pressbooks account through OSRHE.

*Future Plans*

Connors State College is continuing to research Coursera and its applications. Focusing on workforce development, Connors State College is trying to grow business partnerships and develop micro-credentials, digital badges, and

certificate programs. Through the Upskill funding, Connors State College will be identifying more business partners for Coursera and is looking at ways to utilize Coursera to meet continuing education requirements for professions and licensures. Connors State Colleges will continue to send faculty to Quality Matters training and plans to start utilizing Pressbooks for additional work on Open Educational Resources. Connors has attended the OSRHE presentations on course-sharing software and is continuing to revise degree plans, modifying programs, requesting online delivery, and creating short-term credentials.

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## TECHNOLOGY

### *Current Status*

With technology, Connors is excited about the work that is ongoing with Coursera and continues to try to develop new ways to use this platform. Connors is also working on becoming more proficient with Pressbooks. Connors has also been reviewing proctoring software and is looking at online proctoring options that would provide more flexibility for students in taking tests online. Connors has submitted multiple requests for electronic delivery for several programs. Connors is also working on development of open educational resources. Connors is planning to use Zoom webinar for online enrollment nights and already provides online advising appointments where students can work with an advisor virtually. Connors State also utilizes Office 365, adopting live workbooks as consistent modes of communication across campus.

### *Future Plans*

Future plans include identifying an online proctoring solution for the institution, developing more open educational resources and using Pressbooks, using Coursera creatively, and continuing to provide high-quality online education. Connors has purchased Element 451 and will be using this system for the application process and CRM for student interfacing.

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## ONLINE LEARNING ACTIVITIES/INITIATIVES

### *Current Status*

#### **a. Open Educational Resources (OER)**

- Connors State College has developed several open educational resources, and we are excited that several faculty have received Online Consortium of Oklahoma (OCO) grants for their work.

#### **b. Professional Development**

- Connors State College has faculty and staff attending the Council for Online Learning Excellence (COLE) and OCO, as well as Quality Matters training. Also, the institution's library director has been instrumental in developing library resources and guides for using OER.

#### **c. Delivery System/Platform**

- Connors has purchased Pressbooks for continued work on OER.

### *Future Plans*

Connors is still looking for good OER solutions for science and math courses. Connors has talked with Brad Griffith about these challenges and is actively investigating options.

## LEARNING SITE ACTIVITY REPORT

### *Number of Courses*

The chart below shows online students by state overall for summer 2021, fall 2021, and spring 2022.

Academic Period: 202140, 202160, 202220	
Pkg/View: Active Registration/Enrollment/Student Course/Person Address	
STATE	STU_CNT
AR	11
FC	1
FL	1
IA	1
IN	1
KY	1
OK	569
ON	2
PR	1
TX	3
WY	1
<b>Overall - Total</b>	<b>592</b>

### *How Sites are Meeting Needs*

Connors State College does have a majority of online classes by instructional mode. As noted below, about 50.8% of classes by instructional mode were online for fall 2021 and spring 2022. To address these needs and clear student demand for online courses, Connors State College has requested online delivery for multiple programs and certificates. Also, to address employer demand, Connors is continuing to use Coursera for online professional development.

	Instructional Modes Fall 2021 and Spring 2022			
	Fall	Spring	Totals	
BH	3691	2092	5783	15.8%
EXT	536	492	1028	2.8%
FMV	1266	933	2199	6.0%
IS	1629	1166	2795	7.7%
OTH	318	0	318	0.9%
TRAD	3211	2190	5401	14.8%
WEB	9399	9149	18548	50.8%
Blank	57	275	332	0.9%
Flex	0	84	84	0.2%
	20107	16381	36488	

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## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 1,947
  - Fall 2022: Graduate (if applicable) Headcount: Not Applicable
  - 2022 Annual FTE: 1,496
  
  - Fall 2023: Undergraduate Headcount: 2,005
  - Fall 2023: Graduate (if applicable) Headcount: Not Applicable
  - 2023 Annual FTE: 1,541
  
  - Fall 2024: Undergraduate Headcount: 2,065
  - Fall 2024: Graduate (if applicable) Headcount: Not Applicable
  - 2024 Annual FTE: 1,587
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# EASTERN OKLAHOMA STATE COLLEGE (EOSC)

## *2020-2021 Academic Plan*

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### ACADEMIC PRIORITIES

#### 1. Student Learning Assessment

- General Education Assessment; Eastern has completed the HLC's Assessment Academy. Assessment tools have been developed for all general education learning outcomes and a schedule of assessments has been developed for each semester. General education assessment has and will continue to assist the college in continuing to improve student learning.
- Program outcomes assessment: A system of program outcomes assessment is in place that expands upon assessments reported in the OSRHE annual assessment report. Departmental faculty, including adjuncts, meet annually to identify commonly agreed to program learning outcomes, appropriate assessments, and curricular/budgetary decisions as a result of assessments. Program reviews will continue to be updated on a timely basis according to the OSRHE schedule.
- Co-curricular assessment: Eastern has developed a process to assess learning related to the general education learning outcomes that occurs in co-curricular activities, including in athletics and agricultural activities.

#### 2. Development of Guided Pathways

- Our institution was the only one from Oklahoma and only one of 22 in the nation chosen to participate in the Community College Research Center (Columbia University) training on guided pathways. A team of eight of us – administration, student support, and faculty – we will be working intensely on developing an overarching guided pathways for college, targeted for our student population. We expect to have a handbook with instructions for both the professional and faculty advisors so that we can remove the barriers that our students face in meeting their academic and career plans, and thus improve their personal persistence to a degree, a successful transfer experience, or directly into the workplace.

#### 3. New programs and program options

- Eastern has partnered with the local career technology center administration to create clear pathways for students finishing certain programs and certifications at the career tech to smoothly transfer those credits toward our new AAS in Applied Technology
- The new certificate in Ranch Operations – Stocker Management is seeing increased enrollment, with students who are majoring in Animal Science (A.S.) acquiring that certificate for easier workforce entry
- The Respiratory Therapy program has expanded its clinical sites into the southeastern portion of the state and into Texas.
- Modifications to our Meat Science Certificate has increased enrollment and allows student to complete the certificate while also completing an associates degree in our agriculture area

#### 4. Improve Academic support services

- Eastern's Native American Serving Non-tribal Institution program will digitize the library at the Wilburton campus, and allow Eastern to develop a learning commons area with group collaboration spaces, group and private study rooms, and an active learning/culturally appropriate classroom. A new Native American Cultural lab will be developed with seasonally rotating exhibits (e.g., Native American Woman of Importance during Women's History Month, etc.) for classroom tours and discussions. The physical renovations of the library building, which will house all of this, are nearly complete.

- Thanks to a recent generous contribution from the Puterbaugh Foundation, our nursing program has been able to hire a part-time recruiter/retention specialist to work with potential and current nursing students to improve their student success.

**5. Improve student admission and enrollment processes to increase student recruitment and retention**

- We have focused on this area intensely over the past year. We have revived the student success committee we call ACESS (Advisory Council for Eastern Student Success), and are intensely focused on removing barriers to student success at our college. This committee has been broken into three subcommittees – Recruitment, Admissions and Enrollment, and Retention and Completion.
- We are relooking at every one of our campus processes and how these processes unintentionally put up barriers to student success. We have already started modifying the admissions form, the scholarship application process, and the enrollment advisor access process. We have purchased, installed, and have rolled out the first phase of EAB’s Navigate software, which gives students an app on their phone and the advisors a dashboard of student activity and progress. We already have our recruiters contacting students in one semester who have not yet enrolled for the next semester, but this program will automate that process and send notifications to the students’ ever-present phones. The students can make appointments with advisors, can check on holds, and can communicate their needs, such as a student job, with simple clicking. The advisor-facing dashboard includes the ability to record notes for each encounter with a student to improve continuity between advisors (professional and faculty). Coupled with the guided pathways training we will be doing this summer (see #2 above), we expect to increase student retention and persistence.
- We are in the process of re-examining our residential student housing to also increase enrollment, with changes being made now in moving student housing to the buildings that are in better shape and then exploring funding options to remodel the in-no-such-great shape student dormitories.

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## **ACADEMIC EFFICIENCIES**

### *Current Status*

- Eastern continues to use /Zoom to offer courses to concurrently enrolled high school students. Zoom is also used to deliver courses to all locations (Wilburton, McAlester, Idabel and Antlers). Recently, all instructors who already Zoom their day course have added Idabel as a Zoom option; while most students that attend the Idabel site work during the day, there are many who are home instead and would be interested in taking a class. Enrollment for the Idabel site did go up as a result.
- Nursing courses are team taught by faculty at Wilburton, McAlester, and Idabel. This arrangement allows each faculty member to teach their area of specialization and ensures that all students receive the same instruction regardless of which teaching site they are enrolled at.
- Starting in the Fall 2021 semester, we initiated a course-sharing agreement with two other rural community colleges in the southeastern region of the state, Carl Albert State College in Poteau (and Sallisaw) and Connors State College in Warner (and Muskogee). The partnership is called C.A.C.E. after the first initials of each college, and is pronounced “cake.” The initial offering was limited to Spanish I and II and a math class. This semester (Spring), we shared Developmental Psychology, Spanish I and Spanish II, Computer Game Theory, and one Agricultural class.
- Starting for this Spring 2022 semester, our college has joined the Oklahoma Blackboard Consortium, which allows for eight institutions to use their combined enrollment and thus decrease each institution’s costs for this learning management system (LMS). The unexpected benefit was apparent with our C.A.C.E. agreement; both Eastern and Carl Albert are in the Consortium and so the IT people created a single master course for both colleges, making it much easier for both students and instructors to access the LMS.
- We have developed an MOU with the University of North Texas that has developed degree program pathways in nine degree areas.

### ***Future Plans***

- Given the successes seen in the course sharing partnership we call C.A.C.E. (see above about Current Status), shared courses are being offered for the summer semester, and additional courses are being offered in the Fall 2022 semester.
- With the retirement of our Spanish instructor, we are working on a partnership with Northwestern Oklahoma State University, where our students will attend their instructor's IETV hybrid course for the fall to take Elementary Spanish I. We are not planning a fully reciprocal program with NWOSU such as what we have accomplished with C.A.C.E.
- We have added a group of students from an additional high school, who will attend at least two of our courses via IETV this fall.
- We are working with the local Kiamichi Technology educational leaders to provide a seamless transfer of their students who complete industry-recognized certifications into our new AAS in Applied Technology degree.

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## **TECHNOLOGY**

### ***Current Status***

- Eastern uses Zoom to deliver classes to area high school students and to its other sites, and used Zoom extensively during the COVID-19 pandemic for both lectures and labs. This has provided many unexpected opportunities for students, such as the shared course agreement we have developed as a part of CACE (see #2a above) and the student access of a course at another university (see #2b above)
- Eastern offers Zoom for most meetings, thus decreasing travel costs and travel time.
- We purchased the license of EAB's Navigate system, which is tied into our existing student data software and will increase student access to advising and enrollment. See #1a5 for more information.
- Pursuant to the installation of the Navigate software, our IT department has created a single sign on for several of our systems, which will make it easier for our students to access these programs.
- Starting in Spring 2022, we are now using the centrally hosted, cloud-based version of Blackboard, as a part of the Oklahoma Blackboard Consortium. This has brought our campus up-to-date with the latest version of Blackboard, and has included additional programs such as Ally (to identify accessibility issues in the Blackboard courses) and Impact (to allow administration to push out targeted notifications to faculty regarding their Blackboard usages).
- Watermark has notified us that we can use their Course Evaluation kit for all of our courses rather than limiting to one class per instructor. Each instructor can now also create personalized surveys for their courses as well.
- Human physiology student use Biopac systems for laboratory exercises. Nursing and respiratory therapy students use SimMan dummies extensively in their pre-clinical exercises.
- Mathematics and science classes use Vernier software/probes and TI calculators in laboratory exercises to collect and analyze data.
- Mathematics classes use My Math Lab (Pearson) to complete homework, quizzes and tests. My Math Lab provides tutorials and other assistance to help students master the course material and is a core component of student success in Eastern's co-requisite mathematics courses.
- Eastern continues to offer students free online tutoring with Tutor.com, and this year expanded this to include nursing topics
- The IT department has set up a computer replacement schedule for all faculty and staff, in addition to student labs; new WiFi nodes have been established in the dormitories. New Promethean student learning boards have been installed in multiple classrooms.
- Over 20 laptops were purchased and made available for student checkout and use.
- Online and remote proctoring for tests have increased across the campus and its three other teaching sites.

- Most faculty have adopted electronic textbooks that include interactive learning assignments.

### ***Future Plans***

- A generous donation by the Puterbaugh Foundation has allowed for the purchase of several pieces of technology for the nursing skills labs, to include KbPort (an automated medication dispensing unit for each teaching site that is similar to what our nursing graduates will encounter when they begin work), Chest Tube Manikin, NG Tube and Trach manikin, Lifepak defibrillators, and up-to-date intravenous fluid pumps.
- Continued training on the usage of the EAB Navigator system (see 1a5 above), to include all faculty advisors and coaches. This will allow these advisors to monitor student success parameters and better follow student progress, plus allows for students to more easily contact and make appointments with their advisors.

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### ***Current Status***

#### **a. Open Educational Resources (OER)**

- Our faculty have started exploring OER options for their courses, both online and face-to-face, starting with the general education core.

#### **b. Professional Development**

- The faculty professional development committee has been reformed with a new chair, who has started regular meetings. The most recent professional development has focused on COVID-19 teaching, with Zoom, synchronous Zoom lectures, and online assignments. This next round is started a focus on our new version of our learning management system.

#### **c. Delivery System/Platform**

- Blackboard Learn SaaS

### ***Future Plans***

- The faculty have now had one semester to work with the new SaaS version of Blackboard. There have been a number of unexpected issues with third party software working with the new Blackboard, and our instructional design faculty support has done several on-the-spot trainings. However, she is planning to conduct more formal professional development training sessions in the future, over such things as how to use Ally, how to create personalized surveys with Course Evaluation and Survey by Watermark, etc.
- The Blackboard Governance members at Eastern will be attending the June 2022 in-person meeting with the other Governance members and the Blackboard/Anthology representatives.

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## **LEARNING SITE ACTIVITY REPORT**

### ***Number of Courses***

Eastern students can earn associate degrees at the McAlester campus, with most or all of the courses offered online; such courses would also be available for SEOSU students to take as well.

- Criminal Justice (AS)
- General Studies (AA)
- Psychology/Sociology (AA)
- Business Administration (AS)
- Computer Information Systems (AS and Certificate)
- Child Development (AA, AAS, and Certificate)
- Nursing (AAS)
- Respiratory Therapy (AAS)

Upper-division and graduate courses are offered by Southeastern Oklahoma State University at Eastern’s McAlester location. Many of these courses are offered to McAlester area students via online. Students can earn degrees from Southeastern Oklahoma State University:

- Elementary Education (BS)
- Special Education (BS)
- Early Childhood Education (BS)
- Psychology (BA)
- Sociology (BA)
- Criminal Justice (BA)
- Computer Information Systems (BS)
- Liberal and Applied Studies (BS)
- Early Intervention and Child Development (BS)
- Business Administration (MBA)

Eastern also offers courses on the McCurtain County campus of Southeastern Oklahoma State University in Idabel, OK. Students can complete their lower division courses from Eastern instructors and then complete their bachelor’s degree with SEOSU faculty. The following degrees can be completed on the Idabel campus with Eastern lower-division courses, in person, received from the Wilburton campus via Zoom, and online:

- Nursing (AAS)
- Basic Licensure Program
- LPN/EMTP - RN Transition Program
- Business Administration (AS)
- Enterprise Development (AS)
- Enterprise Development (AA)
- General Studies (AA)
- Child Development (AA, AAS, and Certificate)
- Computer Information Systems (AS and Certificate)
- Criminal Justice (AS)
- Psychology and Sociology (AA)

Eastern uses Zoom to deliver courses to area high schools for approved concurrent students, with any Zoomed or online course (except remedial courses) available for concurrent students. Some sections of courses are deliberately provided just for certain high schools, such as Freshman Comp I and American History.

Term	Teaching Site	Total Courses	Term	Teaching Site	Total Courses
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2020 Fall	Antlers Kiamichi Tech Center	15	2021 Fall	Antlers Kiamichi Tech Center	9
	Clinical Site	3		Clinical Site	2
	Idabel SOSU McCurtain Co	53		Idabel SOSU McCurtain Co	48
	ITV Remote Site	3		ITV Remote Site	3
	McAlester Branch Campus	68		McAlester Branch Campus	61
	On-Line Course	77		On-Line Course	82
	Wilburton Campus	206		Wilburton Campus	202
2021 Spring	Antlers Kiamichi Tech Center	11	2022 Spring	Antlers Kiamichi Tech Center	14
	Clinical Site	5		Clinical Site	3
	Idabel SOSU McCurtain Co	60		Idabel SOSU McCurtain Co	67
	ITV Remote Site	1		ITV Remote Site	1
	McAlester Branch Campus	61		McAlester Branch Campus	75
	On-Line Course	90		On-Line Course	92
	Wilburton Campus	205		Wilburton Campus	205

### *How Sites are Meeting Needs*

- Courses are delivered in a variety of modalities to meet student demands, including traditional day face-to-face, evening face-to-face courses for the working adults, fully online courses, and hybrid courses where the lecture portion is online and the students only need to come to campus for their laboratory activities once per week. Lecture is delivered both synchronously and asynchronously via Zoom for both online and face-to-face courses (the latter particularly important during the COVID-19 pandemic).
- The ITV classes delivered to the area high schools are typically general education classes so the classes serve a large base of students, and students do not have to drive to the campus sites in Wilburton and McAlester. Another benefit for students is that some small classes could not be offered at all teaching sites (including Antlers and Idabel) because they would have too small an enrollment. By offering them through ITV, we can accommodate students at all teaching locations.
- Eastern’s nursing administrators meet annually with area health care providers to plan course and clinical modifications, in both Wilburton and Idabel. Other AAS programs also work with advisory committees in Wilburton and McAlester.
- Eastern’s respiratory therapy administrators meet with surrounding hospitals and clinics in the McAlester region and have now branched out to meet with hospital administrations in Norman, Ada, Idabel, Talihina (Choctaw Nation), Paris, TX, and Texoma, TX, to ascertain employer needs for AAS graduates.
- The McAlester campus dean attends county superintendents meetings, Chamber of Commerce meetings, and is on the board with the Kiamichi Technology Center.
- The academic coordinator for Eastern’s SE’s McCurtain County campus works closely with the campus director in meeting with local industry to respond to employer needs, and meets quarterly (including administration from Eastern and SEOSU) with industry leaders.

## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 1,352 (we have been declining; this assumes no change from 2021)
- Fall 2022: Graduate (if applicable) Headcount: 0
- 2022 Annual FTE: 1,901 (we have been declining; this assumes no change from 2021)
- Fall 2023: Undergraduate Headcount: 1,379 (2% increase due to increased enrollment strategies)
- Fall 2023: Graduate (if applicable) Headcount: 0

- 2023 Annual FTE: 1,939
  - Fall 2024: Undergraduate Headcount: 1,407 (2% increase due to increased retention strategies)
  - Fall 2024: Graduate (if applicable) Headcount: 0
  - 2024 Annual FTE: 1,978
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# MURRAY STATE COLLEGE (MSC)

## *2020-2021 Academic Plan*

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### **ACADEMIC PRIORITIES**

1. Online College Initiatives
  - a. Prioritize the promotion and development of Murray State College as an online college by ensuring all processes, online learning management system, online academic programs, faculty, online student support services, and website are engageable, accessible, and of high quality.
  - b. Hire an Online Dean to help ensure the quality and growth MSCs online programs.
  - c. Continue to improve the quality and integrity of online courses through training all instructors in the Quality Matters Rubric, implementing the institutional Blackboard Shell, and conducting institutional online course reviews while providing additional professional development to instructors when needed.
  - d. Support existing programs with technology needs and professional development to apply for OSRHE Online Delivery such as Veterinary Nursing, Health Science, and Science and others to be determined during the Fall and Spring curriculum processes.
  - e. Explore and add additional articulation agreements with online bachelor's programs based on student and employer demand.
2. Instructional Effectiveness and Quality
  - a. Focus on flexible modes of teaching, heightened due to COVID-19, by designing the delivery of lecture courses as both online and lecture. Every instructor across campus will be trained in Quality Matters and any training needed for course flexible design.
  - b. Continue evaluating the General Education Goals. The Information & Technology Literacy Goal and Effective Communication Goal will be reviewed during the 2022/2023 school year.
  - c. Continue providing professional development before each Fall and Spring Semester. Professional development includes quality traditional and online instruction, assessment, technology training, and new faculty orientation.
  - d. Develop a new standing sub-committee in addition to the Academic Council that will evaluate the viability, demand, and quality of programs and courses.
  - e. Increase advisory participation to guide the curriculum to meet business and industry needs.
3. Academic Program Growth
  - a. Add and explore new programs in Agriculture, Engineering, Gunsmithing, Health Careers, Wildlife Conservation, and other occupational programs that include additional academic levels. Add and explore new embedded certificates and micro-credentials in all existing programs.
  - b. Prioritize building and expanding occupational education facilities to meet the student and employer demands.

- c. Prioritize and explore potential transfer and occupational programs, including traditional and online programs for the Ardmore Campus.
- d. Increase Cooperative Agreements with career technology centers using the Applied Technology Degree.
- e. Continue efforts to prioritize the Course Equivalency Project and grow articulation agreements with four-year universities.
- f. Offer credit and explore non-credit courses to meet the state and regional business and industry needs.
- g. Hire a Director of Development and Alumni to develop relationships with local industry to build partnerships. These partnerships will increase program enrollment and guide MSC in upskilling industry employees.

**4. Student Retention**

- a. Merge existing student services with the Student Success Center to create one designated place for all support services. Services that will merge will be Library Services, Student Support Services, Academic Coaching, Tutoring, Retention, Testing Services, Career Services, and ADA Services.
- b. Continue efforts to strengthen co-requisite courses in Mathematics and English.
- c. Utilize the new enrollment management system, Ellucian. This system will allow MSC to develop comprehensive plans to increase enrollment, retention, and graduation rates by using data-driven decisions.
- d. Support adult learners and military students by providing accelerated schedules and program delivery options.
- e. Hire a new Academic Coach to develop career services to help bridge the gap between the student’s high school ICAP and choosing a major before beginning college.

**5. Concurrent and Early College**

- a. Develop and grow the early college program, Accelerated College Experience (ACE), in Ardmore and Tishomingo areas.
- b. Hire a Concurrent Coordinator to create relationships with high schools, students, and academic departments to recruit, enroll, and retain concurrent students.
- c. Develop occupational pathways for students attending career technology centers.
- d. Work with partnering high school administrators to find quality credentialed instructors who are also high school teachers. In addition, assist partnering high school administration to guide high school teachers wanting to teach college courses with the college credentialing process and degree completion.
- e. Develop processes with student resources to support concurrent enrollment.

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**ACADEMIC EFFICIENCIES**

*Current Status*

1. MSC is partnering with the Ardmore Mercy Memorial Hospital and Southeastern Oklahoma State University in Durant to provide additional locations to graduate more nursing students in Southern Oklahoma.
2. MSC participates in the OCO-Online Consortium of Oklahoma. This partnership provides professional development and support for faculty teaching online courses.
3. MSC is partnering with the Southeastern Oklahoma State University's Center for Instructional Development and Technology (CIDT) to help ensure online classes are designed for student success. In addition, the CIDT assists faculty with professional development and one-on-one help with designing online courses.
4. MSC has joined an Oklahoma consortium of colleges for course learning management systems and online learning. This consortium is also looking into other online support systems such as video capturing capabilities and online testing services.
5. MSC is partnering with Ardmore Family Literacy to provide GED courses on the Tishomingo campus. These services have not been offered in Johnston County until recently.
6. MSC is partnering with Michelin in Ardmore, Okla., a tire manufacturer, to provide education and training through the Michelin Tech Scholar Program. Michelin provides a part-time job and scholarship for students enrolling in the industrial engineering program.
7. MSC is partnering with Nitro Lift in Tishomingo, OK., a fabrication manufacturer that provides an instructor to teach CAD courses, part-time jobs for students, and scholarships.
8. MSC is partnering with Oklahoma State University to help certify students and employees in HAASP for MSC, ESRO, and La Baguette.
9. MSC is partnering with faculty from Oklahoma State University to provide vegetable grafting labs for MSC students.
10. MSC is partnering with the NRA to provide summer gunsmithing courses for college students and working adults needing to upskill.
11. MSC is partnering with COBA Select Sires to certify students in Artificial Insemination in cattle.
12. MSC participates in a Blackboard Consortium to offer Blackboard as its learning management system. The consortium works together to enhance services to students, cost savings, and improve efficiencies for online education. The following schools belong to this consortium: Northeastern State University, Carl Albert State College, Murray State College, Cameron University, Northwestern Oklahoma State, and Redlands Community College.
13. MSC collaborates with Okie BUG for support and networking. Okie BUG also provides ideas for new technology resources and other resources available in the state.
14. Oklahoma Quality Matters Consortium has developed professional development online courses for members of Quality Matters in Oklahoma for \$25 an instructor instead of the \$250 offered through Quality Matters.
15. MSC collaborates with multiple colleges to create a seamless transfer for students. For example, Southeastern Oklahoma State University and East Central University developed 2+2-degree programs to help our students transfer easily. Oklahoma State University and MSC have created a joint degree program, Agriculture

Leadership, where MSC students can complete their degree while staying at home; Langston University and MSC Nursing programs created an RN to BSN degree plan.

16. MSC collaborates with the Chickasaw Nation by providing office/classroom space to offer retention programs to Chickasaw and other Native students.
17. MSC participates in the National Community College Cost and Productivity Project to set priorities and ensure fiscal responsibility.
18. In July 2021, MSC and the University Center of Southern Oklahoma merged to provide higher education to Southern Oklahoma. MSC developed agreements that will be offered at the new location in Ardmore with several Oklahoma four-year colleges.
19. MSC is partnering with the Southern Library System to provide library services to students in distant sites.
20. MSC is partnering with the Chickasaw Nation by funding and grant assistance to provide facilities to assist in offering academic programs in agriculture, business, and hospitality.

### ***Future Plans***

1. MSC, along with three other Oklahoma colleges, is a member of the Oklahoma Blackboard Consortium. MSC is upgrading to a new learning management system, Blackboard Ultra, and implementing additional learning tools.
3. Increase the use of Southeastern Oklahoma State University's CIDT to assist MSC's IT in daily operations with Blackboard instructor support.
4. MSC will hire a Concurrent Coordinator to assist with the responsibilities of recruiting, enrolling, and retention for concurrent students.
5. Revise the Retention Plan by implementing best practices from the Momentum Year Initiative and merge Library services, the Student Success Center, the Student Support Services, Testing Services, ADA Services, Tutoring, Retention, and Academic Coaching into a single student resource center.
6. Implement Career Services in the new student resource center to ensure career readiness in academic advising, curriculum, and the student experience.
7. Hire an additional Academic Coach to support student success, focusing on identified cohorts with low graduation rates.
8. Create a process to use the new career counseling software to create career services and direct pathways to graduation.

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## **TECHNOLOGY**

### ***Current Status***

1. MSC provided licensed Zoom accounts to all instructors and staff to support virtual learning and efficiencies in daily operations.

2. MSC uses Southeastern Oklahoma State University’s Center for Instructional Development and Technology (CIDT) to help ensure online classes are designed for student success.
3. Classrooms have been updated with Zoom capabilities, Hovercams, podiums, and desks with height flexibility for instructors.
4. The MSC Online Services Website includes information on MSC online programs and academic services for online students.
5. Student surveys are used to evaluate MSC services, processes, programs, and Master and Strategic planning.
6. Partnering with Southeastern Oklahoma State University, MSC redesigned an online course shell for all courses to help each MSC instructor design their courses in Blackboard, so that students can navigate any MSC course without frustration. In addition, the MSC Online Course Shell includes student support information for advising, tutoring, technology help, and other MSC student support programs.
7. Mongoose Texting Services has been deployed as a communication platform from the Library and Student Success Center for electronic distribution as part of an overall retention and outreach service to students.
8. MSC utilizes several video capturing tools and provides a video production studio designed specifically for faculty.
9. MSC has implemented ACT Encoura which delivers ACT reports electronically.
10. With the continued implementation of the ERP, MSC will have fully integrated student services and communication systems.

***Future Plans***

1. MSC will implement technology equipment to better ensure network safety and security and to defend against cyber-attacks.
2. MSC will evaluate and update the MSC Online website.
3. MSC is working towards improving the quality and access to WIFI in all of our dormitories and outside spaces.
4. MSC continues to provide and monitor the availability of student services accessed online.
5. MSC is implementing virtual labs and simulations in Science and Health Science.
6. MSC is purchasing technology equipment to better serve students online in all areas.
7. MSC will install high-quality video conferencing equipment in additional spaces open to students for collaboration or attendance of synchronous courses.

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**ONLINE LEARNING ACTIVITIES/INITIATIVES**

***Current Status***

**a. Open Educational Resources (OER)**

1. MSC uses many different training models from different web-based programs utilizing videos and instructional materials such as YouTube, Khan Academy, WorldCat, and Brain Fuse. Courses in Computer Science, Industrial Engineering, and Gunsmithing all use OERs.

**b. Professional Development**

1. MSC uses Southeastern Oklahoma State University's Center for Instructional Development and Technology (CIDT) to help ensure online classes are designed for student success. The CIDT assists faculty with professional development and one-on-one help with designing online courses.
2. Sending faculty members through QM certifications to become an onsite facilitator of QM Rubric and Improve Your Online Course.
3. All instructors are trained in the MSC Online Quality Matters rubric, Improving Your Online Course, Applying the Quality Matters Rubric, or Designing Your Online Course by our institutional QM certified representative or Oklahoma State QM System.
4. All instructors are trained in Zoom, web conferencing software, and Online Course Design by the Instructional Designer. MSC continually evaluates other platforms to keep faculty up-to-date with technology and professional development.
5. MSC instructors also utilize the free webinars sponsored by the Oklahoma State Regents for Higher Education's OCO.

**c. Delivery System/Platform**

1. MSC uses Blackboard Ultra, a virtual learning environment, and a course management system. Professional Development is offered at the first of every semester to instructors for beginners and advanced users of Blackboard to improve the quality of the online environment for MSC students from one course to the next. In addition, instructors are trained to use similar designs, known as the MSC Course Shell so that students can navigate easily from one course to the next.

***Future Plans***

1. Processes are in place to hire an Online Dean to concentrate on growing MSC's online college and program.
2. Online remote instructors are being advertised to meet the growing demand for online courses.
3. Funds have been secured for training in Quality Matters and instructors are enrolling in Improve Your Online Courses, Designing Your Online Course, or Applying the Quality Matter's Rubric each semester.
4. MSC will continue to use Southeastern Oklahoma State University's Center for Instructional Development and Technology (CIDT) to help ensure online classes are designed for student success.
5. MSC has an Instructional Designer who works as an academic liaison to ensure faculty receive needed professional development for online courses. Additional faculty have been identified to complete the necessary training to help with the LMS and QM professional development.

6. MSC will continue to provide all instructors training and professional development in flexible teaching modalities, including best practices in Quality Matters, HyFlex, and IFlex.
7. Zoom rooms are being identified, and MSC is updating the equipment in the rooms to support online and synchronous learning environments.
8. Student support services are realigning services to help support the growing number of online students.
9. Virtual Labs are being explored and sources of funding have been identified
10. Provide peer-led online tutoring, online group study, remote advising, enrollment, and academic counseling through Zoom to increase success rates and retention.

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## **LEARNING SITE ACTIVITY REPORT**

### *Number of Courses*

MSC did not deliver any courses to other institutions.

### *How Sites are Meeting Needs*

MSC has three approved learning sites. The Tishomingo campus, an Ardmore campus, and the Mercy Hospital in Ardmore campus.

The Tishomingo campus provides both transfer programs and occupational programs that meet student and employer needs. Our occupational programs are all advised by local and national employers to ensure our curriculum is aligned with current skills and practices. Our MSC Ardmore campus provides concurrent enrollment, transfer programs, and general education to students intending to enter into a variety of academic programs.

The Mercy campus provides an on-site Nursing program. This program creates RNs that providing employment for the Mercy system as well as surrounding facilities.

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## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 2182
  - Fall 2022: Graduate (if applicable) Headcount:
  - 2022 Annual FTE: 1382
  
  - Fall 2023: Undergraduate Headcount: 2194
  - Fall 2023: Graduate (if applicable) Headcount:
  - 2023 Annual FTE: 1409
  
  - Fall 2024: Undergraduate Headcount: 2199
  - Fall 2024: Graduate (if applicable) Headcount:
  - 2024 Annual FTE: 1411
- .....



# NORTHEASTERN OKLAHOMA A&M COLLEGE (NEOAMC)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

1. Improve intervention strategies for all students
  - Three academic success coaches have been hired during FY22.
  - Processes including communication improvements and use of technology will be implemented to help identify at-risk students
  - Fiscal need: \$175,000
2. Improve academic advisement/mentorship
  - Updated advisement training
  - Improved Degree auditing
  - Improved data entry leading to accurate major and advisor information in student information system
  - Fiscal need: \$5,000
3. Improve success rates of first-time full-time freshmen online students.
  - Refine advisement of on-line students
  - Increase course offerings for on-line students
  - Improve admission and enrollment for on-line students
  - Improve student services for on-line students
  - Implement technology to help identify low achieving students
  - Fiscal need: \$57,000
4. Improve resources for online students.
  - Launch new website
  - Update on-line information and instructions
  - Continue to add ebook options
  - Fiscal need: NA
5. Improve assessment processes
  - Training of faculty and staff
  - Work with consultant to improve processes
  - Fiscal need: \$175,000

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### ACADEMIC EFFICIENCIES

#### *Current Status*

- NEO has increased on-line course offerings by 20% since 2019.
- NEO has eliminated the use of expensive ITV equipment and replaced this modality with Zoom offerings to area high school students. This combined with expanded on-line offerings have made concurrent course offerings more accessible.
- Over the past five years, NEO College has reduced the number of full-time faculty positions. The decision to reduce faculty positions was based on declining enrollment overall, and low productivity in specific programs: Mass Communication, American Indian Studies, Theatre, Process Technology and Natural Resource Management. Additionally, the Art program is currently being taught by two adjuncts. The business technology

Department has offered the degree program with one less faculty over the past 4 years. The Nursing Department will not replace a full-time faculty who departed after AY22 due to lower enrollment.

- Academic departments are also reducing the number of sections being offered in response to declining enrollment and making scheduling decisions to be more efficient in the course offerings, while meeting the needs of students.
- Specific low enrollment courses have been eliminated from the regular schedule offerings, only offered if projected as a need for current majors to graduate. Courses which serve as electives have moved to a very low priority.
- The college is utilizing more adjunct faculty teaching in a Zoom and on-line model due to the limited amount of qualified faculty available in local area.
- NEO has updated program reviews for 60% of the current academic programs
- NEO has developed a partnership with NE Careertech to deliver the RN Fasttrack Degree program from a Careertech site in the NEO service area. This partnership includes funding from Careertech for this new offering.

### ***Future Plans***

- A current evaluation of local and regional needs is planned to include feedback from local industry. With the realization of potential on-line program development, the offering of academic programs in a flexible modality brings more potential to fulfilling the needs of students. The Academic Departments continue to review current curricula to determine if they meet the workforce needs and/or if they meet the transfer needs of NEO students. Advisory councils and industry standards are used in the review process for job readiness programs. The review of transfer programs focuses on creating plans of study that provide students with the necessary courses, but reduces electives, creating a guided path to completion.
- NEO is evaluating the use of larger classrooms for general education course delivery to make better use of qualified faculty, especially in areas such as Speech where no Full-time faculty member exists.
- NEO is evaluating the use of micro credentials in areas such as Agriculture, Business Administration Technology and Computer Information Systems.
- NEO is also developing Drone course offerings as a workforce aid. This offering would be in the form of a microcredential and include 6 hours of college credit.

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## **TECHNOLOGY**

### ***Current Status***

- NEO College provides students and faculty with access to a variety of technologies in the classroom, on-campus, and by distance. All full-time faculty are issued a laptop computer for classroom, office, and off-campus use. Faculty were issued new laptops during FY21. Adjunct faculty may use computers in any of the open access laboratories or in the classroom laboratories, when available. The College also provides a laptops and web cameras for adjunct check-out.
- The College provides designated labs for classroom instruction in business technology, computer science, reading, composition, allied health, and natural sciences. These labs are available for general purpose use outside of scheduled class times. NEO provides open access computer labs in the library, the Informational Technology Center, and the American Indian Center for Excellence. A combination of Dell and Apple computers are available. The NEO Grove Center has a computer classroom and additional computers in an open access area for

student and faculty use. NEO purchased 100 new desktop computers to begin replacing outdated equipment in various computer labs.

- All classrooms are equipped with projectors or displays. The nursing classrooms and some of the natural science classrooms are equipped with smart technology. Three portable systems are available for faculty to capture their classroom presentations with digital annotation, for use in the online environment as a class supplement or online course delivery. NEO purchased and installed 20 new displays during FY21 inside various classrooms.
- NEO has 6 classrooms equipped with technology allowing courses to be delivered out using Full-motion video (Zoom). NEO College uses the course management system, Canvas. The college transitioned to Canvas during the Summer of 2020. Faculty can use the system for online courses, supplemental instruction, or maintenance of student grades and attendance. Faculty have access to Respondus for test construction and analysis and TurnItIn for evaluating student work for potential plagiarism.
- NEO also purchased access to the Respondus proctoring and lockdown browser service allowing proctoring through a monitored system at no cost to the student.
- Smarthinking.com is offered as an online tutoring service for students to have access to tutoring 24/7 in select subjects. Five hours of tutoring per student is paid for through a grant. Students may purchase an access code for additional tutoring time.
- The Nursing Program uses two high-fidelity mannequins to incorporate real-life scenarios into the on-campus skills laboratory experiences. The adult mannequin was purchased through a donation from the area hospital foundation. The birthing mannequin with baby was purchased through a Department of Labor grant. The Nursing Program has been a campus leader in adopting e-book technology as well.
- The Medical Laboratory Technician Program has incorporated microscopes with cameras into the skills lab activities. This technology allows the instructor and student to view the slides simultaneously, improving the learning process. It also allows students at a distance to see what the instructor is viewing under the microscope during real-time learning experiences.
- Faculty have access to iPad carts and Surface Pro carts for use in the classroom. These carts are funded through grants.
- The library maintains full-text electronic databases and electronic search tools for research and article retrieval. The library staff implemented a text-a-librarian option and an e-book pilot project. The library digital services were upgraded in FY16 as part of a state-wide project.
- NEO College is completed a conversion to the Banner information system, which replaces the former DOS system. In the fall of 2016, NEO College converted to Banner for student information. The students can access information about their enrollment, bursar account, financial aid status, grades, etc., through the Self Service in Banner. Students are also provided a college e-mail account. Students access the Self Service, e-mail, and Canvas using a single login credential. The College uses social networking, email, the College website, and the Canvas messaging board to post notices.
- In 2017, NEO installed new fiber infrastructure across the campus to address the current and future needs of access on campus. There were areas of the campus where the system was daisy-chained from one building to the next, making connectivity very limited or not available at times. The infrastructure was needed to meet the growing demands on campus: in the classroom, in the administrative building, and student residence halls. A portion of the infrastructure was supported through grant funding. The remainder of the cost was covered by the College's funds.

- All staff were equipped with new desktop computers in June 2022 which includes approximately 60 stations.
- During FY 22, each room in the residence hall was equipped with a wireless access point which will deliver a more reliable product of access to each user. This includes over 400 access points.

***Future Plans***

- NEO will develop plans to replace approximately 75 computer workstations in 3 labs on the main campus over the next two years.
- Other classroom equipment is replaced on an as-needed basis. The College maintains funds in the annual budget to replace outdated and/or broken equipment/computers/projectors etc. on an on-going basis and uses the Master Lease program to reduce the financial burden in any given year.
- The college is expecting an updated website to be launched in FY23 which will give a more service centered interface for stakeholders.

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**ONLINE LEARNING ACTIVITIES/INITIATIVES**

***Current Status***

**a. Open Educational Resources (OER)**

- The history faculty have adopted use of OER as their source for course materials. No textbooks are required for the history classes. All Freshmen Year Experience courses utilized OER. Some courses in the Agriculture Department are currently using OER for student use.

**b. Professional Development**

- Faculty are provided on-campus professional development during faculty in-service week each semester and periodically throughout the semester. Topics include, but are not limited to, the use of Zoom, LMS skills, the use of a discussion board, using the electronic gradebook. Faculty who teach online and/or hybrid courses are required to complete at least one Quality Matters course in the use of the QM rubric, Designing an Online Course, Improving an Online Course or Designing a Hybrid course. Faculty are also encouraged to participate in the webinar sessions for online provided by the state-wide consortium and COLE. Safety training is also provided.
- During FY 22 faculty were given a \$500 stipend to complete a Quality Matters workshop designed to enhance the design of courses within Canvas.

**c. Delivery System/Platform**

- NEO College uses Canvas as its learning management system

***Future Plans***

- NEO Strategic Plan 2022-2027 emphasizes professional development for faculty and staff. NEO will work to

identify funding both from institutional and foundation funding for professional development opportunities.

- No plans currently exist on expansion of OER use and development.

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## **LEARNING SITE ACTIVITY REPORT**

### *Number of Courses*

#### Sent:

- 9 courses sent to alternative sites.
- 378 credit hours produced by courses
- All courses are lower division.

#### Received:

- 5 courses from Missouri State University
- 2 students per course
- Upper Division

### *How Sites are Meeting Needs*

- Employer needs are ascertained through annual meetings of program specific advisory councils, input from the Grand Lake Manufacturing Council, input from workforce personnel, and discussion with area employers. NEO sends courses to area high schools for concurrent enrollment and to the Eastern Shawnee Educational Center. The need for these courses is determined through conversations with the principals and counselors at high schools in the service area and the Education Coordinator at the tribal center.

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## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 1750
- Fall 2022: Graduate (if applicable) Headcount: NA
- 2022 Annual FTE: 1400
  
- Fall 2023: Undergraduate Headcount: 1800
- Fall 2023: Graduate (if applicable) Headcount: NA
- 2023 Annual FTE: 1450
  
- Fall 2024: Undergraduate Headcount: 1800
- Fall 2024: Graduate (if applicable) Headcount: NA
- 2024 Annual FTE: 1450



**NORTHERN OKLAHOMA COLLEGE**  
**(NOC)**  
*2022-2023 Academic Plan*

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**ACADEMIC PRIORITIES**

NOC continues to be guided by its 2019-2025 Strategic Plan. The following priorities were identified in the plan and direct budgeting decisions:

- Review and improve advising model, including orientation for new advisors and full utilization of new Student Information System.
- Create new articulation agreements with top transfer partners and update existing agreements.
- Establish a recruitment committee to assist in reviewing the communication plan for more individualized contacts with students through the admissions and enrollment processes.
- Review degree programs annually for new programs and/or formats to meet workforce needs (e.g. online course and degree offerings) with a particular focus on the needs of non-traditional populations.

Ongoing initiatives to address academic priorities and services include the following:

- Implementation of new Student Information system (launched in Fall 2020 but still undergoing some improvements) with electronic degree mapping for students.
  - Through our work with the Gardner Institute’s PACE Grant, the 2022-2023 academic year will have Excellence in Academic Advising as its focus.
  - Strengthening Career Advising through the NASNTI grant NOC was awarded in 2021.
  - Annual updates of an Advisor Handbook, including a revised advising flow chart to encourage students and advisors to choose the Math Pathway most appropriate for majors.
  - Reallocation of positions to create a full-time Coordinator of Student Academic Success Services with an ongoing focus on tutoring and student internships and a fuller focus on individualized academic coaching and career assessments.
  - Build on partnerships to strengthen offerings in allied health and business to meet regional and state workforce needs.
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**ACADEMIC EFFICIENCIES**

*Current Status*

We are currently in our second year in partnership with Enel Energy in support of the Electronics- Technology-Wind Energy option degree program. The degree was approved by the State Regents in Spring 2021. As part of this partnership, Enel provides additional funding for the salary of adjuncts with industry experience and has also contributed to scholarship funds, including a scholarship for every student in the inaugural class.

In Fall 2022, NOC will begin its fifth year of partnership with Autry Technology Center to offer the Respiratory Care degree program with a sponsored faculty position.

In addition, the partnership with Oklahoma State University as part of a grant funded by the American Council of Education for an Equity Transfer Initiative continues through Fall 2022. This grant focuses on joint marketing efforts to encourage traditionally underrepresented groups to enter STEM and other high-demand fields. NOC and OSU will also coordinate student support services to encourage more students to transfer and earn a bachelor’s degree.

NOC continues to partner with tribal sites through our NASNTI grant awarded for 2021-2026. As part of this grant, faculty are attending online training modules and workshops regarding Universal Design for Learning to support remote learners with disabilities. The grant also provides stipends for individuals assisting with course development for Data Analytics for the Process Technology Degree.

Ongoing partnerships with industry are maintained through advisory boards as well. In Fall 2021, a combination advisory board was hosted virtually. These industry partners provide valuable feedback on curriculum and contacts for student internships and job shadowing opportunities. In addition to existing boards (including representatives from all of the following programs: Agriculture, Behavioral Sciences, Business, Criminal Justice, Digital Media, HPER, Mass Communications, NASNTI, Pre-Engineering, and Process Technology), NOC met a third year with its relatively new Alumni Advisory Board in Fall 2021 to seek additional feedback concerning how we can prepare our graduates.

***Future Plans***

In Spring 2021, NOC submitted a request to be part of a state consortium for an Associate of Applied Science in Applied Technology degree. We will continue to work with area career technology centers to identify partnership options that may be available as a result of this degree option.

NOC received the NASNTI grant in 2021 that allows for the development of additional programming in precision agriculture and process technology, with both programs working closely with industry to meet workforce needs.

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**TECHNOLOGY**

***Current Status***

NOC uses technology to provide students distance learning options, supplemental tools for on-site courses, and a full range of student services. All courses – distance and on-site – are connected to a Blackboard page that is used at a minimum for posting syllabi and grades. Professional development training is offered each fall and spring on best practices for using Blackboard.

Courses are offered via Zoom technology among NOC locations and to the University Center in Ponca city, as well as to area high schools. For all Zoom classes, lecture capture is available so that instructors can supplement learning with pre-recorded videos or preserve the lecture for additional review. Professional development training is offered each fall and spring on best practices. All faculty, full-time and adjunct, have been issued Zoom licenses to be able to offer classes, classroom help, or advising sessions via distance. Zoom tutoring remains an option for students who are unable to come to campus as does the use of Tutor.com.

The Student Information System launched in November 2020 continues to expand functions to serve students including electronic degree mapping that will allow students to track progress toward degrees and determine what additional coursework would be required for a change in degree. The new Recruitment Management System allows for increased communication with potential and newly admitted students.

The My Major inventory tool is now on our website and is being used by all students at our targeted enrollment events.

Through the NASNTI grant NOC was awarded in 2021, a Student Success Specialist was added who created a needs assessment survey all incoming students are taking at time of enrollment.

### *Future Plans*

The institution is currently researching the possibility of moving to the Jenzabar LMS. Since we currently utilize Jenzabar's SIS, it would likely allow our LMS to more fully integrate.

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### *Current Status*

#### **a. Open Educational Resources (OER)**

Although no courses have converted to OER across all sections, many individual instructors encourage students to access free online resources that can substitute for expensive textbooks.

#### **b. Professional Development**

NOC's Coordinator of Professional Development and Instructional Designer continues to offer a wide range of training opportunities each year, including required in-service sessions in the fall and spring on using system technology. Throughout the first year of the pandemic, instructors were provided weekly updates on how to better use Blackboard and Zoom technology and how to engage students in distant class offerings.

Training in Universal Design for Learning occurred for all faculty teaching online in the Language Arts and Fine Arts departments during the Spring 2022 semester.

The "New to Northern" teaching academy will continue to require sessions on advising, use of technology, and pedagogy.

#### **c. Delivery System/Platform**

NOC currently uses Blackboard as its Learning Management System (LMS).

### *Future Plans*

Using the information collected by incoming students through the needs assessment survey, the Student Success Specialist will be able to more fully direct students to needed services and resources.

We are continuing to have discussions with area high schools concerning offering concurrent coursework in the Online Live (Zoom) format, allowing schools who do not have ITV equipment to offer their students the opportunity to complete concurrent courses.

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## **LEARNING SITE ACTIVITY REPORT**

### *Number of Courses*

NOC only offers lower-division courses.

Interactive television (via Zoom technology) is used to share faculty resources among Northern’s locations in Enid, Stillwater, and Tonkawa, but in addition, courses are sent to numerous high schools and the University Center in Ponca City to facilitate opportunities in concurrent enrollment and to allow students local access to coursework.

In addition, many students, both concurrent and traditional took courses via the Online Live (Zoom) format with individual connections to their home computers so that they could continue with coursework even if their high schools were on virtual schedules.

### **Lower-division courses sent to high schools and the UC in Ponca City from Summer 2021-Spring 2022:**

199 sections were offered at the University Center-Ponca City with a total of 459 enrolled for Fall 2021 and Spring 2022.

Fall 2021 – 64 sections, 252 enrollments

Spring 2022 – 53 sections, 205 enrollments

144 sections were offered at area high schools and career tech centers with 490 enrolled

Fall 2021 54 sections, 214 enrollments

Spring 2022 70 sections, 249 enrollments

In addition to ITV and online offerings, on-site course have been offered at the University Center in Ponca City, including several math courses, Freshman Orientation, English Composition I and II, Computer Concepts, and Oral Communications.

#### ***How Sites are Meeting Needs***

Courses offered off-site are general education offerings that are a part of all transfer degrees. Classes offered at high school sites (via Zoom technology or on site at Enid High) are limited to English Composition I and II, College Algebra, Late American history and Political Science to align with the Higher Learning Commission’s guidelines for offsite offerings at unofficial locations for the institution.

The University Center in Ponca City is an official location for NOC and courses offered include both those needed to meet general education and program requirements. NOC gathers labor market data for all degree programs and post this information on divisional pages of the website with the degree sheets. In addition, NOC uses ten different advisory boards to gather regular feedback from the workforce to keep curriculum updated.

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## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 2877
- Fall 2022: Graduate (if applicable) Headcount: n/a
- 2022 Annual FTE: 1715 (based on Fall 2021 numbers)
  
- Fall 2023: Undergraduate Headcount: 2820
- Fall 2023: Graduate (if applicable) Headcount: n/a
- 2023 Annual FTE: 1715
  
- Fall 2024: Undergraduate Headcount: 2820
- Fall 2024: Graduate (if applicable) Headcount: n/a
- 2024 Annual FTE: 1715

# OKLAHOMA CITY COMMUNITY COLLEGE (OCCC)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

#### *Business and Information Technology*

##### Programs Under Consideration

- Develop pathway for Career Tech students completing an automotive program to obtain college credit to be applied toward certificates and degrees in Automotive Technology Internship Program. The job outlook for according to Bureau of Labor Statistics shows a stable demand for automotive technicians. The median pay is \$46,880.00 or \$22.54 per hour. Developing this pathway will create a talent pipeline for local automotive sales and service companies to recruit quality employees and help graduates obtain viable employment.
- Develop pathway for Career Tech students completing IT program to obtain college credit to be applied toward certificates and degrees in Computer Systems Support, Computer Networking Support and etc. The job outlook for according Bureau of Labor Statistics shows an 11% increase in growth for Computer Support Specialist which is higher than average. The median pay is \$54,760.00 or \$26.32 per hour. For Information Security Specialist, median wage is \$99,730.00 or \$47.95 per hour. Developing this pathway will create a talent pipeline for local IT companies to source quality employees and help graduates obtain viable employment.
- Automation/Robotics Certificate will meet growing industry demands for robotics programmers and automation specialists. Automation is used for engineering and manufacturing across industries. Electro-mechanical technicians have a median pay of \$58,350.00 or \$28.05 per hour.
- Develop game design degree/option to leverage Game Lab and Esports to meet growing workforce needs. Esports encompasses academic disciplines of business, broadcasting, computer science, graphic arts and more. Both the Game Lab and Esports will serve to increase the visibility of information technology and graphic arts programs and allow OCCC to develop a Digital Game/Graphics Design program to meet the needs of the workforce. Digital Game/Graphics Design students can work on movies, television, electronic games and much more. The Game Lab provides a venue for the development of an Esports team and allows students the ability to test their game design projects in real world settings.
- Reduce time to graduation by continuing offering and evaluation of co-requisite remediation offerings to provide support for students enrolled in MATH 1483 Functions and Modeling, MATH 1503 Contemporary Mathematics, MATH 1533 Pre-Calculus and Analytic Geometry, and MATH 2013 Introduction to Statistics;
- Promote ease of transfer by developing and signing additional 2+2 articulation agreements in STEM areas with regional and comprehensive universities across the state and region;
- Enhance workforce development through focused recruiting into the Engineering Technology program. Expand engineering technology program to include additional fields of expertise as outlined below.
- Actively recruit Science, Engineering and Mathematics major from nearby school districts using
- Programs under consideration include:
  - o Associates of Science in Geology/Geological Science
  - o Associates of Science in Nutrition
  - o Certificate of Mastery in Nutrition Science
  - o Online Certification of Engineering AS Program
  - o Associate of Applied Science in Engineering Technology – Various options and partnerships that include:
    - Electronics Option
    - Health Equipment Technology Option
    - Certificate in Engineering Technology
    - Civil Engineering Technology Option
    - Aerospace Technology Option

### *Health Professions Division*

▪ **Programs under consideration include:**

- *Associates of Applied Science in Sterilization Technology* – This was a program requested by one of the large tertiary care hospitals here in Oklahoma. This program will be a partnership between the hospitals and OCCC to provide the fieldwork experience that will be coupled with the didactic education for the program.
- *Associates of Applied Science in Surgical Technology* – This is now under consideration due to the changes in the requirements for certification for the students.

### *Social Sciences Division*

- Promote ease of transfer by developing and signing additional 2+2 articulation agreements in SS programs with regional and comprehensive universities across the state and region
- **New Certificate**-Creation of new Child Development embedded Certificate: Child Development Administrator. This certificate will be embedded in the CD AAS degree. This certificate is being created in response to legislative changes to the certification ladder for child care workers in Oklahoma. The CD Administrator certificate will allow OCCC to meet this new need created by the altered requirements to serve as a child care center administrator.
- **New program**-SS will be investigating the creation of a bilingual certificate or degree in Child Development. This investigation is a response to a local community initiative that believes there is a need for bilingual certification. There may be a student population with need for this type of certification.
- **New Certificates**-SS will be investigating the creation of additional CD certificates such as Child Development Infant/Toddler, and Child Development School Age Children. These new certificates would allow students specialization and differentiation in their earned certificates. These new certificates would align with the new stage rules concerning the child development work ladder in Oklahoma.

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## **ACADEMIC EFFICIENCIES**

### *Current Status*

#### **Business and Information Technology Division**

We have successfully redesigned the majority of our general education courses as a part of our Title III grant that ended in September 2020. This has helped align our courses with current CEP objectives and has strengthened our agreements with our 4-year partners in support of our students' academic goals after graduating from OCCC.

#### **Science, Engineering, and Mathematics Division**

Online resources and course offerings were developed for all Science, Engineering, and Mathematics courses offered in FY 2021 in response to the COVID 19 pandemic.

The Math Lab, Physical Sciences Center, Biological Science Center, and Engineering lab developed online tutorial methodologies that replaced traditional face to face methods. While this was in response to the immediate need engendered by the pandemic we will continue to use distance tutoring methods to better serve students.

Health Professions Division

The Health Professions Division continues to share faculty across programs, use inter-professional collaboration, and recognize content experts within the division. This is practiced across all programs EMS, Nursing, OTA, PTA, RC, and SLPA. We have various events that allow for this practice such as the Mass Casualty Incident which pull together faculty and staff from the various allied health programs to simulate a disaster and practice interventions to enhance preparedness.

All programs share resources to allow for maximum efficiency within the Division. EMS, PTA, OTA, Nursing, SLPA and others utilize either simulation, mini hospital, ADL lab, or a combination thereof. HP has one central scheduling point that coordinates this activity for all programs each semester.

### **Center for Learning and Teaching**

#### ***Course Redesign:***

We are in continuous consideration of needed course revision and realignment of our courses with current CEP objectives and has strengthened our agreements with our 4-year partners in support of our students' academic goals after graduating from OCCC. We continue to assist faculty with course design and redesign needs at the Center for Learning and Teaching (CLT). We also work to adjust curriculum based on feedback from our business and industry advisory committees.

### **Social Sciences Division**

**New Course-** PSY 2853 Abnormal Psychology will be offered beginning in the fall of 2022. This course was created as a result in a change in course level at the University of Central Oklahoma, the largest transfer partner for psychology majors. UCO made their Abnormal Psychology course a 2000, rather than 3000 level class. This course creation at OCCC allows the college to offer an additional transferrable course for our students.

**New Courses-**SS will investigate the creation of 2 new child development courses: Working with Children with Special Needs, and Technology in the Early Childhood classroom.

**Course Modalities -** We have broadened the modality of course offerings on our campus by offering online courses with synchronous class meetings (synchronous online), hybrid courses with meetings that occur only in Zoom (synchronous hybrid), hybrid, face-to-face, and traditional asynchronous online classes. As we return to educating our students on campus, we will continue to listen to our students' interests related to course offering format and structure and adjust to meet their needs.

#### ***Future Plans***

Faculty will be shared between on-ground, hybrid, and online courses and programs. As online enrollment increases, part-time and full-time faculty may be hired, however, only after comparing with current faculty to ensure they are meeting course load requirements.

As a strategic part of quality components for each of our Online programs and courses, we are aligning our courses with Quality Matters Standards. To prepare for certification of these courses, we are improving our engagement and accessibility components in each division. We have a Quality Matters Coordinator and are in the process of training selected faculty with Quality Matters Certification courses.

We are working to evaluate our online courses for accessibility and the level of course engagement as defined by the US Department of Education.

We are planning to train faculty members for Quality Matters Certification so we can begin certifying our Gateway Courses.

We continue to work to identify a less costly proctoring solution for our institution.

### **Arts English and Humanities Division**

AEH's Digital Cinema Production (DCP) program has recently been recognized with a Business Partnership Excellence Award for its work with Prairie Surf Studios. Prairie Surf is a leading force in the development of the film industry in Oklahoma. Prairie Surf's co-founder, Matt Payne, has recently become a member of DCP's Advisory Board and is assisting in the development of programs. An initial workforce-directed offering, Grip and Electric, trained students for in-demand technical skills on film set. Another is currently under development: Set Construction. The program has recently applied to offer this as a micro-credential. The program's existing courses are also being re-evaluated for their potential as being designated as digital badges or forming other micro-credentials. The program is also revisiting the structure of its existing certificate.

Other efforts in AEH with certificates includes Diversified Studies' revision of the Writing in the Workplace Certificate. A faculty member with academic expertise and work experience in technical writing is being consulted on its design. The primary objective is to make the certificate more streamlined and better reflective of the various types of workplace writing that may be undertaken when a student graduates. Like many current certificates within the Division, the Certificate for Writing in the Workplace is over 30 credit hours. The program leader is considering cutting it at least in half to make it better focused on essential skills and to make it more appealing to a wider audience.

The Journalism / Broadcast program has recently been reinvigorated by the addition of two new faculty members. The student paper, *Pioneer*, has been revitalized. The Journalism program, in particular, has worked to update and establish 2+2 agreements across the state. The JB program will also expand its social media presence going forward.

With the retirement of its program coordinator, the Digital Media Design program is being re-evaluated. A new faculty member is being hired to take his place, which makes for an excellent opportunity to view the program afresh. The representatives from the Arts, English, and Humanities have met with Business and Information Technology leadership to talk about ways in which the program can operate more collaboratively across divisions going forward, including sharing resources, cross-listing courses, and encouraging collaboration among faculty.

### **Business and Information Technology Division**

We plan to broaden the modality of course offerings on our campus. As we move into Fall 2021, we plan to offer online courses with synchronous class meetings (synchronous online), hybrid courses with meetings that occur only in zoom (synchronous hybrid), hybrid, face-to-face, and traditional online. As we return to educating our students on campus, we will continue to listen to our students' interests related to course offering format and structure and adjust to meet their needs.

### **Health Professions Division**

Nursing, Occupational Therapy Assistant, Physical Therapy Assistant, Speech Language Pathology Assistant, and Emergency Medical Services as well as Anesthesia Technology programs will continue to look for opportunity for increase enrollment through innovative marketing initiatives, as well as partnering and collaborating with the OCCC admissions and recruitment department as we promote the various Health Professions programs. We will also seek opportunities to collaborate with healthcare hospital organizations for students who are employed by the hospitals using their work time to satisfy clinical requirements. This will also free up additional clinical slots for OCCC. Several areas in the HP division will have high tech zoom classrooms that will offer hi-flex capabilities for our students. This was an initiative from the use of HEERF funds to enhance distance education.

### **Science, Engineering, and Mathematics Division**

The statewide Mathematics Pathways project is ongoing, and conversations with OCCC faculty to identify the mathematics course most optimal for specific disciplines, while also working in conjunction with 4-year transfer institutions, remains a priority.

The placement methodology for incoming students at OCCC, who are taking mathematics courses will be reviewed for applicability. COVID caused alterations to placement methodologies that had only recently been put into place (multiple measures). As students begin to enroll in more of our traditional course offerings, we will need to review the placement procedures as data dictates, and we will explore the possibility of using placement exams.

STEM Comprehensive Pipeline: In cooperation with the Division of Business and Information Technology, under the guidance of Academic Affairs, we are working on a long-term longitudinal effort to attract students as young as 10 years of age (4<sup>th</sup> grade) to STEM fields and support that interest throughout their junior high and high school years. The expected result is to have more students declare as STEM majors and receive an associate degree and proceed on to obtain higher credentials in these fields. This effort will be in partnership with local school districts and will include after-school activities; projects of increasing sophistication; contact with college faculty; early counseling for students and parents; incentives for enrolling at OCCC; and agreements with baccalaureate granting institutions to streamline the transfer process.

### **Social Sciences Division**

Social Science is looking to improve articulation agreements with area 4-year institutions concerning Sociology courses. Of note are SOC 2063 Crime and Delinquency and SOC 2123 Sociology of Aging. These courses have not been offered for the past 2 years; however, improved articulation agreements would allow for renewed offering.

The Child Development program will explore potential community partnerships for the creation of a child development center/lab school.

The Child Development program will explore possible program changes to the AAS Administrator Option course requirements.

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## **TECHNOLOGY**

### ***Current Status***

### **Arts English & Humanities Division**

AEH offers many courses through online delivery. Most of those are asynchronous offerings, although office hours are often offered through Zoom. The Modern Languages program has begun offering courses through Zoom synchronously so that students can have real-time interaction with an instructor, yet also benefit from accessing the course off-campus. Not only does this real-time approach enrich the student's experience in the course, but it also allows the program to ensure that students are acquiring important oral proficiency skills in a way that was not possible with purely asynchronous teaching.

### **Center for Learning and Teaching**

As a result of COVID-19, all of our courses have been conducted online, with a few limited specialty courses that required an exception (health professions courses). Through the pandemic, our faculty have acquired a high level of excellence in teaching in an online environment through the use of discussion forums, recorded and active zoom lectures, simulations, and the mastering of our LMS features. Our students have acquired technical skills as well through offerings through our Student Affairs' offices on the effective strategies for using Zoom, assisting them with using technology to complete online coursework, and encouraging and supporting students to interact with professors through online office hours. We have acquired Blackboard's Ally platform to assist faculty in developing Section 508 compliant course materials. This platform will identify for faculty quickly the areas needing revision to allow all students to access the material more easily. This platform also provides all students with the option to interact with the course materials that best fits their learning preference. Students can access audio files and a file type formatted for easier digital reading.

### **Science, Engineering, and Mathematics Division**

SEM operates four lab/study/tutorial centers which house well over 200 student use computers as well as other technology.

The physical science center and biological science center provide students asynchronous access to laboratory resources and materials for study purposes or to fulfill class laboratory requirements;

The mathematics lab offers students tutorial services as well as access to various online and computer- based learning environments;

The engineering lab houses plasma cutting and welding devices, analytic instruments for testing concrete, various machining tools and 3-D printers. This mix of technology insures that students have opportunities for significant hands on design, building and testing projects.

### **Center for Learning and Teaching**

***Zoom Room Technology*** - In 2021 and 2022, our Information Technology Services department installed Zoom room technology in multiple classrooms across campus with an end goal of 70+ rooms. This hybrid/Hy-Flex technology helps us offer different course modalities and allows us to meet student and employee needs by providing the opportunity for courses and meetings to be held in-person and online simultaneously. The Center for Learning and Teaching developed training for this technology that began in Dec. 2021 and is ongoing. We have trained 130+ faculty and staff members to date and anticipate training more during our 2022 "Zoom Summer Camp" training series as well as during Faculty Welcome Week for both Fall 2022 and Spring 2023.

### ***Future Plans***

### **Arts English and Humanities Division**

In addition to Modern Languages' efforts to expand its synchronous online courses, the Visual Arts program is exploring the ways in which it can reach more learners by offering instruction through a hybrid method. Some initial piloting of this approach has been undertaken this past year. At present, the program coordinator is assessing if students are receiving a comparable experience. Technology needs must also be reviewed since adequate video resolution is necessary to make online streaming of instruction meaningful.

### **Business and Information Technology Division**

We anticipate the installation of "zoom rooms" on our classrooms beginning in summer 2021. The zoom room technology will allow our students to experience a truly hybrid classroom structure. The classrooms will be equipped

with a camera that will track the instructor as they move across the classroom. The room will be equipped with a high-quality microphone to allow for transmission of the faculty voice as well as interaction between the students learning online and those in the classroom during a class discussion. These classrooms will also be equipped with a large display panel at the back of the room to allow the faculty member to view the remote learners easily. Another panel will show the instructor the view of the remote students. This addition of the second panel at the rear of the room prevents the instructor from showing one view to one set of students and not the other.

This change will be accompanied by a strong professional development plan to allow them to learn to manipulate the technology in support of their teaching and learning needs as well as experience the learning environment virtually and in the classroom.

As we continue to expand our course modalities, training will continue in support of those modalities. We have a large majority of our faculty trained in teaching online and a hybrid format. These trainings will expand to include the synchronous course offerings.

Our students have learned to communicate very clearly with us about their learning preferences and we will continue to listen to their requests and balance their requests with the needs and goals of quality instruction.

### **Science, Engineering, and Mathematics Division**

Continued offering newly developed online courses across the spectrum of SEM.

Continued development and uses of 3D printing in Engineering classes;

Continue to upgrade the technology in the SEM lab spaces;

Actively pursue closer integration of third-party Learning Management Systems, such as My Math Lab, with the College's Learning Management System.

Continue and refine remote tutoring services in all four centers using Zoom and other methods to provide students tutoring at a distance;

### **Center for Learning and Teaching**

***Augmented and Virtual Reality Initiatives:*** OCCC is working toward developing augmented and virtual reality resources for OCCC faculty to integrate into their courses. We set some initial goals in Dec. 2021 and now have the training equipment needed to get started, including VR headsets and glasses, miniature iPads and iPod touches, and a GoPro 360 camera. We will potentially apply for a VR toolkit through Southeastern, which will allow us access to OER VR modules and will give us the opportunity to create our own modules that will be added to this OER program. An action plan will be created with targeted goal dates this year in collaboration with the Online College, and the CLT will begin developing training and looking at AR/VR course design possibilities with some pilot faculty during Summer 2022 and throughout the year.

***Improving Video Functionality in Moodle:*** Our ITS department moved our video server to the cloud with a company called Medial, and we are anticipating being able to integrate Medial video functionality for faculty to use in our Learning Management System, Moodle, within the next year or two pending an agreement and partnership between Medial and our LMS host, Open LMS.

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### ***Current Status***

#### **a. Open Educational Resources (OER)**

### **Arts English and Humanities Division**

A number of courses in the Division currently use OER. These courses include popular general education courses, such as PHIL1013 (Introduction to Philosophy), SCL1001 (Success in College and Life), ENGL 0111 (English Composition Companion), ENGL 1113 (English Composition I), ENGL 1213 (English Composition II), as well as HUM 2163 (Leadership Development).

### **Business and Information Technology Division**

OSCC is actively involved in the utilization of OER. We currently have 14 courses using OER: Astronomy, ASTR 1504

English Composition I, ENGL 1113

English Composition II, ENGL 1213

Technical Writing, ENGL 1233

Survey of World Literature I, ENGL 2423

Survey of World Literature II, ENGL 2433

English Literature to 1798, ENGL 2543

American Literature since 1865, ENGL 2883

U.S. History to 1877, HIST 1483

U.S. History 1877 to Present, HIST 1493

Oklahoma History, HIST 2103\*

Research Skills, LIS 1111\*

Success in College and Life, SCL 1001 & 1003\*

### **Library Services**

Our Director of Library Services is heavily involved in COLE's OER work and works to present and share information with instructors across the state and region.

OSCC Librarians provided feedback on the OER 101 and OER Champion online courses

Feedback was communicated to COLE OER subcommittee Pressbooks Working Group, and updates were made

OER Policy was created and is currently under review for adoption

OER use designation was added to the instructional materials policy in order to ensure the bookstore and the library are aware of OER use across campus

OER Grant information and Open OCO Pressbooks information has been shared with Department Chairs

Library Director serves as Co-Chair of the COLE OER Subcommittee

A reported increase in OER use across campus has been reported. 27 courses are now reporting using OER, with several other classes using supplemental OER material as well.

## **b. Professional Development**

### **Arts English and Humanities Division**

AEH faculty continue to attend trainings offered by the CLT, including one recently focused on advanced Zoom techniques.

### **Business and Information Technology Division**

OSCC has a very active professional development program supporting teaching and learning in all modalities. We have trained 100% of our online instructors in the best practices of teaching and learning online. We have also trained 100% of our instructors teaching in a hybrid format through summer 2021. As additional instructors are hired, these trainings will continue.

As we return to campus, we will work to support faculty as they support students in the return to campus. We also will expand our professional development to include training on our Zoom Room technology and related teaching strategies. This training will include teaching strategies to engage students simultaneously in the on campus and online environments.

### **Center for Learning and Teaching**

**Hybrid and Online Training:** New instructors continue to be trained in hybrid and online teaching prior to the start of each semester. We also offer course design training for faculty throughout the year. During 2021-2022, we trained 31 instructors for hybrid teaching, 7 for hybrid course designer training, and 35 instructors for online teaching. 100% of our faculty are trained in online and hybrid teaching.

**Zoom Training:** In addition to Zoom room technology training, the Center for Learning and Teaching has developed a Zoom training series that includes the basics of how to use Zoom as well as how to engage students in a synchronous Zoom as well as a hybrid class environment. This training began as a “Zoom Summer Camp” series piloted with faculty and staff and will be offered before each semester throughout the next year. Zoom training began in April and May of 2022, and we have trained approximately 20 faculty and staff to date and will increase those numbers significantly over the next several months. We also created on-demand Zoom feature resources for each month of the Spring 2022 semester for faculty to train asynchronously through our website on how to effectively engage their students online with Zoom.

#### **c. Delivery System/Platform**

The trainings we have delivered have been online via Moodle (our LMS) and in-person for the hybrid instruction and the Zoom Room trainings.

### **Center for Learning and Teaching**

At this point, all course sections now use our Learning Management System (LMS), Moodle, and we have several third-party tools available to faculty and students, including Turnitin, Ally, ProctorU, and VoiceThread. Faculty are trained in these resources, and the CLT will continue to work with faculty to make sure they understand best practices for how to use and implement these resources. Turnitin aids with grading and academic integrity, Ally with ensuring faculty have the tools to make their course materials Section 508 complaint, ProctorU with academic integrity and testing quality, and VoiceThread with creating quality audio presentations and feedback for our students

#### ***Future Plans***

##### **Open Educational Resources (OER)**

- Have OCCC librarians and library staff complete the OER 101 course during summer 2021
  - o Use feedback from library staff to improve upon the OER 101 course
  - o Provides all library staff with a good foundation for supporting OER across campus
  - o Prepares liaison librarians to support faculty from their divisions with OER
- Create basic training materials for other OCCC staff and departments to familiarize the entire campus with OER. Invite staff in appropriate positions to complete the OER 101 course.
- Develop a Faculty OER Training and Development Program
- Fall training and exploration, spring and summer development
- Continue working with COLE and the OER subcommittee to further develop and promote OER use at both OCCC and throughout the state

##### **Professional Development**

OCCC is using CARES Act funding to purchase laptop computers for all faculty members to allow for working on campus and remotely. The adoption of this mobile technology by our faculty will require some professional

development to facilitate their learning of using Office 365, OneDrive, and our internal shared drives for the management of their files.

OCCC is also purchasing “zoom room technology” which will allow for faculty to have an interactive hybrid environment with students working on campus in the physical learning environment and the students working in the zoom environment. This will require extensive training to support faculty as they learn to utilize this new technology to teach our students and provide flexibility to meet our students’ needs.

**Center for Learning and Teaching**

***LMS Update:*** We are scheduled for a major update of our LMS (Moodle 4.0) at the end of 2022 and will adequately prepare faculty and students for the upcoming changes that we anticipate will make our LMS run more smoothly and with greater functionality.

***Quality Matters, Accessibility, & Online Engagement Initiatives:*** In collaboration with the Center for Learning and Teaching, the Online College is working on several initiatives, including launching the initial stages of Quality Matters, developing our accessibility policy and training, and ensuring faculty meet federal guidelines for online engagement. OCCC currently uses Blackboard’s Ally as an aid for faculty to make their course materials accessible, and the CLT is developing synchronous Ally training that will launch shortly before Fall 2022 and is currently providing asynchronous Ally and accessibility training resources to faculty monthly.

**Library**

For FY 2022-2033:

- Promote the OER 101 and OER Champion online classes and associated digital badges to all faculty and staff beginning in Fall 2022
- Provide a cohort sign up option for those who would like to meet as a group to discuss and explore OER in more depth – possibly pair with the Instructional Learning Committee to communicate and provide learning opportunities related to OER
- Begin providing accessibility training, along with the support of the Center for Learning and Teaching, and target faculty using OER
- Begin working on accessibility updates to OER currently in use
- Continue to track OER usage and request faculty reporting of OER usage
- Continue to promote OER grant information to faculty and Chairs
- Library Director will continue to serve on the COLE OER subcommittee and participate in other professional development opportunities related to OER

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**LEARNING SITE ACTIVITY REPORT**

***Number of Courses***

We do not currently have any courses sent nor received from other partner institutions of higher education.

***How Sites are Meeting Needs***

No information provided.  
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**ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 12,353  Fall 2022:
- Graduate (if applicable) Headcount:
- 2022 Annual FTE: 6,967
  
- Fall 2023: Undergraduate Headcount: 12,477  Fall 2023:
- Graduate (if applicable) Headcount:
- 2023 Annual FTE: 7,036
  
- Fall 2024: Undergraduate Headcount: 12,602  Fall 2024:
- Graduate (if applicable) Headcount:  2024
- Annual FTE: 7,107





**OKLAHOMA STATE UNIVERSITY-OKLAHOMA CITY**  
**(OSU-OKC)**  
*2022-2023 Academic Plan*

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**ACADEMIC PRIORITIES**

In the 2021-2022 academic year, letters of intent were submitted for 4 program areas: A.S. in Pre-Professional Studies, A.A.S. in Biotechnologies, B.T. in Engineering Technologies, and B.T. in Information Technologies. Each of these proposals represents significant opportunities for students based on conversations with internal and external partners about workforce needs.

The A.S. in Pre-Professional Studies will allow students to package existing coursework offered for general education and program electives into a transfer degree that can be earned while students are completing an Associate of Applied Science degree. Students may, for instance, take the coursework needed for a Pre-Professional Studies degree with an emphasis in pre-BSN coursework while preparing for admission into the RN associate degree program. Students might also use the Pre-Professional Studies degree to complete the coursework needed to apply to a number of other healthcare professional programs for professions such as Physical Therapy Assistants, Dental Hygienists, and Dietetics. This pathway will serve concurrent students who have not yet been accepted into a professional program but are wanting to complete a credential as they prepare as well as full-time students who may want to complete an associate of applied science degree while earning a transfer degree that can allow students to more readily continue their education even as they enter the workforce.

Three letters of intent were also sent for new degree programs that build on areas of existing programming to meet expressed industry need. Meetings in the Spring 2022 semester identified needs in Information Technology (cybersecurity and software/web development), Biotechnologies, and Engineering Technologies. OSU-OKC has proposed to develop a Bachelor of Technology degree in both Engineering Technologies and Information Technologies to build on existing Associate of Applied Science degrees and meet the needs for automation and computer programming identified with metro area employers. In addition, OSU-OKC has proposed to develop an Associate of Applied Science in Biotechnologies with an emphasis on credentials needed for safe lab protocol.

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**ACADEMIC EFFICIENCIES**

*Current Status*

We continue to identify efficiencies through efforts related to course sizes, number of sections to be offered, and number of sections historically closed.

Through curriculum review in Spring 2022, OSU-OKC also eliminated 30 credit hours of courses from degree programs with unnamed electives to reduce associate degrees when possible to closer to the 60 credit hour minimum.

*Future Plans*

Our on-campus class sizes are limited due to the sq. ft. guidance necessary for social distancing. With rescinding social distancing and masking requirements 6/1/21, classroom maximums are being reevaluated. The intent is to return to pre-COVID classroom space/utilization starting in Fall of 2022.

We continue to adhere to course load considerations (minimum enrollment for a class to make). However, the metric used to make that determination is being reviewed with pandemic numbers adjusted for course efficiency now that social distancing guidelines are no longer required.

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## **TECHNOLOGY**

### ***Current Status***

We continue to have a standard technology package consisting of: some type of push-button control system (Crestron, Extron, input switch), an overhead projector, a desktop computer, a document camera, and a DVD/DVR player. Other classrooms have expanded technological capabilities to include classroom capture, the ability to connect to other sites via interactive television, and the ability to integrate audience response systems.

Faculty/staff received portable devices, headsets, keyboards, and mice to allow for remote work during COVID. While there as a slight delay in implementation, all faculty members and staff had the necessary equipment to work remotely, including virtual desk phone software.

After a successful pilot in 2021, Class (for Zoom) is currently available to all faculty. Class is a synchronous virtual classroom technology platform, built on Zoom and integrated with the Canvas LMS, that provides robust teaching and learning tools in a classroom-like experience via Zoom. In Class, there is an Instructor Podium, “Front of the Class” space (for TAs, Special Guests, or students/groups of students presenting to the class), and a “virtual seating chart” gallery view of students. Class contains a number of features, including a whiteboard, attendance and classroom management tools, etc.

We have also integrated Zoom with our video recording system, YuJa. YuJa rooms will be reviewed and updates applied to ensure currency of the hardware and its operating systems.

### ***Future Plans***

OSU-OKC is currently exploring a free one-semester pilot of Harmonize, a suite of online discussion and collaboration tools integrated in Canvas (and the TurnItIn plagiarism detection tool) designed to promote and increase student engagement. The pilot would occur during the Fall 2022 semester and requires at least 10 instructors to participate. The Director of the Center for Teaching and Learning Excellence (CTLE) reached out to Harmonize in April/May 2022 to find out more about their product and has met with them twice. The pilot will especially look at the potential benefit from Harmonize with instructors who make heavy use of discussions in their courses.

We continue to use remote proctoring. As a part of a larger OSRHE effort, we have been at the meetings to discuss products. It is hoped that we will be able to leverage better pricing as a result of those efforts.

As we return to campus, there will likely be opportunities for growth and replacement of equipment. Recently, the campus proposed a technology replacement plan to the A&M Regents and that was approved

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### ***Current Status***

#### **a. Open Educational Resources (OER)**

OSU-OKC was committed to have all common general education courses transitioned to OER resources by Fall 2019. COVID and miscommunication delayed final implementation until Fall 2021 but work has continued in 2021-2022 with stipends provided to instructors who were developing OER materials for new courses.

**b. Professional Development**

OSU-OKC has continued development opportunities on getting faculty acclimated to the new Canvas LMS. We have developed job aids and other reusable resources for faculty to download and have on hand to walk them through many of these processes. As the number of tools has increased, the number of aids has increased.

**c. Delivery System/Platform**

We continue to use Canvas. Faculty are now comfortably using the available tools. Instructional design staff are available for support.

*Future Plans*

OSU-OKC is in the process of implementing Quality Matters standards. We intend to continue to pursue a multi-pronged approach involving faculty development, establishing online course quality standards (based on Quality Matters Higher Education Rubric Standards), and increasing the number of QM-Certified courses offered at our institution. This approach along with a collegial, grassroots effort, has resulted in several faculty participating in Quality Matters workshops and courses. A few faculty members are now QM-certified Peer Reviewers and/or Master Reviewers, though we continue to work to increase their number. The CTLE instructional design team, who are also QM-certified, will continue to work with faculty to ensure that courses are designed to meet QM standards. The CTLE Director serves as the Quality Matters Coordinator (QMC) for our campus and holds several QM certifications, including Higher Education Master Reviewer, Course Review Manager, and Online Facilitator for the “Applying the QM Rubric” course and the “Designing Your Online Course” and “Improving Your Online Course” workshops. She has facilitated DYOC and IYOC workshops for OKQM (the Oklahoma Quality Matters State Subscription group). Mark Mitchell, CTLE Instructional Designer, is also a QM-Certified Peer Reviewer. Our experience with QM is critical to promoting QM standards in online and blended course design, and supporting faculty as they design their courses to meet QM standards.

The CTLE also plans to continue using QM’s faculty development sessions and resources, including quick reference guides, web tutorials, handouts, and video tutorials, on a variety of topics related to online teaching and active learning (e.g., Zoom, Class for Zoom, Adobe Creative Cloud apps, Microsoft Office 365 apps, etc.), content creation tools (e.g., DesignPLUS, SoftChalk, iSpring, Canva, PiktoChart, etc.), remote online proctoring services (i.e., Examity and ProctorU), instructional video production and management (i.e., YuJa, Canvas Studio, Adobe Premiere, etc.), Quality Matters, and instructional design (e.g., course design, test blueprints and item construction, etc.).

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**LEARNING SITE ACTIVITY REPORT**

*Number of Courses*

N/A

*How Sites are Meeting Needs*

N/A  
.....

## **ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 4,750
  - Fall 2022: Graduate (if applicable) Headcount: N/A
  - 2022 Annual FTE: 2,800
  
  - Fall 2023: Undergraduate Headcount: 4,942
  - Fall 2023: Graduate (if applicable) Headcount: N/A
  - 2023 Annual FTE: 2,913
  
  - Fall 2024: Undergraduate Headcount: 4,942
  - Fall 2024: Graduate (if applicable) Headcount: N/A
  - 2024 Annual FTE: 2,913
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# OKLAHOMA STATE UNIVERSITY-INSTITUTE OF TECHNOLOGY (OSUIT)

## *2022-2023 Academic Plan*

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### **ACADEMIC PRIORITIES**

OSUIT revised its 5-year rolling Strategic Plan in June 2022. Ten years into the use of this strategic planning model, the President’s Cabinet decided to make wording changes to four of the five goals within the Plan. These were the first changes made to the goal statements since they were drafted in 2012. It was determined that OSUIT’s commitment to the development and integration of innovative technologies warranted its own goal statement. Goal D was modified for this purpose, resulting in the rearrangement and rewording of several initiatives and strategies throughout the Plan.

The Strategic Plan is a living document that is used to direct resources and allows OSUIT to map its evolution with intent and purpose. The Strategic Plan outlines the institution’s primary academic priorities for 2022-2023 which include enriching services to students, expanding high-quality education, and integrating innovative technologies. These goals are succinct yet broad in nature and reflect the fundamental elements that will most dramatically allow OSUIT to fulfill its mission. Within the Strategic Plan, each goal is defined by no more than five initiatives and each initiative is further refined by no more than five strategies. The strategies are detailed to provide direction in the identification of action-oriented plans and behaviors that will best allow OSUIT to benchmark and measure its progress. The flexibility integrated in the Strategic Plan allows the institution to be responsive to expected and unexpected needs, as well as take advantage of current, emerging, and unforeseen opportunities. Further, the Strategic Plan serves as the primary, or umbrella plan, under which schools and departments within the university may author supportive, area-specific strategies and associated strategic plans. The collaborative and comprehensive processes embedded in the annual review of the Strategic Plan provides the avenue by which the university sustains an inclusive, goal-oriented culture.

OSUIT continues to investigate and identify opportunities to reorganize, redevelop, and/or reposition its programs to ensure maximization of resources and benefits to stakeholders, to include expansion of student access and optimization of the institution’s responsiveness to industry needs. Academic leaders continually monitor program portfolios to identify and pursue high-demand programmatic opportunities. Such monitoring informs traditional and distance learning formats, degree programs, certificates, micro-credentials, badges, and other stackable and portable credentials. STEM and healthcare credentialing is of interest and research is being conducted to determine possibilities for complementary programs and embedded credentials. It is anticipated that the new AAS in Applied Technology will play a significant role not only in the development of new degree completion pathways for former students and current industry professionals, but also for individuals preparing to enter cross-disciplinary career fields and for facilitating prior learning credit for Career Technology Center students.

Responsibility for implementation, advancement, and monitoring of the identified goals are shared amongst all OSUIT employees and, beginning fall 2022, tri-annual updates will be presented by senior administrators at President’s Cabinet. The Strategic Plan is driven by the institution’s mission, incorporates its values, and communicates the goals of OSUIT.

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### **ACADEMIC EFFICIENCIES**

***Current Status***

In Fall 2017, OSUIT hired FORVIS (aka BKD), a national CPA and advisory firm, to review the financial productivity levels of its academic operations. The institution’s academic leaders continue to utilize this contribution margin analysis as a tool to guide the identification and development of several key cost-saving solutions and revenue-generating opportunities that have greatly benefited the long-term fiscal health of the institution.

***Future Plans***

The institution will continue to explore opportunities to partner with other educational institutions in program delivery models that maximize the use of resources, expand program availability, and enhance benefits to stakeholders. It will sustain its efforts to explore, identify, and implement advanced technological programs focused on high demand areas – to include degree programs, certificates, micro-credentials, badges, and other stackable and portable credentials.

To promote academic efficiencies for 2022-2023, a heightened focus will be on the School of Transportation and Heavy Equipment (STHE). STHE is the only school that has operated in the red over the past five years and is the only school with sponsored programs. On-going collaboration with school leaders and advisory committees as well as the analysis of fiscal and academic data will inform the direction of the school, allowing for directional, intentional actions that will benefit OSUIT and OSUIT’s stakeholders (e.g., students, employees, partners).

.....  
**TECHNOLOGY**

***Current Status***

OSUIT, utilizing Title III and institutional money, has contracted with XALTER to produce XR modules to facilitate student exploration and learning in virtual environments. Fall 2022 is slated as the inaugural semester for the integration of XR in select technical courses, specifically heavy equipment, instrumentation, and culinary arts courses. Further, a metaversity design is being drafted for production to support potential students’ virtual campus experiences. While the creation of the metaversity is geared toward student services at this time, it is expected that the platform will be able to integrate with the LMS and provide academic services to students as well.

***Future Plans***

OSUIT has redesigned its Center for Teaching and Learning to allow for the assignment of Instructional Designers, renamed Instructional Support Specialists (ISS), to the individual schools. It is predicted that having ISS within the schools to promote consistency and quality of online instruction. ISS are responsible for ensuring students’ online experiences in the LMS complement, and do not detract from course content. On-going review of course content and design, as well as instructional support for faculty, and preventative maintenance in transition from one semester to the next are general expectations of the ISS.

Additionally, the Director position associated with the Center for Teaching and Learning was eliminated at the close of 2021 and a Learning Management Support Specialist (LMSS) was employed to oversee OSUIT’s LMS. Beginning July 1, 2022, OSUIT’s LMS is no longer a sub-instance of OSU’s LMS. With its own instance of Canvas, OSUIT is responsible for oversight, implementation, and institution-based faculty support. The LMSS further ensures the functionality and consistency of Concourse, a syllabus management platform, and Dropout Detective, an early intervention system.

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## ONLINE LEARNING ACTIVITIES/INITIATIVES

### *Current Status*

#### **a. Open Educational Resources (OER)**

Business, science, and communications courses have invested time in reviewing and adopting select OER materials. A couple of faculty have expressed an interest in creating their own OER material and are working with the Dean for the School of Arts, Sciences & Health to determine what opportunities exist for faculty release time to invest in development.

#### **b. Professional Development**

Required training in the use of Banner Self-Service, DegreeWorks, Concourse Syllabi, Dropout Detective, and Canvas are designed for faculty and staff (e.g., advisors). Currently, topics are being selected on an as-needed basis, in that as weaknesses, misunderstandings, and uninformed actions are identified, just-in-time training is provided.

#### **c. Delivery System/Platform**

OSUIT's Online Classroom is hosted on Canvas.

### *Future Plans*

Beginning July 2022, OSU will implement a branded and authenticated Zoom portal to allow for more security in distance education and meetings.

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## LEARNING SITE ACTIVITY REPORT

### *Number of Courses*

OSUIT does not electronically send courses to, or receive courses from, other institutions.

### *How Sites are Meeting Needs*

Not applicable

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## ENROLLMENT PROJECTIONS

- Fall 2022: Undergraduate Headcount: 2297
- Fall 2022: Graduate (if applicable) Headcount: n/a
- 2022 Annual FTE: 2125
  
- Fall 2023: Undergraduate Headcount: 2309
- Fall 2023: Graduate (if applicable) Headcount: n/a
- 2023 Annual FTE: 2135

- Fall 2024: Undergraduate Headcount: 2320
- Fall 2024: Graduate (if applicable) Headcount: n/a
- 2024 Annual FTE: 2416



# REDLANDS COMMUNITY COLLEGE (RCC)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

#### Priorities

1. Continue the faculty certification and training program for all online instruction.
2. Monitor the ongoing implementation and student success of all co-requisite models.
3. Implement the statistics and calculus Math Pathways.
4. Implement a peer review program pilot with online courses, with the goal of ensuring student success in accessing what they need in their courses, i.e being able to find assignments, the syllabus, etc.
5. Install, utilize, and modify our new early alert system called EAB Navigate that will roll out in Fall 2022.

#### Programs

1. Review and update all degree programs to assure marketability and transferability.
2. Assure all degree programs continue to meet accreditation standards.
3. Explore additional degree or certificate programs in response to high demand industry jobs and the needs identified by business and industry partners.

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### ACADEMIC EFFICIENCIES

#### *Current Status*

Faculty Sharing and Partnership Collaboration: HLC qualified instructional faculty will continue to be provided by area technology centers and historic Fort Reno through individual MOUs to provide specialized instruction to targeted student groups to meet academic goals and objectives for recruitment and retention.

Open Educational Resources (OER) - continue use of OER resources in multiple delivery modalities in accounting, art, business, college success, economics, English, history, humanities, management, math, political science, psychology, sociology, and speech.

All AA, AS, AAS, and COM degrees have been or will be going through a periodic program review process to assure that enrollment in and completion of the programs are not impacted by outdated or overly burdensome course curriculum requirements.

Move the Curriculum Development/Blackboard Specialist out of the IT area so that person is more easily available to faculty for curriculum and Blackboard assistance.

Roll out Honorlock to additional curriculum areas, since it has been particularly successful in some courses. The nursing department will pilot the use of ExamSoft in the upcoming academic year.

All decisions made for academic efficiencies are data driven to meet the overall mission of the College, including evaluation of fiscal and student related impacts.

#### *Future Plans*

1. Evaluate academic degree program offerings based on numbers of students enrolled and graduates.
2. Continue to apply for applicable grant programs to meet the needs of the fiscal budget and student needs and demand.
3. Continue exploration of expansion of faculty sharing and partnership collaborations.
4. Complete the modifications of the Learning Resources Center (LRC) and Academic Center for Enhancement (ACE), funded by parts of different grants, to modify the facilities and technology for service delivery in multiple formats.
5. Expand mental health beyond our current offerings in our drug abuse prevention program and our online mental health opportunity for students via Better Help. The expansion includes a grant-funded, full-time licensed professional counselor (LPC) position.
6. Explore continued undergraduate research opportunities with current grant programs.
7. Explore options for additional partnerships with four-year institutions via 2+2 agreements.

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## **TECHNOLOGY**

### ***Current Status***

1. Expand Zoom technology for utilization in place of IETV for sending and receiving classes for students and training for staff.
2. Expand text and email notifications via updated software to allow for the current use of emergency notifications but also provide targeted messages to select groups of students or staff.
3. Continue standardized navigation of Blackboard for all courses and work with faculty to update the navigation as needed.
4. Continue interactive college website and coordinated social media presence, as overseen by the External Affairs Office.
5. Continue use of cutting-edge technology for internal and external communications.
6. Implement 10 gigabit/second connection to Oklahoma Community Anchor Network to meet current and future Zoom bandwidth, online course access, and Student and Faculty research requirements. This will also be carried out in conjunction with the expansion of use of the OFFN network, funded by an NSF grant from OneNet.
7. Continue through final stages of implementation of Student Information System (SIS) and Enterprise Resource Planning (ERP) system, Ellucian Colleague, to include on-going migration of historical data into Colleague and/or related reporting tool.
8. Continue installation of new single-sign-on (SSO) software to allow easier interface with different technology tools needed by students and staff.
9. Expand usage of the virtual bookstore to include electronic means for shopping by student schedule and adopting textbooks electronically.
10. Continue upgrade of campus security cameras and lighting
11. Continue upgrade wi-fi across campus

### ***Future Plans***

1. Pilot program for drone and other advanced technology for integration into STEM curriculum.
2. Upgrade technology and software to meet student and institutional demands to include newer, more efficient software and equipment.
3. Pilot installation and use of a Hy-Flex classroom to determine viability of this delivery method for our students and faculty.
4. Continue growth of Zoom and bandwidth licensing to accommodate academic need.
5. Explore becoming a member of EduRoam to allow students Wi-Fi access at any participating campus.
6. Implement digital signage campus-wide for improved communications with students, staff, and visitors.

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## ONLINE LEARNING ACTIVITIES/INITIATIVES

### *Current Status*

#### **a. Open Educational Resources (OER)**

Continue use of OER resources in accounting, art, business, college success, economics, English, history, humanities, management, math, political science, psychology, sociology, and speech.

#### **b. Professional Development**

1. Continue use of SafeColleges Title IX web-based professional development for faculty and staff.
2. Maintain faculty membership on the OSRHE Committee for Online Education.
3. Continue Blackboard consortium membership and training for faculty in the use of Blackboard Ultra, and serve on governance and technology Blackboard consortium committees.
4. Offer online webinars for online teaching sponsored by OSRHE.
5. Provide on-going accessibility training through ABLE-TECH for all full-time and part-time faculty.
6. Continue training for current and new faculty via Quality Matters training modules.

#### **c. Delivery System/Platform**

Evaluate and update Blackboard standardized navigation template as deemed necessary for the betterment of students' and faculty's experiences.

### *Future Plans*

1. Explore addition of more OER resources in other curricular areas.
2. Revise processes for online course delivery in Blackboard to conform to by-laws developed by the Blackboard consortium.
3. Continue development of training for certified online instruction and for staff professional development through initiatives like Quality Matters and Coursera.

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## LEARNING SITE ACTIVITY REPORT

### *Number of Courses*

Redlands moved the former IETV-type classes to Zoom, because of the COVID-19 pandemic, and the Zoom format was highly preferred by students enrolled in Zoom sections and by faculty teaching those sections. Therefore, we no longer separate out delivery to or from other institutions; all student and institution types are integrated in the Zoom format.

### *How Sites are Meeting Needs*

See above.

## ENROLLMENT PROJECTIONS

- Fall 2022: Undergraduate Headcount: 1722
- Fall 2022: Graduate (if applicable) Headcount: 0
- 2022 Annual FTE: 2350
  
- Fall 2023: Undergraduate Headcount: 1774
- Fall 2023: Graduate (if applicable) Headcount: 0
- 2023 Annual FTE: 2421
  
- Fall 2024: Undergraduate Headcount: 1827
- Fall 2024: Graduate (if applicable) Headcount: 0
- 2024 Annual FTE: 2494



**ROSE STATE COLLEGE**  
**(RSC)**  
*2022-2023 Academic Plan*

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**ACADEMIC PRIORITIES**

Rose State received a 880,000 grant from the EDA and a \$1m private donation to remodel our current Training Center into the Tanenbaum Aerospace and Cybersecurity Center. Workforce Development and Academic Affairs will work together to offer programs for students to directly enter the workforce and allow Rose State improve the offerings between the two areas. Construction is scheduled to begin in July 2022 and will house state of the art offices, classrooms and laboratories. Cybersecurity is a field that is in high demand.

Rose State was also granted ARPA funds to increase the number of Nursing students accepted into the program and to add additional Nursing faculty. The funds granted will also provide for improved equipment and additional scholarships for students.

Rose State is planning three new academic programs, AS in Data Science and Analytics; AAS in Film Studies & Digital Media; and a 4-year degree in Cyber Security. The AS in Data Science and Analytics has been submitted to OSRHE, the other two are in process.

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**ACADEMIC EFFICIENCIES**

*Current Status*

In the Fall 2021, the Social Sciences and Humanities divisions were combined into a single division, Liberal Arts and Sciences led by a single Dean. After a full academic year of implementation, this change has proven to be valuable. Faculty in the two divisions are now collaborating more on various projects.

An MOU was developed between OCCC and Rose in order to take advantage of efficiencies in equipment use for the Film Studies degree. If the degree is approved by OSRHE, two of the classes will be taken at OCCC and then transferred back to Rose in order for the student to complete the degree at Rose. OCCC already has the equipment needed to teach these two courses and this partnership will eliminate the need for duplication in the state.

*Future Plans*

No information provided.

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**TECHNOLOGY**

*Current Status*

During the COVID pandemic Rose State increased and further developed the use of the FLEX class model where students can attend a class In-person; Online; or via Zoom(synchronously) or by watching a recorded video. This method has proven to be very successful and has gained momentum in almost all disciplines.

Career Services will continue to utilize VitaNavis software to assist students with alignment of career interests and aptitude.

Emphasis on Quality Matters has increased and a check sheet for all courses, 'Raider Review' is being implemented as a method to verify that courses meet the minimum standard.

Implement Simple Syllabus to ensure that all faculty can take advantage of an easy to use tool for creating and maintain syllabi. This software will also allow Deans and discipline leads to more quickly review syllabi.

Academic Advisement – Rose State Academic Advisement utilizes Oncehub, an online appointment scheduling system where students can schedule in-person, phone, or Zoom appointments. The Oncehub system gives students the opportunity to schedule appointments outside of operating hours. The Zoom and over-the-phone appointment options give students the ability to enroll completely remotely.

***Future Plans***

Increase the offerings of FLEX courses.

Academic Advisement - Academic Advisement is working closely with Admissions to develop a degree audit software and degree planner software. With this degree audit implementation, students will be able to see their degree progress in real time from their online student account. The degree planner software will allow Academic Advisement and Enrollment teams to proactively provide students with future course schedules and options.

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**ONLINE LEARNING ACTIVITIES/INITIATIVES**

***Current Status***

**a. Open Educational Resources (OER)**

OER continues to be a focus and faculty are working with our eLearning division to develop and adopt free resources.

**b. Professional Development**

This Spring faculty developed a Best Practices Symposium to share teaching best practices and innovations in the classroom. Online training courses are available for faculty through CANVAS. New courses for faculty are being developed to assist with curriculum design, additional numbers of faculty are being offer the opportunity to attend Quality Matters workshops.

**c. Delivery System/Platform**

***Future Plans***

No information provided.

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**LEARNING SITE ACTIVITY REPORT**

***Number of Courses***

No information provided.

***How Sites are Meeting Needs***

We utilize the feedback and data from our advisory boards for AAS programs, the data collected from the comprehensive local needs assessment that is used for the Perkins Fund application. Additionally, data and feedback from our External Affairs and Workforce development area is incorporated in plans developed to meet student and workforce demand

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**ENROLLMENT PROJECTIONS**

- Fall 2022: Undergraduate Headcount: 6850
- Fall 2022: Graduate (if applicable) Headcount:
- 2022 Annual FTE: 3703
  
- Fall 2023: Undergraduate Headcount: 6700
- Fall 2023: Graduate (if applicable) Headcount:
- 2023 Annual FTE: 3630
  
- Fall 2024: Undergraduate Headcount: 6850
- Fall 2024: Graduate (if applicable) Headcount:
- 2024 Annual FTE: 3703



# SEMINOLE STATE COLLEGE (SSC)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

- Coordinate efforts to offer more programs, micro-credentials, and badges in conjunction with career technology centers.
- Further increase the graduates of the Engineering Technology AAS program in collaboration with Gordon Cooper Technology Center.
- Continue to find innovative ways to partner with service area school districts by offering Zoom and online course offerings aimed at concurrent students with the intent of increasing concurrent student success by coordinating with high school counselors to provide courses for dual credit.
- Offer general education courses at Gordon Cooper Technology Center in an online format, synchronously and asynchronously.
- Continue implementing corequisite remediation in mathematics and language arts with some revisions as current practices are assessed.
- Collaborate with SSM-St. Anthony's Hospital-Shawnee to create the SASH-SSC Health Sciences Education Center.
- Continue development of Agriculture AS program focusing on strategic planning, curricular development, community engagement, collaborative partnerships, facilities development, student recruitment, and the expansion of co-curricular activities while also offering a variety of emphases in the program.
- Continue to research and consider new programs including, but not limited to, environmental science, music, biotechnology, and pre-law.
- Continuing expanding the online offerings as we see the enrollment increase in these courses.

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### ACADEMIC EFFICIENCIES

#### *Current Status*

- Partner with East Central University resulting in jointly offered Elementary Education AS and Secondary Education AS.
- Partner with Gordon Cooper Technology Center resulting in Physical Therapist Assistant AAS, Medical Laboratory Technology AAS, Engineering Technology AAS, Business Operations AAS, and Applied Technology AAS.
- Partner with service-area high schools to offer Zoom and online classes for concurrent students.

### *Future Plans*

- Partner with other Oklahoma community colleges to create a consortium between 2 year schools.
- Partner with SSM-St. Anthony's Hospital-Shawnee to develop the SASH-SSC Health Sciences Education Center
- Partner with the Seminole Nation of Oklahoma to develop shared agriculture facilities
- Work with Career Technology centers to create more degrees with a workforce emphasis

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## **TECHNOLOGY**

### *Current Status*

SSC has a solid technology infrastructure including smart classrooms in every building. The campus learning management system is D2L's Brightspace. Brightspace is used in face-to-face, online, and Zoom courses. The student information system is Jenzebar EX. All degree plan worksheets are posted on the campus website and are available for students and faculty use. The Distance Education Committee has updated the *SSC Distance Education Plan and Procedures*. Another important part of the distance education process at SSC is to utilize the standards of Quality Matters for course design and faculty development for those who teach these classes.

Over the past 2 years, our campus realizes the need for more professional development in every area. The technology we used to go online has been beneficial in helping us to be able to improve online teaching quickly.

We have created a Virtual Learning Lounge in the Boren Building for students to study online and access online instruction.

We have upgraded our WiFi all across campus.

### **Technology use in classrooms includes but is not limited to the following:**

- Internet and Intranet Capable Classrooms.
- Multimedia Classrooms with Smartboards. Classrooms equipped with computer systems with current instructional and multimedia software, CD/DVD players, multimedia projectors with sound and a Smart- Board.
- Portable Multimedia Carts. CD/DVD players, multimedia software, and a digital multimedia projector.
- Instructional Computer Lab/Classrooms. These classrooms have individual computer stations with appropriate instructional software (CAI), internet connections, multimedia capability, and networked printers. Students in some programs access the College's instructional software online tutorials and program updates from their home computers.
- Stationary and Portable Online Classrooms. These classrooms have full-motion video/audio interactive technology.
- Boren Library—Learning Resource Center. The LRC provides a Computerized Card Catalog (OPAC), Interlibrary Loan (IC), access to EBSCO and numerous other databases.

- Computerized Simulation Software. Medical laboratory technology, nursing, and astronomy curricula use simulation software.
- Calculator Based Learning. Physiology and chemistry classrooms utilize CBL technology. For example, an EKG probe interfaced with a computer and graphing calculator can determine a heart rate and graph the cardiac cycle.
- Document Camera Projection. DCP technology, a digital document camera connected to a computer projection system, enhances the multimedia computer projection capabilities of nursing and Online classrooms.

**Technology in Faculty and Curriculum Development:**

- Professional development opportunities are provided through In-Service and Colloquia Series workshops and presentations. All faculty members are required to participate in LMS training. In addition to this training, all faculty members who develop online course are required to complete and stay current with Quality Matters course design training.
- Faculty professional development is continuing in the implementation of Jenzabar JICS, a web-based system for reporting grades and course enrollment information.
- Faculty development is encouraged in the use of emerging technologies including podcasting, wikis, web casting, blogs and similar communications vehicles applicable to instruction.

**Technology in Student Support Services:**

- Student Data Collection: Student enrollment, course schedules, student transcripts, and UDS data are maintained on the Jenzabar EX system.
- Computer Labs. Specialized or general student computer labs on campus provide student instruction in Business, Language Arts, Medical Laboratory Technology, Nursing, Math, and Business and Industry. The Roesler Residential Learning Center and the Seminole Nation Residential Learning Center include a student computer lab which is available to resident students around the clock. A bank of computers is available to students in the Ben and Bonnie Walkingstick Building in the hallway outside the Offices of Student Affairs and Admissions, and in the hallway outside the Language Arts and Humanities Division in Tanner Hall.

***Future Plans***

SSC has a solid technology infrastructure including smart classrooms in every building. The campus learning management system is D2L’s Brightspace. Brightspace is used in face-to-face, online, and Zoom courses. The campus has plans to convert to J1. All degree plan worksheets are posted on the campus website and are available for students and faculty use. The Distance Education Committee has updated the *SSC Distance Education Plan and Procedures*. Another important part of the distance education process at SSC is to utilize the standards of Quality Matters for course design and faculty development for those who teach these classes.

Over the past 2 years, our campus realizes the need for more professional development in every area. The technology we used to go online has been beneficial in helping us to be able to improve online teaching quickly. We have created plans for every instructor teaching online to complete a minimum of three hours of professional development as provided by our Distance Education Committee and approved by each Division Chair.



## ONLINE LEARNING ACTIVITIES/INITIATIVES

### *Current Status*

#### **a. Open Educational Resources (OER)**

Currently encouraging the use of open educational resources whenever appropriate.

#### **b. Professional Development**

Currently training additional instructors on strategies similar to Quality Matters course design standards.

#### **c. Delivery System/Platform**

The Student Success Committee has been approved to create a series of brief video modules for academic affairs and student services that will be added to our LMS. We have made efforts to create shells in the LMS to make the courses have a similar format for ease of use.

### *Future Plans*

Currently implementing an aggressive expansion of Zoom and online course offerings to concurrent students, as well as using Microsoft Teams and GoToMeeting.

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## LEARNING SITE ACTIVITY REPORT

### *Number of Courses*

None at this time. We are in the process of joining a consortium to be able to provide online courses from and to the consortium.

### *How Sites are Meeting Needs*

The college maintains an open dialog with service-area high schools, employers, transfer institutions, and technology centers aimed at maximizing the alignment between the demands and interests of all constituents and the programs offered. A number of degree programs also employ standing advisory teams who counsel program leaders and administrators on employer and student needs. The college also uses professional development funding to facilitate the continuing education of faculty which often includes maintaining an awareness of regional and national employment trends. We are working on micro-credentials for several of our area businesses while also reaching out to other businesses in our service area.

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## ENROLLMENT PROJECTIONS

- Fall 2022: Undergraduate Headcount: 1600
- Fall 2022: Graduate (if applicable) Headcount: 0
- 2022 Annual FTE: 1135
  
- Fall 2023: Undergraduate Headcount: 1650

- Fall 2023: Graduate (if applicable) Headcount: 0
- 2023 Annual FTE: 1170
  
- Fall 2024: Undergraduate Headcount: 1700
- Fall 2024: Graduate (if applicable) Headcount: 0
- 2024 Annual FTE: 1207





# TULSA COMMUNITY COLLEGE (TCC)

## 2022-2023 Academic Plan

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### ACADEMIC PRIORITIES

Tulsa Community College continues ongoing dialogue, participation, and implementation of the 19 Pathways essential practices. Continued implementation and evaluation of strategies are overseen by TCC's Senior VP and Chief Academic Officer and the VP for Student Success and Equity. Measures of success revolve around improved student learning, retention, and completion outcomes. Attached is [TCC's Mission Metrics Performance Indicators Report Card](#) as of Spring 2022.

In addition to Guided Pathways initiatives, TCC continues with the implementation of its [2020-2025 Strategic Plan](#). Each academic school, department, and office have resumed conversations about creating targeted projects/action items to assist in achieving college-wide strategic plan goals. TCC continues to ensure access to education is ongoing and at the forefront of our thriving community. To this end, an application was recently submitted to participate in the Complete College America Policy, Equity, and Practice initiative sponsored by the Oklahoma State Regents for Higher Education (OSRHE). TCC was selected and will be focusing on increasing fall-to-fall retention of part-time students by 10% by Fall 2024, and increasing transfer and three-year graduation rates for part-time students by 5% by Fall 2024. Through this initiative, we will further support the implementation of equity-focused, evidence-based strategies, targeted policies, and data to drive action.

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### ACADEMIC EFFICIENCIES

#### *Current Status*

- **Operational alignment in Academic Affairs:** As a result of our commitment to continuous improvement, starting on November 8, 2021, all seven academic schools, with their respective programs, report to the Associate Vice President for Academic Affairs. With this opportunity, all academic deans will have the same direct reporting structure. This operational alignment ensures more opportunities to engage as a college community. Additionally, it allows for the simplification of processes, timely and consistent communication, and more collaborative efforts between Student Success & Equity and Academic Affairs supporting retention and enrollment.
- **Program Deletions or Consolidations:** TCC suspended eleven programs/options this past year and deleted ten programs/options. Of the combined twenty-one deletions and suspensions, thirteen were from programs that had similar options and were consolidated into one option that is the best for students regarding transfer and workforce demand. Other deletions/suspensions were done for reasons that include no longer a market in the Tulsa area, no faculty to teach the program, and program is better suited for continuing education.
- **TCC created one program and reinstated another one this past year.** TCC created a 16-hour certificate for a Secure Infrastructure Specialist. The demand for individuals with the skills and qualifications verified by the credentials contained within this certificate is in high demand and in one of the State Department of Commerce Workforce Ecosystems: Information and Financial Services. TCC also reactivated their AAS in Surgical Technology program. The reactivation derives from the fact that the Commission on Accreditation of Allied Health Programs (CAAHEP) is moving to an associate degree as a requirement to sit for the certification exam.

- **Surgical Technology Program:** TCC received \$96,105 from the Founders of Doctor's Hospital which provided funding for operating tables, surgical instruments, and equipment needed to start the program. A program Director was hired in Fall 21 and they have completed the curriculum development for the program. They have also started the request for initial Accreditation from ARC/STSA. An additional FT faculty member will start in Fall of 2022; 8 students have been accepted into the first cohort set to begin Fall 2022, with the goal of admitting 16-20 student in the Fall 2023. All clinical sites have been confirmed for the first cohort of students.
- **Realignment of ILOs and Implementation Plans:** During AY21, faculty collected data related to Communication Skills, one of TCC's four Institutional Learning Outcomes (ILOs). Additionally, faculty created action plans based on the data collected in AY20, as well as the Communication Skills data collected in Fall 2021. In Fall 2022, faculty will report data on learning outcomes that support Critical Thinking, and will have the opportunity to implement the action plans created this past spring semester.
- **Tutoring:** In the Spring 2022 semester, TCC began to centralize all tutoring services (with the exception of federally funded TRiO programs) into one unit, having created a new position, Director of Tutoring Services, to lead those efforts. With a single supervisor for all of the campus Writing Centers, Language Labs, and Science and Mathematics Tutoring Centers, TCC Tutoring Services has now created strategic planning goals that will standardize our staffing/hiring practices, professional development, and help ensure a consistent student experience across the college. The number of student appointments is increasing as more students return to on-campus classes. While, we are working to make appropriate staffing adjustments to cover those needed hours of service, we continue to provide (and expand) our online and virtual tutoring services for students no matter their course modality. We are using SmartThinking as an online tutoring platform to help cover those needs during evening/overnight/weekend hours. We are also preparing to use Starfish to record student tutoring appointments to more easily and consistently track data and ensure a supportive team environment for students using Tutoring Services.
- **Transfer Mapping and Articulation:** As a part of the continued work of the Tulsa Transfer Project, TCC launched a new University Transfer Office in 2020-2021. This office is charged with strategic communication, programming, community outreach, and partnership development to support university transfer. As a component of this, the department oversees the renewal and development of four-year degree pathways (2+2 agreements) from TCC to regional bachelor's degree programs. The long-term goal is to have a degree map for the majority of Tulsa regional, or high-demand, transfer pathways. In 2021-2022 TCC completed 155 transfer agreements for 169 transfer pathways with eleven universities. Once completed, agreements are placed into an annual review cycle. The TCC University Transfer Office supports academic programs in reviewing curriculum and planning adjustments to support transfer. Transfer agreements are available on the [tulsacc.edu/transfer](https://tulsacc.edu/transfer) website and in the college catalog.
- **College Park @ OSU-Tulsa:** In August 2021, TCC launched the College Park partnership program with OSU-Tulsa. College Park is a structured cohort program for students pursuing an A.S. in Business Administration at TCC with the intent of entering a business-related bachelor's degree program at OSU-Tulsa. Students follow a pre-set cohort schedule of 8-week blended and 16-week traditional courses (15 hours per main semester for full-time, and 9 hours for part-time) and take classes on Mondays and Wednesdays during their time at TCC. The cohort started with 29 students split between part-time evening and full-time daytime. Access to both TCC and OSU-Tulsa student services is provided. TCC has a College Park Specialist officed at the OSU-Tulsa Campus and a dedicated academic advisor for cohort students. TCC is monitoring the overall retention and outcomes for these initial cohorts. The first cohort of full-time College Park students will complete their TCC degrees in Spring of 2023.

- **Faculty development external and internal partnerships:** The division of Engaged Learning collaborated with external partners again this academic year to provide faculty professional development opportunities. As part of the regionally-based “OK Higher Education Network” (OHEN), a consortium of higher education institutions and organizations with a focus on development around the needs of historically underserved students, the Engaged Learning division hosted the 2nd annual OHEN (virtual) fall symposium, “Education for Public Good: The Role of Higher Education in Community Dialogue and Change.” Internal partnerships included the **Caring Campus initiative**, a collaboration between Academic Affairs and Engaged Learning. In addition to a preview of the initiative at the 2021 Adjunct Faculty Summer Institute, and at Fall 2021 Convocation, a team of faculty members, the dean of Engaged Learning, and the dean of Diversity, Equity, & Inclusion offered a series of workshops across the academic year focusing on TCC’s Caring Campus “behavioral strategies” shown to enhance students’ sense of belonging. Caring Campus faculty members also presented at the TCC “Stayconference” on April 29, 2022.
- **Academy for Teaching Excellence (ATE) and New Faculty Orientation:** The 2021-2022 New Faculty Orientation prior and monthly ATE meetings varied between virtual and in-person, based on community health data regarding COVID. We now have two new full-time faculty cohorts (2020 and 2021) who’ve experienced at least half of their ATE experiences in an online format. After a 2020 redesign, all ATE cohorts are now aligned on a 2-year track. The “Teaching Inquiry” assignment has made a full transition from its previous iteration as “Introduction to Action Research,” which new faculty members defined as occurring too early in the new fulltime faculty program.
- **Adjunct Faculty onboarding and professional development:** The second iteration of the Adjunct Faculty onboarding and orientation Task Force worked over the past year to fully execute the project, which was to ensure that new adjunct faculty members are prepared and ready to teach their assigned classes by the first day of the semester. Implemented components include: Completion of the creation of a module-driven online orientation workshop in the Employee Training Portal; Updates were made to the Adjunct Hiring Process in the Faculty Handbook; Completion and vetting of a New Adjunct Faculty Guide for each School, as a supplement to the online orientation (a checklist with optional use by Schools and by adjunct faculty members).
- **Global Learning Program:** Through the TCC 2021-2022 academic year, the Global Learning Program continued its pivot to an online delivery mode leveraging Zoom to connect faculty and students to world areas. Virtual connections continued to Mexico, Costa Rica, Brazil, Paraguay, Republic of Ireland, Northern Ireland (UK), Netherlands, Spain, Czech Republic, Ghana, India, Australia, and Japan. A library of resources was developed through these international collaborations that faculty now have available for use in future courses (e.g. recorded informational interviews). Global learning’s main program outcomes include 1) collaboration with faculty to embed discipline-specific global experiences / engagement in their curriculum and 2) support sustained engagement with global learning by connecting faculty to relevant resources. We leveraged our relationship with Fulbright Scholars from Northern Ireland (UK), India, and Australia for additional academic enrichment activities.
- **Honors Program:** Approximately 75 Honors Scholars were active for all or part of AY 2021-22. Approximately 375 students were enrolled in Honors classes in fall 2021; approximately 340 students were in enrolled in Honors classes in spring 2022. Four students graduated as Honors Scholar Graduates (those completing 21 hours of Honors classes and maintaining a 3.5 or higher cumulative GPA). One Honors Scholar graduated from TCC but did not fully complete the Honors Scholar Graduate requirements. Eighteen students are expected to graduate as Honors Scholar Graduates in spring 2022. One additional student has earned the Honors Certificate (15 hours or more of Honors classes, but fewer than 21 hours). Four additional Honors Scholars are graduating from TCC in spring or summer 2022 but did not complete the requirements for Honors Scholar Graduate. Approximately 19 Honors Scholars received the Honors Tuition Waiver for fall 2021 and/or fall 2022. Approximately 12 Honors Scholars were also participants in the OSRHE Academic Scholars Program during AY 2021-22.

- A decision was made (effective fall 2022) to reduce the requirements for the Honors Certificate from 15 to 12 honors hours, to make it a more feasible option for students who wish to participate in the Honors Program but cannot commit to the full 21 honors hours needed for the Honors Scholar Graduate designation (with scheduling difficulties and restrictive requirements of some majors being the most common obstacles). The Honors Program was used as a model for a High-Impact Practices course maximum proposal at the April 2022 Academic Affairs Council meeting.
- **Service-Learning Program:** The Service-Learning Program continues to be the most popular “high-impact practice” in evidence at TCC, with 176 service-learning courses offered over the past academic year. The College now has 15 MOUs with local/regional non-profit organizations in Tulsa, and there are 75 affiliate non-profit organizations currently posting on TCC’s volunteer management platform, Give Pulse. Because of our use of Give Pulse, we are not currently able to separate out service-learning hours from service hours completed via the Tulsa Achieves program, but between the two Programs, over 1400 TCC student volunteers provided over 28,000 hours of volunteer service to organizations in the Tulsa region. Top community partners for the Service-Learning Program, in particular, were the Community Food Bank of Eastern OK and the Tulsa Zoo. Other organizations strongly supported by our students included Fostering Connections, the OK Blood Institute, Catholic Charities of Eastern OK, and Meals on Wheels of Metro Tulsa.
- **Undergraduate Research Program:** National and regional undergraduate research events continued in virtual formats this past year, and twelve TCC faculty and students were thus able to attend the National Council for Undergraduate Research conference this year, held April 4-11, 2022. Both incoming Undergraduate Research co-coordinators will also be able to attend “ConnectUR”—another online conference—at the end of June this year.

### *Future Plans*

- **Industrial Maintenance Cohort Program:** TCC is working on offering a Federation for Advanced Manufacturing Education workforce development degree program through strong technical training, integration of manufacturing core competencies, intensive professional practices and intentional hands-on experience. In January 2022, it was determined that it might be best to offer a less rigid apprenticeship program that would allow more flexibility in offerings. This new direction could allow for non-credit courses to be utilized if necessary and count towards the degree as well, using PLA to meet course outcome standards. The work on this plan is ongoing.
- **Partnership with Tulsa Innovation Lab:** TCC is working on developing a centralized location for cybersecurity and data analytics education and training in Tulsa, providing accelerated learning pathways and strong connections to the business community. In March 2022, GKFF agreed to commit a total of \$2.1 million to this project to support its operations. 2U will recruit for and offer the accelerated training programs, with Skillstorm administering a tech apprenticeship training program as a capstone for those graduating from the 2U programs. TCC plans to finalize contracts with 2U and Skillstorm by the middle of May 2022 and present to the Board Finance Committee in the May 2022 meeting. Operators will begin recruitment of programs in the summer of 2022, with the first cohorts to begin in late fall 2022.
- **Tutoring:** In the coming academic year, Tutoring Services will be analyzing student use data and evaluating requests from academic schools to begin prioritizing a list of additional disciplines for which we want to provide tutors. Our ultimate goal (three to five years) is to provide tutoring for our top 20 enrolled courses (in terms of numbers of students). This will mean a significant budget increase to provide more tutoring staff while also relying on peer tutoring (another program we intend to develop in the coming years).

- **College Park @ OSU-Tulsa:** In February 2022, TCC and OSU-Tulsa announced that a new discipline would be added to College Park for Fall 2022: Psychology. Students in the College Park program will complete a Psychology A.A. with TCC and transfer into one of several connected programs at OSU-Tulsa (Psychology B.S., Organizational Leadership B.P.S., Human Development Family and Children’s Services B.S., Public Safety B.P.S.).
- **Faculty Development efforts:** Two Faculty Development Fellows are rolling off of the position this year; as a consequence, two additional New Faculty Development Fellows were hired (to begin AY23), and an additional Fellow will shadow in the fall for a Spring 2023 start. New Fellows have already provided information about tentative plans for personal projects going forward, including participation in the Academy for Teaching Excellence, Writing Across the Curriculum workshops, and collegewide sustainability efforts. Personal projects are in addition to contributions they make to existing programming.
- **Adjunct Faculty Summer Institute:** This annual institute will be a hybrid format this year, with both in-person and online workshop sessions. Both the annual Design Institute and summer Faculty Department Chair/Program Directors onboarding meeting return to face-to-face formats this spring/summer. With additional Fellows shadowing and helping facilitate the Design Institute, we continue to increase the number of faculty able to participate; the hope is that we’ll always be able to accommodate at least 25 participants.
- **Professional Development regarding Faculty Promotion in Rank:** Beginning Summer 2022, the Engaged Learning division will work with the Action Research committee to offer periodic training sessions that help prepare faculty members as they apply for promotion to full professor. Beginning academic year 2023, Engaged Learning will also help facilitate training sessions for those applying for promotion to Associate Professor.
- **Faculty Department Chair/Program Director Academy and Institute:** The summer FDC/PD Institute will transition to an “Academy” in July 2022 (as the traditional onboarding component for new chairs/directors), and a new “Institute” is planned to begin in Fall 2022, consisting of (optional) monthly development meetings for these faculty leaders. Though meetings are optional, plans for the September and October meetings in particular are a direct response to their request for further development on student concerns/complaints and strategies for their own wellness/self-care.
- **Academy for Teaching Excellence:** It has been proposed that 2nd year ATE participants have peer observations of their teaching in alignment with the Faculty Handbook Professional Portfolio requirements of all full-time faculty. The proposal is under review by the Office of Academic Affairs.
- **Global Learning:** This year the director of Global Learning role continued its focus to center TCC’s High-Impact Practices (HIPs) at the institution. Moving forward, we envision a re-engineered push for HIPs at TCC seeking to interconnect our HIP Coordinators and open lines of communication to encourage engagement with HIPs and support a broader adoption of these critical pedagogical approaches. We anticipate resuming study abroad and study U.S.A. programming by May 2023 as determined by the CDC and U.S. Department of State.
- **Honors:** The TCC Honors Program recently signed an updated honors transfer agreement with the Oklahoma State University Honors College in Stillwater, and negotiations are under way for a similar agreement with the newly established honors program at OSU-Tulsa. The TCC Honors Program has also been in conversation with the University of Oklahoma, Oral Roberts University, and Missouri Southern State University about possible new or updated agreements and maintains a scholarship agreement with the University of Tulsa.
- **Service-Learning Program:** The Service-Learning Program plans to submit a proposal at the September 2022 Academic Affairs Council meeting that high-impact “Service-Learning Mastery” classes (i.e., those classes with

a service-learning project that requires more than 16-20 hours of service) be allowed an exception to the current course maximum of 30 students.

- **Undergraduate Research:** This was the last academic year for GKFF’s financial support for the undergraduate research faculty chair position, which compelled a change in both the structure and title. Beginning AY23, we will have two faculty Undergraduate Research Coordinators, one each representing STEM and Humanities fields. This new structure will facilitate participation by more faculty members across the College, as well as the possibility of trans-disciplinary undergraduate research work and opportunities.

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## TECHNOLOGY

### *Current Status*

- Career Services is in the process of implementing a comprehensive labor market intelligence system that will show students the demand for specific occupation in the Tulsa Metro Service Area, the five-year projected growth rate for those jobs, and the median salary. This will put powerful labor market data into the hands of students so they can make better decisions about their course of study and meeting the needs of the local labor market.
- **Ad Astra: Higher Education Course Scheduling:** During the 21-22 academic year, Ad Astra software was used to inform the Spring 2022, Summer 2022, and Fall 2022 schedule development by providing predicted course/section needs to the academic schools so that students have the classes they need to stay on track. During Spring 2022, academic deans and faculty department chairs were trained to use Ad Astra to see enrollment information easily and address predicted needs.
- **Maxient/Report It!:** This is the software TCC has institutionalized to manage behavior records. This centralized system captures reports, documentation, and provides case management for conduct, complaints, and other processes at the College.
  - Maxient usage has expanded to include new reporting such as TCC's Ethics Concerns, Reporting ADA Barriers, Petition for Refund of Tuition and Fees for Students with Hardship Circumstances, Connecting to Community and Campus Resources, Laptop Loans (1 semester only), and My Dream Emergency Funds Request.
  - Launched new reporting forms for Violation of Academic Integrity and Appeal of Academic Integrity Violations for Fall 2021.
- **Mass Communication Manager (MCM):** TCC’s centralized communication platform will launch Phase 2 of the project by Fall 2022. Phase 2 includes additional features that will allow scheduled and reoccurring communication campaigns, and will provide departments with expanded communication options with students via validated two-way text conversations.
  - Data from Starfish, TCC’s Early Alert, and Tracking system, will integrate with the Mass Communication Manager to send Appointment Reminder texts using Mass Communication Manager by Fall 2022.
- **DIGARC Navigator Transfer Database:** In Summer 2020, TCC implemented a searchable database for all transfer agreements. This database includes all completed and current transfer maps as well as listings for degrees available in Tulsa at Tulsa Higher Education Consortium universities. DIGARC has been acquired by Modern Campus and the company has decided to sunset this search tool effective June 30. To replace this functionality, TCC is working with OHO Interactive to design and launch a custom search tool that will house all of our transfer

agreements and make them searchable and accessible. This search tool will be launched in late summer 2022 and will allow for students to filter by university, TCC degree, degree location, online, and agreement year.

- **Curriculum:** TCC has been using Curriculumlog for at least two years. We have modified forms to help simplify the curriculum-review process for users. In addition to using Curriculumlog for curriculum changes, we have created forms to help the process of MAP changes and fee changes. We have recently created a form to manage the course maximum exception request process.

### *Future Plans*

- Career Services will implement an automated program interface (API) on the TCC home page so students can see, in real-time, the jobs available and the employers offering those jobs in the Tulsa Metro Service Area.
- **Mass Communication Manager (MCM):** The MCM team will develop new features such as: advanced communication reporting; the ability to send surveys via email and SMS that will be stored and tracked in MCM; integrate third party system communications into the user look up history.
- **Maxient/Report It!:** The Process Improvement Committee is scheduled to review the complaint processes during the 22-23 academic year to determine if we can merge the Student Classroom Complaint and the General Complaint form to reduce the number of errors when submitting reports.
- **Ad Astra: Higher Education Course Scheduling:** During the 22-23 academic year, TCC will begin participating in the Ad Astra Academic Planning Early Adopter Program designed to help transform academic planning and schedule building process into a data-informed, intuitive, collaborative process. This opportunity will help TCC make decisions about how, when, and where to offer academic programs, understand financial viability, and produce a multi-term schedule aligned to students' needs.

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## **ONLINE LEARNING ACTIVITIES/INITIATIVES**

### *Current Status*

#### **a. Open Educational Resources (OER)**

Through a partnership with the Online Consortium of Oklahoma, TCC now has access to Pressbooks, which is an online book publishing platform that has become a mainstay of Open Educational Resource (OER) work. The TCC Library OER Team has created a guidebook called [Getting Started with Pressbooks at TCC](#), which has been shared with the faculty through liaison librarians. The new Pressbooks platform has created excitement among faculty. The attractive layout, accessibility, interactive features, and ease of customization creates a user experience comparable to commercial online textbooks without the high cost for students. Librarians have collaborated with faculty to create such books as [Philosophical Thought: Across Cultures and Through the Ages, 3rd. Ed.](#) and [Academic Integrity at Tulsa Community College](#), and are working on moving older TCC OER textbooks to the Pressbooks platform.

OER work at the college is expanding rapidly, as the College is now part of two grant-funded projects. One is a study investigating life-long learning. Included in this study is the examination of many variables, including the economics of students purchasing classroom materials. OER is one way that faculty can remove that variable when conducting classroom research. This study is being conducted in multiple colleges around the state. The second is a grant through the Online Consortium of Oklahoma, which is paying stipends to faculty for the time spent adopting, adapting, or

creating OER for their courses. To support this increased use of OER at TCC, the Library OER Team has increased membership, and more TCC Librarians are working toward achieving Creative Commons Certification.

- **eCore:** eCore courses are online courses created by a course development team and maintained for faculty use. The courses were developed for high enrollment sections. The development team consists of content faculty (generally 3), an instructional designer, librarians, and online learning Technologists. eCore course content relies on Open Education Resources and goes through a Quality Matters review.

The following courses have eCore content:

BIOL 1114 (Non-Majors); BIOL 1383 (Nutrition); COMM 1113 (Public Speaking); ENGL 1113 (Comp I); ENGL 1213 (Comp II); HIST 1063 (Modern Western Civilization – currently in a pilot phase); HIST 1493 (after Civil War); MATH 1483 (Math Functions and Their Uses); MATH 1513 (Precalculus I); PHIL 1113 (Intro to Philosophy); POLS 1113 (Am Federal Govt); PSYC 1113 (Intro to Psychology).

To maintain the quality and relevancy of these courses, Faculty Leads were appointed to each course. The Faculty Lead will have reassigned time to dedicate to the ongoing development of the course and the responsibility of supporting those who use the content. Eleven of the twelve courses have successfully completed a QM review. HIST 1063 (Modern Western Civilization) is in a pilot phase and will go through a review during the next year.

#### **b. Professional Development**

- **Faculty development efforts:** Our now-signature onboarding programs (Teaching @ TCC for all new-to-TCC faculty members; Online Teaching Fundamentals for all faculty members who desire to teach their own online curriculum) continued this year, as we operationalized Adjunct Faculty onboarding and orientation components, and continued efforts (in partnership with Online Learning) to make sure that all faculty members (fulltime and adjunct) are trained on our electronic resources, have the ability to teach in multiple modalities, and, if needed, to pivot quickly to online learning. As planned for, the faculty development/instructional design coordinator and the (new) instructional designer, along with Faculty Development Fellows, were able to create and offer the Online Teaching Fundamentals workshop in an asynchronous, multi-week format, which allowed for multiple cohorts over the 2021-2022 academic year.
- **Certification:** The College has a two-tiered certification requirement for teaching:
  - Online Instructor Certification is obtained by completing the Teaching @ TCC workshop and required upon hire.
  - Completing the more intensive Online Teaching Fundamentals workshop results in Developer Certification. Developer Certification is Required to develop content for online courses. It is recommended for teaching blended and online live courses. Adjunct faculty who complete the training for developing online courses must work in consultation with a full-time faculty member who has Developer Certification to determine need and to discuss discipline requirements.
- **Online Course Peer Review:** last year, TCC implemented an online course peer review process. The faculty who teach an online course(s) both reviewed a peer's course and had a course reviewed by a faculty peer each annually. The process allowed:
  1. The Online Learning Division a means to ensure all faculty teaching online are familiar with the best-practice guidelines that the College expects.
  2. Faculty teaching online to apply these guidelines through the process of peer review.
  3. Faculty the opportunity to explore how a colleague structures an online course.
  4. Facilitation of conversations about Online Learning.

5. A means for the Online learning Division to obtain feedback about how well online courses as a whole are meeting College expectations.
6. Deans to gain information about how an individual instructor is meeting best-practice guidelines.

**c. Delivery System/Platform**

- **Blackboard:** TCC is entering the third year of a five-year partnership with Blackboard. Blackboard is a comprehensive Learning Management system. Our agreement includes Ally, a tool that creates accessible content options for students. As Ally relies on instructors to follow accessibility guidelines when producing the alternative content, the tool provides an accessibility score to the instructor with guidelines for improvements. The College also licenses Blackboard Collaborate, a web conferencing tool.
- **Panopto:** TCC is entering the second year of a three-year agreement with Panopto. Panopto is a video content management system that allows instructors and students to record and share a video. Panopto has analytics that helps users understand who is viewing, and what percentage of the video viewers are watching. Instructors can embed quizzes into a video. Permissions can be managed at a folder level or set for an individual video.
- **Proctoring Tools:** TCC has a variety of proctoring solutions for online students:
  1. Students can test in a TCC testing center at no charge to the student.
  2. Respondus Monitor. This product allows students to test at home after downloading a secure browser. The tool records the session. The instructor can review the thumbnail images of the session and the video footage. The program flags suspicious activity.
  3. Honorlock is another automated proctoring solution. Rather than using a secure browser, the technology works through a Google Chrome extension. The session is recorded. The model is student pay. Through the OSRHE consortium, the fee dropped from \$10 an exam to \$9.00 per exam.
  4. Proctor U. A remote testing system with a live proctor. The student pays the cost, ranging from \$15.00 to \$35.00. A two-hour test is \$19.75.
  5. New this year we added an agreement with Examity. It is also an automated proctoring solution that runs through a Google Chrome extension. The session is recorded and when using the automated premium service, the recorded session is reviewed by an Examity proctor who reports suspicious behavior. The model is student pay. Through the OSRHE consortium, the fee is \$5.00 per exam.
- **Packback:** Following a year-long pilot, TCC entered into a site-wide license with Packback. Packback is an AI-supported online discussion platform. It's a tool that guides students to ask better questions and unlock their critical thinking skills and curiosity while driving their motivation and engagement both with course content and other students. It also assists faculty members with administrative tasks of moderating discussion board posts and providing high-quality feedback.
- **Softchalk:** TCC is continuing a long-term agreement with Softchalk. Softchalk supports the creation of interactive lesson construction. The content editor allows text, multimedia, embedding quizzes as well as activities. Scores integrate with the Blackboard gradebook.
- **Owl Pros - Videoconferencing Cameras:** TCC recently purchased Meeting Owl Pros to support the delivery of instruction through videoconferencing. Owl Pros is a 360° camera, mic, and speaker combined into one device that effortlessly plugs and plays into any USB port on a computer. It works seamlessly with Zoom and allows streaming of an entire classroom, visually and audibly, for students who need to join a face-to-face class remotely. It also makes it easy for them to communicate with the instructor while the class is in session.

***Future Plans***

**Professional Development:**

- **Quality Matters - Online Learning Faculty Professional Development Grant:** TCC received a generous grant from the Charles and Lyn Shusterman Family Philanthropies. The budget provides funding for every full-time and adjunct faculty member to participate in a Quality Matters workshop over the next three years. Participation in the Quality Matters workshop or activity will fulfill the requirement of the Ongoing Professional Development Plan for Faculty Who Teach Online that is required to remain eligible to teach online courses.

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**LEARNING SITE ACTIVITY REPORT**

*Number of Courses*

TCC no longer offers/receives ITV courses. Online courses/programs are not sent to other institutions. ITV is being replaced by Zoom accounts for webinar and video conference use. During the AY21-22, TCC implemented Hyflex spaces on each campus. Several mobile units were assembled to allow classrooms and spaces to offer Hyflex modality courses. Online-live was a modality employed to support teaching and learning during COVID times. This modality will continue, in a reduced amount, for AY22-23.

*How Sites are Meeting Needs*

Not applicable

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**ENROLLMENT PROJECTIONS**

Item	Projections
Fall 2022 Undergraduate Headcount	13,707
Fall 2022 Graduate (if applicable) Headcount:	n/a
2022-23 Annual FTE	8,397

Fall 2023 Undergraduate Headcount	13,158
Fall 2023 Graduate (if applicable) Headcount:	n/a
2023-24 Annual FTE	8,061

Fall 2024 Undergraduate Headcount	12,764
Fall 2024 Graduate (if applicable) Headcount:	n/a
2024-25 Annual FTE	7,819

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**WESTERN OKLAHOMA STATE COLLEGE**  
**(WOSC)**  
*2022-2023 Academic Plan*

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**ACADEMIC PRIORITIES**

Western has worked with industry partners and developed several new Associate of Applied Science (AAS) Degrees during the 2020-2021 Academic Year. These degrees include the following: AAS in Business Management, AAS in Farm and Ranch Management with embedded certificates in Horse Management, Crop Production, and Agriculture Industries, and an AAS in Applied Technology with options in Aviation, Cyber Security, and Graphic Design. Through this enhanced connection with workforce and the review of Oklahoma’s Critical Occupations list, Western identified four areas of focus for the initiative. These include Business, Cyber Security/IT, Aviation Mechanic and Nursing. Western developed four internal micro-credentials and issued certificates for Career Readiness, Security+ Prep, Aviation Maintenance Technology FAA Prep, and National Council Licensure Examination for Registered Nurses (NCLEX-RN). The last three certificates prepared students for national licensure/industry recognized credentials. Future plans for Western in this area include meeting with area employers to develop internships for the AAS in Business Management degree. Western also has an Associate in Science degree in Business Administration. With these two degrees, Western sees the opportunity to develop an embedded certificate to develop stackable credentials. Because of Western’s established business degrees, this initiative is sustainable at little cost to the institution. During conversations with AAFB, they have requested Project Management Professional (PMP) training. PMP training and certification is available through the Project Management Institute (PMI).

Western is building a new 45-bed dormitory. This will provide additional housing for Western’s students.

Western’s nursing program continues to be a high priority academic program. Registered Nurses are on Oklahoma’s 100 Critical Occupation List. Western’s nursing program has had growth by developing the LPN to RN Online Track, as well as additional course offerings in the evenings. Western had 90 nursing graduates in May 2022. Nursing is Western’s highest cost program. In order to increase the capacity of this program, it is vital to find additional resources to support it. Western has applied for several grants to support this program for 2022-2023.

Western’s Agriculture program continues to see growth. In addition to the new AAS in Farm and Ranch Management, Western has a strong AS in Agriculture Science program with multiple options for students. The Agriculture program is also looking at adding additional embedded certificates in the AAS degree.

Western continues a strong focus on retention and persistence. Western has a Momentum Year Plan to address the key initiatives from Complete College America. These initiatives include 15 to Finish, Math Pathways, Co-requisite Support, Academic Maps, Proactive Advising and Momentum Year Onboarding.

Western did implement a new Learning Management System (LMS), Canvas during the 2021-2022 AY. Western also began the implementation process for a new Enterprise Resource Planning (ERP) system, Colleague. These initiatives have required a great deal of labor and resources. However, it is felt these new systems will aid the retention and persistence initiatives.

Western’s Advisement and Retention Committee continues to work on promote initiative to promote retention and completion. Western’s retention rates goals for AY 2022-2023 are 50% for full-time and 30% for part-time students. In 2021-2022, the retention rate was 62% for full-time students and 38% for part-time students. The part-time retention rate fell from 46% to 38% in one year. Part-time students make up approximately 60% of Western’s

enrollment. It is imperative to find a method to retain these students, and Western is striving to implement the strategies to improve both retention and graduation.

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## ACADEMIC EFFICIENCIES

### *Current Status*

Western is a member of the Southwest Student Research and Success Shared Service Center along with Cameron University and University of Science and Arts of Oklahoma. This shared services project will build on the concepts of the Task Force for Higher Education and the Huron studies to build collaboration among multiple institutions that would generate cost savings, increase efficiencies, promote data based decision making, increase student success, and increase fiscal viability for institutions involved. The following shared services will be part of this initiative:

- Shared predictive modeling capacity
- Shared Dashboard Development
- Enhanced data analysis and ad hoc research capacity
- Sharing of HS data from the OU K-20 Center
- Sharing of UDS data from the OSRHE
- Sharing of Workforce Dashboard for all public institutions in OK (If OSRHE joins the Postsecondary Employment Outcomes Project)

The fiscal impact of this initiative can save both time and money. Once predictive models and dashboards have been constructed and developed, the time to get data into the hands of those making decisions is greatly diminished. Dashboards using UDS files could be shared with all public institutions in Oklahoma who use Tableau. Dashboards creating IPEDS data could be shared with all public institutions in Oklahoma who use Tableau. Purchasing Tableau Online for all three institutions is cheaper than each institution purchasing Tableau Online individually. The increased use of predictive analytics and dashboards will allow institutions to implement targeted interventions to increase student persistence and completion rates.

**Faculty Sharing:** Western's faculty members provide courses off campus via Zoom classrooms. Western also collaborates with regional universities to provide 3000- and 4000-level courses and bachelor degree programs through the college's distance learning facilities.

Western continues to collaborate with Southwest Technology Center to provide college science and math courses for its Project Lead the Way biomedical program. Participating high school junior and senior students enroll concurrently with Western for science and math courses taught by Western faculty and/or qualified adjuncts. These courses are offered on Western's campus.

**Partnerships:** Western continues to collaborate with outside constituents to improve academic efficiencies. Western continues to maintain articulation agreements with Southwestern Oklahoma State University, Cameron University, Wayland Baptist University, Midwestern State University, Northeastern State University, and Webster University. These agreements are in the education (secondary, elementary, early childhood), business administration, agriculture, child development, behavioral science, HPER, and military studies program areas. Western's Division Directors continue to work hard each year to update those working agreements and to ensure that reverse transferability is included in all agreements.

Western continues to collaborate with Altus Air Force base to provide academic programs to their enlisted airmen, civilian workers, and dependents. Western employs a base liaison to ensure that students are served well and that

communication stays fluid between the college and the base leadership. When requested, Western is providing whole squadrons academic courses.

Altus Air Force Base contributes approximately 350 million dollars a year to the area economy. Western Oklahoma State College was a founding member of the Altus area Air Force Community Partnership Initiative [Public-Public; Public-Private (P4) Partnership]. This partnership works diligently to ensure base viability. The Vice President for Academic Affairs serves on the board of this partnership.

Western will continue to provide educational opportunities for students at Southwest Technology Center, Great Plains Technology Center (Lawton, Frederick), Western Technology Center, and Red River Technology Center using Prior Learning Assessment in Nursing and Aviation. Western is also part of the Cameron University Consortium that is funded through a Carl Perkins grant. This consortium focuses on healthcare and STEM programs.

Western will continue to build upon the use of the college's focus on institutional effectiveness ensuring that all reporting and dashboard data is relevant and timely for the institution to make data driven decisions during the strategic planning and budgeting cycles.

The institution has also worked on the overall assessment of the institution. Western has redesigned the General Education assessment using the Association of American Colleges and Universities' (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics to aid in the evaluation of Western's general education. Western has purchased Canvas Portfolium. This will be Western's new Learning Management System's Outcome Assessment Platform once it is fully implemented in summer 2023.

### ***Future Plans***

The two largest projects that Western started in 2021-2022 is the implementation of a new Enterprise Resource Planning (ERP) system-Colleague and a new Learning Management System (LMS)-Canvas. Canvas has been fully implemented. However, is in the process of integrating Portfolium, Canvas' Outcome Assessment Platform. The implementation for Colleague has begun, but the new system will not be fully operationally until fall 2023. These new programs will improve Western's ability to offer open and flexible technologies that will increase agility, efficiency, and impact. This will result in deeper engagements, smarter insights, and better outcomes for students and the institution as a whole.

Western has also started the implementation of Akademos, an online bookstore that also offers Equitable Access. This allows students to receive textbooks and materials at a lower cost while ensuring access to material the first day of class.

As part of the Shared Service partnership in data analytics, Western plans to hire an Assistant Director of Predictive Analytics in 2022.

Western continues to research the possibility of starting an Early College Program. Western met with Altus High School and Oklahoma Virtual Charter Academy about starting an Early College Program. Both schools were interested. However, the biggest concern is finding additional funding to cover fees and books. Western will continue to discuss this initiative.

Western is still researching the development of a Computer Science/Cyber Security degree to meet the needs of Altus Air Force Base. Western did offer a four-week course in Security+ as a Continuing Education course/not for college credit in the summer 2022.

Western's current College Plan, which includes the Strategic Plan, is located at [College Plan](#).

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## TECHNOLOGY

### *Current Status*

Western is implementing several new systems that require a great deal of technology. These include

- Implementation of new ERP-Colleague
- Implementation of new LMS-Canvas
- Implementation of new online bookstore-Akados
- Implementation of new outcome assessment platform-Portfolio
- Streaming Projects for the gym, baseball, and softball fields
- Updated all copiers and printers campus wide
- Deployed new laptop carts
- Deployed new NUC for Elk City Nursing PC Lab
- Relocation of the Testing Center with expansion to a second testing lab

### *Future Plans*

Western needs to complete the system implementations that were begun in 21-22. The two largest projects that Western is planning include:

- Upgrade Security Camera System
- Upgrade Network/Wireless System
- Deploy additional convertible laptops and docking stations for staff/faculty

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## ONLINE LEARNING ACTIVITIES/INITIATIVES

### *Current Status*

#### **a. Open Educational Resources (OER)**

A taskforce was formed in 21-22 and the Communications Division developed courses using OER. Western purchased licensing to able to utilize Pressbooks OER material campus wide. Western has also contracted with Akados, an online bookstore that also offers Equitable Access. This allows students to receive textbooks and materials at a lower cost while ensure access to material the first day of class. Western is in the process of implementing this program for the fall semester.

#### **b. Professional Development**

Western developed a new Professional Development (PD) Program in the fall of 2021. The PD initiative supports the mission of the college through planning and implementing workshops, seminars, and educational opportunities for college employees. Emphasis is placed on encouraging college employees to develop their professional and personal skills and attributes to achieve excellence in their job performance. Employees are also expected to participate and contribute to the PD program. The PD program will be planned activities and events that provide and contribute to personal and professional improvement, which will enhance skills, knowledge, effectiveness and efficiency of one's performance. Western is focused on providing instructors with educational tools and training that apply to all learning modalities.

**c. Delivery System/Platform**

Western migrated to Canvas by Instructure as the new Learning Management System. Courses were deployed in the spring 2022 semester. The overall functionality has enhanced student learning and engaged students through a web based and/or mobile application, which allow the student to participate with the course(s) conveniently.

***Future Plans***

Western will continue to increase the functionality of Canvas to improve student engagement. Western has additional Professional Development planned on faculty presence in online course to address the U.S. Department of Education Final Rules on Distance Education and Innovation, which went into effect on July 1, 2021. Under the new regulations, the U.S. Department of Education requires that all online courses and programs for which students may use Title IV funds (federal financial aid) include regular and substantive interaction between students and their instructors. Professional development over the next year will also focus on training for the new Learning Management System (LMS), as well as a new Enterprise Resource Planning (ERP) system.

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**LEARNING SITE ACTIVITY REPORT**

***Number of Courses***

<b>Summary of lower division courses sent from Western campus:</b>				
	Summer 2021	Fall 2021	Spring 2022	<b>Totals</b>
Number of Sections	0	27	34	<b>61</b>
Number of Enrollments	0	237	230	<b>467</b>

<b>Sites served by Western:</b>	
Cameron Nursing	Geronimo High School
Elk City Nursing	Hobart High School
Anadarko High School	North Fork Correctional Facility
Cordell High School	Sentinel High School
Elgin High School	Snyder High School
Frederick High School	

***How Sites are Meeting Needs***

Western works hard to meet the needs of students. The college’s Higher Learning Center houses six small conference rooms and three large, fully equipped ITV rooms. Students can make requests in person, by phone, or by e-mail for courses to be received from any of our partner sites. Every effort is made to work with our partners to schedule the requested course in an appropriate room.

Western’s Facilitator and Interactive Media Specialist works closely with schools of concurrent students to ensure that enough sections of concurrent/dual credit courses are offered at the times needed for the students.

The college's website also hosts a course request survey as part of a program to meet students' needs. If demand is sufficient, the college will schedule a new section of a requested course. Western has also hosted several meetings with industry partners to determine employer needs.

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## **ENROLLMENT PROJECTIONS**

Western has seen a declining in enrollment. In fall 2021, the undergraduate headcount was 1,314 and the FTE was 785.77. The projections for the next three years are very conservative.

- Fall 2022: Undergraduate Headcount: 1,340
- Fall 2022: Graduate (if applicable) Headcount:
- 2022 Annual FTE: 851
  
- Fall 2023: Undergraduate Headcount: 1,367
- Fall 2023: Graduate (if applicable) Headcount:
- 2023 Annual FTE: 868
  
- Fall 2024: Undergraduate Headcount: 1,394
- Fall 2024: Graduate (if applicable) Headcount:
- 2024 Annual FTE: 885