DEGREE COMPLETION PLAN SUMMARIES

2022-2023

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

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

AGENDA ITEM # :

Degree Completion Plans.

SUBJECT: Disposition of Oklahoma's institutional degree completion plans.

RECOMMENDATION:

It is recommended that the State Regents accept receipt of the following 2022-2023 institutional degree completion plans:

Oklahoma State University (OSU) 17
University of Oklahoma (OU) 43
Cameron University (CU) 55
East Central University (ECU) 71
TRANSFORM REMEDIATION 72
Langston University (LU) 85
Northeastern State University 95
Northwestern Oklahoma State University (NWOSU) 109
Oklahoma Panhandle State University (OPSU) 127
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Northeastern Oklahoma A&M College 309
Northern Oklahoma College (NOC) 321
Oklahoma City Community College (OCCC) 335
Oklahoma State University Institute of Technology (OSUIT) 353
Oklahoma State University-Oklahoma City (OSU-OKC) 375
Redlands Community College (RCC) 401
Rose State College (RSC) 421
Seminole State College (SSC) 433
Tulsa Community College (TCC) 449
Western Oklahoma State College (WOSC) 483

BACKGROUND:

In October 2011, the State Regents adopted a college completion agenda that incorporates the Complete College America (CCA) and National Governors Association (NGA) Complete to Compete metrics, recommitted to a revised Brain Gain performance program, and made college completion a top priority with commitments to state and campus goals, action plans, and measures of progress.

Considerable steps have been taken to date in Oklahoma's CCA project. The data team has evaluated Oklahoma's state-level and campus-specific enrollment and graduation data against key degree completion statistics using the CCA and NGA approved metrics. A standardized report of these baseline datasets for all CCA states served as the basis of Oklahoma's March 2011 CCA Completion Academy activities and has been utilized during all forums and meetings as the leadership team coordinates with key stakeholder groups in moving the project forward.

While the college completion efforts in Oklahoma expand upon current state and campus programs, there will be new initiatives at local and state levels that will be developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states has revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. State and campus activities in support of these goals will include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels;
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options;
- Certificate completion options through further development of cooperative agreement programs between higher education and technology centers;
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates;
- More effective and efficient completion of remediation and freshman gateway courses;
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's degree levels;
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year; and
- Better documentation of the degree completion contributions of private and for-profit postsecondary education.

CCA was impressed by Oklahoma's early work on these completion projects and expressed that by reaching out to the governor and inviting Oklahoma to partner in establishing a national model for statewide completion plans. CCA national staff and project consultants worked with the Oklahoma State Regents for Higher Education (OSRHE) staff to incorporate Oklahoma's work into a model plan project that can serve as an example of both process and product to the other CCA states. Oklahoma's work was spotlighted at the CCA Annual Convening of the 29 alliance states on October 18-19, 2011. CCA has pledged technical assistance to support project activities outlined in Oklahoma's plan and is working with the Oklahoma CCA Leadership Team to identify other potential funding sources for the work.

POLICY ISSUES:

As higher education institutions in Oklahoma experience national trends and challenges, increased enrollment demands, significant calls for higher education to drive economic development, and historically low levels of public budget allocations – postsecondary leaders are even stronger advocates for the public and individual investments in higher education and realize the enterprise's unique role in shaping the future of the state. In Oklahoma, elected officials have joined their counterparts around the nation in focusing on jobs. Higher education's response to this call was a thorough evaluation of the system's stewardship of intellectual, economic, social, and cultural needs of the state.

Ultimately, what was proposed under the CCA and NGA Complete to Compete action plan was an acceleration of efforts to make significant improvements to two critical segments of the educational pipeline in Oklahoma: 1) restructuring remedial and developmental education, and 2) development of accelerated degree completion options. Undergirding all of these efforts is a revised accountability framework that utilizes appropriate components of the state and campus-level CCA and NGA metrics and that reflects new priorities by measuring and rewarding priorities that meet statewide completion goals.

ANALYSIS:

College completion initiatives in Oklahoma must involve strategies to reach both the emerging workforce matriculating through the common education pipeline and the current workforce that is dominated by individuals who have some college or postsecondary training, but have no earned degree or credential. Oklahoma's activities as a part of the CCA Alliance and NGA Complete to Compete project will reform the state's successful Brain Gain Performance Funding Program and focus on a public agenda framework that covers three issues:

1) Academic preparation initiatives that:
   a. increase high school offerings to reduce the need for remediation; and
   b. offer a fundamental change in the delivery of remedial and developmental education;
2) High impact practices with reverse transfer, prior learning assessments, data analytics, etc. to reduce time-to-degree; and;
3) Adult degree completion initiatives that streamline degree options, remove time and sequence barriers, and provide additional supports for completion.

Initiative #1: Higher education and K-12 are working together to develop and implement strategies that focus on better preparing students in high school for success in college. Enhancement in academic activities in the 11th and 12th grades will be made to reduce the need for remediation, including a college and career ready math course, concurrent enrollment opportunities, and advanced placement courses.

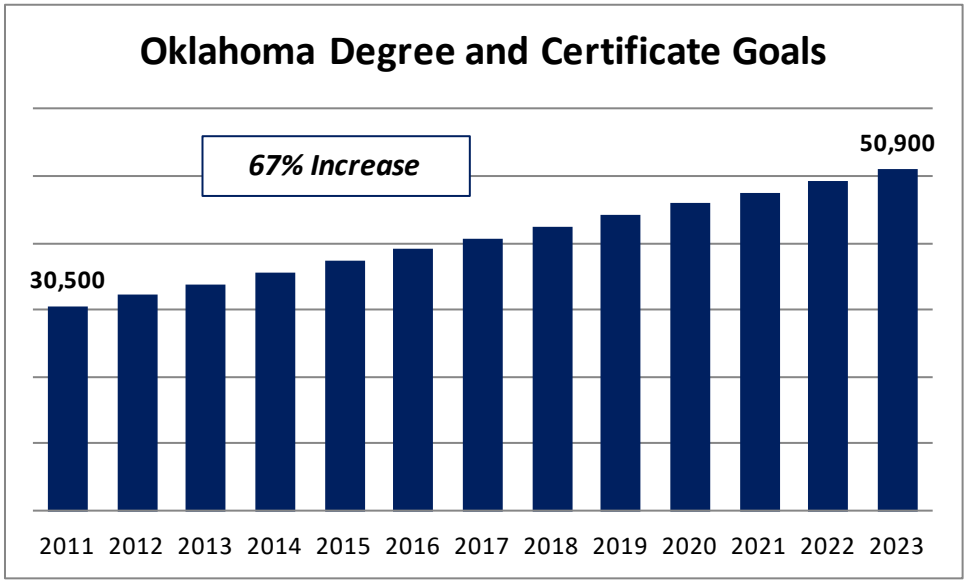
Initiative #2: Oklahoma public higher education institutions are implementing programs in the areas of math, language skills, and reading that will dramatically improve developmental programs and reduce the time it takes to earn a degree, including corequisite courses.

Initiative #3: Our colleges and universities are implementing programs that create clear pathways to degrees and certificates including the cooperative agreement programs with technology centers and providing proactive advising, coaching services, and additional academic support.

Initiative #4: The Reach Higher program provides degree completion opportunities to adult students who have some college credit, but have not completed a college certificate, associate, or bachelor's degree. The program offers two paths to meet both student and workforce needs: Reach Higher FlexFinish and Reach Higher DirectComplete.

Initiative #5: In April 2012, the State Regents adopted a revised Brain Gain performance-based funding formula providing incentives to institutions that increase their degree completion rates in addition to other performance factors.

Finally, these CCA datasets and policy audits have served as the basis for developing statewide completion goals for Oklahoma. Higher education is committed to increasing access to quality academic programs, increasing the number of college graduates, and better preparing those graduates to meet the challenges of a rapidly changing global economy. As CCA began in 2011, Oklahoma's colleges and universities produced 30,500 degrees and certificates annually. To remain competitive nationally and globally, the system of higher education in Oklahoma must increase the number of degrees and certificates by 1,700 each year to a level of 50,900 by 2023 (chart below). This represents a 67 percent increase over a twelve-year period.



Institutions were requested to submit updated institutional degree completion plans by June 30, 2022(template in Attachment A). The request for the institutional degree completion plans also included the Academic Plan, which is reported in a separate agenda item. With this action, the State Regents acknowledge receipt of the institutional degree completion plans from all public institutions. Summaries of the submissions are available in a supplement.

Attachment

Supplement is available upon request.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

COMPLETE COLLEGE AMERICA

Alliance of States

Institutional Degree Completion Form A
2022-2023 Outline

The State Regents have a public agenda with the goals to: 1) enhance access and improve the quality of public higher education for all Oklahomans, 2) increase the number of college graduates, and 3) better prepare students to meet the challenges of a global economy. In joining the Complete College America (CCA) Alliance of States, Oklahoma pledged to extend its Public Agenda scope and reach, recommit to its performance funding program, and make college completion a top priority with commitments to state and campus goals, solid action plans, removal of policy barriers, and measures of progress. Through the college completion efforts of Oklahoma to expand upon current state and campus programs, there will be new initiatives at local and state levels developed to meet the degree and certificate completion goals. Oklahoma leverages opportunities to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. Examples of state and campus activities in support of these goals include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels.
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options.
- Targeted initiatives to increase student retention and overall graduation rates.
- More effective and efficient completion of remediation and success in freshman gateway courses.
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's levels, and development of micro-credentials.
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year.
- Better documentation of degree completion contributions of private and for-profit postsecondary education and the Career Tech system cooperative agreement programs.
- Information regarding the use of predictive analytics documented and embedded in the institution's academic plan.

The Institutional Degree Completion Plan provides a means for the State Regents to view each institution's priorities, statewide initiatives, commitment to the public agenda, and educational attainment. The 2022-2023 Degree Completion Plan is due **June 30, 2022**. This due date will allow for compilation and preparation for the State Regents' annual review.

In addition to this document, please provide a copy of the institution's current strategic plan. Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion for the year 2022-2023.

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

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

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

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

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

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

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

Fiscal Impact: Describe how the activities associated with the high impact strategy impact the institutions budget needs for the 2022-2023 academic year.

1. **Focus on Readiness.** Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

Fiscal Impact:

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

Fiscal Impact:

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

Fiscal Impact:

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

Fiscal Impact:

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy –			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

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

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

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

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

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy –			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

Oklahoma State University (OSU)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OSU uses the ALEKS placement test to place students who do not have prior college math credit. While the incompatibility of computer systems between the State Department of Education and institutions of higher education has made it impossible so far, OSU remains interested in tracking the math placement score and college math performance of students who have taken the new College Career Math Ready 12th grade math class. OSU is also happy to share its aggregate data from the ALEKS test about students' strengths and weaknesses in mathematics. While we have not provided professional development	The Department of Mathematics, working with Institutional Research and OSRHE, will continue to seek ways to track students who completed the pilot 12th grade class and see how they perform when they get to OSU. Also, the Department of Mathematics stands ready to assist with OSRHE and Department of Education programs to remedy learning loss and provide professional development in tandem with the College of Education and Human Sciences.	If data for students who have completed the 12th grade math class become available, OSU will evaluate correlations between performance in the high school CCMR classes and the OSU Math Placement Test to ensure consistency in placement. DFW rates in gateway courses and performance in subsequent classes are the usual measures OSU uses. If the state chooses to use something like the ALEKS PPL platform to help measure readiness and provide remediation, the ALEKS readiness score and topics mastered give excellent measures of effectiveness.	We have no data so far. OSU would be pleased to have the Department of Mathematics work with its Institutional Research and Analytics team to track CCMR students' progress if we could find a way to do so. Until then, it is difficult to determine how successful these students are in initial college-level math classes. The data suggest that ALEKS is measuring student readiness extraordinarily well, and because of the strong student success using that model, OSU will continue to use it along with expanded corequisite offerings to accommodate as many students in college-level classes as possible. OSU is also happy to help measure

High Impact Strategy – 12th Grade Math (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
specifically for the CCMR course, we stand ready to do so if demand emerges and would be happy to hear from districts who wish to have this training.			the progress of students who go through state programs to remedy learning loss and then attend OSU, assuming we have a way of identifying them.
Fiscal Impact: While OSU does not use the CCMR course in placement, the fiscal impact of OSU's placement strategy has been substantial, improving DFW rates by over 12 percentage points since its implementation. This increased student success has helped students progress to their chosen degrees in a timely manner.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OSU is not currently using students' ICAPs in advising. Students do not routinely bring the plans with them from high school to college, and we do not have a way to get the plans in the hands of advisors. We could certainly encourage students to bring them to advising appointments in their freshman year if many of our students have them, but they are not part of our current advising approach.			
Fiscal Impact:			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OSU uses corequisite mathematics classes to reduce enrollment in traditional remedial mathematics courses. These classes cover the standard syllabus but meet for two extra sessions per week to provide supplemental support covering background material, study skills, and current content. In 2021-22, OSU offered six corequisite sections of Mathematical Functions and Their Uses (OSU's version of Functions and Modeling), nine corequisite sections of College Algebra, three corequisite sections of Preparation for Calculus (OSU's focused, three-credit-hour precalculus course), and two corequisite sections of Calculus I. In total, 543 students enrolled in a corequisite class at OSU in the 2021-22 academic year. Of these, 448 enrolled in either Mathematical	The Department of Mathematics is responsible. It cooperates with academic advisors to ensure optimal student placement, and coordinates corequisite offerings with the Directors of Student Academic Services and with Instruction Council.	Success is measured by the number of students who earned college-level credit in math in a corequisite class, but would have been placed into a remedial class if the corequisite program was not available. A secondary measure of success is the proportion of students enrolled in corequisite classes who succeeded in earning college-level credit in those classes.	OSU's program of corequisite instruction was piloted in 2015. It is now an established and very successful part of math instruction at OSU. Each year, more than 400 students gain the opportunity to earn college-level math credit instead of being placed in remediation. They succeed at rates comparable to those for the courses as a whole. In addition, around 100 students, mostly STEM majors, are able to avoid being placed in a lower-level class that would materially increase their time to degree. After succeeding in a corequisite class, many students are able to continue to be successful in later standard math classes, suggesting that the extra support they receive in the corequisite class continues to pay dividends.

High Impact Strategy – Co-Requisite Support Courses (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Functions and Their Uses or College Algebra; these students would likely have been placed in a remedial class had the corequisite option been unavailable. The remaining 95 students were predominantly STEM majors. Although these students would not have been placed in a remedial class in the absence of the corequisite option, they would have been placed in a lower-level class and this would have increased their time to degree and likely also decreased retention in this cohort.			.
Fiscal Impact: The direct fiscal impact to OSU of the use of corequisite classes is minimal. The additional resources required to offer a corequisite section are paid for by a special fee (currently $90 per student), meaning that the instructional costs for a corequisite section are essentially the same as for a standard section.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OSU continues to use ALEKS PPL for math, statistics, and some lower-division science placement (CHEM 1215, CHEM 1314, CHEM 1414, CS 1113, GEOL 1114, PHYS 1114). This placement test allows OSU to	For math, statistics, and science placement, the Departments of Mathematics, Statistics, Chemistry, Computer Science, Geology, and Physics are responsible for the academic aspects along with the College of	The Department of Mathematics tracks the DFW rates across math courses and in subpopulations for select courses, such as first generation students. The Department also tracks enrollment in math classes beyond the entry	The DFW rate in lower-division math courses dropped around 13 percentage points with the implementation of OSU's math placement exam and associated reforms that proper placement made possible. Enrollment in

High Impact Strategy – Course Placement (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
place students in both standard and corequisite sections of courses. It has been particularly helpful in understanding the population that places at the remedial level, giving OSU a mechanism for identifying those who can succeed in college-level classes so long as they are provided with extra support. The relevant departments within the College of Arts and Sciences, the CAS Director of Student Academic Services, and Institutional Research and Analytics work together to collect and analyze data that allow them to adjust placement guidelines and to target at-risk students for additional assistance. Full proctoring of the placement test has served to improve the reliability of placement scores, helping both students and instructors. In addition, the Department of Mathematics gives first-week diagnostic assessments in many of	Arts & Sciences. University Assessment and Testing manages the university's implementation of the ALEKS system and the logistics of delivering the test to students. All entities coordinate with the Directors of Student Academic Services, Instruction Council, and New Student Orientation (NSO) /First Year Success (FYS) to ensure students receive uniform messaging about the exam. For English, reading, and science placement, the Division of Academic Affairs, the Directors of Student Academic Services, Instruction Council, and the colleges and departments who use placement exam scores, UNIV 0133, and UNIV 0153 completion information are responsible for setting placement requirements and making placement decisions. University Assessment and Testing (UAT) assists these units by publishing placement information and by managing the	level to monitor how well students are progressing from the initial courses. Additionally, the Department has carefully tracked success in corequisite classes, including giving common course-wide exams in those classes to ensure that the students are receiving a course with the appropriate rigor. The Department also tracks corequisite students in subsequent semesters to see how they progress in other quantitative classes. Similar tracking occurs within the other departments and within the College of Arts & Sciences for their courses requiring the math placement exam. Institutional Research and Analytics and the relevant academic advising units monitor students who take and pass ACCUPLACER exams for English or reading and/or UNIV 0133 and UNIV 0153 to satisfy remediation and placement requirements in English, reading,	2000-level classes rose during this period, suggesting that students are making it through the early STEM-prep math classes much better than before. Proctored placement tests seem to be identifying students' strengths and weaknesses well; OSU math instructors report consistency with in-class diagnostics they give early in the semester. OSU has even been able to use data from the placement test combined with semester grades to lower placement requirements in certain circumstances. The corequisite sections have allowed the Department to place more students in college-level math classes, and having the placement results gives course coordinators a good idea of precisely which prerequisite skills instructors need to emphasize in those corequisite classes. New classrooms specially designed for corequisite instruction became available in Spring 2020. However, due to social distancing requirements during the

High Impact Strategy – Course Placement (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
its lower-division classes. These are intended to help identify students who have met the formal prerequisites for a course but may nevertheless be inadequately prepared for success. These students are offered the opportunity voluntarily to switch to a corequisite section, as well as being given information about additional resources such as the Mathematics Learning Success Center. OSU uses ACCUPLACER's Next-Generation Writing test (for English) and Next-Generation Reading test (for reading) to assist with course placement and to satisfy remediation requirements in those two academic areas. Cut scores for both exams to remove remediation are set at 263. Additionally, UNIV 0133 and UNIV 0153 courses (taught at NOC-Stillwater) are used to satisfy English (0133) and reading and science (0153) remediation for students who satisfactorily complete those courses.	university's implementation of the ACCUPLACER system and the logistics of delivering tests to students. Institutional Research and Analytics and the relevant academic advising units also track students who take (and successfully complete) UNIV 0133 and UNIV 0153.	and science. Academic advisors also assist students in identifying alternative means for training or study to improve placement exam scores or identifying alternatives for enrollment in those instances when necessary.	pandemic, they did not fully come into service until Fall 2021. Since then they have been used intensively for corequisite instruction and are proving to be excellent venues for this purpose. While students placed using ALEKS have very low DFW rates, students transferring the prerequisite from other institutions have high DFW rates, often exceeding 50%. This is a challenge, and OSU is hopeful that the Mathematical Inquiry Project can help with this problem. Between May 2021 and April 2022, 3 students took the ACCUPLACER Next-Generation Writing Exam for English placement with 1 achieving a score to remove remediation on a first or subsequent attempt (for a 33.3% rate). 4 students took the ACCUPLACER Next-Generation Reading Exam for reading placement, with no student achieving a score to remove

High Impact Strategy – Course Placement (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
In addition, the Department of Mathematics gives first-week diagnostic assessments in many of its lower-division classes. These are intended to help identify students who have met the formal prerequisites for a course but may nevertheless be inadequately prepared for success. These students are offered the opportunity voluntarily to switch to a corequisite section, as well as being given information about additional resources such as the Mathematics Learning Success Center. OSU uses ACCUPLACER's Next-Generation Writing test (for English) and Next-Generation Reading test (for reading) to assist with course placement and to satisfy remediation requirements in those two academic areas. Cut scores for both exams to remove remediation are set at 263. Additionally, UNIV 0133 and UNIV 0153 courses (taught at NOC-Stillwater) are used to satisfy English (0133) and reading and science (0153) remediation for students who satisfactorily	University Assessment and Testing (UAT) assists these units by publishing placement information and by managing the university's implementation of the ACCUPLACER system and the logistics of delivering tests to students. Institutional Research and Analytics and the relevant academic advising units also track students who take (and successfully complete) UNIV 0133 and UNIV 0153.	English or reading and/or UNIV 0133 and UNIV 0153 to satisfy remediation and placement requirements in English, reading, and science. Academic advisors also assist students in identifying alternative means for training or study to improve placement exam scores or identifying alternatives for enrollment in those instances when necessary.	remediation (for a 0% rate). Few Few students took these exams during this period due to the pandemic and orientation sessions being held online (most students take English and reading placement exams during orientation). Instead, more students needing remediation enrolled in UNIV courses. 54 of 61 students enrolled in and satisfactorily completed UNIV 0153 in Fall 2021, satisfying science and reading remediation (for an 88.5% rate). 50 of 51 students enrolled in and satisfactorily completed UNIV 0153 in Spring 2022, satisfying science and reading remediation (for an 98% rate). Academic advisement also is continually used in OSU's academic colleges to aid in successful placement into courses that have major English, reading, and science requirements, as advisement often identifies students who are ready for courses beyond what is indicated in initial placement assessments or

High Impact Strategy – Course Placement (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
complete those courses.			placement exams. Additionally, OSU's English Department also offers sections of International Freshman Composition designed for non-English speakers to better serve international students who may not be well-served by placement exams or remedial courses in English.
Fiscal Impact: There is no significant financial impact on OSU from our current placement methods.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Advisors are provided new student advising information with student remediation requirements during their first enrollment appointment from the Student Success Slate System.	Academic Advisors	Advisors are tasked with explaining remediation requirements and ensuring students are properly enrolled in their requested remedial classes during their first 24 hours. The Banner Self-Service enrollment system blocks enrollment in key courses until remediation requirements have been met.	Advisors work with students to obtain remediation through transfer work at NOC or another institution. Students are provided with corequisite enrollment when appropriate.
Fiscal Impact: There is no additional fiscal impact.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Concurrent programming continues to offer courses to high school students on the Stillwater OSU campus, Early University at Stillwater High School, and online in the Cowboy Concurrent Online program. Concurrent students meet with one advisor dedicated to concurrent students. Outreach to Oklahoma high school counselors to promote the concurrent opportunities and informing counselors of academic alerts.	Kristen Kulling, Coordinator for Concurrent Programming and Advisement, works with departments wanting offer courses on the high school campus or online. Online courses are created with CAS Outreach for the Cowboy Concurrent Online program. Kristen Kulling, Coordinator for Concurrent Programming and Advisement is the academic advisor for concurrent students. Kristen also reaches out to Oklahoma high school counselors via email, phone and visiting high schools to present information to students and parents. Academic	Success is measured by the overall enrollment numbers, credit hours generated, and the number of the locations of students taking part in the program. Student survey of advising and the concurrent student experience.	Concurrent courses are increasingly available to students across the state and beyond with the Cowboy Concurrent Online program. Students can take courses at a reduced rate for Oklahoma juniors and nonresidents. Oklahoma resident seniors can take courses cost of the textbooks with the tuition waiver from the state up to 18 hours and the OSU Foundation paying the fees for those Oklahoma seniors. Oklahoma seniors regardless of their location and socioeconomic status have access to collegiate courses at OSU supporting the land grant mission.

High Impact Strategy – Concurrent Enrollment (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
	alerts are shared with high school counselors to aid students in their academic success by offering support or assist with adjusting enrollment.		During the summer OSU had student enrollment from 23 different high schools, in the fall semester 83 different high schools and spring semester 86 high schools. Additionally, students from California, Texas and Kansas participated as concurrent students.
Fiscal Impact: During the summer 2021, fall 2021 and spring 2022 semesters, concurrent enrollment has generated 2,455 credit hours.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Aug-Sep 2021 - OSU confirmed with the 14 OK community colleges and technical branches their desire to participate in the 2021-22 OSU Reverse Transfer Initiative. Sep 2021 and Feb 2022– OSU sends to participating community colleges: Names and directory information for their potential reverse transfer students, and official transcripts for students who've provided us with prior signed consent. Oct 2021-May 2022 - Community colleges contact reverse transfer students to: 1. Provide an opportunity for students to apply for their associate's degrees; 2. (For students who haven't provided signed consent for OSU to send their transcripts to the community college) Provide information on how to send an OSU transcript to the community college; 3. Award associate's degrees to those who apply and are qualified;	University Registrar	Participating community colleges are asked to annually report the number of associate's degrees that were awarded as a result of OSU reverse transfer.	The 2015-16 reverse transfer initiative included 13 of the 14 Oklahoma community colleges, and 170 Associate's Degrees were awarded as a result of OSU reverse transfer (fall 2015 and spring 2016). The 2016-17 reverse transfer initiative included all of the 14 Oklahoma community colleges, and approximately 150 Associate's Degrees were awarded as a result of the program. Results for the 2017-18 reverse transfer initiative, which again included all of the 14 Oklahoma community colleges, and approximately 161 Associate's Degrees were awarded as a result of the program.

High Impact Strategy – Reverse Transfer (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
4. Send community college transcripts verifying the degrees back to OSU. Community college should secure student's permission or include a statement in the annual FERPA notification that the college forwards transcripts to the current school if it is for purposes related to the student's enrollment or transfer. See FERPA §99.31(a)(2). June-July 2022 - Community colleges communicate results to OSU—which students completed degrees as a result of the reverse transfer and the program is evaluated to determine necessary modifications and future recurrence plans. OSU also sends reverse transfer data on a regular basis via the National Student Clearinghouse to participating institutions for students who've provided prior consent.			The 2018-19 reverse transfer initiative resulted in 182 Associate's Degrees awarded among Oklahoma institutions, which is the highest annual yield to date (approximately 10% of the potential reverse transfer students). Results for the 2019-20 reverse transfer initiative broke the previous year's record with a total of 311 Associate's Degrees awarded in the state as a result of our program. The 2020-21 reverse transfer initiative resulted in a total of 86 Associate's Degrees awarded in the state as a result of our program.
Fiscal Impact: N/A			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OSU has no contracts with Career Technology partners. However, our Department of Agricultural Education, Communications, and Leadership and the Ferguson College of Agriculture work very closely with CareerTech on the FFA State Career Development Events.	Ferguson College of Agriculture. Dr. Rob Terry serves as the State Contest Superintendent, and Ms. Chesley Comstock (Ferguson College prospective students coordinator) serves as the state contest facilities coordinator.	Student participation	Approximately 2,700 FFA students were registered to compete in the April 2022 event.
Fiscal Impact: Difficult to measure but encourages students to continue in agriculture careers and helps generate new employees in that sector for the state.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OSU is not currently using students' ICAPs in advising. Students do not routinely bring the plans with them from high school to college, and we do not have a way to get the plans in the hands of advisors. We could certainly encourage students to bring them to advising appointments in their freshman year if many of our students have them, but they are not part of our current advising approach.			
Fiscal Impact:			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Prior Learning Credit is added to the student's OSU record as transfer credit with a GPA neutral grade. Prior Learning Credit awarded for: • Credit by exam (AP, IB, CLEP, Advanced Standing exams offered by OSU departments) • Military Credit (based on Joint Services Transcript or ACE transcript; Elective credit awarded for basic training.) • American Council on Education Credit • Oklahoma School of Science and Mathematics coursework as approved by OSU faculty	Undergraduate Admissions Academic Departments	Credit by exam and OSSM courses reviewed and updated annually by UGA and academic departments. Military and ACE credit reviewed annually for alignment with ACE recommendations.	Undergraduate Admissions awards credit for prior learning through means approved under OSRHE, Department of Education and OSU policies. We are working with academic departments to identify opportunities for students to receive credit for additional types of prior learning, such as Council on Law Enforcement Education and Training courses, prior work experience, and certifications.
Fiscal Impact: Awarding credit for prior learning contributes to increased enrollment of new students, especially transfer students, in addition to promoting retention and degree completion.			

High Impact Strategy – Math Initiatives (Gateway Math, Math Advising, Degree Clusters, etc.)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Department of Mathematics has had math pathways since the late 1990s, including a quantitative literacy course, a math modeling course for non-STEM majors, and the traditional College Algebra course. Since launching the Success in Undergraduate MathematicS (SUMS) initiative in 2011-2, the Department has met with many units and colleges across campuses to assist with degree plan revisions, emphasizing the utility of the Modeling pathway as an excellent replacement for College Algebra for many disciplines. The Department continues to provide guidance regularly to units about what mathematics courses best fit the quantitative needs of their programs, and it has also advised, for example, the local chapter of Phi Beta Kappa about reasonable math requirements. OSU and OU worked together in the summer of 2019 to develop a joint statement on math pathways alignment that	The Department of Mathematics bears primary responsibility for providing information to other units. Those units then meet to discuss their curricular needs and make decisions based on the information Mathematics provides. Both Math and the individual disciplines communicate continually with advising staff to ensure that students get the most current advice on their degree plans. To facilitate communication with other decision-makers and stakeholders, the Head of Mathematics frequently appears at meetings for the Directors of Student Academic Services and generally speaks to Instruction Council, the Associate Deans responsible for instruction, once or twice per year.	Measures of effectiveness include success in the gateway and subsequent courses, including courses within other disciplines that have mathematics classes as prerequisites, and degree completion rates (and whether mathematics courses are obstacles to progression).	Many units have added the Modeling course to their degree plans, giving students an alternative to College Algebra. Business adopted this several years ago, and the data suggest that students coming from the Modeling course do just as well in Business Calculus (despite the modeling course requiring less rigorous mathematical preparation). Moreover, OSU's partnership with NOC has worked well in this direction; many more students entering Business at OSU who started at NOC are coming to OSU having taken the Modeling prerequisite. In addition to Business, other programs, including Psychology and several in the College of Agricultural Sciences and Natural Resources, have made similar switches without any problems, accommodating many students for whom College Algebra is a struggle. Additionally, Chemistry changed its math prerequisite for its 1000-level courses to Modeling for the 2018-9 year without any

High Impact Strategy – Math Initiatives (Gateway Math, Math Advising, Degree Clusters, etc.) (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
they presented to OSRHE and the Math Success Group. Moreover, OSU meets regularly with NOC to ensure alignment of curriculum and pathways and often communicates with other feeder institutions as well. Additionally, OSU has a robust system of math advising with detailed information coming from the math department and disseminated to advising staff and also to the public via a web page and information from New Student Orientation. OSU is in the process of analyzing its degree plans by using curricular analytics tools in collaboration with the APLU Western Land-Grant Cluster, which will help identify any significant obstacles students face in the interaction between math requirements and other courses.			apparent difficulties. This is particularly important because it was the last obstacle for some degree plans that require Chemistry to switching from College Algebra to Modeling. Further, the Department of Mathematics partnered with Horticulture and Landscape Architecture to develop an Applied Geometry and Trigonometry course, an alternative to the traditional Trigonometry class, which over a hundred students in Agriculture, Art, and Human Sciences have taken as a second math class since its introduction in 2014. Finally, we note that OU and OSU are broadly aligned in math pathways with only a few significant exceptions and have had excellent conversations over the last year both with each other and with community colleges across the state.

High Impact Strategy – Math Initiatives (Gateway Math, Math Advising, Degree Clusters, etc.) (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			Overall, DFW rates in lower-division math classes have fallen over 12 percentage points since the start of the SUMS initiative, paving the way for improved retention and graduation rates.
Fiscal Impact: The fiscal impact of increased success in math is difficult to quantify but clearly substantial. Math has historically been a barrier for students' progress toward graduation and creating math pathways and support systems for students that help them pass math on their first attempt saves considerable time and tuition dollars.			

ADULT COMPLETION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Oklahoma State University – Tulsa's partnership with the Oklahoma Reach Higher: Direct Complete (RHDC) program began in June 2018. Approved Degree Programs: • Computer Science BS • Elementary Education BS • Finance BSBA • Management Information Systems BSBA • Management Information Systems: Information Assurance BSBA Implementation strategies for this past year included hosting Reconnect events to attract returning adult students. Events included information sessions on returning to school, balancing career and family, and financial aid. Opportunities to connect with academic and financial aid advisors were included with all events. • Reconnect – 4/13/2021 – Virtual	Susan Tolbart, Director, Recruitment and Scholarships, served as Reach Higher: Direct Complete Degree Completion Navigator, for much of the year. From April-June 2021, former recruitment manager Saira Nadeem served as the Degree Completion Navigator. From June-December 2021, former recruitment specialist Samuel Alvarado served as the Degree Completion Coordinator before taking a new position within the university. Currently, Megan Pitt, recruitment manager, and Bethany Washburn, recruitment specialist, are taking on Degree Completion responsibilities. Susan Tolbart serves as the reporting contact.	Student completes bachelor's degree within 3 years (10 semesters). Student completes degree with minimal student loan debt. Student obtains employment in degree area within one year of graduation.	RHDC Eligible Students Graduated: • 2 students graduated within three years. 2 students will graduate in Spring 2022. • 2 students graduated or will graduate with no loan debt at OSU. 2 students graduated or will graduate with over $33,000 in loans. • No employment data is available as the two graduated students are not a year out from graduation. Two students are pending graduation Spring 2022. RHDC Students Enrollment Status: • 3 RHDC eligible students are currently enrolled. • 2 RHDC eligible students stopped attending. Students Enrolled in non-RHCD programs: • 3 students changed to non-eligible majors.

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) (continued)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
• Reconnect – July 21 – Virtual • Reconnect Degree Completion Fair in conjunction with Tulsa Community College – March 30 – In person Additionally, Reach Higher branding is included in Transfer Day promotions to attract new transfers and returning adults. A dedicated RHDC page is also provided on the OSU-Tulsa web site.			Student Expressed Interest in RHDC: 85 students expressed interest in the RHDC program between 5/1/2021 and 4/30/2022.

Fiscal Impact: OSU-Tulsa works with the OSU Foundation to distribute privately funded scholarships to eligible students. At the onset of OSU-Tulsa's participation in the Reach Higher Direct Complete (RHDC) program, a designated Reach Higher scholarship was funded by the Schusterman Family Philanthropies. Funds for that scholarship have been expended. However, he same donor provides funds to support stopped out students who meet the requirements of the scholarship. RHDC students are considered for tuition waiver and other scholarships based on eligibility requirements for each scholarship or waiver. A new privately funded scholarship program was initiated this year to provide support to Elementary Education majors in their final semester of student teaching.

Aggregate amounts awarded to RHDC students:

Scholarships	$16,500
Tuition waivers	$5,750
Federal, State, University and Tribal Grants	$57,665
Stimulus payments	$15,000
TOTAL	**$94,915**

Learning Opportunities

Elementary Education students are required to complete a 9 credit-hour internship their last semester in addition to other clinical and observation experiences within their program. Students pursuing computer science, finance and management information systems have the option of completing an internship course as a part of their program.

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
In August 2021 the Division of Student Affairs convened a working group to support exploration of a campus-wide CLR solution that could include a student's co-curricular experiences, skills-based competencies, badges, curricular learning outcomes, program overviews and progress, etc.	The ongoing working group led by Student Affairs includes representation from Registrar, Academic Affairs, Information Technology, Institutional Research & Analytics. We need to include the Graduate College going forward. In addition, the new strategy process led by the President's Office includes efforts to identify competencies for the ideal OSU graduate, which is likely to impact the direction of the project.	We are still in the exploration phase, and have yet to identify a comprehensive, centralized solution to implement.	We are still in the exploration phase, and have yet to identify a comprehensive, centralized solution to implement.
Fiscal Impact: This process for Micro-credentials will eventually have a fiscal impact once we move beyond the exploratory phase and closer to implementation, but it's too early to quantify at this point.			

High Impact Strategy – Micro-credentials and Badging Graduate College *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
360º Critical Skills for Career Success: Programming developed for graduate students is delivered through partnerships across campus, including ITLE, Hargis Leadership Institute, Career Services, OSU Writing Center, Edmon Low Library, the English department and others.	Graduate College (Dr. Carol Powers, Assistant Dean)	Number of students reporting activities, number of badges and program certificates earned, and number of students attending programming. Review of students' reflective submissions.	This year, 67 students reporting 125 verified activities and 369 students participating in programming (820 registered)
Fiscal Impact: Programming covered by student fees and private foundation funds.			

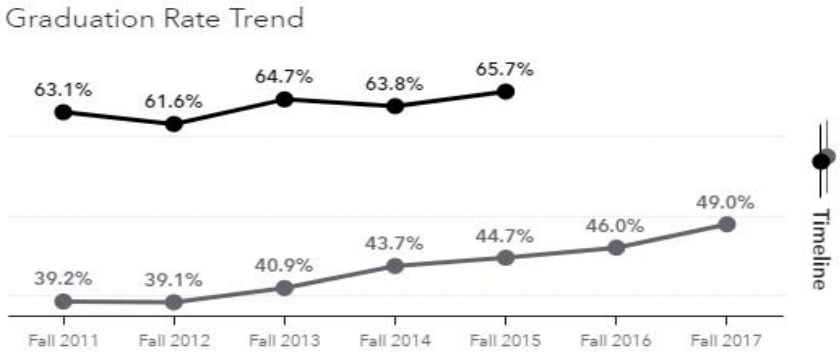
OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Implementation of SAS Visual Analytics started in June 2017 and went live in October of 2017. SAS tools allow for dashboards, as well as predictive modeling and other reports. OSU also implemented a student CRM (SLATE) in 2021-2022. This is replacing the previous academic alert system and advising system. In addition, SLATE is a powerful communication tool, that also provide analysis for the efficacy of targeted communications to students.	Institutional Research and Analytics is responsible for SAS Analytics. A new team was formed to implement and maintain the CRM. This team reports to the Associate Vice-President of Administration and Finance who is also the director of Institutional Research and Analytics. These offices work in close collaboration to maximize the benefits of both tools.	The goal is to allow for more analysis and predictive modeling and the ability to put power in the hands of the end user to modify reports as needed.	IRA continues to expand reports available and look for opportunities to provide data-driven decision support for the university. In addition to dashboards listed in prior years, new reports developed in the past year include course seat summaries to help the colleges management course enrollment and classroom space, a financial dashboard for our fiscal officers across campus and improvements to admissions dashboards for both undergraduates and graduates.
Fiscal Impact: While data analytics does require an investment of resources, the data-driven decision support this provides to the university quickly offsets the cost. As an example, analytics have helped improve retention. Increasing the % of students returning year over year increases tuition and fee revenue, which makes up the largest portion of E&G revenue.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Block tuition was implemented beginning Fall 2014. While we have seen improvement in graduation rate, the 4-year graduation rate reported in Fall 2018 will be the first full 4-year cohort OSU will have been able to track since the start of the block rate.	The block rate implementation was led by Administration and Finance and is managed within the Office of Institutional Research and Analytics.	Graduation rates – specifically improvement in 4-year and 5-year graduation rates.	4-year, 5-year and 6-year graduation rates have all increased since OSU implemented our block rate tuition model. The most recent graduation rates: 4-year = 49.0% 5-year = 61.8% 6-year = 65.7% all represent all-time highs for OSU and the 4-year rate is an increase of approximately 15 percentage points when compared to the 4-year graduation rates prior to implementing block tuition.
Fiscal Impact: While block tuition was a part of the "15 to Finish" initiative, there were also other aspects including degree maps to help students while enrolling to sequence courses to shorten time to degree. This has helped not only improve graduation rates, but also has improved retention rates, which while beneficial to our students in terms of graduating and being productive contributors to the economy, also has a positive fiscal impact to the university in terms of bolstering enrollment.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Following the successful implementation of our expedited degree clearance process, which uses a combination of Degree Works degree completion data with other student data from Banner, we identified the opportunity for additional applications of this data for purposes beyond final degree clearance to increase graduation rates and positively impact student success. Beginning in spring 2021, the University Registrar began to pilot a Student Completion Communication which included the following scenarios: 1. <u>Before semester begins</u>: Identify students who have applied to graduate for the upcoming semester but are not on track to graduate with final semester coursework. Notify College Student Academic Service Directors, who can	**Office of the Registrar** Rita Peaster, University Registrar **College of Arts and Sciences** Sandra Mehan & Amy Martindale **College of Education and Human Sciences** Cedar Moore, Terry, Blair, & Kristi Seuhs **College of Engineering, Architecture, and Technology** Lori Templin & Lance Millis **Ferguson College of Agriculture** Susan Willoughby & Deb Vanoverbeke **Spears School of Business** Joan Payne & Marissa McIntyre	Primary measures of effectiveness include: Overall undergraduate graduation rates, and the number of degrees awarded as a percentage of all degree candidates for the term.	Our most recent 4-year and 6-year graduation rates, 49.0% and 65.6% respectively, are our highest on record (see the "Graduation Rate Trend" chart below this table). We also have experienced an upward trend in the number of degrees awarded as a percentage of eligible degree candidates for the term: Spring 2018 – 91% Spring 2019 – 89% Spring 2020 – 92% Spring 2021 – 94%

High Impact Strategy – Degree Audit Program/Degree Reclamation (continued) *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
coordinate outreach from academic advisors to the students to adjust final semester classes to get on track for graduation. 2. Mid-semester: Identify students who are on track to graduate but haven't applied to graduate for the term (direct communication to students encouraging them to apply to graduate). 3. After term ends and before semester degree clearance deadline: Identify students who have met all degree requirements but haven't applied to graduate. This includes students who have stopped out. Notify College Student Academic Service Directors, who can coordinate outreach from academic advisors to the students.			
Fiscal Impact:			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Expand advocacy through development of student led advocacy organization. Continue course markings.	OER Coordinator/Undergrad Outreach Intern	Student led advocacy organization developed, election of executive officers. Course marking implemented campus-wide 2022-2023AY	Spring 2022 Undergraduate student participated in 80% of OER WG mtgs. Director SAS attended <80% but provided asynchronous input and consultation. OSU Libraries hired two undergraduate students to support undergraduate advocacy and outreach. Course markings implemented.
Continued provision of faculty and student facing professional and student development opportunities	OSU Libraries/Research and Learning Services/OER Librarian	Development and presentation of Fall 2022 new Faculty Seminar; continued presentation of synchronous learning opportunities, continuation and expansion of Faculty Learning Circles. 2022-2023AY	OpenOKState in partnership with OSU ITLE presented one New Faculty seminar. One Faculty Learning Circle as well as asynchronous, synchronous, and individual learning opportunities were implemented throughout the year.
Increase awareness of shared vocabulary for use in RPT describing metrics necessary for inclusion of OER as scholarly work in tenure dossier	OSU Libraries/Research and Learning Services/OER Coordinator	Language Presented to Faculty Council Fa22	OpenOKState Fellows program developed and implemented; English Comp program included OER in RPT manual; OER represented as scholarly work in participating faculty RPT dossier; OpenOKState presented at OER22 about OER and RPT
Fiscal Impact: AY22-23 projected student savings around $786,900.00. Projected cumulative savings (Fa2019-Sp2023) $1,558,200.00.			

University of Oklahoma (OU)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy - Concurrent Enrollment			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Increase on campus and off-campus options for in-person concurrent courses	Responsible party left the University, hiring in process	Students enrollment	Recent decreases in enrollment during the pandemic
Fiscal Impact: Decrease in revenue from Concurrent Enrollments over the past year. Discussions are underway in reversing this trend and exploring modes of delivery to increase impact.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We have created specific interest assessments and resources that connect students' ICAP plans to OU academic majors by utilizing OU's Career Clusters and Pathways Majors Map and Majors by Holland Interest Theme Chart. Meeting with a major exploration coach helps students discover academic major options that best fit their career goals.	Travis Lightsey, Jr.—Director of the Center for Major and Career Exploration in University College	Student retention, student satisfaction, academic major confidence	Compared to students who did not work with a coach, first-year students who worked with a major exploration coach were retained at a higher rate (94.6% vs 70.4%); reported more confidence with their academic major choice; were less likely to change their major compared to other students; were highly satisfied with the services provided; and, stated that they were more prepared to take steps towards their academic and career goals.
Fiscal Impact: Increasing student retention increases revenue for the institution and opportunity for the student. Helping students identify a major sooner as opposed to later helps students make progress toward a degree more expeditiously, saving them money. Moreover, when students take courses they ultimately do not need, they are taking seats from students who do need these courses, possibly slowing the latter students' time to degree completion. Finally, making meaningful connections between their academic degree and career pathways can help students stay focused and motivated, potentially improving student satisfaction and graduation.			

TRANSFORM REMEDIATION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
We are piloting co-requisite support courses in select 1000-level math courses and first-year composition sections this fall.	George Bogaski—University College; Deb Moore Russo—first-year math; and Roxanne Mountford—first-year composition	Student success—specifically DFW rates—in the initial and subsequent relevant courses	Courses are scheduled for Fall 2022

Fiscal Impact: Will save students time toward degree and tuition dollars not having to take the requisite remedial course(s).

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
The Math Offers Model, developed by the Retention Research Team in University College, uses student application data to place students in their 1000-level math courses	George Bogaski—University College Robert Terry and Nicole Campbell—OU Department of Psychology	Success rates—specifically DFW rates—in the initial and subsequent math courses	The Math Offers Model has been a success in previous years, matching or exceeding the course performance of students placed by the ALEKS math assessment and prerequisite course credit.

Fiscal Impact: Placing students in the highest entry-level math course in which they can be successful is essential for momentum toward degree and student morale. Being able to successfully place students in entry-level math courses without the need for secondary math placement assessments removes barriers and stressors and streamlines the student onboarding process. Implementing MOM has saved the university tens of thousands of dollars in assessment costs.

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Students are required to address any needs for remediation in their first semester and any additional semesters required to address the deficiency	The Advising Records Office in University College	Continuous enrollment in remedial courses until requirement is met	There has been consistent and effective implementation of this policy for many years
Fiscal Impact: In order to enroll in meaningful schedules and make progress toward a degree, students must address these curricular obstacles that limit their eligibility to enroll in credit-bearing courses required for their degree. Addressing these deficiencies in a timely manner eliminates barriers to degree-completion.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Discussing new strategies with Concurrent Enrollment			
Fiscal Impact:			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Not pursuing			
Fiscal Impact:			

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
None			
Fiscal Impact:			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continued coordination with Oklahoma institutions so partner schools can grant Associate's degrees – have worked with OCCC, Rose State, NOC, WOSC TCC, OSU-OKC. We have been pursuing a relationship with the National Clearinghouse to expand reverse transfer and tracking efficiency and have supported national legislation, The Create Act and the Reverse Transfer Efficiency Act ensure that student FERPA rights are not violated while creating an environment where records can be shared to benefit the student.	Kellie Dryer, Laurie Tinsley	Measured by the feeder schools' number of Associates Degrees retroactively awarded	Hundreds of students have been contacted and hundreds of degrees conferred through our established process with NOC, OCCC, and WOSC in particular. We are currently working with the National Student Clearinghouse to automate a system for the NSC to work with the two year institutions. This takes the reverse transfer to a new level for facilitating associate's degrees. The NSC will notify the two year institutions when a student has completed enough hours at a four-year institution, the student might be eligible for an associate's degree. This will help students who transfer to OU with hours from a particular two-year and might be eligible for an associate's degree. When programming is complete, any two year institution will be able to receive a report from the NSC of OU students who have completed hours needed for an associate's degree.
Fiscal Impact:			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Under discussion as part of Degree Completion procedures			
Fiscal Impact:			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Incoming students can use their ICAP plans to be academically advised towards academic degrees with the Center for Major and Career Exploration. Students are able to leverage their previous ICAP to connect with OU academic majors as well as take our SuperStrong Assessment to connect their results to academic majors using our OU Career Clusters and Pathways Majors Map. They are also academically advised into classes required for their chosen degree.	Travis Lightsey Jr.—Director of the Center for Major and Career Exploration in University College	Student retention, student satisfaction, academic major confidence	Compared to students who did not work with a coach, first-year students who worked with a major exploration coach were retained at a higher rate (94.6% vs 70.4%); reported more confidence with their academic major choice; were less likely to change their major compared to other students; were highly satisfied with the services provided; and, stated that they were more prepared to take steps towards their academic and career goals.
Fiscal Impact: Increasing student retention increases revenue for the institution and opportunity for the student. Helping students identify a major sooner as opposed to later helps students make progress toward a degree more expeditiously, saving them money. Moreover, when students take courses they ultimately do not need, they are taking seats from students who do need these courses, possibly slowing the latter students' time to degree completion. Finally, making meaningful connections between their academic degree and career pathways can help students stay focused and motivated, potentially improving student satisfaction and graduation.			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Working with business leaders in Tulsa to create degree for OU's Polytechnical Institution in Tulsa	Jim Sluss	Students enrolled in programs	Initiative has just been approved
Fiscal Impact:			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
No specific scholarships or programs at the moment, part of discussion with OU Online Degree Completion initiative			
Fiscal Impact:			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Currently in discussions			
Fiscal Impact:			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Partnering with Coursera through Professional and Continuing Studies	Interim Dean Gregg Garn	Enrollment	Data unavailable due to transition within program
Fiscal Impact:			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
1) PredRet is an index of predicted retention used in admissions and student support resource allocation decisions; iterations of PredRet have been used for several years.	1) George Bogaski—University College; Robert Terry and Nicole Campbell—OU Department of Psychology	1) Comparisons of PredRet with actual retention, as well as frequent validation of the predictive model, point to the success of the index	1) PredRet has been enormously informative and has proven helpful and accurate across different indicators
2) FYRB is an index of first-year retention behaviors that predict retention; the model builds on PredRet and extends it into the first year, capturing behaviors such as major changes and housing changes that impact retention.	2) George Bogaski—University College; Robert Terry and Nicole Campbell—OU Department of Psychology A.	2) FYRB should be useful to academic advisors and other retention specialists in identifying students who are at risk of leaving the university before their second year.	2) Covid interrupted the validation and implementation of the FYRB model; work on this model will resume this fall.

Fiscal Impact:

1) Use of PredRet streamlines the admissions process for thousands of applicants, saving the Office of Admissions and Recruitment significant payroll costs. By expediting the decision process, applicants are notified of their admission status more quickly, which has indirect fiscal impact in terms of student satisfaction with the university.
2) Use of FYRB to alert student support professionals when a student is at risk of leaving should positively impact the first-year student retention rate, thereby saving the university hundreds of thousands of dollars associated with attrition and saving students tuition dollars that would be lost if they did not complete the semester, and indirect costs to self-esteem and morale if they are not successful here.

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
First-year academic advisors advocate 30 credit hours in the first year (including winter and summer sessions), rather than emphasizing 15 credit hours a semester specifically. This provides the needed flexibility for students who for any number of reasons should not take 15 credit hours in a semester (their first semester especially) or who drop below the desired 15 hours during the semester.	Jenel Russell-Pendergraft—Director of Academic Advising in University College	Successful completion of courses each semester/session and 30 credit hours a year.	Other than individual experiences and reports, it is difficult to isolate the specific impact of this advising approach on student retention and success.
Fiscal Impact: Designing a schedule in which a student can be successful is essential (especially new students in their first semester), as is making adequate progress toward a degree. Balancing these two goals when they are at odds requires information, insight, and experience. Factors such as working full time, commuting from a distance, having a learning disability/difference, participating in a demanding extra- or cocurricular activity such as ROTC, the Pride, or a Panhellenic organization, can mean that a student would struggle to succeed in 15 credit hours or more their first semester while navigating the significant transition to college. Encouraging the student to think in terms of 30 hours a year and take advantage of winter and summer sessions can save the student tuition dollars that would be lost for courses that are not successfully completed; encourages students to take advantage of winter and summer sessions, thereby increasing tuition revenue; and, can expedite students' progress toward a degree, saving them money in the long term.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OER initiatives for creation and use of OER in classes has been an initiative since 2012 with a collaborations with Open Stax and LibreTexts OER creation grants Create.ou.edu https://guides.ou.edu/oer	Morgan Briles, Open Education Resource Librarian Mark Morvant, Vice Provost	Textbook costs per students, Adoption of OER	Continued increase in adoption of OER and low cost alternatives
Fiscal Impact:			

Cameron University (CU)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Develop criteria for using College Career Math Ready course for placement (New)	VPAA, AVPAA, Academic Dean, Department Chair, Gateway Math Coordinator	CCMR will be included in CU's assessment plan	
Fiscal Impact: Percentage of time of responsible parties dedicated to developing criteria for use of Math Ready Course for placement.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Send Math Pathways meta-major chart to counselors at all the high schools/have IEAs discuss ICAP results and college readiness with students at IREPO schools (New)	AVPAA, Instructional Extension Agents (IEAs)	Students will enroll in the gateway math course appropriate for their pathway, major, and/or intended career	
Fiscal Impact: Cost of materials for distribution to high schools. IEA salary and IEA travel to rural high schools (grant funded)			

High Impact Strategy - Concurrent Outreach			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Develop concurrent enrollment advisory board to provide input on maximizing the use of concurrent enrollment as a bridge to college success. Involved stakeholders will include high school teachers and counselors (New)	VPAA, AVPAA, Academic Dean, Concurrent Enrollment Coordinator	Advisory board will meet twice per year	
Conduct concurrent outreach to major feeder high schools, including LPS campuses, Elgin, Cache, and Duncan	VPAA, AVPAA, Academic Dean, Concurrent Enrollment Coordinator, IEAs	Enrollment of concurrent students	The IEA is offering on-site services including advising, enrollment, CPT testing, tutoring, and general office hours at all twelve IREPO grant schools, including Cache. In addition, the Concurrent Enrollment Coordinator has offered on-site advising and enrollment at Eisenhower and MacArthur High Schools and is scheduled for a similar session at the Life Ready Center (LRC). The Duncan campus advisor has begun holding office hours at Duncan High School.
Fiscal Impact: Salary and travel for IEAs (grant funded). Percentage of time for other CU personnel involved in outreach			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continue to convene reconstituted Developmental Education Committee and use input from non-math/English members to revise co-requisite courses	VPAA, AVPAA, Director of IRAA, Department Chairs, Departmental faculty	Success rates in co-requisite courses; success rates of co-requisite students in freshman level courses	Developmental Education Assessment Committee met on 3/9/2022 with guests Dr. Carie Schneider, Dr. Chris Keller, and Dr. Muhammad Javed. Data on remedial and co-requisite courses were discussed with all members of the committee, including non-math/English members of the committee.
Create Coordinator of Gateway Math to oversee co-requisite math courses for consistency in curriculum and implementation (New)	VPAA, Academic Dean, Department Chair	Consistency of curriculum in pre-college math	
Review remedial math sequence in light of math pathways to identify opportunities for streamlining math remediation (New)	AVPAA, Academic Dean, Department Chair	More students completing a gateway math class within the first two years of initial enrollment	
Fiscal Impact: Stipend for Coordinator of Gateway Math			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Evaluate the possible use of GPA for placement of concurrent students (New)	VPAA, AVPAA, IRAA Director	Success rates of students placed by GPA in gateway math and English classes	
Continue to monitor effectiveness of placement by High School GPA and make adjustments as necessary	VPAA, AVPAA, Academic Dean, Department Chairs	Success in freshman-level math and English courses	The most recent data regarding the effectiveness of math placement was shared with the Math Pathways Committee on April 6, 2022. There was discussion of the math CPT as a placement tool and of the surprisingly small difference in math success rates based on differences in GPA.
Fiscal Impact: Percentage of time for key personnel dedicated to analyzing success rates of students placed by GPA			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Guide undecided students to choose a meta-major and then a major using meta-major graphics	VPAA, AVPAA, Academic Services Coordinator, Advisement Specialists	Number of undecided students	Academic Advising Center advisors have copies of the updated meta-major sheets and continue to ask new undecided students to choose a meta-major. Discussion of meta-majors has also been integrated into Enrollment Day for new students. Local high school teachers and counselors have been given meta-major/math pathways sheets and at least one LPS high school has converted it to a poster format and hung it in the school.
Require any student with remedial needs past 24 hours to have a waiver on file. AAC advisors will consult with each student who needs a waiver. The Academic Services Director will work with advisors to identify students who are in danger of going beyond 24 hours and counseling them accordingly (New)	VPAA, AVPAA, Academic Services Director, Academic Affairs Coordinator, Advisement Specialists	Number/percentage of students who do not complete remedial coursework within the 24-credit hour requirement	
Fiscal Impact: Percentage of time for relevant staff devoted to tracking waivers for students who have not completed remedial courses within the 24 hour limit			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Work with major feeder high schools (Lawton Public Schools, Elgin, Cache, and Duncan) to deliver concurrent enrollment events at the high schools (New)	VPAA, AVPAA, Academic Dean, Concurrent Enrollment Coordinator, Registrar, Admissions	Number of students participating in concurrent enrollment	
Send Instructional Extension Agents to rural schools to provide support services including advising, enrollment, course placement testing, office hours, and tutoring (New)	VPAA, AVPAA, IEAs	Number of students from rural high schools participating in concurrent enrollment	
Deliver synchronous distance instruction using equipment purchased by RUS grant (New)	AVPAA	Number of synchronous distance education courses offered at rural sites	
Fiscal Impact: IEA salary and travel (grant funded). Percentage of time for relevant personnel dedicated to organizing and attending concurrent nights.			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
CU is not approved to offer Early College programs. Request for an exception to the Oklahoma State Regents for Higher Education's Concurrent Enrollment policy to allow approximately 30 tenth-grade students from Lawton Public Schools (LPS) to enroll at CU during the 2022-2023 academic year was approved by the Chancellor. (New)	VPAA	Number of LPS sophomores participating in concurrent enrollment	
Fiscal Impact: LPS will pay tuition and fees for enrolled sophomores.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
3 + 1 articulation agreement with OSU-CHS to provide students early admission to their medical school while also completing their BS in Biology at CU (New)	VPAA, Academic Dean, Department Chairs, Registrar	Use of agreement by students.	
Develop 2+2 with Western Oklahoma State College for the A.S. Early Childhood to B.S. Family and Child Studies (New)	VPAA, Academic Dean, Department Chairs, Registrar	Completion of signed agreement.	
Develop 2+2 with Western Oklahoma State College for the A.A.S. Criminal Justice to B.S. Criminal Justice (New)	VPAA, Academic Dean, Department Chairs, Registrar	Completion of signed agreement.	

High Impact Strategy – Reverse Transfer (continued) *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Develop 2+2 with Western Oklahoma State College for the A.A. Social Studies Education to B.A. Social Studies Education (New)	VPAA, Academic Dean, Department Chairs, Registrar	Completion of signed agreement.	
Develop 2+2 with Rogers State University for the A.A. Secondary Education (Social Studies) to B.A. Social Studies Education (New)	VPAA, Academic Dean, Department Chairs, Registrar	Completion of signed agreement.	
Fiscal Impact: None			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Partner with Great Plains Technology to offer Respiratory Care and Radiologic Technology programs at CU (New)	VPAA, Academic Dean, Department Chairs	Number of students participating in programs.	
Fiscal Impact: Technology Center will fund salaries for staff in these programs.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Conduct review and collect information on military credit awarded in order to streamline the process for awarding military credit (New)	VPAA, AVPAA, Registrar,	Number of credit hours awarded for prior military service	
Develop calendar for continuous review of prior learning credit including AP, CLEP, DSST, IB, military credit and prior learning portfolio (New)	AVPAA, Registrar, Admissions, Advisement	Students awarded advanced standing credit	
Fiscal Impact: Time and energy of Registrar's Office staff			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Incorporate ICAP results into freshman advising conversation about meta-majors	AVPAA, Director of Academic Services, academic advisors	Fewer undecided students	Advisors continue to ask students about ICAP results when discussing possible careers and majors.
UNIV career discussion will integrate ICAP (New)	AVPAA, UNIV instructors	Fewer undecided students at the end of their first semester	
Fiscal Impact: None			

High Impact Strategy – Math Initiatives (Gateway Math, Math Advising, Degree Clusters, etc.)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Include choice of meta-major in initial advising conversations with undecided students (Revised)	AVPAA, Registrar	Students complete appropriate general education math class	Every student is now assigned a meta-major. Meta-majors display on students' Degree Works audit and on their Condensed Student Information page in Aggie Access.
Fiscal Impact: None			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Work with area businesses to offer an internship in various programs during 2022-2023 (New)	VPAA, AVPAA, Academic Dean, Department Chairs	Number of students participating in internships	
Implement Learn to Earn program through the Student Enrichment Center	VPAA, AVPAA, Coordinator of Student Success, work-based learning experiences coordinator	Number of students involved in Learn to Earn program	The Work-Based Learning Experiences Coordinator (WLEC) has offered multiple professional development workshops for students who are currently student workers. The WLEC has also met with leadership and staff from the University Advancement Office and Student Development/Career Services to begin to develop a campus-wide system for making job shadowing and internship opportunities available to students.
Fiscal Impact: Salary for Work-Based Learning Experiences Coordinator (grant funded)			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Host Reach Higher events to promote degree completion programs to adult learners (New)	Department Chair for Business	Attendance at events	
Fiscal Impact: None			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continue to discuss interest in micro-credentials and badges with community stakeholders via advisory boards (New)	Department Chairs and Academic Dean	Number of micro-credentials granted	
Fiscal Impact: $15,500 and $40,000 spent from funds provided by the OSRHE.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Use Coursera for internal professional development for employees, alumni, and for student micro-credentials as applicable	VP for Business and Finance, Human Resources, various supervisors	Number of employees, alumni and students using Coursera for professional development or micro-credentials	
Fiscal Impact: $37,500			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Use data analytics to identify success markers for each major program for inclusion in EAB	VPAA, AVPAA, Director IRAA	Percentage of students successfully meeting success markers for each program	Success markers have been identified for each program that has sufficient majors for analysis and results have been entered into the spreadsheet provided by EAB.
Use predictive analytics to identify students who are at risk and have SEC intervene/ use Navigate to collect information on student behavior during the semester (New)	IRAA Director, AVPAA, Coordinator for Student Success, Academic Coaches	Percentage of at-risk students who successfully complete the semester	
Fiscal Impact: Paying approximately $80,000 for necessary software systems			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Conduct analysis of student enrollment to see how many students complete the 9 hours identified by the department by the end of their first two regular semesters (New)	AVPAA, IRAA Director, Dean	Percentage of students completing the 9 hours identified by the department by the end of their first two regular semesters	
Fiscal Impact: Percentage of time of relevant personnel dedicated to analysis of students completing 9 hours in their major			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Continue to refine process developed to identify students eligible for associate degrees	Registrar's Office/Records Manager	Number of associate degrees awarded	The Registrar's Office uses the processes below to identify students who are eligible for an associate degree: • Monitor daily online and in-office graduation applications for any students who might also qualify for an associate degree • After last drop date, class rosters are pulled for key courses to see if students qualify for associate degrees • Review deficient degree audits to determine if students can return • Process the following lists to check for students who might qualify for an associate degree: o Greater than 100 hour Lists (Spring, Summer and Fall) o We Want You Back o Various cohort lists o Annual percentage of completion list

Fiscal Impact: Percentage of time of Registrar's Office staff dedicated to identifying students eligible for associate degrees

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Target freshman-level science classes for adoption of OER	VPAA, AVPAA, Academic Dean, relevant chairs	More OER in freshman-level science classes	Biology has discussed the possibility of looking at OER at a department meeting. Physics, Chemistry and Engineering has adopted an open source textbook for Analytical Chemistry.
Target American Popular Music and COMM 1113 to encourage use of Open Source texts (New)	VPAA, AVPAA, Academic Dean, relevant chairs	More OER in these classes	
Fiscal Impact: None			

High Impact Strategy – Student Success Coaches			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Refine student success coaches' outreach efforts to at-risk students to improve coaching effectiveness (Revised)	VPAA, AVPAA, Coordinator of Student Success, Student Success Coaches	Number of student visits to Student Success Coaches	The Student Success Coaches have continued to meet with UNIV classes and to manage cases generated through Navigate.
Fiscal Impact: Salaries of Coordinator of Student Success and Student Success Coaches (grant funded)			

High Impact Strategy – Community Resource Coordination			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Work with area agencies to provide coordinated care for students with basic needs insecurities (Revised)	VPAA, AVPAA, Coordinator of Student Success, Community Resource Coordinator	Number of student visits to student success coaches	The Community Resource Coordinator (CRC) has continued to work with students experiencing basic needs insecurities, including multiple students with housing insecurity. In addition, the university has joined the Southwest Oklahoma Curriculum of Care, which allows the CRC to get information about community resources that are available to students.
Fiscal Impact: Salaries of Coordinator of Student Success and Community Resource Coordinator (grant funded)			

East Central University (ECU)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Math Teachers Circle: This group, led by ECU math faculty, supports K-12 math teachers in SE OK.	Mathematics Faculty	Number of attendees	09.28.21 14 attendees 11.09.21 11 attendees 01.25.22 18 attendees 06.07.22 17 attendees

Fiscal Impact: Grant-funded initiative: may encourage students to attend ECU in future.

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
n/a	n/a	n/a	n/a

Fiscal Impact: n/a

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Enrolled students in ENG 0211 and ENG 1113 concurrently.	English Faculty	Completion rate of 70% of students who complete the co-requisite course	Pass rate of 74%, up from 70% last AY
Students enrolled in MATH 0221, 0441, 0512, 0512 as well as MATH 1223, 1413, 1513, and 1613	Mathematics Faculty	Completion rate of 70% of students who complete the co-requisite course	First year for math. 83% pass rate
Fiscal Impact: Students are retained			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We are using multiple measures to place students into English and Reading for the Fall 2022 semester. Students who do not have a 19 on the English portion of the ACT or a 245 or higher in writing on the ACCUPLACER can take ENG-1113 (Freshman Composition) with no pre-requisite if they have a 3.0 high school GPA OR a "B" in high school senior English.	College of Liberal Arts and Social Sciences Dean Associate Provost Academic Success Center	Student retention and GPA of students who would have had deficiencies (and would have taken the co-requisite writing lab/developmental reading course) prior to the implementation of multiple measures compared to student retention and GPA of students who did not take the co-requisite because of the multiple measures.	Baseline TBD AY 22-23.

High Impact Strategy – Course Placement (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Students meeting these criteria (3.0 high school GPA OR a "B" in high school senior English) also do not have to take the EDUC-0111 course, regardless of ACT or ACCUPLACER scores. Our Concepts of Science course, PHSCI-0123, offers a 36-question assessment in class on the first day. Students who pass (answer 29 questions correctly) the assessment are given the option to take a freshmen-level science course.	PHSCI-0123 instructors Academic Success Director	Student grades for science courses that they took instead of PHSCI-0123.	For Fall 2021, 6 students passed the assessment. Of these students, 4 decided not to take science during Fall 2021 and took other general education classes instead, 1 took a science course and earned an "A" and the other one earned a "B" in a science course. For spring 2022, 4 students passed the assessment. Two did not take another science course during the spring 2022 semester, one earned a "B" in a general education science course and another earned an "A" in a general education science course.
Fiscal Impact: The ability of having to take fewer classes may cover the costs of PHSCI-0123			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Admissions puts a notification on a student's record in Colleague Self-Service if the student has a deficiency. Any student with a deficiency also receives a notification that they must contact the Academic Success Center to complete a deficiency contract. The contract makes it clear to students that they must resolve the deficiencies within 24 credit hours. This information is explained to all students, whether they have taken the ACCUPLACER with the Academic Success Center or not. Everyone who has a deficiency is made aware of this rule. The Academic Success Center keeps all deficiency contracts and only removes the hold in Colleague when a signed contract is on file. The notifications remain in Colleague until the deficiencies are resolved. The Academic Success Center routinely speaks with faculty advisers to remind them of this rule as well.	Academic Success Center	ASC sends surveys to students to gather feedback about their enrollment experience.	Recent feedback surveys show that 100% of students "agree" or "strongly agree" that an adviser thoroughly explained their scores and the courses they can take with their scores.
Fiscal Impact: n/a			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
An Academic Success Center Adviser communicates regularly with approximately 13 area high school counselors. She provides midterm and final grades to high school counselors, offers to visit high schools and answers questions that students and parents may have. During concurrent enrollment appointments, the ASC staff talk to concurrent students about their goals and plans for the future, advise them about how to navigate the ECU website and look for majors, view career options associated with those majors, and help them enroll in concurrent courses that align with their plans.	Academic Success Center	Concurrent student grades	New SIS and reporting software; data not yetavailable

Fiscal Impact: ECU is compensated for concurrent enrollment by the State of Oklahoma

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
n/a			
Fiscal Impact:			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Comply with 2-year institutional requests for reserve transfer.	Records Office	Number of reserve transfer degrees	0 reported for AY 21-22.
Fiscal Impact: Unknown at this time.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Working on an articulation agreement between nursing BSN and Pontotoc County Tech LPN program.	Dean of the College of Health & Sciences	Number of LPN transfers to ECU.	Baseline TBD AY 22-23.
Fiscal Impact: Additional students admitted to ECU's Nursing Program.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Every student who has declared a major receives a copy of the 4-year degree plan and a course checklist for that degree plan when they meet with the Academic Success Center. Undecided majors receive the General Education sheet (as all students do). During our advising session (either in individual or group settings), we show students the ECU website and how to find a major and a list of careers that are associated with that major. During UNIV-1001 (our Tiger Connect Freshman Seminar class), we talk with students about career options and things to consider when choosing a career. We connect students who are unsure with the ECU Career Center.	Academic Success Center	ASC feedback surveys collect data directly from students	In recent surveys (for spring 2022), 96% of students "agreed" or "strongly agreed" that the adviser they met with was "well-informed about courses [the students] should consider" and "able to answer questions about a specific major."
Fiscal Impact: Likelihood of student persistence and progress toward degree increased.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
ACE, AP, DANTES, departmental exams, CLEP are all accepted.	Records Office	Number of students who earn prior learning credit.	New SIS and reporting software; data not yet available.
Fiscal Impact:			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
n/a	n/a	n/a	n/a
Fiscal Impact: n/a			

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

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
n/a	n/a	n/a	n/a
Fiscal Impact: n/a			

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

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Gardner Institute: Gateways to Completion and Curricular Analytics	Associate Provost	Measures D/F/W/I rates in high-enrollment Gen Ed courses. Disaggregates data by demographics. Curricular analytics identify courses that act as blocks to finishing degree programs	Baseline determined. Annual results forthcoming. Baseline determined. Annual results forthcoming
Retention and Persistence Data.	Enrollment Management Team	Enrollment numbers	IPEDS retention rate is 60%.
Fiscal Impact: Helps improve likelihood of retaining students.			

High Impact Strategy – 15 to Finish *(including 30 credit hours/nine in program of study)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Discussed in enrollment appointments.	Academic Success Center	Number of freshmen who complete 30 or more hours in their 1st year.	252 freshmen completed 30 or more credits during the AY (if student was classified as a freshman during SU21, FA21, or SP22).
Fiscal Impact: More students paying for more credits during the academic year.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Dean of Students utilizes a retention tracking spreadsheet to keep record of any holds that may be impacting a student and collaborates with departments across campus to ensure they work with students to get these holds resolved.	Dean of Students	Number of holds decreasing throughout the semester.	Baseline TBD AY22-23.
Dean Kate Lang developed an online, zero-credit, Collegiate Resilience course designed to help students learn academic strategies. The course was promoted to students who decided to take a semester off, with the goal of helping them prepare to re-enter college.	Dean of the College of Liberal Arts & Social Sciences	Re-entry rate of students.	Baseline TBD AY22-23.
Fiscal Impact: More students clearing their holds to re-register for courses in the upcoming semester.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
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	Linscheid Library Staff	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: FA19: 93 SP20: 147 SU20: 32 FA20: 76 SP21: 9 FA21: 4 SP22: 2 1694 total OER LibGuide views AY19-20: 292 AY20-21: 925 AY21-22: 477
Fiscal Impact: Out of 33 student respondents, 48% reported spending more than $300 per semester on textbooks.			

Langston University (LU)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Regular visits to Coyle and Guthrie High School by our math teachers in Fall 2022 and Spring 2023.	Department of Mathematics faculty	Regular meetings with high school Math Teacher; visit classrooms and promote interaction.	Work in Progress
Fiscal Impact: N/A			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Co-requisite courses in mathematics and English	Vice President of Academic Affairs; Dean of Arts and Sciences; Math and English faculty; University Retention Committee	Pass rates of students enrolled; increase in cumulative hours earned	Pass rates (Fall 2021) College Algebra Co-req: 61% Remedial Math: 42% English Comp I Co-req 59%.
Fiscal Impact: This impact is an additional FTE for adequate number of instructors. The corequisite model requires additional mathematics instructors. Since courses meet 5 days a week rather than the T/R or MWF schedule.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Accuplacer Testing -ongoing Students enrolling with an ACT score below 20 are tested in core academic areas to determine course placement. Based on scores, and enrollment in appropriate co-requisite courses occurs.	Institutional Research, Planning, and Assessment Director and staff University College advisors	Testing and placement of students in course offering that move them to timely degree completion; the cumulative hours earned by the end of the year.	Of the 538 students requiring secondary testing based on their ACT scores, 64% of these students completed the Accuplacer secondary test during the Fall 2021. Based on ACT and Accuplacer scores, these were the **Fall 2021** general education placement course results: <u>English</u> English Composition I (co-requisite): 59%

High Impact Strategy – Course Placement (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			English Composition I: 50% English Composition II: 73% <u>Mathematics</u> Elementary Algebra: 42% College Algebra (co-req): 61% College Algebra: 38% Contemporary Math: 46%
Fiscal Impact: The financial impact results from the purchase of the testing licenses as well as the allocated manpower to proctor the exam administration.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Upon admission to LU, all students, regardless of major, are assigned an academic advisor in University College. Advisors are assigned based on majors and remain with the students until they have completed most general education courses and a minimum of 45 credit hours are earned. Students must meet with their advisors to enroll.	University College Academic Success Coaches Director, University College	Number of students advised by each coach Number of students transferred to major	Fewer incidents of misadvising
Fiscal Impact: The University College is supported by the director, 6 professional advisors, and a support staff.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Langston University continues to offer to teach a concurrent enrollment credit for Natural Science-Biology at a local high school. This is offered based on student interested.	Vice President of Academic Affairs; Dean of Arts and Sciences; Department Chair for Biology; Biology faculty	Number of students enrolled Grade distribution	There were no concurrent students enrolled in Natural Science Biology for Fall 2021 and Spring 2022 terms.
Fiscal Impact: Langston University provides a faculty member for the Biology Department to travel to Guthrie and teach the course. The financial impact is .25 FTE to account for the professor's course. This year there was not enough interested to offer the course.			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Langston University advisors encourage students transferring from Oklahoma community colleges to complete requirements for the reverse transfer. Most of these occur with Langston University Tulsa students transferring from Tulsa Community College and Langston University OKC students transferring from Rose State College.	Advisors Registrar	Number of students completing associates as a result of Reverse Transfer	To be determined for 2021-2022.
Fiscal Impact: A portion of a staff member's time is allocated to developing and cultivating relationships with local community colleges.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Office of the Registrar evaluates and awards credit or exemption for certain scores on the following sources of non-traditional credits are (1) Advanced Placement Test (2) College Level Examination Program (CLEP) (3) International Baccalaureate Program (IB) (4) Military Credit, (5) Departmental Examinations	Registrar's Office Staff	Number of students awarded credit	A small number of students present the various sources of non-traditional credit.
Fiscal Impact: N/A			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Langston University OKC students pursue the organizational leadership degree through the Reach Higher program.	Reach Higher Coordinator Social Sciences Department Chair	Increase the number of students enrolled Increase the number of degrees conferred	B. Summer 2021 enrollment – 2 C. Fall 2021 enrollment – 11 Spring 2022 enrollment - 11 There were no degrees awarded in the Reach Higher program during summer 2021, fall 2021, and spring 2022.
Fiscal Impact: The program required a coordinator and as well as a marketing budget. The University partners with organizations like the LU Foundation and Thurgood Marshall College Fund to identify scholarships for students.			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We are exploring suitable content for micro-credentials and badging by working with the local chambers of commerce.			Work in progress
Fiscal Impact:			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Content curated by Coursera is used to supplement course instruction. Content has been used in Business and Health Administration	Director of Professional Development Course instructors	Number of courses taken Percentage of completion	2/7 business majors completed modules 9/12 health administration completed modules
Fiscal Impact: The university contributed $1300 to participate in the Oklahoma Coursera central contract.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
University College and departmental advisor received updated training that focused on guiding students through degree completion by helping them understand college policies and procedures, navigate degree requirements and determine which classes to select each semester. The 15 to Finish campaign is promoted to students through social media, t-shirts, and signage in high traffic areas across the Langston campus. Presentations about 15 to Finish were made to faculty and staff in several forums: Deans' Meeting, Faculty Institute, departmental and divisional and meetings.	University College advisors Departmental advisors Director of University College Assistant Vice President	Number of hours enrolled and earned (particularly freshmen)	When compared to the fall 2021 cohort of first-time, full-time freshmen, those **enrolled** in 15+ hours during the first semester slightly decreased from 97% (623/645) in fall 2021 to 93% (535/574) in fall 2021.Approximately 40% (215/545) of first-time freshmen completed 15+ hours in fall 2021. This decrease is most likely due to the impact of the COVID-19 pandemic during this time. In addition, those who **completed** 30+ hours in the first year decreased slightly from 23% in 2020-21 to 22% (121/535) in 2021-22.

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study) (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The 15 to Finish campaign is introduced to admitted students and their parents through pre-enrollment communications (letters and emails) and at the Langston University Student Orientation and Enrollment Days. The focus has been on freshmen but will expand to all classifications.			
Fiscal Impact: Students pay a flat rate for tuition			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

Northeastern State University (NSU)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Providing Professional Development. Faculty in NSU's Mathematics and Computer Science department plan, develop, implement, and present year-long professional learning institutes for K-12 classroom teachers from across Oklahoma.	**Fiscal Impact -** Activities are externally funded through grants. More K-12 faculty could be served with additional funding.	Number of K-12 faculty attendees.	Sessions limited to 30 teachers. Teachers self-report improved confidence and efficacy in teaching mathematic concepts.
Fiscal Impact: Activities are externally funded through grants. More K-12 faculty could be served with additional funding.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Career Readiness. College of Business and Technology faculty supported outreach events in Manufacturing, Healthcare Administration, and Safety Management, partnering with school districts and area businesses.	CBT Faculty	Various measures depending on the event. These include participation rates, competitions for entrepreneurship simulations, cell phone polling software, etc.	2500 freshmen in Broken Arrow and Union school districts.
Career Readiness. The College of Liberal Arts hosts workshops and events that support students' career goals. These include a high school writing club partnership with a local bookstore, playwriting workshops, music workshops, debate workshops, and history workshops.	COLA Faculty	Positive change in the number of students who understand the requisite courses / preparation for careers in these areas.	Currently seeking ways to evaluate these efforts.
Career Readiness. The department of Natural Sciences coordinates Biology Day on the Tahlequah Campus and Wildlife Career Development Events for Roland, Stilwell, and Muldrow High Schools. On the Broken Arrow campus, STEM Summer Academies provide experiential learning opportunities in accordance with the Oklahoma Academic Standards for Science (OAS-S)	Science and Mathematics Faculty.	Positive change in the number of students who understand the requisite courses / preparation for careers in these areas.	Anecdotal reports indicate students more motivated to continue pathway.
Fiscal Impact: Faculty do these activities as service to the community and K-12 schools. Funding to support supplies, travel, materials is always beneficial.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
As detailed in the November 2021 Assessment report, NSU provides co-requisite courses for English Composition I, Elementary Statistics, Applied Mathematics, and Functions and Change. Students are offered placement in the co-requisite course based on ACT scores and high school GPAs.	While departments are responsible for scheduling and teaching the co-requisite courses, the Developmental Education Committee monitors student success rates.	Successful completion of the on-level course as well as pre- and posttests.	As detailed in Table D of the Assessment Report, pass rates for students in the co-requisite courses are higher than those who take only the developmental courses, but slightly less than those who place into on-level courses.
Fiscal Impact: In English, the co-requisite labs require .5 FTE faculty time ($29,975), and in Mathematics, they require 1 FTE ($57,390).			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
As detailed in the November 2021 Assessment report, NSU utilizes multiple measures to determine course-placement. These include ACT / SAT and secondary measures such as high school GPA or secondary exams.	NSU Testing Services Office administers the assessments; Developmental Education Committee monitors student success rates.	Number of students successfully completing college-level courses.	Table C in the Assessment Report details the pass rate for students in developmental courses and Table D pass rates for those in co-requisite courses.
Fiscal Impact: See above			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
University Advisement Center monitors student progress. First-time freshmen are required to complete remedial courses before progressing. Unfortunately, some transfer students do come in with more than 24 credit hours and still need remediation. Those students take remedial courses immediately upon entry at NSU.	University Advising Center	Number of students who receive exemptions to the remediation policy.	These results are reported annually on the Policy Reporting Survey due September 1 of each year. Exception numbers have remained steady of the years.
Fiscal Impact: Costs for 2022-23 advising center covered in existing budget for this unit.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
NSU has an advisor who provides a primary point of contact for all concurrent students as well as their counselors, principals, and family. During the 2021-22 academic year, NSU offered courses in the following K-12 districts: • Claremore (NE Tech Center) • Salina (NE Tech Center) • Sequoyah-Cherokee County • Stillwell • Tahlequah	Admissions and Recruitment University Advisement Center – designated concurrent enrollment coordinator College of Education College of Liberal Arts College of Science & Health Professions Office of Academic Affairs	Student enrollment & course completion rates.	In 2021-22, NSU saw a decrease of 34 students in concurrent enrollment in fall from 223 in fall 2020 to 189 in fall 2021. In spring 2022, the decrease was less pronounced with a difference of only 7 enrollments from spring 2021 to spring 2022.

Fiscal Impact: Salary / benefits for designated concurrent enrollment coordinator - $56,821. Credit hour production for concurrent enrollment not reported separately.

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
K-12 freshmen and sophomores can participate in a program called Early College High School. This program allows students to take high school courses on the NSU	Broken Arrow Public Schools NSU-BA Dean Tulsa Community College Academic Affairs	The number of student participants and completers who earn their associate degree.	5 BAPS faculty conduct classes for high school freshmen and sophomores.

High Impact Strategy – Early College *(*continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Broken Arrow campus while simultaneously equipping them to successfully undertake college coursework upon completion of 10th grade. These students then enroll in TCC courses on the NSU-BA campus and complete their associate degree with their high school diploma			237 BAPS - TCC students enrolled in 19 concurrent credit courses at the NSUBA campus in 2021-22. 17 students completed associate degrees with high school graduation.
Fiscal Impact: NSU-BA provides facilities at cost to BAPS for Early College High School and arranges use of TCC's fitness center to compensate for space used at NSU-BA for TCC courses.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NSU continues to provide partner community colleges a list of students of who enrolled but lack an associate degree. Community college include CASC, Connors State College, Eastern Oklahoma State college, NEO, OSUIT, and TCC.	Registrar's Office Academic Affairs	Number of associate degrees awarded through the reverse transfer program. Community colleges report anecdotally that many students, once contacted by the community college, are not interested in the associate degree, knowing they are near completion of a baccalaureate degree.	Data about associate degrees earned as a result of reverse transfer are intermittent and must be reported by community colleges. NSU's reporting systems do not have a filter for determining which students earned an associate degree as a result of reverse transfer. Those data are needed from 2-year institutions.
Fiscal Impact – Standard practice – no addition costs needed for 2022-23 other than existing budget.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Using HLC's definition of contractual agreements, NSU does not have any agreements that meet this definition. NSU is not approved to offer an associate degree. The Bachelor of Technology degree serves students who have an applied associate of science degree or documented training and/or verifiable skills in an exclusive vocational/technical area, full-time military experience, or business/industrial training and who desire a bachelor's degree.	College of Business & Technology	Number of students enrolled.	Enrollment remains low but steady. The program was recently approved for electronic delivery which should help increase enrollments.
Fiscal Impact: Bachelor of Technology degree is low-producing and currently not self-supporting.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NSU follows established policies and procedures for prior learning assessment for students. After an internal review of past portfolio evaluations, NSU will be reviewing portfolio evaluation procedures to better standardized credit awards. This work aligns with efforts at the OSRHE related to PLA.	College Deans Registrar's Office	Headcount & credit hour production	**2021-2022 data:** 176 students earned PLA through advanced placement, CLEP, departmental exam, military & portfolio, compared to 255 students the previous year. 3188 credit hours were earned in 2021-22 compared to 4726 the previous year.
Fiscal Impact: Students pay $15 per credit hour to transcript PLA credit. Income from PLA would be $47,820 for 2021-22.			

High Impact Strategy –Tulsa Higher Education Consortium & Equity Transfer Initiative *Improve transfer processes to increase 4-year degree attainment rates.*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Having completed the Tulsa Transfer Project in conjunction with the Schusterman Foundation and the John N. Gardner Institute, NSU has an active role in the newly formed Tulsa Higher Education Consortium.	Tulsa Transfer Team Academic Affairs units Student Affairs units Communication and Marketing Unit	Increase the number of transfer students and degree completion rates overall for the Tulsa metro area.	Consortium has hired staff and implemented initiatives in strategic planning, marketing, convenings of role-alike groups, transfer efforts, and data collection and sharing.

High Impact Strategy –Tulsa Higher Education Consortium & Equity Transfer Initiative (continued).			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NSU is part of the Equity Transfer Initiative with TCC and OSU-Tulsa to improve pathways that support Tulsa employer needs in the areas of education, healthcare, and supply chain.	Equity Transfer Initiative Team Academic Affairs units Student Affairs units	Increase transfer and degree completion for the following under-represented groups: African American, Native American, Hispanic, first generation, and adult-learners in the designated pathways.	Transfer maps updated; Joint marketing is in process; Meetings of role-alike groups have started; Student engagement activities; Faculty Convenings;
Fiscal Impact: In addition to consortium dues ($8,000), time and effort from multiple administrators and staff to coordinate efforts.			

ADULT COMPLETION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
While NSU does not participate in the Reach Higher Direct Complete program, all colleges have advisory panels made up of business and industry partners. These partners provide feedback on curriculum as well as opportunities for student internships.	Academic colleges & programs.	Curriculum changes, internships, etc.	The following number of internships were completed by students in 2021-22. • CBT – 38 • COE – 2543 • COLA – 269 • CSHP – 71

Fiscal Impact: Funds for internship coordinators, tracking & monitoring systems, and partnership activities incorporated into existing budget.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
NSU offers the Organizational Leadership degree program online which fosters enrollment and completion. These students have a dedicated advisor as well as access to tutoring and other support services available to all students.	Dean of the Muskogee Campus College of Extended Learning	Number of majors and program completers.	Headcount by major decreased from 159 in 2020-21 to 132 in 2021-22 (March 2022 data). Program completers rose slightly from 47 in 2020-21 to 48 in 2021-22 (preliminary data).

Fiscal Impact – Responsibilities for administering Reach Higher program are a portion of the Muskogee Dean position. The dedicated advisor position ($52,963 salary / benefits) is built into existing budget.

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
During the past year, NSU worked with industry representatives to develop micro-credentials to address specific industry or discipline skills. These credentials will take the form of badging.	NSU Workforce Development Committee Academic Colleges	Number of micro-credentials developed / completed.	Through Credly, NSU has issued 393 badges, most in the areas of pedagogy. Others under development include several business fields.
Fiscal Impact: Credly costs $3,000.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NSU utilized multiple third-party vendors to deliver training to constituents	Continuing Education	Number of enrollments	Third-party vendors for 2021-22: • CE Shop - 17 • CCI - 3 • Mindedge - 34 • VESI – 4 Total = 58
Fiscal Impact – Costs for third-party courses is covered by each student.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NSU uses Civitas Learning's data analytics tool to identify students who may be at risk.	University Advising Center Retention Committee Office of Institutional Effectiveness	Retention rates, persistence rates	Conducted a 3-year persistence analysis comparing retention and outreach practices. Analysis found a 1.7% lift in persistence for students in bottom quartile. Effort featured as Success Story on Civitas Learning's website.
Student Success Coordinator conducts workshops for at-risk students identified through use of the Civitas tool.	University Advising Center	Number of participants in workshops and retention activities	**In 2021-22,** Group Academic Success workshops: 6 sessions; 58 students (position vacant after 1/31/22) Administrative Withdrawal Outreach: 97students Early Alert / Academic Referral Outreach: 479 referrals from 45 faculty staff
Fiscal Impact: Retained 35 students resulting in over $80,000 net tuition revenue. Student Success position salary / benefits $52,963. Cost for CIVITAS license is $87,000.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Students are reminded of the importance of taking 30 hours per year to complete a baccalaureate degree in four years beginning with freshman orientation. Advisors stress the importance of 30 hours per year during advising sessions.	Enrollment Management University Advising Center	Number of students who successfully enroll in 30 hrs. in academic year.	In 2021-22, 1500 undergraduate students enrolled in 30 or more hours. This represents 25.4% of the UG population and a slight percentage decrease from the previous year of 26%.
Fiscal Impact: NSU experienced funding losses since students took fewer hours in 2021-22. Costs for advisement and enrollment management built into existing budget.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Degree Audit. NSU fully implemented CPoS (Course in Program of Study) to comply with federal financial aid regulations.	Registrar's Office Student Financial Services	Full implementation of updated Degree Works and CPoS.	Students are encouraged to take only courses needed toward degree completion.
Degree Reclamation. NSU participates in the Degrees When Due degree completion initiative. Personnel reach out to students to help them formally re-engage with coursework and complete their degrees.	NSU-Muskogee Dean Institutional Effectiveness Registrar	Number of students completing degrees.	In AY 2021-22, 22 additional students finished their degrees, and increase of 100% over 2020-21's total of 11.
Fiscal Impact:			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NSU has faculty and librarians who are experts in the use and implementation of open educational resources. NSU's Center for Teaching and Learning has set aside funds to incentivize the development and implementation of OER materials.	Faculty, Librarians Center for Teaching and Learning	Number of courses that utilize OER materials.	Number of courses using OER textbooks: CBT – 10 courses (up from 3) COE – 6 courses (up from 4) COLA – 15 courses (up from 13 CSHP – 49 courses (up from 26)
Fiscal Impact: Estimating $100 per course (80 total) for textbooks and 30 students per course, students could save up to $240,000 over the course of an academic year.			

Northwestern Oklahoma State University (NWOSU)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Based on data collected by the state on the success of the CCMR course, Northwestern will use completion of this course as an alternative measure for placement in credit-bearing math courses. (Strategic Direction 4, Goal 3)	Chair of the Mathematics and Computer Science Department, Vice President for Academic Affairs, and Registry Office	**FY 22 and FY 23 Goal**: Track number of students admitted into credit-bearing math courses based on completion of CCMR course.	**FY 22 Results**: No students were admitted based on this measure.
Fiscal Impact: This strategy has no fiscal impact on the university.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will seek to strengthen partnerships with area school counselors to promote ICAP formulation and use. (Strategic Direction 4, Goal 3)	Dean of Enrollment Management, Vice President for Academic Affairs, and LASSO Career Coach	**FY 23 Goal**: Present ICAP information at fall Counselor Appreciation Day to gauge interest in developing district-specific ICAP documents.	
Fiscal Impact: Because Counselor Appreciation Day is an established practice, this strategy will have no additional financial impact on the university.			

High Impact Strategy– Programs/Grants with Common Education to Promote NWOSU Programs			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will continue to offer three MASH Camps in collaboration with a local foundation and Northwest Technology Center. These camps will focus on middle school and high school students who are interested in careers in health. (Strategic Direction 3, Goal 3)	Vice President for Academic Affairs and Chair of the Division of Nursing	**FY 22 and 23 Goal**: Enroll a minimum of 50 participants in MASH Camps 1 and 2. **FY 22 Goal**: Inform a minimum of 30 MASH Camp 3 participants and/or family members about programs, financial aid, and scholarship opportunities at Northwestern and Northwest Technology Center through recruitment day events for high school juniors and seniors. **FY 23 Goal:** Reach a minimum of 40 prospective students and/or family members.	**FY 22 Results:** This goal was not met, with 38 students participating. However, cancellation of MASH Camp 1 in FY 21 resulted in few students prepared to participate in this year's MASH Camp 2. In light of this, current goal of 50 participants will be maintained. **FY 22 Results**: This goal was met, with a total of 59 participants receiving information through recruitment day events.
Fiscal Impact: Because all MASH Camp activities are funded through funds from a community sponsor, the Wisdom Family Foundation, no additional university funds are required.			

High Impact Strategy– Programs/Grants with Common Education to Promote NWOSU Programs			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will seek grant opportunities to allow education faculty and students to work with and recruit more students into the field of education through the Teach Oklahoma program. (Strategic Direction 1, Goal 1)	Education Division Chair and Northwestern administration	**FY 22 Goal**: Participate in Teach Oklahoma activities with a minimum of 2 schools and enroll a minimum of one student from the program at Northwestern. **FY 23 Goal**: Participate in activities with a minimum of 3 schools and enroll at least one program participant at Northwestern.	**FY 22 Results**: Goal was met, though no grant funds were received. Four schools participated in grant activities, and 3 program participants enrolled at NWOSU in FY 22.
Fiscal Impact: In the absence of grant funds, expenses are limited to the cost of promotional materials and a lunch meal for participants.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will continue to offer co-requisite courses in math and English (ENGL 1113L, MATH 1403L and 1513L).	Chairs of math and English departments, Dean of Faculty, and Vice President for Academic Affairs.	**FY 22 Goal**: Maintain a 75% pass rate in co-requisite math and English courses. **FY 23 Goal**: Achieve a minimum pass rate of 70% with a C or better, the grade needed to meet the English proficiency requirement, in the co-requisite English course and a minimum pass rate of 70% in the co-requisite math courses.	**FY 22 Results**: The pass rate for English co-requisite courses was 75%, which is an increase from FY 21 (71%), while the pass rate for math courses dropped slightly from 66% in FY 21 to 63% in FY 22 (1403L= 60%, 1513L= 66%).
Northwestern will seek new methods to support low- achieving incoming students during first year English course. (Strategic Direction 4, Goal 4)	Vice President for Academic Affairs and Director of Student Success.	**FY 22 and FY 23 Goal**: Achieve a pass rate of 70% or better in co-requisite English course for students in need of additional support from the Academic Success Center.	**FY 22 Results**: The pass rate for this course was 67%, just under the goal of 70%. For that reason, this goal will be maintained in FY 23.
Fiscal Impact: To compensate faculty for two additional hours of support instruction per week, the university calculates faculty course load credit for each section of co-requisite courses at four hours for these three credit-hour courses. Based on the university's offering of 20 sections of co-requisite course in FY 22, the total cost of offering these courses is approximately $12,000 in the fall 2021 and spring 2022 semesters.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will use multiple measures (ACT/SAT, overall GPA and completion of fourth-year high school math course) for course placement, which will help with balance of courses offered. (Strategic Direction 4, Goal 3)	Chairs, Dean of Faculty, and vice President of Academic Affairs.	**FY 22 Goal**: Better place students in Math and English courses by using ACT/SAT, overall GPA and fourth-year high school math course, thereby aligning and balancing course offerings each semester. **FY 23 Goal**: Achieve a distribution of non-concurrent students in credit-bearing math courses that results in no single course (1403, 1403L, 1513, 1513L) having enrollment of more than 50% of gateway math students.	**FY 22 Results**: While ENGL 1113 and MATH 1513 have significantly higher numbers, this may be attributed to an increasing number of concurrent students, for whom these courses are the only options. Course distribution among non-concurrent university students is increasingly balanced. ENGL 1113—223 ENGL 1113L—111 MATH 0115—58 MATH 1403—45 MATH 1403L—49 MATH 1513—210 MATH 1513L—37
Fiscal Impact: This strategy has no significant fiscal impact on the university, though balanced distributions do allow for efficient schedule planning.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will ensure that academically at-risk entering students on the importance of completing remedial courses within the first 24 hours of coursework. (Strategic Direction 1, Goal 2)	Dean of Enrollment Management and LASSO staff.	**FY 23 Goal**: Utilize Title III-funded LASSO project staff to advise probationary and appeal students to ensure that remedial coursework is completed within the first 24 hours. **FY 23 Goal:** Have a minimum of 50% of identified academic support staff and faculty complete Go2Knowledge curriculum on advisement strategies.	

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact: LASSO activities and personnel, including purchase of Go2Knowledge institutional subscription, is funded through a Title III grant. As a result, direct expenses paid by the university are minimal in the initial grant years.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will offer concurrent enrollment to senior and junior students. Seniors will have up to 18 hours for the year and Northwestern will support junior enrollment for 6 hours.	Vice President for Academic Affairs, Dean of Enrollment Management, and Dean of Faculty.	**FY 22 Goal**: Have a minimum of 150 concurrently enrolled students who generate a minimum of 1200 credit hours. **FY 23 Goal:** Have a minimum of 150 concurrently enrolled students *per semester* who generate a minimum of 1500 credit hours total for the year.	**FY 22 Results**: The goal was met with a fall enrollment of 181 students yielding 817 credit hours and a spring enrollment of 196 students yielding 853 credit hours, for a total of 377 students and 1670 credit hours for FY 22.
Northwestern has been approved for pilot program that allows students who have not met test admission score for concurrent enrollment to enroll with an over-all GPA of 3.5 or higher. (Strategic Direction 4, Goal 1)	Vice President for Academic Affairs, Dean of Enrollment Management, and Dean of Faculty.	**FY 22 Goal**: Achieve a 2.75 GPA or higher for pilot cohort in both fall and spring semesters. **FY 23 Goal**: Achieve a GPA of 3.0 or higher for pilot cohort in both fall and spring semesters.	**FY 22 Results**: The goal was met with 51 cohort students achieving a 3.25 GPA in fall and 17 cohort students achieving a 3.23 GPA.
Fiscal Impact: State funding of courses for both juniors and seniors has had a positive fiscal impact, as will increasing the number of students enrolled.			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will continue to assist NOC with a reverse transfer initiative. (Strategic Direction 3, Goal 3)	Student Enrollment and Management Office and Registry.	**FY 22 and FY 23 Goal**: Provide NOC, upon request, list of former NOC students who have not earned an associate degree.	**FY 22 Results**: Completed
Fiscal Impact: This strategy has no significant fiscal impact on the university.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will engage Technology Centers to promote technical Management Degree (BAAS). (Strategic Direction 4, Goal 4)	Chair, Dean of Faculty, and Vice President for Academic Affairs.	**FY 22 Goal**: Conduct meeting between vice president and at least one new career tech to inform them of program. Goal will be to have at least 2 enrolled in program. **FY 22 Goal:** Evaluate this program for other BAAS avenues that may be more beneficial. **FY 23** Goal: Conduct meeting with vice president and appropriate chairs and faculty to explore strategies for promoting program in other promising disciplines.	**FY 22 Results**: No students were graduated from the program in FY 22. Vice president did explore other possibilities for promotion of BAAS, such as computer science.
Fiscal Impact; This strategy has no significant fiscal impact on the university.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will emphasize ICAP and other career/degree pathway in redesigned first-year experience (Ranger Connection) course. (Strategic Direction 4, Goal 3) Northwestern advisors and academic support staff will receive training from Inside Track personnel on the coaching model of holistic advisement, to include coaching for purpose and career decisions. (Strategic Direction 1, Goal 2)	Student Enrollment and Management Office and Vice President for Academic Affairs.	**FY 23 Goal:** Redesign Ranger Connection course to include additional content on career pathways. **FY 23 Goal:** Have a minimum of 10 Northwestern personnel will receive Inside Track training on the coaching model of holistic advisement.	
Fiscal Impact: Inside Track activities and personnel involved in first-year course redesign are funded primarily through a Title III grant. As a result, direct expenses paid by the university are minimal in the initial grant years.			

High Impact Strategy – Promotion of Certificates			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will promote its certificate options in Business. (Strategic Direction 1, Goal 1)	Chairs, Faculty, and Dean of Faculty	**FY 22 Goal**: Have at least 50% of Business majors earn a business certificate in addition to their degree. **FY 22 Goal**: Review to see what other certificate options would be viable for Northwestern Oklahoma State University. **FY 23 Goal:** Produce a draft certificate proposal for at least one department by May 2023	**FY 22 Results**: Goal was met, with 21 out of 31 graduates (68%) having added certificates. **FY 22 Results**: Goal was met. The dean has met informally with two chairs to discuss areas with potential for meaningful embedded certificates (computer science and agriculture).
Fiscal Impact: This strategy has no significant fiscal impact on the university.			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern Oklahoma State University experiences low numbers in this program so strategies will be developed to increase awareness of opportunities for the program. (Strategic Direction 2, Goal 4)	Director of Marketing and University Relations and Dean of Enrollment Management.	**FY 22 Goal**: Identify and contact a minimum of 40,000 potential students and send information regarding programs that NWOSU offer. **FY 22 and 23 Goal**: Organize and participate in at least two outreach events designed to reach more non-traditional students.	**FY 22 Results**: Goal of disseminating information to target markets was met, but not through medium used in prior years. While 12,000 postcards were sent, advertising efforts shifted to social media outlets including Facebook, Instagram, radio advertising, and digital billboards. **FY 22 Results**: Northwestern Oklahoma State University held live events at both the Woodward and Enid locations, and a virtual event via Zoom. The three events yielded contact information for 14 potential students.
Fiscal Impact: Events are funded with Reach Higher RECONNECT money, so the university has minimal direct costs.			

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

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
FY 22: Northwestern will explore what options might fit best for micro-credentialing or badges based on industry input. **FY 23**: Based on priorities developed in coordination with area leaders in education, Northwestern will establish a micro-credential and badging initiative for students seeking alternative certification. (Strategic Direction 3, Goal 3)	Vice President for Academic Affairs.	**FY 22 Goal**: Meet with one school that issues badges and learn what and how they did this. **FY 23 Goal**: Issue badges to a minimum of 20 completers of alternative certification micro-credential. **FY 23 Goal**: Identify at least one other area for micro-credential certificate or program.	D. **FY 22 Results**: VPAA met with counterparts in other schools to discuss their efforts, and he and Dean of Faculty attended the Workforce Micro-credential and Rapid Re-employment Strategies sponsored by the Regents' office to learn of other possibilities. NWOSU also opted in for the OSRHE Micro-Credentials and Digital Badging initiative grant.
Fiscal Impact: This effort is supported by the OSRHE Micro-Credentials and Digital Badging initiative grant, so no additional university funds are required to sustain these activities.			

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

High Impact Strategy – 85 plus hours/Re-Admissions			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
FY 22: Northwestern utilized calls and marketing to attract students who had stopped out with 85 hours or more in FY 21. This strategy reached beyond Reach Higher, as it impacted all majors. FY 22 focus was further broadened to include all students who had stopped out, regardless of number of hours earned. **FY 23:** Northwestern will use calls and social media contacts to reach students who have completed some coursework without obtaining degree. (Strategic Direction 2, Goal 4)	Director of Marketing and University Relations and Dean of Enrollment Management.	**FY 22 Goal**: Re-admit a minimum of 10 non-concurrent undergraduate students per semester. **FY 23 Goal:** Re-admit at least 40 students per semester for a minimum total of 800 credit hours for the year. While this goal is lower than number of students re-admitted in FY 22, the spike in stop-outs in FY 21 likely inflated the pool of potential re-admits in FY 22.	**FY 22 Results**: A total of 61 non-concurrent undergraduate students were re-admitted in fall 2021, accounting for 672 credit hours of enrollment. A total of 54 students were also re-admitted in spring 2022, accounting for 409 credit hours of enrollment.
Fiscal Impact: Total tuition and fees paid to the university by FY 22 re-admitted students was $268,898.00 based on 1081 CHG.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Northwestern Oklahoma State University will track the following data points yearly and use them to drive decision-making: business benchmarks, student satisfaction, enrollment trends, and student learning outcomes. (Strategic Direction 1, Goal 1)	Assessment Director, Vice President for Academic Affairs	**FY 22 and 23 Goal**: Present information on data points at the RUSO board meeting with administrators from other RUSO institutions.	**FY 22 Results**: Goal achieved, with Executive Vice President presenting data at OSRHE board meeting held at Northwestern-Alva on March 24, 2022.

Fiscal Impact: This strategy has no significant fiscal impact on the university.

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Northwestern will introduce the importance of enrolling in a minimum of 15 hours to freshman class to instill this early in their academic career. (Strategic Direction 1, Goal 4)	Dean of Enrollment Management, Vice President for Academic affairs, and Dean of Faculty.	**FY 22 and 23 Goal**: Increase the average enrollment of the freshman class to 15 hours or above by introducing and marketing the 15-to-Finish strategy through advisement and Ranger Connection courses.	**FY 22 Results**: Goal was not met, with freshman cohort averaging 14.8 hours per semester. University will maintain effort and goal of 15 hours.

Fiscal Impact: This strategy has no significant fiscal impact on the university.

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern Oklahoma State University will enhance our offering for our degree audit system. (Strategic Direction 4, Goal 3)	Registry, Vice President of Academic Affairs, and IT.	**FY 22 and 23 Goal**: Build Self Service degree audit capability for student and advisor use in at least 2 degree areas per semester.	**FY 22 Results**: Goal was met, with degree audits available in five areas (accounting, agriculture, business, HSSE, and nursing). These include 17 specific degrees and nine minors.
Fiscal Impact: This strategy has no significant fiscal impact on the university.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern will publicize to faculty OER grants and activities available through COLE and the OCO, tracking current use of OER among faculty to gauge current use of OER. (Strategic Direction 4, Goal 4)	Dean of Faculty and Library Director	**FY 23 Goal:** Compile a list of ongoing faculty and staff use of OER, sharing information through chairs' meetings and library communications for educational and promotional purposes.	
Fiscal Impact: Widespread use of OER may eventually have an impact on bookstore revenues.			

High Impact Strategy – Advising (including interest assessment and labor market data, informed choice of meta major/major, early support and guidance, use of ICAP)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern Oklahoma State University will continue to use ICAP and other measures to ensure a major is selected during students' freshman year. (Strategic Direction 4, Goal 3)	Dean of Enrollment Management.	**FY 22 and 23 Goal**: Support Ranger Connection students by helping them choose a major that is best suited to them. A minimum of 60% of undeclared students will select a major and re-enroll for the spring.	**FY 22 Results**: While 80% of undeclared students did re-enroll for courses in spring 2022, only 52% declared a major in the freshman year. However, these results are encouraging in that they represent a 12% gain over FY 21, in which 40% of students in this group had declared a major. The goal of 60% will be maintained and supported by a re-designed Ranger Connection (first-year experience) course with heavy involvement of a career coach in sections designated for undeclared majors.
Fiscal Impact: This strategy has no significant fiscal impact on the university.			

High Impact Strategy – Retention and Enrollment Forum (Enrollment Champions)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern Oklahoma State University will maintain a forum comprised of faculty from each department/division designated as enrollment champions. These champions will 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. (Strategic Direction 4, Goal 1)	Dean of Faculty, Vice President for Academic Affairs, Dean of Enrollment Management and Faculty.	**FY 22 and FY 23 Goal**: Achieve a minimum fall-to-spring persistence rate of 80% in each department and division with the support and advocacy of Enrollment Champions.	**FY 22 Results**: Of the 13 departments/divisions, all but one achieved a fall-to-spring persistence rate of 80% or better. Undecided students and General Studies students also met this goal. Overall undergraduate fall-to-spring persistence rate was 85%.
Fiscal Impact: This strategy has no significant fiscal impact on the university.			

High Impact Strategy - Math Initiatives (Gateway Math, Math Advising, Degree Clusters, etc.)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Northwestern Oklahoma State University will provide information to faculty each year regarding advising students into their correct MATH Pathway for majors.	Math Chair, Dean of Faculty and faculty.	**FY 22 Goal**: Track current enrollment numbers in 3 gateway math courses for balance. (This goal will be discontinued in FY 23 since appropriate math course for majors and meta-majors has become embedded in planning and advising documents.)	**FY 22 Results**: Balance was achieved, with MATH 1513 enrollments inflated by concurrently enrolled students. MATH 0115—58 MATH 1403/1403L—94 MATH 1513—247
Fiscal Impact:			

Oklahoma Panhandle State University (OPSU)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Support area high schools who adopt the College Career Math Ready Course CCMR and place incoming freshmen who have completed CCMR directly into appropriate math pathway course.	Department Chair of Mathematics	Additional high schools offering the CCMR course and students matriculating to OPSU with the course completed during their senior year of high school and placed into math pathway appropriate to the student's plan of study.	In progress, area high schools were not able to expand current math offerings for a variety of reasons including limited number of certified teachers. When able, OPSU math faculty will support area high school faculty in their efforts to adopt the CCMR for high school seniors and place incoming freshman appropriately.
Fiscal Impact: Students will spend less time in developmental math courses and are more likely to persist to graduation on time.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OPSU will host area high school counselors and middle school counselors at an annual summit to include ICAP collaboration between PK-12 study, career outcomes, and higher education planning.	Vice President of Academic and Student Affairs, Dean of the Academic Resource Center	Fewer students declaring general studies upon entering college and a greater number declaring specific majors.	OPSU hosted high school counselors for a day long training with OSRHE staff in 21-22, results are expected in 22-23.

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact: Students who declare the appropriate major early are more likely to persist and graduate on time.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Widespread adoption of co-requisite remediation model at OPSU.	Department Chairs of English and Mathematics	All developmental deficiencies remediated through corequisite course model.	Complete as of Fall 2018 All OPSU students who fail to place into college level Math or English according to benchmarks outlined in the annual assessment plan achieve proficiency through the corequisite model.
Fiscal Impact: Students have higher passage rates for corequisite courses than when there was a longer sequence of non-credit bearing courses. Improved pass rates have helped increase year to year retention and completion rates.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Course Placement is regularly analyzed and evaluated for student success. Measures currently in use include ACT subscore, Accuplacer Exam Score, CCMR completion, HS GPA of 3.25 across rigorous HS coursework.	Dean of the Academic Resource Center, Registrar	Student success and progression are analyzed annually for recommendation for future placement measures.	In progress, OPSU evaluates placement and student outcomes annually in the student assessment report. OPSU entered the Test Optional Pilot and is evaluating the impact of GPA for placement among a small number of students admitted in this category. No students were placed strictly by GPA in 21-22. Once data are available they will be analyzed.
Fiscal Impact: Students will be efficiently placed into the appropriate developmental courses reducing the time to graduation and increasing the likelihood of persistence and completion.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Professional development for academic advising to improve student outcomes. Hire two bilingual advisors to assist students in both English and Spanish.	Dean of the Academic Resource Center Hispanic Student Services Director	Improved student outcomes at the advisor level, better distribution of student caseloads among advisors.	In progress, workshops are held every semester stressing the importance of completion of remedial course work. Reports are generated every semester to evaluate student remedial completion and students who do not progress are automatically re-enrolled in remedial coursework. In addition, these students are placed into the academic intervention queue for mentoring and monitoring by the Academic Resource Center. An advising handbook on best practices including ICAP interest and career assessments, motivation, and institution specific guidance is updated annually and shared among advisors. Hiring and retaining qualified bilingual advisors has proven challenging, but we have expanded our advertising efforts and will continue to build our bilingual capacity.
Fiscal Impact: Efficient, effective, and culturally relevant advising will provide better outcomes for students who will be less likely to enroll in the correct courses and improve their time to graduation.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continue to improve concurrent enrollment offerings to area high school students.	Dean of the Academic Resource Center	New High School Partners to receive concurrent enrollment and additional students taking courses.	The number of students participating in concurrent enrollment has fallen in recent years, as area high schools have begun to enroll students in online courses from other colleges and universities. Enrollment has fallen from a high of 181 in 2016 to a low of 110 in 21-22. To reverse this trend, the Dean of ARC has begun an outreach program for area high school counselors to provide enhanced student support for concurrently enrolled students in our region.
Fiscal Impact: Increased credit hour production along with reimbursement for qualifying concurrent enrollment students will provide additional revenue.			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Expand the OPSU Early College High School Pilot Program to additional area high schools through videoconferencing software to promote college going rates.	Dean of the Academic Resource Center	Memoranda of Understanding with additional high schools.	Upon completion of the ECHS pilot program, OPSU seeks to enhance and expand the program in 22-23 to include more remote and rural high schools whose students are place bound.
Fiscal Impact: Early analysis indicates that ECHS students are more likely to attend OPSU upon graduation from high school than traditional concurrent enrollment students.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OPSU has begun a partnership with Connors State College to cooperatively advise students between our institutions and improve transfers between CSC and OPSU.	Vice President of Academic and Student Affairs and Registrar	Improved transfer relationship between additional OK community colleges.	The partnership is in early stages and results are in progress.
Fiscal Impact: Additional lines of students joining OPSU from CSC.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Career Tech Transfer Agreements for AAS in Applied Technology for Wind Energy, Welding, and other key technology areas for which OPSU has content expertise.	Dean of the College of Business and Technology	Courses for each of the AAS in Applied Technology areas approved for the OSRHE Technical Crosswalk. Additional programs brought onto the crosswalk.	In progress, the first program to enter the career technical crosswalk under the statewide articulation agreement with Career Technology is approved and posted by OSRHE for Wind Energy. Additional programs of study are being prepared at the institutional level for consideration to be added to the matrix in 22-23
Fiscal Impact: Opportunities for a new pipeline of potential students from our closest CareerTech partner, High Plains Technology Center.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
As part of annual assessment and evaluation, PLA opportunities are evaluated for programs of study and approved by program chairs and the Office of Academic and Student Affairs.	Vice President of Academic and Student Affairs, Academic Deans.	Students achieving and documenting appropriate PLA.	In progress, each year PLA opportunities are evaluated at the programmatic level.
Fiscal Impact: Reduced costs for students in pursuit of their degree.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Student ICAP will be evaluated by the Academic Resource Center and used in advising and mentoring services for students.	Dean of the Academic Resource Center	Improved time to degree as students are less likely to change majors.	In progress, no students have to date provided ICAP to the Academic Resource Center.
Fiscal Impact: Students will receive more accurate advising and decrease the time to graduation as they declare majors for which they are prepared and ready to complete.			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Become a Reach Higher Direct Complete institution.	Vice President of Academic and Student Affairs	Successful approval and implementation of the program.	In progress, OPSU is not currently involved with Reach Higher, but has identified a potential direct complete partner for 22-23.
Fiscal Impact: Additional support from an industry partner in direct complete efforts.			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Become a Reach Higher Flex Finish institution.	Vice President of Academic and Student Affairs	Successful approval and implementation of the program.	In progress, OPSU is not currently involved with Reach Higher, but anticipates joining.
Fiscal Impact: Additional resources and support to reengage adult learners.			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OPSU has developed initial micro-credentials and badges appropriate to area industry training needs.	Vice President of Academic and Student Affairs	Completed and approved micro-credentials offered by Summer 2022.	In progress, OPSU will completed OSRHE approvals and offered its first micro-credentials in Summer 2022, with two additional micro-credentials under development for Fall 2022.
Fiscal Impact: Industry partners provide additional resources, support, and potential students to participate in the program.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Improve data analysis and dissemination among faculty, staff, and administration.	Director of Research and Assessment Coordinator	Programs and initiatives will be evaluated for their effectiveness to improve decision making. Adopt SAS Viya for live data dashboard.	In progress, the office of Institutional Research and Assessment began in the 2018/2019 academic year. These offices have since implemented a university scorecard which is updated annually and all key performance indicators are linked to strategic plan goals. SAS Viya implementation is underway.
Fiscal Impact: Improved data analysis and dissemination allow for better decision-making and resource allocation.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Promote student completion of at least 30 credit hours per academic year.	Faculty Advisors, Department Chairs, and Deans	Increased number of students completing 30 credit hours in a year.	In progress, this effort began with informational campaigns for faculty in Spring 2018 and institutional research during the 2018/2019 academic year indicated a shift from 15 credits per semester to 30 credits in a year was better messaging and more appropriate for student success at OPSU. Student marketing is completed through degree program roadmaps and communications on 30 per year goal.
Fiscal Impact: Students who complete 30 credits in a year will reduce their time to graduation.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
:	Registrar and Dean of Academic Resource Center	Fully implemented and utilized software program to allow students to track progress and time to completion. Reengaged students who register for classes.	Completed, the software is loaded with course and program information and is live for students and advisors. OPSU regularly reengages with student who stop out or drop out of previous semesters
Fiscal Impact: Improved time to degree completion from Degree Audit Program, finding and awarding degrees to students who have successfully completed requirements. Additional revenue from reengaged students who previously dropped out or stopped out.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Professional development and opportunities for training regarding adoption of Open Education Resources	Dean of the Academic Resource Center	Increased adoption of Open Education Resources	In progress, the university is partnered with a virtual bookstore provider in 2020/2021 who is providing annual professional development opportunities for faculty to learn more about the benefits of OER.
Fiscal Impact: Reduced costs for students in pursuit of their degree.			

Rogers State University (RSU)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
1) Data indicate that students, who successfully completed the CCMR in high school and the ACT, score an average of 16.8 on their Math ACT. This is not considered a strong indicator of successful remediation. 2) Outcomes of successful completion of all 8 CCMR course objectives suggests adequate math remediation, yet high school transcripts only record a single letter grade for the course. If schools report successful completion of all 8 objectives, appropriate remediation could be adequately determined. At this time RSU faculty are not confident in recommending successful completion of the CCMR course as an indication of remediation and placement into college-level course	Department Head for Mathematics and Physical Science; Dean of Arts & Science	Dependent Variable: College-level math course success Independent Variables: ACT Mathematics Sub-test score, Accuplacer Next Gen Math score, CCMR course objectives outcomes; and CCMR data.	RSU mathematics faculty and Accountability & Academics Office continue to collect data for predictive analytics and student success

High Impact Strategy – 12th Grade Math (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
work. Current data indicate placing students who have successfully completed the CCMR course with a grade of "C" or higher, but who have not achieved a minimum 17 ACT math sub-score, into co-requisite foundations and college-level math courses (i.e., bypassing MATH 0114 Elementary Algebra Plus). *(Relates to #4.1 of 2022-2027 Strategic Plan)* *Timeline: Ongoing review*			
Fiscal Impact: As of fall 2022, this is budget neutral. Student learning, critical thinking, and student success are the ultimate outcomes.			

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

High Impact Strategy – RSU Concurrent High School Enrollment			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Advocate concurrent enrollment for qualifying area high school juniors and seniors through all three RSU campuses and online course work. *(Relates to #4.1 of 2022-2027 Strategic Plan)* *Timeline: Ongoing*	VPAA, deans and academic department heads, and faculty working with branch campus directors and regional high school principals.	Increased number of concurrently enrolled students. Increased number of MOUs with area high schools for onsite delivery of RSU general education courses.	A total of 441 concurrent high school students enrolled in fall 2021 compared to 411 in fall 2020. This is an increase of 7.3%. RSU has established a new concurrent agreement with Pryor High School to bring PHS classes to RSU-Pryor campus, increasing the number of concurrently enrolled high school students, who will also be positively impacted by the Test Optional pilot initiative. RSU is currently working with Bartlesville HS to explore options. Additionally, RSU is collaborating with the Cherokee Nation for delivery of general education courses concurrently using RSU-TV for lectures.
Fiscal Impact: OSRHE policy allows for state tuition reimbursement for concurrently enrolled high school seniors. Additionally, the Cherokee Nation assists tribal members with fees.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Ongoing implementation of a co-requisite at-scale remediation program for writing and mathematics, scheduling developmental coursework simultaneously with appropriate college-level coursework for entering remedial students Timeline: Ongoing *(Relates to #4.1 of 2022-2027 Strategic Plan))* *Timeline: Ongoing*	Department Head of English & Humanities, Department Head of Mathematics and Physical Sciences, and Dean of Arts & Sciences	In alignment with OSRHE Momentum Year Co-requisite support metrics: 1. # of sections of co-requisite courses offered 2. % who need academic support and enrolled in co-requisite mathematics courses (in lieu of traditional developmental course route). 3. % who need academic support and enrolled in co-requisite English courses (in lieu of traditional developmental course route).	1. A total of 402 students who were academically deficient in at least one area enrolled in 41 sections of six different development courses. In comparison to the previous year, this equates to 24% fewer developmental sections and 32% fewer developmental students. This change is due in part to adoption of the Accuplacer Next Gen inventory as RSU's secondary placement test. 2. For students who were referred to a co-requisite mathematics course, 21% enrolled in one or more co-requisite math courses for a total of 35% of first-time freshmen requiring mathematics remediation. A total of 44% of math co-req students passed their credit level math course while enrolled in their co-requisite math supplemental course/lab. It is important to note that nearly three times more students passed their college-level math course their freshman year if they were enrolled in a co-requisite course than in a past traditional developmental math course.

High Impact Strategy – Co-Requisite Support Courses (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			3. In this same year, 8% of FTE students were referred to a co-requisite English course, and 68% of these enrolled in a co-requisite college credit level English class. A total of 26% passed their credit level English course while enrolled in the co-req supplemental course/lab. RSU did not offer non-co-requisite developmental English classes during that academic year. All nine co-req English sections were supplemental to Composition I.
Fiscal Impact: Because fewer students were required to enroll in math and English remediation and the co-requisite classes consist of fewer credit hours than the traditional model, this is a lower cost to students with a similar outcome for faculty assigned to teach the co-requisite classes. A confounding variable is the simultaneous implementation of the Accuplacer Next Gen placement test at RSU, replacing the traditional Accuplacer placement test. Significantly fewer students are being placed in developmental coursework with the new placement test, and these students have more significant remediation needs.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
A. Review college course placement testing instrument and cut scores: Accuplacer was replaced with Next Generation placement test published by Accuplacer. *(Relates to #4.1 of 2022-2027 Strategic Plan))* *Timeline: Ongoing*	Registrar, Director of Admissions, Vice President of Academic Affairs, and Associate Vice President for Academic Affairs	Success rates during freshman year including: [1] fall-to-fall retention rate; [2] number of students and sections to be remediated.	[A1] First year retention rate fell during the Fall 2020-2021 COVID cohort from 65% the previous year to 55%. The current cohort is on track to increase retention in post-COVID environment.

High Impact Strategy – Course Placement (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
B. Initiate mathematics faculty discussion regarding the addition of MATH 1423 Functions and Modeling for appropriate non-STEM majors. *(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan))* *Timeline: Implementation in Fall 2022*	Mathematics faculty, Department Head, Dean of Arts & Sciences, and General Education Committee	Addition of new general education mathematics course aligned with specific non-STEM degree programs that reflects transfer requirements from TCC to university degree programs	[A2] 402 students who were academically deficient in at least one area enrolled in 41 sections of six different development courses. In comparison to previous year, there were 24% fewer developmental sections and 32% fewer developmental students [B] MATH 1423 Functions and Modeling and MAH 0322 Functions and Modeling Foundations was approved through RSU processes including OUBOR and OSRHE. It will complete the math general education requirement for the BS in Business in Administration
Fiscal Impact: Fewer students were required to enroll in math and English remediation due to a combination of the implementation of the Accuplacer Next Gen placement test and RSU's new co-requisite placement process. Beginning with fall 2022, transfer students and RSU-native students will be able to apply MATH 1423 Functions and Modeling towards their general education math requirement, positively impacting additional course load requirements. The fiscal impact on the University is budget neutral.			

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

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Advocate concurrent enrollment for qualifying area high school juniors and seniors through all three RSU campuses and online course work. *(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan))* *Timeline: Ongoing*	VPAA, deans and academic department heads, and faculty working with branch campus directors and regional high school principals.	Increased number of concurrently enrolled students. Increased number of MOUs with area high schools for onsite delivery of RSU general education courses.	A total of 441 concurrent high school students enrolled in fall 2021 compared to 411 in fall 2020. This is an increase of 7.3%. RSU has established a new concurrent agreement with Pryor High School to bring PHS classes to RSU-Pryor campus, increasing the number of concurrently enrolled high school students, who will also be positively impacted by the Test Optional pilot initiative. Additionally, RSU worked with the Cherokee Nation in 2020-2021 AY to develop an agreement for delivery of general education courses concurrently using RSU-TV for lectures.

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

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Pryor High School Innovation Center, which launched in fall 2021, offers students the opportunity to complete coursework on the RSU Pryor campus, for approximately 50% of an associate's degree by high school graduation. *(Relates to Goal #4.1 of 2022 Strategic Plan)* *Timeline: Ongoing with first junior class graduating from PHS in May 2023*	VPAA, RSU-Pryor Campus Director, and Pryor High School Superintendent	[1] Number of PHS students enrolled concurrently [2] Number of sections offered at RSU-Pryor [3] Number of RSU semester credit hours concurrently completed by a PHS graduating cohort beginning with 2023 PHS graduating class	[1] Fall 2021 PHS concurrently enrolled on RSU-Pryor campus: 41; currently 18 for fall 2022 with enrollment incomplete until August. [2] Fall 2021 PHS concurrent sections on RSU-Pryor campus: 15; currently 11 sections for fall 2022 with enrollment incomplete until August. There are an additional 4 sections being held at PHS for a total of 15 in fall 2022. [3] To be measured at the end of 2022-2023 AY.
Fiscal Impact: Increased revenue is associated with concurrent enrollment as the state provides tuition for seniors and the Cherokee Nation provides fees for tribal seniors and tuition + fees for tribal juniors. The 25% of the most recent concurrent cohort enrolling at RSU as first-time freshmen after graduating from high school, there is an echoic impact.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
RSU works with Tulsa Community College and other colleges to honor reverse transfer degrees, applying credits earned at RSU to a previously attended institution in order to complete a degree or certificate. *(Relates to Goal #4.1 of 2022 Strategic Plan)* *Timeline: Ongoing*	Vice President for Academic Affairs, deans, respective department heads, and Director of Admissions.	Number of articulation agreements, number of students transferred to RSU, and number of degrees earned	No student requested reverse transfer credit in 2020-2021
Fiscal Impact: The primary outcome for this initiative is student success; RSU's motto is Students First!			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
RSU has collaborated with Northeast Technology Center to seamlessly transfer as Prior Learning Credit articulated industry recognized certificates and credentials relevant to one of RSU's six options in its AAS in Applied Technology degree program. The first industry-recognized credential is the National Institute for Metalworking Skills (NIMS) certification. *(Relates to Goal #4.1 of 2022 Strategic Plan)* *Timeline: Fall 2022 will be the first semester of the agreement*	Northeast Technology Center – Claremore Campus Director, AVPAA, VPAA, and OSRHE Academic Affairs staff	Number of NTC students receiving PLA Number of semester credit hours seamlessly accepted as PLA Number of AAS in Applied Technology graduates with PLA credit	NTC launched its first cohort in spring 2022, and enrollment at RSU will align with the 2022-2023 AY
Fiscal Impact: Tuition and fee revenue for 2022-2023 will be based on $259 per credit hour of enrollment.			

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

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Develop a system of academic advising, enhanced through the use of technology tools, to enable students to make an informed choice of programs, by default registered into courses on their program's degree map that leads to proactive interventions. *(Relates to Goal #4.1 of 2022 Strategic Plan)* *Timeline: Ongoing with first junior class graduating from PHS in May 2023*	VPAA, RSU-Pryor Campus Director, and Pryor High School Superintendent	1) Number of PHS students enrolled concurrently 2) Number of sections offered at RSU-Pryor 3) Number of RSU semester credit hours concurrently completed by a PHS graduating cohort beginning with 2023 PHS graduating class	1) Fall 2021 PHS concurrently enrolled on RSU-Pryor campus: 41; currently 18 for fall 2022 with enrollment incomplete until August. 2) Fall 2021 PHS concurrent sections on RSU-Pryor campus: 15; currently 11 sections for fall 2022 with enrollment incomplete until August. There are an additional 4 sections being held at PHS for a total of 15 in fall 2022. 3) To be measured at the end of 2022-2023 AY.
Fiscal Impact: Increased revenue is associated with concurrent enrollment as the state provides tuition for seniors and the Cherokee Nation provides fees for tribal seniors and tuition + fees for tribal juniors. The 25% of the most recent concurrent cohort enrolling at RSU as first-time freshmen after graduating from high school, there is an echoic impact.			

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

ADULT COMPLETION

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

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

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

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
As a pilot, RSU's Psychology & Sociology department as well as its Technology and Justice Studies Department and Business Department are meeting in fall 2022 to discuss most viable micro-credentials Additionally, the University's General Education Committee has a goal in 2022-2023 to develop micro-credentials for its (5) general education student learning outcomes (SLOs). *(Relates to # 1A.1 of 2022-2027 Strategic Plan))* *Timeline: Pilot launches fall 2022*	Faculty in academic departments, Department Heads, Deans, General Education Committee with AVPAA, and VPAA	Number of micro-credentials and badges offered Number of micro-credentials and badges conferred	New initiatives
Fiscal Impact: Initially existing courses will build into micro-credentials. Many credentials and badges may stack into degree options, with student success as the outcome.			

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

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

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

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Implement a communication campaign for parents and students paired with structured advising to inform students of the benefits of enrolling in 15 credits per semester or 30 credits per year. *(Relates to # 1A.1 and #4.1 of 2022-2027 Strategic Plan))* *Timeline: Initiative launched spring 2022*	HLC Student Success Academy Team, Registrar, Director of Admissions, and Director of Public Relations	Number and percent of first-time freshmen cohort completing 30 credit hours in their first academic year. Implementation of a communications campaign in 2022-2023	For the fall 2021 cohort, 33% (1% increase) of the first-time full-time cohort successfully completed their freshman year with at least 30 credit hours and 73% earned with a C or better (includes concurrently earned credit hours). 18% passed with a C or better and at least 30 credit hours not including concurrently earned credit hours. For part-time freshmen in this cohort, 49% (16% increase) successfully completed at least 30 hours with a C or better in all courses including concurrently earned courses. 4% of the part-time cohort did so not including concurrent credit hours.
Fiscal Impact: The impact on students is shortened time to degree completion, allowing them to achieve their career goals earlier. There is also an increased probability of graduation for students who complete 15 or more credit hours per semester.			

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

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

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

Southeastern Oklahoma State University (SEOSU)

Institutional Degree Completion Plan
2022-2023

Introduction

Southeastern Oklahoma State University is guided by its mission that enables students to reach their highest potential and develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning. To complement SE's mission statement (1st attachment), the Office of Academic Affairs, working in collaboration with faculty, developed a *2020 Academic Vision Statement* (2nd attachment). This vision statement is aligned with the University's Vision Statement and provides the framework to coordinate activities in Academic Affairs as well as Student Affairs (3rd attachment). To guide the future, the university has begun the process of reframing the strategic plan. In the summer of 2022, the president established a Strategic Planning Committee, representative of the campus community. This reframing will serve to better define the University's vision for the future and identify goals and objectives to help ensure the future growth and prosperity of Southeastern. During the 2022 spring semester the executive committee established a starting point for this strategic planning. The committee will now be charged with formulating a plan that can be presented to the university community for discussion and feedback in the Spring of 2023 with implementation the following fall.

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Provide high school students the opportunity to concurrently enroll in credit-bearing math courses.	Department of Mathematics	Number of concurrent students enrolled in Math courses.	For AY2122, SE enrolled the following high school students in math courses. This reflects a 12.3% increase over AY2021. HS Seniors: 2 in Math 1303 2 in Math 1483 35 in Math 1513 1 in Math 1543 4 in Math 1613 1 in Math 2143 2 in Stat 2153 HS Juniors: 1 in Math 1483 21 in Math 1513 1 in Math 1613 3 in Stat 2153

High Impact Strategy – 12th Grade Math (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
In 2017, SE added a Mathematics specialization for the Curriculum & Instruction-MED to increase/improve the level of mathematics instruction in the high schools.	Department of Mathematics/ Educational Instruction and Leadership	Increase the number of teachers pursuing C&I-Math option for their MED	For AY 2122, SE enrolled 61 teachers in the C&I-Math MED program: 18 – Oklahoma 11 – Texas 32 – Other States All of which completed 378 credit hours in graduate level mathematics courses.
Fiscal Impact: Concurrent enrollment does not have a major fiscal impact to costs beyond what the University already does to have the Math classes available and advisors to enroll and support these concurrent students as needed. The University receives state funded tuition for concurrent students. Students in the C&I-Math MED are a tuition positive for the University.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
There is not a systematic process for collaboration at the K-12 level at this time, however, some of the summer programming on campus will have options with career management to use ICAP with K-12 students.			
Fiscal Impact:			

High Impact Strategy - High Impact Strategy - Host Events on SE's Campus for Pre-College Students			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Hosted Aviation Camp for high school students.	Aviation Sciences Institute	Increased student inquiries and enrollment in aviation programs.	Cancelled in summer 2020 and 2021 due to COVID-19. Restarted this summer 2022 and will report on success next cycle.
Hosted Aviation Day	Aviation Sciences Institute, Admissions/Recruiting Office	Created enthusiasm for Aviation and STEM programs. Increased student inquiries and enrollment in aviation programs.	In February 2022, 144 students representing 14 school districts attended.
Hosted Chickasaw Summer Leadership Academy	Native American Center, Student Affairs, and Academic Departments	Provide real college experiences for Chickasaw high school students.	Restarted post-pandemic this summer 2022 and will report on success next cycle.
Host a STEM Summer Academy	Faculty from Chemistry, Math, and Education.	Increased student inquiries and enrollment in science or science-related disciplines.	Received OSRHE grant for the first time and had success with 10 students during Summer 2021. Funded again for Summer 2022.
Fiscal Impact: The Aviation Sciences Institute receives grant money for their summer camp, but contributes departmental and Foundation funding for meals and other camp items. There are some costs associated with the other events, but covered by University or Foundation funding as appropriate. The STEM camp is funded nearly completely by the OSRHE grant award.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continue to analyze, develop, and change model for accelerated and embedded remediation for English and math, as needed.	Center for Student Success/Learning Center; Department of English, Humanities, and Languages Department; Department of Mathematics	Increased success rates for freshmen and transfers; increased retention rates; increased success in "next level" courses.	Offering ENG 1113.Z, MATH 1483.Z, and MATH 1513.Z. These courses have embedded remediation. ENG 1113.Z in AY2122 had 202 enrolled (5.7% increase over AY2021); the embedded remediation for MATH 1513.Z in AY2122 had 57 enrolled (54.1% increase over AY 2021). Students also have the opportunity to clear remediation requirements by completing an online self-paced training module and retaking the placement test. We also offer a free summer workshop that provides in-person instruction on the training modules to allow for retesting.
Fiscal Impact: Students who have completed an accelerated or embedded remediation course have higher retention rates than those in traditional remedial courses. Students who successfully completed the self-paced online or instructor led in-person training module were able to increase their placement test scores and place into the next level course and/or clear the remediation requirement saving them time and expense by being able to move forward. Embedded remediation and the summer workshop have some cost to the University for qualified Instructors.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Cut scores on various assessments are used to place students in courses. These include: in-house college placement test, ACT/SAT, departmentally developed test	Admissions Office; Learning Center/Center for Student Success	Increased success rates for freshmen and transfers; increased retention rates; increased success in "next level" courses.	Students identified for remediation and completed remediation either through a remedial or co-requisite course have higher retention rates than those in traditional remediation.
Fiscal Impact: Students who complete the requirements for a remedial or co-requisite course have an increased success rate in future classes.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Use of Colleague Self-Service to plan and schedule courses for students to ensure students complete remedial course work within 24-credit hour requirement	Academic Advising/Center for Student Success	Students and academic advisors plan student courses for future semesters to ensure the remedial courses are taken within 24 credit hours.	Colleague Self-Service allows students and advisors to plan semesters in advance. This allows students to clear remedial course work within 24 hours of their college course work. Academic advisors encourage students to complete remedial coursework as soon as possible. For Mathematics, 406 students required remediation. Of those: 104 enrolled in college level math courses with embedded remediation with 72 (69%) passing, and 97 enrolled in the remedial math with 39 (40%) passing. For English and reading, 203 students required remediation in one or both of these areas. Of those, 158 enrolled in college level English with embedded remediation with 97 (61%) passing.
Fiscal Impact: Students and advisors work together to plan courses in advance. Students are encouraged to clear required remedial course work as soon as possible. Academic advisors are able to work with students to create a plan for future semesters preventing the expense of taking of unneeded courses or stopping out. The University has added more staff advisors and intends to hire more.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Increase numbers of students in rural areas participating in concurrent classes.	Admissions Office, Academic Advising Center, Academic Departments, and Academic Affairs Office	Increased enrollment by concurrent students.	For AY2122, SE enrolled 209 concurrent students in 204 different course sections for a total of 620 course enrollments and 1863 student credit hours. This represents 22 high schools in the SE service area and 5 high schools outside of the SE service area.

Fiscal Impact: This does not have a major fiscal impact beyond what the University already does to have the classes available and advisors to enroll and support these concurrent students as needed. In-State Concurrent students do receive tuition waivers for up to 18 hours in the senior year and 9 hours in the junior year. This is a financial savings and time savings for students to progress on their college degrees.

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
N/A no early college program at SE.			

Fiscal Impact:

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Facilitate reverse transfer of academic credit earned at Southeastern to 2-year partners for awarding of associate's degree when requested by student or identified by Registrar's Office during general education and graduation checks.	Registrar's Office	Increased number of students receiving an associate's degree by reverse transfer after enrolling at Southeastern.	Responded to student requests for reverse transfer of credit as well as advised students to reverse transfer credit after a general education or graduation check was completed; total number served is unknown.
Reverse Transfer (3+1) agreement with OSU Medical School.	Registrar's Office and the Biology and Chemistry Departments	Increase number of students receiving their Doctor of Osteopathic Medicine as well as speed time to completion by transferring first year of Medical School courses back to SE to complete senior year and award Bachelor's degree.	One student successfully completed this program in May 2021. One student was admitted to OSU for Fall 2022. Two other students are in progress at some stage of this process.
Fiscal Impact: The reverse transfer for students in both cases can be a money savings. In the case of the OSU agreement it saves them an entire year of cost on our campus and moves them a year earlier into their medical school training. For the University the cost is the staff/faculty who assist as needed.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Potential ideas are under discussion and evaluation at this time. We have accepted some limited credit for prior learning for Aviation for several years. No recent agreements with career tech.			
Fiscal Impact:			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Use CLEP, departmentally-developed tests for advanced standing, and review of military credit to award academic credit at SE for prior learning.	Academic Services, Registrar's Office, and Academic Departments	Increased student satisfaction due to awarding of academic credit for prior learning	For AY2122, SE granted the following PLA credit: 93 hrs – Adv. Placement (AP) 60 hrs - CLEP 64 hrs - Advanced Standing 104 hrs - Military Training
Fiscal Impact: Although this reduces credit hour tuition for the University, this assists students significantly in not having to take unneeded additional courses to obtain their degree. For the University the cost is the staff/faculty who assist as needed.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Discipline/Group-specific College Success Courses	Academic Departments, Academic Advising Center, and Student Affairs	Increased retention of students that complete College Success course	Students that complete the College Success course are retained at a higher rate than those that do not complete the course. New students who completed College Success retained at a rate of 77.9% (fall 20 to fall 21) compared to the retention rate of 63.5% of those who did not take the course. All students are assigned an advisor and all UG student must see an advisor prior to enrollment.
Fiscal Impact: The cost of the Instructors for the courses.			

High Impact Strategy – Enrollment in College Level Science by Concurrent Students			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Provide opportunities for HS juniors/seniors to begin college level science courses while in high school if they plan to pursue STEM fields.	Advising Center/Academic Departments	Increase the number of concurrent students enrolled in science.	In AY21-22, 18 concurrent students successfully completed college level science courses. SENIORS 8 – BIOL 1114 1 – BIOL 1133 1 – BIOL 1143 1 – BIOL 1404 2 – CHEM 1315 2 – PSCI 1114
Fiscal Impact: The costs are minimized because they are filling seats in courses already listed on the schedule.			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SE Career Management Center has partnered with the Choctaw Nation of Oklahoma IT Operations & Human Resources to create a SE/CNO CO-OP Program. This partnership in an integrated workforce development with the SE and CNO, exposing SE students to gain real life experiences with paid on-the-job training, creating a sustainable talent pipeline and future employment opportunities with CNO upon completing the program.	SE Career Management Center	SE students apply for this competitive program and are selected to interview with the Choctaw Nation IT Operations and Human Resources Teams and are chosen for designated CO-OP positions.	In 2019, SE Career Management implemented the SE/CNO CO-OP program, three SE students were chosen for CO-OP positions. In 2020, the number of available Choctaw CO-OP positions increased to four. Seven SE students made application and four were chosen. In Fall 2021, the number of CNO CO-OP positions increased to five for IT Operations and one for HR. Nine SE students made application and six were chosen. In June 2022, seven of the CO-OP students have completed the program are now employed with CNO (five full-time positions and two part-time positions. The Fall 2022 application cycle will begin in August and there will be nine CO-OP positions available.
SE Career Management Center (CMC) partners with numerous businesses/community stakeholders to promote and provide internship,	SE Career Management Center	SE Career Management Center (CMC) work with students early in the semester to meet internship application deadlines. CMC provides workshops on	During AY21-22, 10 academic departments offered internships in which 110 students enrolled. 6 - ACCT 7 - ART

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
apprenticeship, job shadowing opportunities for SE students and alumni related to their field of study, with on-the-job training. CMC works closely with academic departments on campus to provide internships (paid or not paid) or other experience required for specific degree programs for possible college credit.		completing applications, creating resumes, and interview preparation. CMC also follows up with each department and business to report on students selected for internships/jobs/. CMC also uses a recruiting management system called Handshake to connect SE students and alumni with employers. Employers can create an account and connect with SE in Handshake to recruit our diverse SE students and alumni.	18 - CJ 5 - COMM 49 - EDUC 1 - FIN 11 - KIN 6 - MNGT 7 - SFTY
SE Career Management Center (CMC) partners with the Southern Workforce Board in Durant, OK to host an annual 8th Grade Discovery Day on SE's campus each January. This event is for eighth grade students to explore career fields and other opportunities for their futures. Students attend breakout sessions led by industry experts/business owners on different careers, job duties, and different qualifications for different occupations.	SE Career Management Center/Academic Affairs	Students are given surveys to complete after the event.	In January 2021, 400 students from the SE service area attended the Discovery Day; 24 speakers from a variety of industry (banking, manufacturing, military, art/communication/theatre, food supply, transportation, law enforcement, medical, oil and gas, construction, civic, attorney, city government, and tribal relations).
Fiscal Impact: The fiscal impact on the University is the cost of staffing the Career Management Center (one Director and 2-3 student workers), supporting the cost of CMC software (approximately $10,000), and some event costs for the Discovery Day. The positive fiscal benefit to our students who obtain internships and employment as well as to our local Businesses and community is difficult to measure.			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SE is not one of the seven participating institutions for this program.	NA	NA	SE suspended and then deleted the BSOL after the teach-out period.
Fiscal Impact: NA			

High Impact Strategy – Locally Developed Adult Degree Completion Program (B.S. in Liberal and Applied Studies)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Developed B.S. in Liberal and Applied Studies that is highly accessible to adult students	Coordinated by Department of English, Humanities, and Languages	Increased number of majors and graduates for B.S. in Liberal and Applied Studies	In AY 2122, there were 251 LAS majors which is an increase of 23% over the prior year. In addition, 81 students graduated with the degree and thus the LAS program had the highest number of bachelor degrees in AY2122 with 13.8% of all bachelors conferred.
Fiscal Impact: The University has hired more advisors and paid a faculty member to take on additional support duties in advising these students. Additional time and costs related to faculty. Positive benefit in tuition revenue.			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
In conversations to develop micro-credential courses/workshops in entrepreneurship and finance at the request of First United Bank. Additionally, with the support of our Southeastern Center for Instructional Development and Technology staff, a proposal is being reviewed to consider non-credit micro-credentials in the areas of technology.	Academic Affairs and its divisions.	Issuance of badges	Too new to report, expect progress in 2022-2023 AY.
Fiscal Impact: Purchase of badging software, IT work to frame out separate application and payment access for those in these programs, possible software for specific needs.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Had a planned partnership which fell through, looking at options.			
Fiscal Impact:			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Provide Academic Departments with data on retention and degree completion within majors.	Registrar's Office	Improved retention within majors and degree completions	The six-year graduation rate is currently 30.1% with a four-year average of 32.4%. The fall to fall FTFT retention rate is currently 54.2% with a five-year average of 61.2%. Note: COVID19 had a large in on the large drop in retention from fall 20 to fall 21.
Fiscal Impact: Increased retention is a positive for the University. Some costs for software and staff time.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Student Success Center will encourage undergraduate students to enroll in 15 credits each semester.	Academic Advisors	Increase the number of undergraduate students enrolling in 15 or more credits per term.	For AY 2122, 21.5% of all undergraduates and 48.0% of all full-time undergraduates enrolled in 30 or more credits for the year. This is an increase from AY2021 where 21.1% of all undergraduates and 47.1% of all full-time undergraduates enrolled in 30 or more credits.
Fiscal Impact: Increased credit hour production is a positive for the budget. Some costs for software and staff time.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Degree Audit has been implemented and is available to students and faculty advisors.	Registrar's Office, Assistant Registrar	Increased usage of the system by students and advisors will provide real-time guidance on degree requirements reducing enrollments in non-degree courses shortening the degree completion time.	With the implementation of Ellucian Colleague, students and advisors now have access to a robust degree audit and student planning system in real time. Departments have the ability to set up eight semester degree plans in Student Planning guiding students on course selections and rotations and providing the ability to have an interactive degree plan. Currently, we have 1613 students with courses planned for future terms.
Fiscal Impact: Costs related to software purchase, implementation, and training.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
CIDT has partnered with One Net, OCO, and COLE to develop Virtual Reality (VR) Enabled Modules, which is an OER initiative for the state of Oklahoma.	Vice-President for Academic Affairs and the Center for Instructional Design	Increased usage and further development of OER resources	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

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			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.
Fiscal Impact: Because OneNet has provided funding for this initiative and has allowed the funds to extend for an additional fiscal year, the fiscal impact for Southeastern's budget has been minimal and primarily used in funding student worker positions. The student workers who have developed these modules have also supplied tech support and other services to the university.			

High Impact Strategy – Provide program specializations in response to market demand.			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Develop degree program specializations in response to market/industry demands for graduate programs.	Graduate Dean/Academic Departments	Increased Enrollment in graduate programs.	For AY2021, MBA program currently has fifteen specialization areas with 1328 students enrolled. MED-C&I program has seven teaching area specializations with 385 students enrolled. MED-Ed Leadership program has five specializations including two certificate programs with 471 students enrolled. MS-NAL program as four specialization areas with 91 students enrolled. MS-Sports program has four specialization areas with 433 students enrolled.
Fiscal Impact: The University has a need to hire more faculty and advisors. Growth in these programs is a positive in terms of revenue.			

Southwestern Oklahoma State University (SWOSU)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The DOE sponsored the OSDE to host their Oklahoma Math Solutions 3-day training at the Pioneer Cellular Event Center and advertised it on our social media as well. The three-day workshop was to provide professional development on best practices for coaching to support elementary math teachers.	Ed Klein, Chair of the Department of Education	Successful completion of Professional Development Number of participants	The event was hosted on campus June 20-22, 2022. 40 participants
Fiscal Impact: The event had minimal costs for SWOSU. The university donated the use of the Pioneer Cellular Event Center.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Although SWOSU does not have formal agreements with K-12 districts regarding ICAPs, SWOSU is expanding and refining its concurrent programs to better serve concurrent students. It is also refining informational resources such as program webpages to provide clarity of what course plans in K-12 best prepare students for college.	Taler Alexander, Enrollment Management Director; Dr. Chad Kinder, Assistant Vice President for Strategic Partnerships; Susan McElhaney, Webmaster; Dr. Boone Clemmons, Assistant Vice President for Public Relations and Marketing	Retention rate (first-time, full-time freshmen who enroll for the following fall)	75% (Freshman in fall 2020 who returned in fall 2021)
Fiscal Impact: College-ready students are more likely to be retained. Therefore, SWOSU is dedicated to work with K-12 districts to help future students to make academic choices that will lead to academic success in college. On SWOSU's part, higher retention rates lead to higher tuition income.			

High Impact Strategy – Upward Bound			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Students in Upward Bound are required to attend two Saturday Academies each month in which they receive assistance in math. Students are also required to participate in online tutoring, which includes Math. During the 6-week summer residential program, students are placed in the math class that they will take in high school in the fall. Provide summer programs for at-risk and first-generation college students to increase student preparedness and college readiness.	Upward Bound Saturday Academy, instructors, summer program instructors, online tutoring program, Ms. Jamie Novey, Director of Upward Bound, and Dr. Adam Johnson, Vice President for Student Services	Total number of students served Total number of seniors served and have bridged to college in the fall semester Success Rate	85 students in grades 9-12 participated in the 2021-22 academic year program. 18 seniors participated 50% of seniors passed the state mandated math test by the time they graduated from high school. At the time of this report, 12 of the 18 seniors served in the academic year enrolled for the fall of 2022, but the fall semester had not started yet.
Fiscal Impact: Upward Bound is a grant-funded program and therefore there is no burden to the institution's budget to operate the academies.			

TRANSFORM REMEDIATION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Entering freshmen with below a 3.25 GPA and a Math or English deficiency based on ACT/CPT scores were enrolled in co-requisite support courses for College Algebra, Math Concepts, Math Applications, and English Comp I. The support courses support learning needs to help students complete the GE course. Traditional remediation will be offered in Reading. Traditional remediation is offered for students with below a 3.25 high school GPA and a Math or English ACT subscore below 16. For students without an ACT test score, placement in support courses or zero-level remedial courses is as follows: 2.75-3.24 high school GPA – support course; high school GPA below 2.75 – remedial course.	Dr. Denise Landrum-Geyer, Chair of Language and Literature Department, Dr. Thomas McNamara, Chair of Math Department, Dr. Jason Johnson, Dean of the College of Arts and Sciences, Dr. Joel Kendall, Provost and VPAA	Student success in General Education course with co-requisite support.	The number of semesters required for students who are deficient to complete the GE course has dropped from 4.04 in 2016-2017 to 1.24 in 2021-2022. Those students who under the old guidelines would have been required to take the co-requisite course but did not under the new guidelines succeeded at a higher rate than students in previous years. This indicates that students most in need of help are placed correctly in the co-requisite.

Fiscal Impact: We believe that this change to a co-requisite support course model has led to indirect positive financial outcomes. Data indicates that since students are placed in fewer zero-level courses, they are more likely to persist. The change to a GPA-based model has led to the need for fewer co-requisite sections. Additionally, this system has forced students to take the English and Math general education requirements early in their college career, which can also be tied to a better completion rate.

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Beginning in Fall 2020, any high school student who has a 3.25 GPA or higher in high school will have remediations cleared. This is aligned with research that states high school GPA is an indicator of collegiate success. We have also implemented an alternative placement system based on high school GPA. For students without an ACT test score, placement in support courses or zero-level remedial courses is as follows: 2.75-3.24 high school GPA – support course; high school GPA below 2.75 – remedial course.	Dr. Denise Landrum-Geyer, Chair of Language and Literature Department, Dr. Thomas McNamara, Chair of Math Department, Dr. Jason Johnson, Dean of the College of Arts and Sciences, Dr. Joel Kendall, Provost and VPAA	Student success in General Education course with co-requisite support.	The percentage of deficient students successful in general-education mathematics at the end of their first year in college appears to be increasing after dipping last year. The 2019FA-2020SP cohort identified as deficient under the new guidelines had a 32 percent success rate at the end of their first year in college. The 2020FA-2021SP cohort had only a 26 percent success rate, but this may be related to the Covid pandemic. The 2021FA-2022SP cohort had a 29 percent success rate.
Retesting: students are allowed to complete placement testing during New Student Orientation enrollment sessions or by appointment. Students may return after a minimum of two weeks to retest if they failed to meet the benchmark score and retest prior to the beginning of the semester. Students may retest during the semester with faculty permission and retest between semesters.	Assessment and Testing Center, Mrs. Jan Kliewer, Director, Dr. Joel Kendall, Provost and VPAA	Completion Rates	Results of CPT testing over the past year (6/1/21 – 5/31/22): • 53% passed the English test compared to last year's 63%. 29% additional students tested into the support course to supplement the GE requirement (27% last year). • 51% passed the Arithmetic test compared to last year's 34%. 20% additional students tested into the support course to supplement the GE requirement.

High Impact Strategy – Course Placement (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We have an avenue for remediation in our Education department. Students are given a refresher course by education faculty and then allowed to retest on CPT rather than enroll in Prep for College Math (traditional remedial course).	Assessment and Testing Center, Mrs. Jan Kliewer, Director, Dr. Joel Kendall, Provost and VPAA, Diane Fitzsimmons, Institutional Research	Completion Rates	• 36% passed the QRAS test that places directly into a GE math course. 14% additional students tested into the support course to supplement the GE requirement. • Only 7% passed the Reading test compared to last year's 52%. About 72 students took CPT tests (77 last year), and there were 11 who retested. The number of semesters required for students who are deficient to complete the GE math course has dropped from 4.04 in 2016-2017 to 1.24 in 2021-2022.
Fiscal Impact: The use of GPA and CPT tests to clear remediations enables a quicker onboarding of students into their preferred program's degree plan, and thus helping them persist toward a degree.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
- Early alert notifications - Advising survey for faculty and students - Academic Success Coaches in College Success - Academic Advising Coaches in various academic departments including 9 academic departments and undecided major (provided under new fee structure) - Advising training for all faculty - An Advising course for all faculty and advisors - Use of the Dropout Detective program to identify students in need of support - Refining of advising practices through a PACE project through the Gardner Institute	Dr. Wendy Yoder, Dean of Students Amanda Currier, Director of Academic Support Center Academic Advising Council Faculty Advisors, Department Chairs, Deans and Associate Deans Student Success Coaches Academic Advising Coaches Student Government Association Dr. Joel Kendall, Provost and VPAA	Increased contact between advisors and students addressing academic needs Increased awareness of issues related to academic advising and needs expressed by students Advisor recognition Maintain interdepartmental communication related to advisement issues Relieve advisor load issues while fostering interactions between students and academic advising coaches	Advising meetings involving the Office of Retention Management numbered 301 in Fall 2021-Spring 2022. Advising Council is established with 11 members: 3 staff, 4 department chairs, and 4 faculty Student meetings with Mentor/Student Success coaches numbered 403 for 2021-2022. This continues to be an effective intervention. Faculty members report low achievement through the Early Alert report. Advisors are notified of advisees on report and are trained on methods to provide support. In fall 2021 and spring 2022 a total of 1,143 grades were recorded on the Early Alert report.
Fiscal Impact: We believe the steps taken above have a direct correlation with the university hitting historic high percentages of both retention (75%) and six-year completion rate of first-time, full-time freshmen (40%).			

High Impact Strategy – Student Success Center			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
--October 2018—US DOE Strengthening Institutions (Title III) grant was received. --August 2019—Doors to the Student Success Center in Parker Hall were open to serve students with Academic Coaching, Technology, and tutoring services. --December 2020—The Student Success Center merged with 2 other departments to create the new Academic Support Center with a newly named director. --April 2021 – The Academic Success Center received a newly renovated and more central location on campus.	Dr. Lori Gwyn, Title III Project Director Amanda Currier, Academic Support Center Director and Title III Activities Director Dr. Joel Kendall, Provost and VPAA	Retention Rates for each Cohort Students with GPA > 2.0 Completed credit hours (progress toward degree completion)	The current results are for Cohort 1 that began in the Fall of 2019 Fall to Fall Retention Rate for Cohort 1: 44 out of 68 students returned in Fall 2020, this is a 64.7% retention Students with GPA > 2.0 (51 out of 68 students had a GPA > 2.0) Completed credit hours to show progress toward degree completion (25 out of 68 students completed at least 30 credit hours in their first academic year including fall, spring and summer semesters).
Fiscal Impact: The Student Success Center is a Title III grant and therefore is not a cost burden to SWOSU. Through the grant, we have implemented many retention and support efforts that will be sustained at little or no cost to the university.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Admissions and the Registrar's Office ensure that students are approved to participate in concurrent enrollment. Students are provided an orientation course that covers Canvas, learning expectations, and study skills. Concurrent student enrollment is increasing in part due to partnerships with Yukon Public Schools and Western Technology Center. Our partnership with Yukon has grown to the point that we have hired a full-time coordinator who has an office at the Yukon High School.	General Education faculty, department chairs, Registrar's offices for Sayre and Weatherford, Dr. Jason Johnson, Dean of College Arts and Sciences, Dr. Chad Kinder, Dean of College of Professional and Graduate Studies, Dr. Joel Kendall, Provost and VPAA; Mary Ellis, Yukon Program Coordinator	Student enrollment Student Success Student Difficulty Intervention	Fall 2021 – Spring 2022: Unduplicated Head Count – **355** Total Credit Hours – **2,515** Number of courses taken - **832** Total Credit Hours C or higher – **2,207** Courses graded C or higher – **730** or **88%** **753** or **91%** D or higher **79** or **10%** received an F or W Concurrent students are allowed to participate in 24/7 online tutoring with Upswing and other services such as the Southwestern Writing Center.

Fiscal Impact: We had 11 dual-credit courses at Yukon Public Schools in 2021-2022. These courses are provided at minimal cost to SWOSU, since they are taught by full-time YPS employees. We pay them a small stipend to learn the Canvas course management system. Additionally, we have data showing that 58% of concurrent students eventually enroll as freshmen at SWOSU. We believe that concurrent students' positive experiences with their courses will lead to more students choosing SWOSU.

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We are collaborating with Yukon Public Schools to develop and submit an Early College application to be turned in on August 1, 2022. The plan is to implement the program in Fall 2023. The program will have three paths that students can choose – Health Sciences, Aerospace, or Engineering Technology. Each program will have a limit of 30 students. It will comply with all OSRHE requirements for Early College programs.	Dr. Chad Kinder, Assistant Vice President for Strategic Partnerships; Yukon Public Schools administrators; Dr. Joel Kendall, Provost and VPAA; Dr. Sharon Lawrence, Chair of Allied Health; Dr. Brett Chase, Chair of Engineering Technology	Approval of program by OSRHE Selection of program cohorts Number of students enrolled in the program Number of students who graduate from the program	Launch date is Fall 2023
Fiscal Impact: As required by OSRHE, all tuition and fees for the students in the Early College program will be waived. SWOSU and YPS are working to secure funding so that tuition beyond that approved by the state will be secured through partnerships and donations.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Because we also offer Associate Degrees, we do not need to reverse transfer in order to give students this milestone of success.			
Fiscal Impact:			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SWOSU has a long-standing relationship with Oklahoma Career Technology. Our oldest partnering institution is 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.	Allied Health Sciences – Chair, Dr. Sharon Lawrence, OTA/PTA Programs Coordinator, Dr. Brandy Chase, Jy Bass, SWOSU/CKTC Program Director, Dr. Darryl Barnett, Associate Dean of Nursing and Allied Health, Dr. Chad Kinder, Dean of the College of Professional and Graduate Studies and Assistant Vice President for Strategic Partnerships, and Dr. Joel Kendall, Provost and VPAA	Number of additional students in the PTA program. Above 75% Completion Rate for students in the SWOSU expansion cohort	Four successful academic years in the new expansion site of SWOSU for the PTA program. 29 new students were admitted on the SWOSU campus for 2020-2021. Completion Rates of PTA: 2017-2018 = 90% 2018-2019 = 93.8% 2019-2020 = 69.2% 2020-2021 = 86.7% 2021-2022 = 85.7%
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.	Dr. Chad Kinder, Dean of the College of Professional and Graduate Studies and Assistant Vice President for Strategic Partnerships, and Dr. Joel Kendall, Provost and VPAA	Number of students enrolled in concurrent/dual credit at WTC Number of students enrolled in concurrent/dual credit at CKTC Number of students enrolled in concurrent/dual credit at CVTC	30 in 2022 Program starting in Fall 2022 Program starting in Fall 2022

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
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.	Angela Gore, Director of Nursing Programs; Dr. Chad Kinder, Dean of the College of Professional and Graduate Studies and Assistant Vice President for Strategic Partnerships, and Dr. Joel Kendall, Provost and VPAA	Number of students enrolled in the LPN-to-BSN program Number of students who graduated from the LPN-to-BSN program	2020 – 30 2021 – 72 2022 – 100 2022 (first class) – 72 graduates
Fiscal Impact: We share net income with CKTC on the PTA and OTA programs, and that decreases the income for SWOSU. Several planned courses with WTC, CKTC, and CVTC will be dual credit and thus will have a minimal cost for SWOSU. The popular LPN-to-BSN program also benefits both CVTC and SWOSU financially.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Office of Academic Records reviews requests for PLA such as military training on a case-by-case basis. Department chairs provide input on how requested courses and certification can be counted. We offer PLA in some instances through passage of a certifying exam and/or licensure. The Office of Academic Reports provides students with processes on how to pursue PLA.	Jennifer Cook-Johns, Registrar; Office of Academic Records; Dr. Adam Johnson, Vice President for Student Services; Academic Chairs	PLA policies and processes	Successful implementation of PLA policies and processes
Fiscal Impact: Fiscal impact is minimal as the number of students applying for PLA credits is small.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Although SWOSU does not have formal agreements with K-12 districts regarding ICAPs, SWOSU is expanding and refining its concurrent programs to better serve concurrent students. It is also refining informational resources such as program webpages to provide clarity of what course plans in K-12 best prepare students for college.	Taler Alexander, Enrollment Management Director; Dr. Chad Kinder, Assistant Vice President for Strategic Partnerships; Susan McElhaney, Webmaster; Dr. Boone Clemmons, Assistant Vice President for Public Relations and Marketing	Retention rate (first-time, full-time freshmen who enroll for the following fall)	75% (Freshman in fall 2020 who returned in fall 2021)
Fiscal Impact: College-ready students are more likely to be retained. Therefore, SWOSU is dedicated to work with K-12 districts to help future students to make academic choices that will lead to academic success in college. On SWOSU's part, higher retention rates lead to higher tuition income.			

High Impact Strategy – Math Initiatives (Gateway Math, Math Advising, Degree Clusters, etc.)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SWOSU rewrote its General Education curriculum in Fall 2018 to offer additional and more relevant choices to students that will align with the GE Math courses in CEP.	General Education Committee and Dr. Joel Kendall, Provost and VPAA	SWOSU GE Math choices match the Math choices in CEP.	College Algebra has been removed from all non-STEM GE requirements. SWOSU GE Math choices now match the CEP. A new GE plan is attached.
Fiscal Impact: Alignment of math courses led to fewer students receiving D, F and Us in College Algebra and stopping out of college.			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SWOSU is a participant in the DirectComplete project that began Fall 2018. Potential students that inquire through the Reach Higher website are provided to each institutions' navigator for follow-up and possible admittance into a career field matching the top 100 fields in Oklahoma.	Dr. Todd Wiggen, Reach Higher navigator, Dr. Trisha Wald, Chair, Business, and Associate Dean, Dobson School of Business and Technology; Dr. Chad Kinder, Dean; and Dr. Joel Kendall, Provost and VPAA.	Number of students enrolled and degree completion of students participating	SWOSU signed the agreement to participate and has named a Navigator for the program (Dr. Todd Wiggen). SWOSU participated in enrollment events in Fall 2021 and Spring 2022. The few students that have inquired about Direct Complete have actually enrolled in the Reach Higher Flex Finish program instead.
Fiscal Impact: As noted in the results, students who inquire about this program often enroll in the Reach Higher program and finish their degree.			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Reach Higher coordinators meet twice a year and discuss program changes and recruitment. Potential students for Reach Higher are working with unemployed or working adults who have completed some college credit, but have not earned a bachelor's degree. Recruitment activities include USPS mailings, brochures, disbursed at the county employment offices, billboards on I-40, Oklahoma State Fair and other recruitment events.	Dr. Todd Wiggen, Associate Professor in the School of Business, Dr. Trisha Wald, Associate Dean School of Business and Department Chair for the School of Business, Dr. Chad Kinder, Dean of the College of Professional and Graduate Studies, and Dr. Joel Kendall, Provost and VPAA	Enrollment in Organization Leadership program (ORGL) and degrees conferred	Since 2013, 66 degrees conferred 41 students enrolled in F 2021 Degrees conferred: 2013-14 4 2014-15 11 2015-16 7 2016-17 5 2017-18 8 2018-2019 8 2019-2020 8 2020-2021 15
Fiscal Impact: This program has led to positive fiscal impact due to the low cost of the program and success of the students who enroll in the program.			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The university has started the process for four micro-credentials thanks to a grant program offered by OSRHE. The first project led to the establishment of three business-related micro-credentials. The second under development will lead to the establishment of the esports coaching micro-credential. A task force is being formed to ensure that faculty and administrators who develop micro-credentials are supported.	Dr. Joel Kendall, VPAA and Provost; Academic Deans; Lisa Friesen, Director of the Center for Excellence in Teaching and Learning	Number of students who pursued and attained microcredentials Number of micro-credentials established	Advanced Marketing Communications – 21 Authentic Leadership – 14 Business Integrity – 3 Esports Coaching – TBD Total 2021-2022: 38 4
Fiscal Impact: Grant funds from OSRHE have allowed the university to develop initial micro-credentials with no cost to the university and scholarships for students. Future endeavors will lead to a positive financial impact for SWOSU due to 1) embedding of micro-credentials in existing courses that lead to increased enrollment but no extra teaching cost; or 2) development of stand-alone courses that will have a continuing education style setup in which participants pay a flat fee that covers the teaching and administration of the course.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SWOSU offers all students and employees with access to LinkedIn Learning (formerly Lynda.com). The Center for Excellence in Teaching and Learning offers faculty webinars on how to leverage LinkedIn Learning within the classroom and how it can be used for professional and personal development.	Lisa Friesen, Director of the Center for Excellence in Teaching and Learning	Number of subscriptions to third-party training providers	Annual subscription to LinkedIn Learning
Fiscal Impact: The cost for LinkedIn Learning is substantial, but SWOSU believes that it serves the needs of the students and employees to have instant access to free self-paced training and professional development.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SWOSU continues implementation of a new ERP (Colleague by Ellucian) which will allow easier access to data and more possibilities for integrating data into analytics packages. In addition to Colleague, SWOSU is also implementing Argos by Evisions (Data Analytics/Reporting) as well as Softdocs products; Etrieve (Forms & Workflow), Content (Imaging system), and Doc-E-Serve (transcript and check printing). CRM Recruit was implemented in Spring 2021 for admissions. Our Institutional Research office provides a variety of data resources to be used for decision-making on a weekly basis by Cabinet and individual departments. These resources include IPEDS reports, the	Dian Ray, Director of IT; Brenda Burgess, VP of Administration and Finance; Diane Fitzsimmons, Institutional Research Specialist	Access to data for better decision making. The utilization of E-trieve will reduce bottleneck between processes and departments. The implementation of Recruit will provide SWOSU Applicants with better information on their application status as well as reduce the turn-around-time for application process.	Implementation has continued through 2021. Argos analytics package is being incorporated into various ERP modules to produce a variety of reports. Implementation of Colleague base product has been completed as of January 2020. Argos analytics package has been heavily used campus-wide to assist staff and faculty to perform various tasks including but not limited to tracking students' academic progress, financial aid awards, and health records. University's forms through E-trieve Forms & Workflow are being utilized to maximize data gathering as well as processing workflow throughout University Internal processes. E-trieve Forms and Workflow is fully integrated with Content to store data images.

High Impact Strategy – Data Analytics (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
university Factbook, the RUSO Dashboard, enrollment reports, department costs, and National Student Clearinghouse reports.			Implementation has continued Recruit has been implemented and is now live. We have received new applications, admitted multiple students and provisioned their accounts in a more manageable time.
Fiscal Impact: Data-based decisions in the past year have led to reorganization of many departments on campus. The decisions have also led to changes in student recruitment and admissions that have led to increased enrollment in key areas.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Although SWOSU did not choose to become part of the 15 to finish program, we educate students in SWOSUConnect (our Freshman Orientation) about the 15 to finish concept.			
Fiscal Impact:			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
With the implementation of Colleague by Ellucian in Summer 2019, SWOSU will have the ability to do online degree audits.	Dian Ray, Director of IT; Brenda Burgess, VP of Administration and Finance; Jennifer Cook-Johns, Registrar	Number of degree audits performed by students utilizing the Degree Audit tool via our Self-Service portal beginning Fall 2022.	Expected implementation was delayed due to high turnover and necessary training for new staff. Initial academic catalog of 2018-19 has been entered with subsequent catalog years being added subsequently. New expected date of completion is before start of Fall 2022.
Fiscal Impact: Time spent by both advisors and the Office of Academic Reports on manually checking degree sheets will decrease dramatically once Degree Audit is fully operationalized.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Library Director Jason Dupree led a Textbook Taskforce in investigating the implementation and usage of Open Education Resources. In Fall 2019, 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. Textbook taskforce completed its work and submitted its report to administration in January 2020.	Library Director Jason Dupree, SWOSU Bookstore, Dr. Joel Kendall, Provost and VPAA Department Chairs, Deans and Associate Deans	Number of instructors using Open Educational Resources, including textbooks. Library offers a digital repository capable of hosting and storing open textbooks, data sets and other OERs. This platform can track usage of these resources.	We are still working on a method to track use of OER by individual faculty. Anecdotal information from the SWOSU Bookstore is that the number of faculty using OER is increasing each year.
Fiscal Impact: Student costs will continue to decrease as more faculty adopt OER resources.			

University of Central Oklahoma (UCO)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
UCO is not currently implementing this initiative.			
Fiscal Impact: *No fiscal impact*			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
UCO is not currently implementing this strategy. However, UCO is actively engaged in high schools achieving similar ICAP outcomes. Examples are detailed below and include: **Trio Upward Bound Classic, TRIO Upward Bound Math/Science, GEAR UP Central – Gaining Early Awareness and Readiness for Undergraduate Programs, College Readiness Programs @ the Hispanic Chamber of Commerce, TRIO Talent Search, College Readiness Programs @ the Black Chamber of Commerce of Metro OKC, and UCOs Prospective Teachers Academy Events.**			
Fiscal Impact: For budget details, see each program below.			

High Impact Strategy – UCOs Prospective Teachers Academy Events- The purpose of this initiative is to help educate high school juniors and seniors about teacher education opportunities and success in college.			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
This initiative has engaged high school juniors and seniors for more than 20 years. The annual events reach more than 100 high school students per year. The priority is to educate and inform high school students of teacher education programs. In addition, there are events focused on how to achieve success in college.	College of Education and Professional Studies.	Holding annual events such as campus tours, meeting faculty and current students, sessions on teaching and teacher education, etc.	Many of the events were conducted virtually due to the pandemic. However, the program has consistently attracted more than 100 high school students per year. The initiative has also attracted career tech students.
Fiscal Impact: This is funded by OSRHE Oklahoma Teacher Connection Collegiate grants and thereby no cost to UCOs educational and general budget.			

High Impact Strategy – Trio Upward Bound Classic

UCO's Upward Bound Classic program helps young students from first generation, low income families prepare for higher education. Seventy-three eligible participants who attend Star Spencer, Crooked Oak, and Capitol Hill are in the program. All three-target schools are Tier II, Oklahoma's Persistently Lowest-Achieving Schools.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Participants receive instruction in literature, composition, mathematics and science on college campuses, after school, on Saturdays and during the summer. The program also provides academic tutoring, advice and assistance in secondary and postsecondary course selection, preparation for college entrance exams, information on financial aid programs and assistance in completing financial aid forms, guidance on secondary school reentry/GED, entry into postsecondary education, cultural awareness programs and financial literacy information.	UCO Upward Bound; Enrollment and Student Success.	1) 75% of participants must have a cumulative GPA of 2.5 or better. 2) 72% of seniors served will achieve proficient level on state assessments. 2) 80% of participants served will continue in school for next academic year. 3) 5% will graduate in that school year with a regular secondary diploma. 4) 50% of all graduates will enroll in a program of postsecondary education by the fall term immediately following graduation. 22% of postsecondary education enrollees will graduate with an associates or bachelor's degree within six years.	The Upward Bound Central Prep program met all its objectives except for Objectives #1 and #6. Objective #6 is not applicable for the students have not been out of high school long enough to measure Recruitment was at a standstill as schools went virtual and access to students was minimal or not allowed. Received 11 of 15 possible *prior experience points* from the U.S. Department of Education. These results are based on year 3 (2020-21) of a 5-year grant cycle. Results for AY 2021-2022 will be available late fall 2022.

Fiscal Impact: This is a federally funded program. The only impact is the salary and benefits for the Executive Director position.

High Impact Strategy – TRIO Upward Bound Math/Science

UCO's Upward Bound Math Science program helps students from low-income families to strengthen math and science skills in preparing for higher education. Sixty-two first-generation, low-income students are in the program. They attend five high-poverty, low performing, and high-minority inner city target high schools (Star Spencer, Crooked Oak, Northeast Academy, Douglass, and Capitol Hill). All five schools are Tier II, Oklahoma Persistently Lowest-Achieving Schools.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
AY component includes after-school weekly tutorial services and advising sessions, monthly Saturday Academies, career exploration, and cultural activities. The Summer Component includes a six-week (five days per week) residential Summer Academy, and a Bridge program. Summer activities include: Intensive instruction in mathematics and science, including hands-on experience in laboratories; computer facilities, and field-sites; opportunities to learn from mathematicians and scientists who are engaged in research or applied science at hospitals, governmental laboratories, or other public and private agencies; Activities will involve participants to shadow UCO science and mathematics majors.	UCO Upward Bound Math and Science Program; Enrollment and Student Success.	1) 72% of participants must have a cumulative GPA of 2.5 or better. 2) 65% of seniors served will achieve proficient level on state assessments. 3) 70% of participants served will continue in school for next academic year. 4) 5% will graduate in that school year with a rigorous course of study 5) 50% of all graduates will enroll in a program of postsecondary education by the fall term immediately following graduation. 6) 20% of postsecondary education enrollees will graduate with an associates or bachelor's degree within six years.	UCO Upward Bound Math Science program met all objectives except for Objectives #2 Seniors who graduated during the 2020-2021 school year did not take the statewide ACT as a junior. Received 13.5 of 15 possible prior experience points (of the Upward Bound/Math Science Annual Performance Report) from the U.S. Department of Education. These results are based on year 4 (2020-21) of a 5-year grant cycle. The results for AY 2021-2022 will be available late fall 2022.

Fiscal Impact: No financial impact on institution. This is a federally funded program.

High Impact Strategy – GEAR UP Central – Gaining Early Awareness and Readiness for Undergraduate Programs GEAR UP Central serves low-income students from high-poverty, low-performing urban middle schools and high schools within four school districts located in the Oklahoma City Metropolitan (Crutcho, Millwood, Mid-Del, and Western Heights). The goal of the GEAR UP Central program is to build systematic change within the target schools that will lead to an increase in better prepared students.			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
GEAR UP Central participants and their parents will receive a multitude of project services through the seven-year grant period. Services provided include: academic counseling, enrollment and completion of Oklahoma's rigorous academic curriculum, intensive college entrance exam preparation, academic tutoring, Saturday Academies, near-peer mentoring, concurrent enrollment opportunities, college fit and college selection activities, application/admissions workshops, campus visits, parental involvement opportunities, financial aid/financial literacy activities, and college retention activities.	GEAR UP Central; Enrollment and Student Success.	1) Increase the academic performance and preparation for postsecondary education of all GEAR UP students. Objective. 2) Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students. Objective. 3) Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing.	1) The school districts served by GEAR UP during the ninth-grade year offered instruction via a modified traditional in-person schedule or a virtual program. GEAR UP focused on ensuring we stayed connected to students, and students remained engaged and enrolled in school. Due to social distancing restrictions, the school sites did not permit GEAR UP to have in-person tutoring or dedicated classroom time as in previous years. To aid in reaching students, we enlisted the assistance of the Student Success Agency (SSA). SSA conducted 46 kickoff presentations at our four school sites during the school day. We had 204 students sign up for an SSA agent. Those students engaged with agents for 15,478 student support service minutes with an average of 75 minutes per

High Impact Strategy – GEAR UP Central – Gaining Early Awareness and Readiness for Undergraduate Programs (continued)
GEAR UP Central serves low-income students from high-poverty, low-performing urban middle schools and high schools within four school districts located in the Oklahoma City Metropolitan (Crutcho, Millwood, Mid-Del, and Western Heights). The goal of the GEAR UP Central program is to build systematic change within the target schools that will lead to an increase in better prepared students.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
			student. In addition, GEAR UP staff members met with 601 unduplicated students providing 1413 hours of participation in counseling, advising, academic planning, and career counseling. 2) It was a challenging achievement as GEAR UP provided virtual tutoring throughout the year. We report that 413 unduplicated students participated in 1290 total hours of tutoring. This is up from 298 students (72%) and 463 hours of tutoring the prior year. This was a significant accomplishment to do virtually. 3) We also hosted virtual Saturday Academies and Poetry and Chill workshops. During the pandemic, 521 students participated in 2690 hours of workshops, many of which were facilitated by Poetry and Chill.

Fiscal Impact: No financial impact on institution. This is a federally funded program.

High Impact Strategy – College Readiness Programs @ the Hispanic Chamber of Commerce Designed to educate and inform students and families in the community (predominantly Hispanic American) about college opportunities; preparation and possibilities.			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Provide College Readiness Workshops: ACT Prep; General UCO/ Scholarship Info; Scholarship Essay Review and Mock Interview Practice; Steps to Becoming a Broncho; Career Explorations and Preparations; Dress for Success; Internships	Office of Undergraduate Admissions; Enrollment and Student Success.	1) Students and families in attendance. 2) Community involvement.	In Fall 2021 we were able to start our workshops for Freshman and Transfer students back since the pause from the pandemic. These workshops included: Scholarship Essay Review, Concurrent Night, Mock Interview Sessions, and Transfer Student Sessions. We plan to continue these programs for the 2022-2023 school year.
Fiscal Impact: The college readiness activities at the Hispanic Chamber are part of the duties of the Hispanic recruiter, who is embedded at the Hispanic Chamber. Therefore, there are no additional costs for these activities.			

High Impact Strategy – College Readiness Programs @ the Black Chamber of Commerce of Metro OKC Designed to educate and inform students and families in the community (predominantly African American) about college opportunities; preparation and possibilities.			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Provide College Readiness Workshops: ACT Prep; General UCO/ Scholarship Info; Scholarship Essay Review and Mock Interview Practice; Steps to Becoming a Broncho; Career Explorations and Preparations; Dress for Success; Internships	Office of Undergraduate Admissions; Enrollment and Student Success.	1) Students and families in attendance. 2) Community involvement.	This strategy is still developing and challenging due to the pandemic. The Black Chamber of Commerce is operated entirely by volunteers. Due to the pandemic, implementation has been proven to be difficult. However, this upcoming year, we have plans to increase community involvement.
Fiscal Impact: The college readiness activities in partnership with the Black Chamber are included as part of the Diverse Populations recruiter with no additional costs for the upcoming academic year.			

High Impact Strategy – TRIO Talent Search

The goal of Talent Search (TS) is to increase the number of youth from disadvantaged backgrounds who complete high school, enroll in, and complete their postsecondary education. Create a college-going culture by offering college-readiness programs to the community and target schools. Five-hundred students are served.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Provide Academic, financial and career counseling; career exploration and aptitude assessment; Information on postsecondary education and exposure to college campuses; Information on student financial assistance; assistance in completing college admissions and financial aid applications; assistance in preparing for college entrance exams; coaching and mentoring programs; grade specific curriculum for sixth through twelfth graders; workshops for the families of participants	UCO Talent Search Connect Program; Enrollment and Student Success.	1) 85% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level. 2) 90% of seniors served during the project year will graduate during the project year with a regular secondary school diploma, within the standard number of years. 3) *5%* of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.	Met all objectives except for Objective #4. Due to the COVID-19 pandemic, more students chose to take a gap year and go to work directly after high school. Objective #5 does not apply. This objective cannot be measured until we are in the 7th year of the program - we were in year 5 of the program (2020-2021). Received 10.5 of 13.5 possible prior experience points (of the Talent Search Annual Performance Report) from the U.S. Department of Education.

High Impact Strategy – TRIO Talent Search (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
		4) *47%* of the participants, who have graduated with a regular secondary school diploma during the project year, will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester). 5) *45%* of participants served during the project year who enrolled in higher education by the fall semester immediately following high school graduation, or by the next academic semester (e.g. spring semester) because of acceptance but deferred enrollment, will complete a program of postsecondary education within six years	
Fiscal Impact: No financial impact on institution. This is a federally funded program.			

High Impact Strategy – FORGE

Forge will prepare students for Central's educational opportunities and student responsibilities, initiate the integration of new students into the intellectual, cultural and social climate at Central, help families understand the complexity, demands, and services of the collegiate environment, and provide Central the opportunity to learn more about incoming students through formal and informal means.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
UCO is implementing FORGE for the 5th time this year, as an overnight, 2-day experience. In addition, we will have an online program for students who do not attend the in-person experience.	Enrollment and Student Success – Student Engagement Office	We are measuring the effectiveness in two ways: first, with a satisfaction survey conducted on the end of day 2. Then a follow up, more intensive survey in early August, which will focus on learning outcomes, satisfaction and overall experience.	Through the surveys taken immediately following **FORGE** and six weeks after school begins, we have found students are more connected to the university, fostered a greater understanding of academics, and have created relationships they see lasting throughout their collegiate experience. Ninety-five percent of all students who attended Forge said they feel well informed to make choices about courses; 98% find the university officials to be welcoming and friendly; and 96% reported that they were more prepared to start at Central; 92% of students report they have a better understanding of their major and how it aligns with their career choice; 93% of student would recommend this program to other students as they transition into Central.

Fiscal Impact: The only budget impact is hourly wages for part-time student workers. Participants' fees cover the cost of the program.

TRANSFORM REMEDIATION

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

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

English Remediation Reform

In fall 2014, the English Department implemented an accelerated learning program (ALP) for its developmental writing course. The program was modeled after the highly successful program at the Community College of Baltimore County. In the UCO program, students enroll in ENG 0123 and ENG 1113 concurrently in back-to-back sections taught by the same instructor. The developmental course is capped at 10 students.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Students who score below a 19 on the verbal section of the ACT and who score below a 74 on the CPT are placed into ENG 0123. Ten seats are reserved in the linked ENG 1113 section to ensure that these students can take both courses simultaneously from the same instructor. ENG 0123 is a required, no-credit, pass/fail course for these students.	Department of English; Office of Academic Affairs	The measures of success of ENG 0123 will be the ability of students to meet course learning outcomes, acceptable pass rates of ENG 0123 and ENG 1113 by developmental students, and acceptable retention and degree completion rates for these students. From Spring 2012 through Spring 2014, when ENG 0123 was offered as a prerequisite for ENG 1113/1153, 264 of 361 students (73%) were successful in ENG 0123. 201 of the 361 (56%) went on to be successful in ENG 1113/1153. Only 122 of 361 students (34%) went on to attempt ENG 1213/1223.	From Fall 2014 through Spring 2022, when ENG 0123 was offered as a corequisite course, 907 out of 1,034 students (88%) were successful in ENG 0123. 864 of the 1,034 students (84%) were successful in ENG 1113/1153. Of the 864 students successful in ENG 1113/1153, 732 (85%) went on to attempt ENG 1213/1223, the next required composition courses. Of those 732, 555 (76%) were successful in ENG 1213/1223, but some of the remaining 132 may yet attempt either of these courses. 773 out of 1,034 students (75%) attempted the second required English courses, representing a 41% increase in attempts for these students since the prerequisite model was replaced by the corequisite model.

Fiscal Impact: The additional cost of six sections of English 1113 per semester. The compensation for the additional sections is at the adjunct level. The academic service fee for this course covers most of the additional cost.

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

Mathematics Remediation Reform

UCO has completely revised the remedial mathematics process for UCO students. In alignment with remedial mathematics reform efforts at the national level that encourage shortening the remediation sequence and tailoring the curriculum to the students' interests, UCO has created multiple developmental mathematics sequences for different majors. In fall 2020, UCO developed an Applied Algebra course as a pathway for students needing a foundation in algebra but are not needing the calculus sequence for their major. The Applied Algebra Course is offered as a co-requisite with Support for Applied Algebra for students in need of remediation. Since fall 2019, UCO also offers a co-requisite course for non-science majors through the Math for General Education course. This method of learning and remediation has been successful at institutions in many states and the UCO co-requisite programs have had successful student results. In fall 2021, UCO implemented a Multiple Measures Placement Rubric for students entering the college without an ACT score. The Multiple Measures Placement tool has been very successful in properly placing students

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
The Department of Mathematics and Statistics is responsible for all aspects of these courses (e.g., the placement process, curriculum content, and delivery). Students who have already passed three years of high school mathematics but fail to demonstrate retention of this knowledge on the ACT, SAT, ALEKS PPL and/or do not qualify to take a gateway course through the University's Multiple Measure Placement Rubric will remediate through one course, or through a co-requisite course. For majors that do not require Applied Algebra, students will meet the remediation requirement by taking Quantitative Literacy for one semester or by taking the co-requisite Math for General Education course. Students that	Department of Mathematics and Statistics; Office of Academic Affairs	1) Improvement in pass rates of students enrolled in remedial courses compared to the previous method (47%). 2) Comparable pass rates in the college level math courses that follow the remedial math courses. This ensures that the additional students passed through the revised remedial math sequence are achieving comparable performance to students taking the course prior to implementation of the new remedial program.	Summer 2021-Spring 2022 the pass rate for Quantitative Literacy was 70.1%, and the pass rate for Foundations of Algebra was 51.7%. The Foundations of Algebra course's pass rates were slightly down from previous years, this could be due to students missing a significant portion of high school mathematics due to the pandemic. Beginning Fall 2017 UCO went to At-Scale Co-Remediation for College Algebra. Beginning Fall 2020 the College Algebra course phased out and was replaced with Applied Algebra. Summer 2021-Spring 2022 the pass rate for Co-Requisite Applied Algebra with a C or better was 72.6%.

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)* **Mathematics Remediation Reform (continued)**			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
require Applied Algebra take one remedial course, Foundations of Algebra, followed by a Co-Requisite Applied Algebra course with support, thus completing remediation concurrently with a credit-bearing course.			Beginning Fall 2019 UCO began offering a Co-Requisite Math for General Education course for students in the Non-Applied Algebra pathway. Fall 2021 the pass rate for Co-Requisite Math for General Education was 66.7%.
Fiscal Impact: Budget impact to UCOs Educational and General budget are yet to be determined.			

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
We began in intrusive advising model in the fall of 2018 at the University of Central Oklahoma. After an institutional investment in additional first-year advisors, we have been able to create an appropriate advising load for each of the first-year student advisors – matching the national average/benchmarks. These advisors are using a communication plan that incorporates phone/email/text outreach on a schedule that matches developmental tasks and milestones in a first-year student's life. We also implemented an academic advising hold for all first-year students in the fall of 2018 where students were unable to enroll in their courses until they met with their academic advisor.	Academic Affairs and Enrollment and Student Success.	This effort will utilize an intrusive advising model. We do intentional outreach to all first-year students. We measure success of this initiative with successful re-enrollment of students from semester-to-semester as well as student completion of enrollment tasks in a timely fashion. Finally, we are looking for a method to track and maintain records on the feedback received from each of our outreach efforts so we might be able to discern which methods are most effective in connecting with students.	A communication calendar was established for Fall 2021-Spring 2022. First-year advisors completed communication tasks based on the communication timeline. The communication plan included phone call, in-person, email, text and social media outreach opportunities. Partnerships were also formed between our Advising staff and Student Advocacy staff to respond to academic early referral issues submitted by faculty. Freshman students met with their first-year advisors more times than in years prior due to our advising hold. Freshmen students met with their advisor an average of 3 times throughout their first year.

Fiscal Impact: No financial impact on institution as these activities are now embedded and part of the expected work of the advisors.

High Impact Strategy – TRIO Veterans Upward Bound – UCO STRIPES
The Veterans Upward Bound Program, STRIPES, focuses on 125 low-income and first-generation pre-college veterans contemplating re-entry to postsecondary education.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Starting in 2017, VUB STRIPES assists veterans with admissions, FAFSA completion, and college enrollment, which are the top three priorities of the STRIPES team. Academic boot camps provide a college-ready workshop component to acclimate veterans to campus culture. A seamless transition is made into the Student Support Services program, SALUTE, where persistence and academic progression are the benchmarks toward graduation.	Enrollment and Student Success; Office of Academic Affairs.	**80%** of participants who completed their VUB educational program during the project year will improve their academic performance on standardized test; **80%** of participants served during the project year will complete their VUB educational program, **80%** of participants will enroll in a program of postsecondary education and **40%** of participants who enrolled in a postsecondary education program by the end of the next project year will complete a program of postsecondary education within six project years	VUB STRIPES met all its objectives: 1) 95% of eligible participants for PSE academically improved on standardized tests. 2) .89% of participants served in the educational program were retained during the academic year 3) 100% of participants that are eligible to apply to PSE, enrolled in post-secondary institutions. 4) Post-Secondary Education Completion Rate Objective will be reported when the first cohort has six-year data. The results for the 2021-2022 academic year will be available late fall 2023

Fiscal Impact: No financial impact on institution. This is a federally funded program.

High Impact Strategy – Early Alert Referral System

The Academic Early Referral System (AERS) is intended to provide faculty and staff members a platform with which to identify students who demonstrate behaviors that may impede their academic success.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
AERs is implemented using Maxient, a case management software. This streamlines faculty reports, outreach efforts, and closing the loop with faculty who report students. While AERs is always available, the Office of Student Advocacy nudges faculty members to report concerns during critical times in the semester. All students reported receive outreach from the Office of Student Advocacy via email, text, and/or phone call. The level and type of intervention each student receives is individualized, depending on the types of challenges the student is facing. An additional initiative this year was targeted and intentional outreach to students who received an Administrative Withdrawal (AW) in at least one class.	Enrollment and Student Success; Office of Academic Affairs.	Process metrics include faculty participation rates, student response rates, and total time between alert submission and end of intervention attempt.	n Fall 2021, 298 students were reported through AERS. Of these students, 51% responded to outreach from Student Advocacy and/or the reporting faculty member. The average turnaround time from alert submission to end of intervention attempt was 9 days. In Spring 2022, 312 students were reported. Of these, approximately 58% responded to outreach from Student Advocacy and/or the reporting faculty member. The average turnaround time from alert submission to end of intervention attempt was 10 days.

Fiscal Impact: No financial impact on institution. The process is embedded into the workflow of the fall and spring semesters.

High Impact Strategy – TRIO Student Support Services Programs

UCO currently manages six US Department of Education (DoED) Student Support Services (TRiO) grants. The six programs are designed to support low-income, first-generation, and students with disabilities. SSS Salute serving 120 Veteran students; SSS TEAM serving 100 students with disabilities; SSS SYNERGY serving 120 STEM, Health Sciences, and Forensic Science majors; SSS TEACH preparing 140 future teachers; SSS LA META focused on 140 students from Spanish speaking backgrounds; and SSS STRIVE which is a renewal of the Traditional program serving 160 students.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
SSS programs provide tutoring, mentoring, cultural activities, academic workshops, research opportunities, graduate school visits, financial literacy training, and FAFSA completion assistance.	Academic Affairs; Enrollment and Student Success.	Objectives: 1) **80%** of all SSS participants served by the SSS project will persist from one academic year to the beginning of the next academic year or will have earned a bachelor's degree at the grantee institution during the academic year. 2) **80%** of all enrolled SSS participants being served will meet the performance level required to stay in good academic standing at the grantee institution. 3) **40%** of new participants served each year will graduate from the grantee institution with a bachelor's degree or equivalent within six (6) years.	SSS programs objectives are reported annually. The 2020-21 grant year allowed for reporting fall-to-fall retention rates (RR) and good academic standing (GAS) for all SSS programs this year. SSS SALUTE - 86% RR and 96% GAS; SSS TEAM - 87% RR and 93% GAS; SSS GEN-STEM– 88% RR and 98% GAS; SSS TEACH – 93% RR and 99% GAS; SSS LA META – 88% RR and 99% GAS; and SSS STRIVE – 80% RR and 91% GAS. All projects met grant objectives. Six-year graduation rates (GR) were reported for all 6 grants this year. SSS STRIVE *76% GR*, SSS GEN – STEM *71% GR*, SSS SALUTE *64% GR*, SSS TEAM *57% GR*, SSS TEACH *81% GR*, and SSS LA META *71% GR.*

Fiscal Impact: This is a federally funded program. The only financial impact is the partial salaries and benefits for three positions:

- Partial salary and benefits for one the Budget & Financial Manager position.
- Partial salary and benefits for the Program Manager position.
- Partial salary and benefits for the Executive Director position.

High Impact Strategy – Black Male Initiative

The Black Male Initiative is a collaboration between the UCO Office of Diversity and Inclusion and Academic Affairs. The goal of the UCO Black Male Summit is to empower and encourage young, African-American Males to pursue a higher education degree, build pipelines between UCO and the OKC/metro community, while addressing the needs of this population through dialogues ranging from race relations, networking, the creation of an internal voice and strategies for personal and professional development.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Founded in 2014, this prestigious program provides engaging and relevant experiences to young African American men with the goal of helping them achieve academic and professional success during their tenure as a UCO student. Resources include cohort classes, regular meetings, a mentoring program that pairs freshmen with upper-class mentors who offer support and tenacious monitoring that assists these young men in finding success at the university level.	Academic Affairs and Enrollment and People an Culture (i.e., Office of Diversity & Inclusion; Project Persist/Student Support Services).	We will monitor the first to second year retention rates and compare them with the cohorts that matriculated during the past ten years. Additionally, the six-year graduation rates of this group will be compared with the rates of the black male from the past ten years.	The retention rate for the FY 2021-22 cohort of the Black Male Initiative was 100% fall-to-spring. Preliminary data shows that 72% of the BMI participants have enrolled for the Fall 2022 semester. For Fall 2022 we plan to take a step back and reassess this program based on faculty resources and student needs. Courses will not include cohorts in the same way they have been before. English Composition will be the only course students involved in this initiative can take together this Fall.

Fiscal Impact: The Assistant Director of Diversity Retention works with the Black Male Initiative as part of their duties which encompass working with diversity retention initiatives at UCO. The Assistant Director works closely with faculty and staff to provide support for students on a volunteering/mentoring basis. Therefore, there are currently no additional costs to the university to provide meetings, mentoring, and monitoring of students for this initiative.

High Impact Strategy – Hispanic Success Initiative

The HSI is a collaboration between the UCO Office of Diversity and Inclusion and the UCO Latino Faculty & Staff Association. The percentage of Hispanic students is expected to increase, since nearly half of area public school students are Hispanic.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
At UCO, Hispanic students are retained year to year at higher rates but do not graduate at higher rates than their peers. Four main themes emerged from focus groups conducted with Hispanic students at the end of FY14. These themes included competing pressures from family to succeed in school but to remain strongly connected to the family; financial pressures to pay for school, support themselves, and help their families; issues of identity and a need to increase a sense of belonging; and students not knowing how to seek support within the institution. The Initiative seeks to foster exploration identity and provides activities that connect them with UCO students, faculty, and staff as well as the Oklahoma City Community. The HSI targets first-time first-year and transfer students who are first-generation, low-income and low GPA.	People and Culture (Office of Diversity and Inclusion), and the Latino Faculty & Staff Association.	Increased retention and graduation rates. Increased self-confidence based on student and mentor feedback and oral presentations.	The retention rate for the FY 2021-22 cohort of the Hispanic Success Initiative was 100% fall-to-spring. Preliminary data shows that 76% of the HSI participants have enrolled for the Fall 2022 semester. For Fall 2022 we plan to take a step back and reassess this program based on faculty resources and student needs. Courses will not include cohorts in the same way they have been before. English Composition will be the only course students involved in this initiative can take together this Fall.

Fiscal Impact: The Assistant Director of Diversity Retention works with the Hispanic Success Initiative as part of their duties which encompass working with diversity retention initiatives at UCO. The Assistant Director works closely with faculty and staff to provide support for students on a volunteering/mentoring basis. Therefore, there are currently no additional costs to the university to provide meetings, mentoring, and monitoring of students for this initiative.

High Impact Strategy – Native American Student Success Initiative

The Native American Success Initiative promotes the retention, academic success and graduation of Native American students while providing resources to support Native American students' personal and professional development. This initiative addresses the academic, social, cultural and psychological needs of Native American students through a wide range of intentionally designed and carefully coordinated curricular and social programs.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Founded in 2017, the Native American Success Initiative (NASI) is designed to help promote the retention, academic success, and graduation of Native American students. During this initiative, students have the ability to tap into resources designed to help them develop both personally and professional resources include peer mentoring and faculty/staff mentors	People and Culture (Office of Diversity and Inclusion) and the Office of Academic Affairs.	We will monitor the first to second year retention rates and compare them with the cohorts that matriculated during the past ten years. The six-year graduation rates of this group will be compared with the rates of Native American students from the past ten years. Additionally, the DFW rates in core courses will be compared to Native students who are not a part of the program.	The impact of Covid-19 was acutely felt in Native American communities and correspondingly impacted Native American college students. However, despite the challenges posed by Covid-19, the fall-to-spring retention rate for the students in the NASI program was 85% and preliminary data shows that 85% of NASI participants are enrolled for Fall of 2022. For Fall 2022 we plan to take a step back and reassess this program based on faculty resources and student needs. Courses will not include cohorts in the same way they have been before. English Composition will be the only course students involved in this initiative can take together this Fall.

Fiscal Impact: The Assistant Director of Diversity Retention works with the Native American Success Initiative as part of their duties which encompass working with diversity retention initiatives at UCO. The Assistant Director works closely with faculty and staff to provide support for students on a volunteering/mentoring basis. Therefore, there are currently no additional costs to the university to provide meetings, mentoring, and monitoring of students for this initiative.

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
UCO actively recruit high school students to participate in concurrent enrollment. Partnerships with academic affairs and local high schools to offer UCO classes on the high school's campus. Attend "Enrollment Sessions" at the local high schools to deliver information about concurrent enrollment and facilitate students participating in the program.	Undergraduate Admissions; Enrollment and Student Success.	1) Number of students enrolled as concurrent. 2) Number of UCO classes offered on high school campuses	1) We are building back our momentum from the pandemic. Edmond Memorial will resume offering concurrent courses in Fall 2022. 2) We are planning on offering classes on four campuses: Edmond North, Edmond Santa Fe, Edmond Memorial and Oklahoma Christian Schools for the 2022-2023 academic year. We will be facilitating ENG 1113 for the three Edmond schools and POL 1113 for Oklahoma Christian Schools.
Fiscal Impact: Four additional sections are offered at the Edmond high schools. The compensation is at the adjunct rate.			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
UCO is not currently implementing this strategy.			
Fiscal Impact: No fiscal impact to UCOs Educational and General budget.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Through the Reverse Transfer agreements, credits earned at UCO will be applied to an associate degree earned at the community college. Once the degree requirements at the community college are met, the credits earned at the four-year institution are transferred back to UCO. The fiscal impact will be the additional degrees that will be completed and potentially add to the workforce supply within the state. A secondary impact will be the enhance partnerships that will result from the two institutions working together to assist with degree completions.	Office of Academic Affairs Enrollment and Student Success	Document formal agreements with institutions. Count the number of reverse transfer degrees.	There have been several formal meetings over the spring and summer of 2022 with a local community college. These meetings have been productive. UCO anticipates a formal agreement that details process and structure in the upcoming academic year.
Fiscal Impact: No fiscal impact associated with preliminary discussions.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
UCO is currently in the exploration phase of developing a track for health care professionals with Edmond Public Schools and Francis Tuttle.	Office of the President Office of Academic Affairs	1) A formal agreement 2) If a formal agreement is reached, tracking students through the process would require a set of data points to evaluate the productivity of the program.	The first meeting was held on May 11, 2022. The parties have ideated a health professions pathway that would start in high school, lead to Career Technology, and finish with a degree from a university. Discussions ensued about health professions-focused classes offered as dual enrollment or as electives that count toward graduation. There is a possibility that the pathway would be incentivized external organizations by offering a bonus to the individuals who completed the entire pathway and applied for jobs in Edmond.
Fiscal Impact: No fiscal impact in this exploratory phase.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fall 2012, UCO formed a cross-functional action team to review and recommend expanding PLA at UCO. In 2020, a cross-university team completed a lean process review to optimize efficiency and student access for Prior Learning Assessment. The project resulted in a number of outcomes including a revised website for prior learning assessment resources, personalized support with a learner concierge, and a unified data infrastructure for managing prior learning assessment decisions. Prior learning assessment efforts are also aligned with supporting adult learner degree completion. These include alignment with the Oklahoma State Regents for Higher Education Reach Higher effort, Show What you Know initiative, and the University of Central Oklahoma online degree completion strategy.	Office of Academic Affairs	The objectives and measurement criteria for UCO's prior learning assessment include: • Establishing processes for evaluating prior learning activities for key audiences Fostering an increased awareness and acceptance of prior learning as a tool for assisting students to pursue a degree or credential. Students may earn college credit for prior learning experiences Through national standardized tests, departmental exams, portfolio assessment, and/or other approved non-university educational experiences, such as, but not limited to: • Advanced Placement Exams (AP) • College Level Examination Program (CLEP) • DANTES Subject Standardized Tests (DSST) • International Baccalaureate Exams (IB) • American Council on Education (ACE)	UCO has formed a lean process team to analyze and design revised processes for awarding credit for prior learning. This team is made up of faculty and staff from key campus stakeholder groups. The **number of credits earned**: Fall 2019 – Summer 2020: AP/Dantes: 4071 CLEP: 363 Total: 4434 The **number of individuals earning credits**: Fall 2019 – Summer 2020: AP/Dantes: 1262 CLEP: 110 Total: 1372
Fiscal Impact: Prior learning assessment processes are integrated within existing academic, student success, and articulation functions. Therefore, there is no additional impact on UCOs Educational and General budget.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
UCO is not currently using the ICAP.			
Fiscal Impact: *No fiscal impact.*			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Engagement in this initiative is fundamental to the operations of UCO. Fund raising for student scholarships, internships and/or practicums in nearly all programs, and clinicals in health-related disciplines, just to name a few.	Office of Academic Affairs	Pending	Given the breadth of the initiative and the fact that these activities are fundamental to the academic enterprise, we will find a meaningful way of in the upcoming year to report key metrics.
Fiscal Impact: Fiscal impact will be determined when we have identified a meaningful means of reporting these activities that are embedded in every academic program.			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
UCO has developed and implemented a micro-credential strategy that involves developing custom micro-credential offerings based on in-demand and marketable competencies. A micro-credential marketplace has been developed as well as a design system for creating micro-credentials efficiently.	LX Studio	Number of micro-credential digital badges awarded. Digital badge acceptance rate.	The past year was primarily focused on developing a foundational set of micro-credential offerings and refining processes to support scale. 507 digital badges affiliated with micro-credential awarded 42% overall digital badge acceptance rate
Fiscal Impact: Micro-credentials provide a method for enhancing the value proposition of degrees as well as delivering focused competency-aligned offerings for promoting workforce development. This creates new value and revenue opportunities for supporting and scaling the delivery of micro-credentials as an emerging educational offering.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
UCO is not currently implementing this strategy.			
Fiscal Impact: *No fiscal impact.*			

High Impact Strategy – UCO VetHERO Programs The mission of the UCO Veterans Higher Education Resource & Opportunity Programs is to provide exceptional services and support for veterans and military-connected students via educational benefits certification, enrollment services, mentoring, and campus/community engagement. Our vision is to create better educational opportunities by facilitating finances, academic assistance, and veteran support for military members and their families at UCO and the surrounding community. The VetHero values include a commitment to efficiency, quality, unity, accountability, & leadership.			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
UCO VetHERO Programs is a collaborative effort of multiple UCO departments, the veteran support services guide the veteran student and military dependents in succeeding in post-secondary education. VetHERO coordinates services to address veterans' academic, financial, physical, and social needs and veteran-dependent students, following multiple grant awards for veterans. These programs include UCO's two school certifying officials, two federally funded grant programs, (Veterans Upward Bound, Student Support Services and UCO Central Veterans - a student organization). These services provide military-connected students active engagement to post-secondary access, enrollment, and financial aid assistance, directing additional attention to first-generation, low-income, and veterans with disabilities.	Enrollment and Student Success; TRIO and Gear Up Programs	In addition to Annual Performance Objectives required for the veteran-focused federal grant program requirements, the university completes and submits surveys for national recognition based on the services provided to military connected students on campus.	UCO has received a gold-level Military Friendly School in the category of public universities with more than 10,000 students for 2022-23. UCO was recognized as a Military Times Best for Vets university for 2021. In 2022, the “Tried and True” UCO Veterans Memorial Statue was placed on the university campus in honor and recognition of the military veterans on campus as both a service member and a scholar. At UCO, Post 911 GI Bill® students have a college retention rate of 60%, as compared to 56% of UCO non-military college students. *Also, please see results for Veterans Upward Bound and Student Support Services
Fiscal Impact: No financial impact on institution. This is a federally funded program.			

High Impact Strategy – TRIO Educational Opportunity Center - UCO Cares

The UCO Center for Academic support, Resource development, Economic stability, and Student success (UCO CARES) is a federally funded TRIO grant serving 1,000 adult learners from the metropolitan community who need assistance accessing postsecondary education or who are in need of completing a secondary credential.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
UCO Cares Participants will receive the following services: public campaigning for postsecondary education opportunities; academic advisement and enrollment services; academic services and tutoring; financial aid assistance; financial and economic literacy information; guidance for those needing to reenter a secondary school or gain a GED; career and personal counseling; and mentoring.	Enrollment and Student Success; Office of Academic Affairs.	The objectives of UCO CARES include: **50%** of the eligible participants served will receive a secondary high school diploma or its equivalent; **75%** of the eligible participants will enroll in a postsecondary education; **80%** of eligible participants served will apply for financial aid; **80%** of the eligible participants served will apply for postsecondary admission during the project year.	UCO CARES met all its objectives: 1) 77% of the eligible participants served received a secondary high school diploma or its equivalent. 2) 75% of the eligible participants enrolled in a postsecondary education. 3) 83% of eligible participants served applied for financial aid. 4) 92% of the eligible participants served applied for postsecondary admission during the project year. The results for the 2021-2022 academic year will be available late fall 2023

Fiscal Impact: No financial impact on institution. This is a federally funded program.

High Impact Strategy – Reach Higher Flex Finish- Organizational Leadership and Enterprise Development- Bachelor of Science degree in Organizational Leadership			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Faculty members in the Department of Adult Education and Safety Sciences are responsible for the bachelor of science degree program in Organizational Leadership. Dr. Robin Lacy, then chair of the department, and departmental faculty members agreed to take responsibility for developing and implementing the program in 2006.	Department of Adult Education and Safety Sciences- College of Education and Professional Studies. Office of Academic Affairs	1. Increase the number of adults completing college degrees (as part of Oklahoma's Complete College America plan) to meet economic and workforce development needs in the OKC Metropolitan area and the State of Oklahoma. 2. Increase the number of declared majors in the Bachelor of Science in Organizational Leadership degree. 3. Increase the number of graduates from the Bachelor of Science in Organizational Leadership degree.	The program now produces an average of 70 degrees each year and graduates continue to meet the workforce needs of the Oklahoma City Metropolitan area. The degree has alumni working in notable companies such as American Fidelity, Integris Health, Paycom, Francis Tuttle, Delta Dental, Metrotech, Tinker Federal Credit Union, Bank of Oklahoma, Oklahoma State Department of Health, Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma Healthcare Authority, multiple metro-area public schools, as well as numerous locally owned small businesses and non-profit orgs. years, there has been an average of 72 degrees conferred for this program. This past year, students in this program earned more than 59 degrees.
Fiscal Impact: This fiscal impact to UCOs Educational and General budget has not been determined. UCO will identify the appropriate costs of this program.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Lightcast (formally Burning Glass) was introduced to UCO in 2019. It is a tool designed to project occupation growth/decline as well as analyze key economic and workforce indicators. Since inception at UCO, departments and schools are encouraged to use this tool for data in building proposals for new programs/majors. This tool is also used in program-major strategy workshops. Lightcast is also used for designing micro-credential offerings.	LX Studio and academic departments/schools.	Utilization and integration of the tool into planning.	Lightcast has been incorporated in academic program planning, marketing, and analysis processes.
Fiscal Impact: The annual investment in Lightcast provides an institutional tool for planning, analysis, and decision-making that helps inform effective use of resources.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
In the fall 2014, UCO began a Think 30! Marketing campaign to encourage students to take at least 30 credit hours each year with the goal of on-time graduation that minimizes the expenses (or debt) associated with degree attainment. Starting in summer 2017, this marketing campaign has shifted from a broad stroke approach to a more formalized and targeted effort which includes posters and banners around campus, using social media, and a website presence. This expanded initiative also includes focused communication efforts by Academic Advisors, education sessions for incoming students through orientation, and ongoing outreach to continuing students through purposeful communication throughout their time at UCO. Students who are not on-pace will be identified through regular earned credit hour audits and will be contacted by an Advisor or Success Coach to develop a plan that promotes timely progress to completion.	Enrollment and Student Success.	Percentage of student who completed at least 30 credit hours after their first year. Evaluation of 4-year graduation rate of students entering in fall 2017 compared to prior years.	Marketing campaigns continued throughout the 2021-2022 academic year. Presentations to incoming freshman at Forge continued through summer 2021 with the "Think 30!" message to students before they enroll in their first semester at UCO. The lingering effects of the pandemic interrupted the data collection process. However, with the return to normalcy, data collection will be re-established.
Fiscal Impact: There is no fiscal impact to UCOs Educational and General budget. Advisors and FORGE staff have incorporated Think 30! Campaign into their daily advisement and FORGE activities.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*

Degree Completion

This program targets Stopped Out students with the goal of facilitating their return and monitoring their progress through completion.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
While the grant for Operation Degree Completion ended in July 2016, UCO continues to identify students who are academically successful but have stopped out. A Student Advocate establishes contact with these students to recruit them to re-enroll in school, provide advice about what they will need to do to finish, and provide streamlined admissions and enrollment processes. The Advocate monitors the student through completion.	Enrollment and Student Success – Student Advocacy, Transfer and Transition Support.	Number of degrees completed after working with Success Advocate.	The grant funding from TG initially used for these efforts ended in July 2016 with a total statewide degree production of over 3000 now-graduates since 2012. Since then, UCO has connected with over 700 students resulting in an additional 110 degrees. Another 10 degrees are expected for spring 2021. With recent shifts in the Transfer and Transition Office and the addition of fully online programs through UCO Connected Campus, this program is expected to grow in the coming academic year. More resources will be needed to see this program reach its full potential.

Fiscal Impact: No financial impact on UCOs Educational and General budget.

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Library and Center for eLearning and Connected Environments support faculty in the adoption, re-mixing, and creation of open educational resources. This is a faculty-driven process based on the viable use of OER in curriculum.	Academic Departments, Faculty, Library, Center for eLearning and Connected Environments.	Adoption of OER in courses and programs.	Faculty have access to services to support selecting, implementing, re-mixing, and developing OER. Early explorations are also underway to support development of OER potentially through OSRHE OER grant support.
Fiscal Impact: OER adopted in courses will help reduce textbook and course material costs for students and support overall student success. This helps to provide students with access to required course materials on day one of courses as well as reduce the financial burden for textbooks and course materials.			

High Impact Strategy – TRIO Center for Financial Literacy

The UCO Center for Financial and Economic Literacy provides several avenues of continuing education: training students in receiving adequate financial aid from programs assisted under title IV of the HEA and from other programs; college and university admissions policies and procedures; and proven strategies to improve the financial literacy and economic literacy of students, including topics such as basic personal finance information, household money management and financial planning skills, and basic economic decision-making skills.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
UCO strives to eliminate obstacles for low-income and first-generation students and students with disabilities via three unique pre-college programs and six specialized college programs funded through the U.S. Department of Education. This program aims to provide continuing education and training for the following: UCO TRIO pre-college and college students, nationally funded TRIO programs across the US, and UCO faculty, staff, and students. Training areas will include assisting students in receiving adequate financial aid, college and university admissions policies and procedures, and proven strategies to improve the financial literacy and economic literacy of students, featuring topics such as basic personal financing.	Enrollment and Student Success; Academic Affairs.	The goal is to increase student participation in their financial knowledge. Therefore, creating a campus-wide event, Finance Central has increased the initial awareness of money management. Through the university's pre-college and college TRIO programs, over 1,900 low-income, first-generation, and students with disabilities are provided access and education regarding financial literacy. The goal is to increase attendance and education during our annual financial literacy symposium and our online MidFirst curriculum. In the future measures of effectiveness, we will continue to market the online learning tool in conjunction with learning assessments, utilizing pre and post surveys to track their level of knowledge regarding financial literacy.	In 2021, 240 students registered in Finance Central to include local high schools and college TRIO participants. Additionally, 58% (140) attended the Zoom session. Overall, perceptions of the Financial Literacy Symposium were positive. 32% of the students were identified as TRIO, first-generation, low-income, and wanted to know more about financial aid and their finances. Over 25% of the students in attendance were from freshman (1000) level courses.

Fiscal Impact: No financial impact on institution. This is a federally funded program.

High Impact Strategy – TRIO Ronald E. McNair Postbaccalaureate Achievement Program

UCO's McNair Scholars Program prepares eligible under graduates for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with participants as they complete their undergraduate requirements and encourage participants to enroll in graduate programs. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
The McNair Scholars Program will leverage on-campus resources to provide high quality research and scholarly activities for the Scholars. Scholars will work with Faculty Mentors on a faculty led research project gaining knowledge on research skills. They will participate in bi-monthly group sessions and workshops. They will be exposed to graduate schools by attending campus visits to various schools. They will present their research at national and local research conferences	UCO McNair Scholars Program; Enrollment and Student Success.	1) 90% of McNair Program participants who initiated research or scholarly activities during the McNair Program academic year will have completed these activities during the academic year. 2) 50% of McNair Program bachelor's degree recipients (or equivalent) will be accepted and enrolled in a graduate program of study by the fall term of the academic year immediately following the completion of the bachelor's degree (or equivalent). 3) 88% of first year graduate students will continue to be enrolled in graduate school at the beginning of the fall term of the next academic year. 4) 5% of McNair Program participants served who will attain a doctoral degree within ten (10) years of the attainment of the bachelor's degree.	Due to the COVID-19 pandemic, Objective #2 was not met. Many Scholars chose to take a gap year after graduation. Objective #4 is not applicable for the program is only in its 5th year. Received 10 of 13 possible prior experience points (of the Ronald E. McNair Postbaccalaureate Achievement Program) from the U.S. Department of Education. These results are based on year 4 (2020-21) of a 5-year grant cycle. The results for AY 2021-2022 will be available early spring 2023.

High Impact Strategy – TRIO Ronald E. McNair Postbaccalaureate Achievement Program
UCO's McNair Scholars Program prepares eligible under graduates for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with participants as they complete their undergraduate requirements and encourage participants to enroll in graduate programs. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact: No financial impact on institution. This is a federally funded program.			

High Impact Strategy – UCO at Carnegie Centre and UCO and Santa Fe (UCO Oklahoma City Downtown Learning Spaces)- Course offerings, programs, and certificates are being developed for the downtown OKC area that will enhance work force development and degree completion.

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
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	The Academic Colleges; Office of Academic Affairs.	New, stopped- out, and existing UCO students enrolled in courses and programs at Carnegie Centre and Santa Fe Plaza. Students, faculty, staff, and community engagement supported by spaces.	The Santa Fe Plaza renovations were completed and classes commenced for the Spring 2020. The addition of the Santa Fe Plaza space provides capacity to facilitate continued growth opportunities in the OKC downtown area. Enrollment Snapshot* Carnegie Centre Fall 2020: 136 Spring 2021: 146 Summer 2021: 38 Santa Fe Plaza Fall 2020: 116 Spring 2021: 110 Summer 2021: 42 *The above number of enrolled students, including students in the extended classroom.

High Impact Strategy – UCO at Carnegie Centre and UCO and Santa Fe (UCO Oklahoma City Downtown Learning Spaces) (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
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			The business incubator program at Santa Fe Plaza will provide entrepreneurs throughout the OKC metropolitan area with opportunities for business growth, networking, and professional development.
Fiscal Impact: Lease payments for Santa Fe Plaza and Carnegie Centre are the primary costs. Operations and support of downtown are integrated into existing academic and student success functions. Operations of UCO in the downtown Oklahoma City area are designed to be revenue positive and engage expanded populations of learners in convenient ways.			

University of Science and Arts of Oklahoma

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
USAO is currently still designing this plan	VPAA and Chairs	N/A	N/A
Fiscal Impact:			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
USAO has developed pathways to encourage students to take additional courses as electives to pursue a career. Additionally, as students are recruited, transcripts are evaluated to ensure college success.	VPAA, chairs, faculty, enrollment advisors	Enrollment for fall	Introduced summer 2022
Fiscal Impact: completion of degrees more accurately and quickly. Students will be more prepared with the correct skills to enter the workforce.			

High Impact Strategy – Concurrent enrollment			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Offering more courses online to encourage concurrent enrollment	VPAA, chairs and faculty	Enrollment increase	Summer 2022
Fiscal Impact: Increased enrollment and encouraging students who are concurrently enrolled to pursue a degree here.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continuing from 2019	Academic Affairs, Humanities, math	Number of students completing co-requisite courses such as Writing I and II and math.	Students enrolled in sections of Writing I and II with a lab component for remediation. Students completed the course and earned credit for the courses. We implemented math pathways depending on majors. We have improved math remediation and student outcomes. We are considering a plan to allow the corequisite math course to count for our required course of Math in the Modern World.
Fiscal Impact: Students earn credit for entry level courses in math and writing as opposed to taking zero level courses for no credit, but having to pay tuition.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We currently use ACCUPLACER to place students and allow those who need remediation in English to take an additional essay assessment that is reviewed by English faculty	Academic Affairs and Assessment Office.	Number of students tested and placed in appropriate courses.	We test writing, math, science and TESOL. Since we added the corequisite remediation, students are earning credit for those classes.
Fiscal Impact: placing students correctly limits failures and repeating of courses for students			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We are standardizing freshman advising to be sure students are advised correctly. It will be done through the Student Success Center as a part of Freshman Seminar.	Student Success Center	Completed enrollments	
Fiscal Impact: by standardizing advising and developing graduation plans early, students are more likely to stay on track and complete a degree.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
As students are recruited, advisors are assigned to ensure students are enrolled correctly. Enrollment counselors are meeting with area counselors to explain degree pathways and collaborate to ensure student success.	Enrollment counselors, freshman advisors	Completion of coursework for credit	
Fiscal Impact:			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Not currently in place			
Fiscal Impact:			

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Students transcripts are evaluated and credit is transferred.	Registrar and advisors.	Degree completion.	

Fiscal Impact: By completing degrees at other institutions, students are more likely to persist.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
We plan to meet with Canadian Valley Technical Center to work toward arrangements to design courses together.	VPAA, faculty		Planned 2022

Fiscal Impact: increased enrollment at both institutions.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
We accept military training, CLEP and AP credit.	Registrar	Award of credit	

Credit Type	Head-count	Credits Granted
AP999	31	87
CLEP9	10	38
DEPT9	1	1
MIL99	20	30
Grand Total	**62**	**156**

Fiscal Impact: awards of more credit will lead to faster degree completion.

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We have developed pathways for students to utilize to ensure success in careers.	Advisors	Enrollment and completion of elective courses.	Beginning in Fall 2022.
Fiscal Impact:			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Expanded offerings internships will be available.	Career counseling	Better experiences and standardized award of internship programs.	Beginning Fall 2022
Fiscal Impact: Local businesses are requesting micro-credentials and interns. This will increase enrollment.			

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

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We have started working with micro-credentials. We have one for alternative teachers ready to send for approval. A committee is working this summer to build more.	VPAA, division chairs, micro-credentials committee	Number of students who participate.	We have submitted a micro-credential for alternative certified teachers and will make the corrections.
Fiscal Impact: increased enrollment in areas that offer micro-credentials.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We are working with Coursera to offer additional opportunities for students. We are working with CapEd to provide a micro-credential in Human Resources.	Coursera, CapEd, faculty	Additional endorsements/credentials for students.	Beginning Summer 2022.
Fiscal Impact: increased enrollment			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We are working with Cameron to share workloads to improve our data analytics. We hired an Institutional Research person to improve our data and begin to improve our reporting information.	IR person, VPAA	Improved decision making based on improved data.	Beginning summer 2022
Fiscal Impact: Better data will lead to improved placement, advising.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continuing since 2019	VPAA, advisors	Number of students completing 30 credit hours annually	We offer a flat tuition rate for all students so they may take 12 to 15 hours per semester to encourage completion of 30 hours the freshman year. We offer summer tuition for no tuition if a student has enrolled in two prior semesters.
Fiscal Impact: Keeping students on track to graduate leads to increased retention and completion.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continuing since 2018	Academic Affairs and Registrar	Number of students keeping track of degree completion needs and persistence and retention rates.	Students have a degree audit option that tells them what courses they need to take and which credits have been met.
Fiscal Impact: increased enrollment and retention as well as completion.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continuing since 2018	Academic Affairs	Number of students with access to materials	The Humanities classes have access to classroom iPads to access material. Faculty were given Surfaces during the Pandemic to assist with online courses. We have enrolled in a course through AAC&U to explore OER.
Fiscal Impact: Saving money for students.			

High Impact Strategy – Non returning students			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continuing from 2019	Academic Affairs and Student Success	Increase the number of students who persist from term to term.	Students who have not enrolled from one semester to another are called and emailed to attempt to get them re-enrolled or at least determine reasons for stop out.
Fiscal Impact: increased enrollment, retention and completion.			

Carl Albert State College (CASC)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Included in placement	admissions & high schools	enrollment	no high schools offering
Fiscal Impact: No impact.			

High Impact Strategy – Concurrent Enrollment			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
ZOOM technology delivery, maintained 11th grade tuition waivers, on-site concurrent classes (Sallisaw HS and KTC)	Academic Affairs, High School Partners, and Enrollment Management	enrollment numbers	with 440 concurrent students currently, this is the largest population of students (AHS majors are second). 3 HS students graduated both high school and CASC this spring.
Fiscal Impact: Tuition reimbursement helps. Funds spent on technology to improve delivery are significant. For 2022-23 there should be a net gain as tech costs will be less and tuition reimbursement should be steady.			

High Impact Strategy - Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
First-time entering freshmen are required to take a Freshman Orientation class during their first semester of college. The curriculum of this course is designed to align a student's strengths, interests, and academic goals with an appropriate career field. This course is taught by CASC's academic advisors which are trained to match their career goals with the appropriate degree pathway.	Enrollment Management	TBD	TBD
Fiscal Impact: No impact.			

TRANSFORM REMEDIATION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Increase College Level Placement by reducing required ACT scores, High School GPA combination ratios. More access to one-hour corequisite courses.	Developmental Education and College Level Instructors	Students achieve a C or higher in ENGL 1113 and college-level math, more students enroll in ENGL 1113 and college level math (MATH 1513).	No statistical difference in success rates pre and post co-requisite and multiple-measure placement.

Fiscal Impact: Reduced cost to students, but reduced revenue to college as number of credits taken for remediation is reduced.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Implement multiple measures for college-level placement in English and Math courses. Remove barriers to American history courses, general biology courses, etc.	Developmental Education Committee, Curriculum Committee, College-Level Instructors	Increased enrollment and offerings for college level courses; reduced offerings of remedial courses.	Reduced offerings of 3-hour remedial courses, increased offerings of lab courses and college-level courses. Students performing similarly.

Fiscal Impact: Reduced cost to students, but reduced revenue to college as number of credits taken for remediation is reduced. Increased cost in professional advisor salaries.

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Enrollment Management handles incoming students and concurrent students. After the first semester, faculty advisors in the students' major handle advising. Create multi-semester plans in Colleague. The colleague self-service program is designed to implement CASC's course placement guidelines upon initial admission/enrollment of the student. Academic Advisors are trained to monitor this implementation to ensure accuracy. Degree evaluations are conducted every semester by faculty and staff advisors to ensure all remedial coursework is completed within the 24-credit hour requirement.	Enrollment Management/ Faculty Advisors	Lower instances of misadvised students, increase proper enrollment in sequenced courses. Reduce time to graduation through proper planning.	TBD after the close of fall semester.
Fiscal Impact: Reduced cost to students. Increased cost to college with hiring of enrollment management professional advisors.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
ZOOM technology delivery, maintained 11th grade tuition waivers, on-site concurrent classes (Sallisaw HS and KTC)	Academic Affairs, High School Partners, and Enrollment Management	enrollment numbers	with 440 concurrent students currently, this is the largest population of students (AHS majors are second). 3 HS students graduated both high school and CASC this spring.

Fiscal Impact: Tuition reimbursement helps. Funds spent on technology to improve delivery are significant. This should be a net gain in 2022-23 as tech installs will be less.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
KTC using CASC courses in curriculum	Academic Affairs and KTC	Number of students successfully completing CASC courses in KTC programs	2 CASC courses included in KTC nursing curriculum; 1 math course for KTC concurrent students.

Fiscal Impact: Positive impact. Good enrollment numbers and agreement with KTC to absorb instructor cost is very beneficial.

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
KTC Criminal Justice PLA; Also, use of technical block credit to award credit for the AAS in Applied Technology degree.	KTC, Academic Affairs, Admissions office	Student participation	Minimal incoming students. Need to increase awareness and collaboration.
Fiscal Impact: None. Not enough participation to have impact.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
First-time entering freshmen are required to take a Freshman Orientation class during their first semester of college. The curriculum of this course is designed to align a student's strengths, interests, and academic goals with an appropriate career field. This course is taught by CASC's academic advisors which are trained to match their career goals with the appropriate degree pathway.	Enrollment Management	TBD	TBD
Fiscal Impact: None			

ADULT COMPLETION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
There are no specific scholarships pertaining to Reach Higher available at CASC, but students in this program have direct access to academic advising, tutoring, and a mentorship program through Enrollment Management.	Enrollment Management	Number of declared majors in either program (AA or AS).	TBD

Fiscal Impact: None, aside from OSRHE funds received.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
There are no specific scholarships pertaining to Reach Higher available at CASC, but students in this program have direct access to academic advising, tutoring, and a mentorship program through Enrollment Management. Brochures are made available to promote the program.	Enrollment Management	Number of declared majors in either program (AA or AS).	TBD

Fiscal Impact: None, aside from OSRHE funds received.

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Micro-credential and Rapid Re-employment Initiative through the CASC Workforce Development and Community Education program is in the final stages of implementation.	Academic Affairs	Number of employer partners and active participants.	Emerging program. Employer partners are growing, but use at this point is limited. Once a Director of Workforce Development and Community Education is hired use should increase.
Fiscal Impact: New position and program requires financial investment. ROI is TBD. Support from OSRHE is critical in development and promotion of the program.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
COURSERA implementation within Micro-credential and Rapid Re-employment Initiative through the CASC Workforce Development and Community Education program. Faculty also use third-party products such as Pearson to supplement instruction in courses, some of which are included in both credit-bearing and non-credit-bearing certificates and micro-credentials.	Academic Affairs	Enrollment in and use of the products, in conjunction with satisfaction surveys from employers and participants.	Emerging program. Employer partners are growing, but use at this point is limited for COURSERA. Once a Director of Workforce Development and Community Education is hired that should tick up. Pearson products and other third party content providers are under audit for instructor engagement, but are commonly used.
Fiscal Impact: New position and program requires financial investment. ROI is TBD. Support from OSRHE is critical in development and promotion of the program.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
CASC is using more diverse, larger data sets (both internal and external) in analysis of programs, student success, and recruiting/ promotion. Correlation studies between variables are useful in strategy development. Predictive analytics is being used primarily in program analysis and marketing approaches. Third party vendors such as Hanover Research and Ad Astra provide useful dashboards that reduce the workload on IR office staff. Use of ARGOS reporting out of Colleague and other data tables also increases efficiency and data-driven strategies, decisions, and actions.	Academic Affairs and IT and Public Relations/ Marketing	data-backed decisions	Program analysis reports, Google/ Facebook targeted marketing, course-fill and room efficiency reports
Fiscal Impact: Third party vendors come with a cost, but free up IR staff for internal, day-to-day projects. More specifically targeted projects and marketing should result in more efficient spending and higher recruiting values.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
During academic advising, a four-semester degree plan is used to demonstrate the importance of enrolling in 15+ credit hours per semester to graduate within two academic years. Degree evaluations are conducted every semester by faculty and staff advisors to ensure students are aware of their academic progress and the pace at which classes should be completed in order to graduate within two academic years.	Enrollment Management		
Fiscal Impact: Increased cost of professional advisor salaries.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Conversion to Colleague will allow for degree audit. Currently in progress. A report is run to record students' completed credit hours and the last date of their enrollment. Advisement Specialists contact all students that show a time-lapse in their enrollment to ensure they know their degree completion status and to aid them in their process towards graduation.	Enrollment Management, IT		Colleague fully implemented for Fall 2021.
Fiscal Impact: None other than time cost.			

Connors State (CSC)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Connors State College provides the four math pathways used by the state. When advising students, Student Success Coaches utilize major maps to help students identify the appropriate math pathway.	Academic Affairs	Success rates in courses and advising notes showing accuracy in major mapping are measures.	Connors State College continues to offer the four math pathways and utilizes multiple measures placement for math: Multiple-Measures-Placement-06012022.pdf (connorsstate.edu)

Fiscal Impact: Connors continues to utilize the math pathways. Some sections of Functions and Modeling and Statistics can be low-enrollment and sometimes have to be canceled due to low enrollment. Also, Connors has also been course-sharing Functions and Modeling when available.

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Connors State College utilizes major maps to help students identify college and career goals. The institution also works closely with neighboring schools and utilizes multiple measures placement to give students opportunities to be successful.	Academic Affairs	Success rates in courses are measures.	Connors State College continues to use multiple measures placement and collaborates with K-12 schools on student pathways.

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact: There is not a financial impact from these initiative with multiple measures placement, which is ongoing already.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Connors has ENGL 0121 Fundamentals of English Lab as the co-requisite for ENGL 1113 English Composition I. Connors has MATH 0471 Applied Mathematics Co-Requisite for MATH 1473 Applied Mathematics, the MATH 0511 Pre-Calculus Algebra Co-Requisite for MATH 1513 Pre-Calculus Algebra, MATH 0521 Modeling and Functions Co-Requisite for MATH 1523 Modeling and Functions, and STAT 0111 Elementary Statistics Co-Requisite Lab for STAT 2013 Elementary Statistics. However, MATH 1523 is not a class that makes very often. Due to its low enrollment, it is often course-shared. Also, students do not take STAT 2013 as frequently.	Academic Affairs, Division Chairs, Faculty	Student success in the co-requisite courses, number of co-requisite courses offered, and student understanding of co-requisite courses are measures of success.	Connors regularly offers ENGL 0121, MATH 0471, and MATH 0511. The other co-requisites and math pathways are typically not as popular with students and can sometimes constitute low-enrollment classes.
Fiscal Impact: The co-requisite courses are a financial benefit to the students since they are completing remediation requirements in a one-hour course instead of paying for more hours of developmental courses. The one-hour courses do not generate as much revenue as three-hour or four-hour developmental courses, but they are beneficial in helping students complete credit-bearing courses and encouraging enrollment in credit-bearing courses for degree completion. Through degree completion, the one-hour courses do support credit hour production.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Please see the Multiple Measures Placement list at this link: Multiple-Measures-Placement-06012022.pdf (connorsstate.edu)	Academic Affairs, Registrar, Enrollment Services	Course success rates are measures.	Connors continues using multiple measures placement. This placement gives students multiple pathways to course placement, including high school GPA, ACT/SAT scores, GED scores, and diagnostic placement.
Fiscal Impact: Using multiple measures placement does not have a financial impact besides the personnel and manpower to conduct placement review for students and to review transcripts and process documents, but the institution utilizes Student Success Coaches to include placement review in the admissions, advising, and registration process.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Connors State College utilizes a developmental waiver process where a student has to request a developmental waiver each semester before hitting 24 hours if they are requesting not to take math remediation or English remediation. If a student does not submit a developmental waiver request, the student is automatically enrolled in English and math remediation each semester from admission until remediation has been completed.	Academic Affairs, Registrar, Enrollment Services	Developmental waiver requests are stored in an Excel spreadsheet and can be tracked to determine number of hours a student has taken and the reason for the request.	Connors State College continues to utilize the developmental waiver system, which keeps students aware of the English and math remediation requirements. Holds are placed to ensure requirements are completed before the 24 hours.
Fiscal Impact: The developmental waiver process does not incur additional funds with the process being stored in software already purchased by the institution.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Please see the concurrent enrollment admissions criteria at this link: Concurrent Enrollment (connorsstate.edu)	Academic Affairs, Registrar, Enrollment Services	Student success rates and number of concurrent students are measures.	Connors State College continues using multiple measures placement for concurrent students.

Fiscal Impact: Concurrent enrollment continues to be a high priority at the institution. The institution had been providing 6 hours of tuition waivers for juniors but is excited about OSRHE's announcement to support 9 hours of tuition waivers for juniors.

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
In 2022, Connors State College and Muskogee High School just submitted an Early College proposal, which was approved by OSRHE.	Academic Affairs	Although it is early in the process, measures will include number of applicants, student success in credit courses, and successful graduation from high school at the same time that the associate degree is awarded.	Connors State College and Muskogee High School hosted a parent information night, developed an application process, and are working on a summer bridge program.

Fiscal Impact: Connors State College will continue awarding the tuition waivers for junior (9 hours) and senior concurrent (18 hours) and had agreed to provide an additional 12 hours of tuition waivers.

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Registrar has been reaching out to students about reverse transfer. In working with students on schedules and advising, Student Success Coaches also discuss reverse transfer options when they are in the best interest of the students.	Registrar, Academic Affairs	Measures are number of graduates and degree completion.	The Registrar continues outreach efforts on reverse transfer, and the department staff members continue to contact students.
Fiscal Impact: Reverse transfer does not have financial impacts besides the hours and manpower needed to maintain the operations, but the college utilizes current staff members for this work.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Connors State College has contractual arrangements with Indian Capital Technology Center for the Associate in Applied Science in Occupational Therapy Assistant and the Associate in Applied Science in Physical Therapist Assistant.	Academic Affairs	Number of majors, number of graduates, and test pass rates are measures.	Connors State College continues with Indian Capital Technology Center on marketing these programs.
Fiscal Impact: Connors provides part of the personnel costs for the faculty and provides simulation lab space for the programs. ICTC covers the remainder of the costs for personnel and provides classroom space.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Connors does provide credit for prior learning for military training. Connors has also submitted a request for the Associate in Applied Science in Applied Technology to develop more pathways for prior learning and industry recognized credentials.	Academic Affairs	Credit hours awarded from PLA and degree completion are measures.	Connors is awaiting approval from OSRHE on the Associate in Applied Science in Applied Technology.
Fiscal Impact: The institution is not anticipating financial impacts from awarding more hours for prior learning.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Connors State College provides Student Success Coaches to assist students with the transition from high school to college. These coaches utilize major maps to help students identify courses they should take based on their career plan.	Academic Affairs, Enrollment Services, Registrar	Degree completion and accurate advising/degree audits are measures.	Connors State College documents advising notes in the student information system (Banner) and trains Student Success Coaches on advising.
Fiscal Impact: Student Success Coaches, major mapping, and advising training are already included in daily operations. Financial impacts are incurred from personnel and manpower.			

ADULT COMPLETION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Connors State College reviews the 100 Critical Occupations List, Green Country In-Demand Occupations List, and Central Oklahoma Workforce Innovation Board In-Demand Lists. These lists inform degree and certificate creation and curricular modifications.	Academic Affairs, Student Success Coaches, Coordinator of LMS and Academic Software, Connors Works	Measures of success are adult enrollments, online enrollments, and degrees and certificates that address in-demand lists.	Connors has attempted to participate in OK Job Match, keeping allied health programs on the list. Other programs are challenging to add to the system because of data reporting requirements that are not conducive to higher education.

Fiscal Impact: There is not a financial impact from providing Reach Higher and staying current on critical occupations.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Connors has the Enterprise Development programs available for students. Most students who want to complete a degree opt to do the General Studies program for flexibility.	Academic Affairs, Student Success Coaches, Coordinator of LMS and Academic Software	Student awareness and degree completion are measures of success.	Connors continues to participate in the Reach Higher initiatives and have the Enterprise Development programs in the catalog.

Fiscal Impact: There is not a financial impact in listing the Enterprise Development programs in the catalog.

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
In 2021, Connors purchased Credly, a platform for issuing digital badges for micro-credentials.	Academic Affairs, Coordinator of LMS and Academic Software, Connors Works	The measures used are number of badges issued, number of badge receivers, and number of badges created.	Connors is actively using Credly to award digital badges and is working on creating more digital badges.
Fiscal Impact: Through the agreement from OSRHE, Connors purchased Credly at a discounted price.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Connors State College bought in to the Coursera initiative in 2021. Since that time, the institution has worked with four businesses, including Warner Police, Hilldale High School, St. Francis Hospital, and Advantage Controls. The institution has also used Coursera to make professional development training available for employees, faculty, staff, students, and alumni.	Academic Affairs, Coordinator of LMS and Academic Software, Connors Works	The measures used are number of users, active enrollments, and number of businesses added to the list.	The four businesses are actively using Coursera. Connors has received CLEET approval for several Coursera courses to be used for CLEET continuing education requirements. Connors is looking at additional ways to provide continuing education through Coursera, including real estate, accounting, law, and other professions.
Fiscal Impact: Connors was able to participate in the OSRHE agreement for Coursera and purchased Coursera seats at a discounted price.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Connors State College utilizes shared resources through sharing a Programmer/Analyst with NEO. This shared position completes IPEDS and UDS reporting.	Programmer/Analyst, Chief Information Officer for A&M Institutions	Completion of IPEDS and UDS data submitted on time and with the fewest errors possible is the primary measure.	Connors submits IPEDS and UDS data and utilizes that data to make informed decisions.
Fiscal Impact: Through the shared position with NEO, Connors State College saves money on personnel. The shared Programmer/Analyst position allows Connors and NEO to complete IPEDS and UDS reporting through sharing the cost of this position.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Since spring 2021, Connors has been working actively on 8-week course offerings. These offerings allow students to take more credit hours without having to complete an entire load at one time in a semester. The 8-week courses give students the opportunity to take classes in the first 8-week term and the second 8-week term to accelerate their time to completion.	Academic Affairs, Division Chairs, Faculty	Connors continues to monitor enrollment in the 8-week courses. Also, Connors needs to continue looking for effective ways to market these 8-week terms. In addition, Connors is gathering data on student success rates in 8-week courses.	In spring 2021, Connors began including several 8-week options on the schedule. This fall 2022 semester also includes multiple 8-week offerings.
Fiscal Impact: Offering courses in an 8-week term or a 16-week term does not change rate of pay for instructors, so additional costs are not incurred through 8-week offerings. Connors intends for 8-week offerings to encourage students to enroll in more courses, thereby increasing credit hour production.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Starting in spring 2021, the Registrar's office began organizing spreadsheets of students who had been denied graduation. These workbooks listed outreach efforts, as well as identifying the missing requirements that kept the students from graduating. These lists have been compiled into a centralized worksheet with tabs for spring 2021, fall 2021, and spring 2022. Division chairs and staff have been contacting students on these lists to encourage them to come back and finish their degree requirements.	Registrar, Faculty, Division Chairs, Academic Affairs	Measures of effectiveness will include numbers of students who return and graduate, as well as enrollment numbers increasing from work on the denied graduation application workbook.	At this time, staff and faculty continue to reach out to students to encourage them to return to college. The workbooks are still active with efforts to contact students to enroll in fall 2022 and graduate.
Fiscal Impact: Since the institution already has access to Office 365, there is not a financial impact in maintaining secure, live workbooks of student information. The institution has mostly maintained manpower issues through utilizing current employees to maintain the workbook information and contact students.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Starting spring/summer 2022, faculty have been working on Open Educational Resources. Connors State College also purchased Pressbooks for the institution.	Faculty, Division Chairs, Coordinator of Connors Quality, Academic Affairs, Coordinator of LMS and Academic Software	At this time, the course development is still in progress. Quality Matters standards will be used to evaluate the online course shells that are utilizing OER.	So far, several faculty members have received OCO grants for their work on adoption of OER. Also, several General Education and program courses are utilizing OER for the fall 2022 semester.
Fiscal Impact: While Academic Affairs and Fiscal Affairs have discussed the impact of OER on textbooks and bookstore revenue, the institution feels that OER will be a powerful marketing and recruitment tool for students. Higher numbers of enrollees would offset the loss of the bookstore revenue. Also, the bookstore would be able to concentrate on other efforts, including merchandising, for the institution.			

Eastern Oklahoma State College (EOSC)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Through the GEAR-UP program, assistance and tutoring in mathematics is provided and TI calculator training is provided.	GEAR-UP staff	Number of participants and total hours of tutoring and homework assistance	GEAR-UP provided math tutoring to high school students through direct one-on-one assistance and through Tutor.com.
Fiscal Impact: High school students who have had increased tutoring in mathematics and use of tools such as TI calculators will come to college better prepared for college-level coursework in mathematics and sciences. This will decrease the need for these students to take remedial mathematics courses – and the increased hours of instructor time to teach them – and decrease the need to retake math and science courses that they might have otherwise not passed.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
ICAP at McAlester High School for concurrent EOSC students	VPAA, Enrollment Management Specialist, enrollment counselors	Increased focus on concurrent students to choose and follow through with a major at the community college	EOSC administration met with McAlester High School administrators and teachers about their career preparation pathways; we discussed participation in these clear student pathways.
Fiscal Impact: More focused concurrent plans will result in increased enrollment beyond the general education courses into major courses.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Every semester since 2017, co-requisite courses have been available in both mathematics and English at the Wilburton, McAlester, and Idabel teaching sites.	VPAA, division deans, math and English faculty	Student completion and pass rates for English composition I and gateway math courses.	For the 2020-2021 academic year, **95%** of students who enrolled in college algebra and other credit-bearing mathematics courses and a co-requisite course passed with a C or better, compared with 93**%** of students who were not required to take a co-requisite course. For those students who were not required to take a co-requisite English course, **74%** earned a C or better in Freshman Comp I, whereas **89%** of students who also were enrolled in the co-requisite lab earned a C or better in the credit-bearing English course.
Fiscal Impact: Allowing students to take a credit-bearing course with additional instructional support (that is, the corequisite laboratories) means that they will not have to pay for remedial courses that do not count toward their degree. This delays their completion of their degree and their entry into the workforce. Given the high number of students that are successful the first time with their credit-bearing courses decreases their tuition load, their usage of financial aid, and the need for third party loans. While the need to staff corequisite labs does increase faculty hours, this is offset by the increased tuition for the labs.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
In the Fall 2020 semester, Eastern continued to use ACT, SAT, and Next Generation Accuplacer scores to place students in developmental, co-requisite, and credit-bearing course. However, with the arrival of the COVID-19 pandemic and subsequent flexibility policies from OSRHE, Eastern has adopted a "multiple measures" guide for student placement that uses the students' high school GPA, math and English courses they have taken and the grades that they earned in those courses. This began for students enrolling for Fall 2021 semester and for Spring 2022 and is currently employed for the current enrollment cycle.	VPAA, Registrar, testing center, enrollment counselors	Pass rates for students placed in credit-bearing courses. Student retention	With the adoption of the co-requisite model, more students are successfully completing gateway courses, and are not delayed by having to take remedial courses. Using performance over time (that is, high school performance) instead of reliance on a single standardized test has allowed more students to demonstrate their competency with credit-bearing college courses. Student success in credit-bearing courses is being monitored. Retention and graduation rates will be monitored.
Fiscal Impact: This change has the potential to make a huge impact on the number of students that have had this standardized testing barrier removed. They are able to progress in their academic career more easily and not have to enroll in and pay for additional remedial courses when in truth they could succeed in credit-bearing courses. This will more likely encourage these students to continue to enroll – paying tuition and fees – and complete their degree. We have seen fewer students enrolling in remedial courses, though, which does impact our revenue. However, this is likely offset by the increased enrollment as students are encouraged to continue their tenure here.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Adoption of EAB Navigate programming that will make a stronger connection between students and advisors, through the use of a smart phone app on the student side and a desktop dashboard on the advisor side.	VPAA, VP Student and External Affairs, Enrollment Management Coordinator, Registrar	Increased number of students who complete degrees in a timely fashion.	The Navigate program was rolled out April 4, 2022. A week of training the advisors was conducted before the rollout, and then at the Phase I rollout, current students were encouraged to download the app to their phones. At this time, advisors are using the software to schedule appointments with students and to record meeting notes. Enhanced advisor communication with students and between themselves will mean increased attention to students' enrollment in remedial course work as needed
Fiscal Impact: The software system and support by the company was front-loaded to allow colleges to take advantage of any CARES Act funds that could be used. There is an annual cost for its upkeep and continued support. Given that this program will increase student success and completion to a degree, we expect the increased enrollment and continuance of their degree program will increase tuition and fees collected.			

High Impact Strategy - Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Eastern created the position of Enrollment Management Coordinator.	VPAA	Coordinated enrollment and advisement activities and policies, to increase consistent student advisement and thus increased student retention, persistence, and graduation.	Position description developed and advertised within the college, to be additional duties to an existing position. The long-serving McAlester Dean was selected after interviews with three candidates. She has met with the enrollment advisors and has begun the process of developing policy, including the early enrollment in remedial coursework requirements, etc.
Eastern was selected to participate in a summer 2022 training process for the development of guided pathways.	President, VPAA, VP Student and External Affairs, Enrollment Management Coordinator, two faculty advisors	Increased number of students who complete degrees in a timely fashion	Following an application and interviews, Eastern was selected as one of 22 community colleges in the nation and the only one from Oklahoma to participate in this workshop. The baseline data collection has begun, with the workshop to occur in the first two weeks of July 2022
Fiscal Impact: The development of an Enrollment Management Coordinator will assist in our renewed efforts to streamline and enhance enrollment and advisement processes; this will decrease student barriers and increase the number of students who enroll each semester and complete their degrees. This position is coupled with our investment in the EAB Navigate software and will enhance that process through staff and faculty training and the development of clear and consistent policies. The Guided Pathways training will assist advisory staff in the preparation of clear and consistent student pathways for each major, thus increasing the number of students who enroll each semester and the number who complete their degrees.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Continue to promote concurrent enrollment by offering additional course sections at Wilburton, McAlester, Idabel, Antlers, online, and Zoomed to area high schools. Changed the Concurrent Enrollment packet and website to increase clarity and to improve student and parent expectations and responsibilities, to increase student success. Waive 6 hours/year of tuition for concurrently enrolled juniors and 18 hours for concurrently enrolled seniors. Enrollment counselors from Eastern have now gone to larger area high schools to assist on-site enrollment, and high school counselors are being sent materials as new counselors come on board.	VPAA, Academic Advisors, recruiters, Dean of McAlester campus, coordinators at teaching sites in Idabel and Antlers.	Number of high school students enrolled in concurrent classes	Concurrent enrollment has remained fairly consistent, with **625** concurrent students enrolled in the 2021-2022 school year. However, this is a decrease from the 643 enrolled in the 2020-2021 school year. Many factors could play a role in the decline such as lack of student engagement in zoomed classwork following 2 years of zoomed public school, decrease of this age group in the population demographics, and increased competition with both available online concurrent options and local coverage of fees and textbooks by high school groups with specific college attendance.

Fiscal Impact: The revised concurrent enrollment handbook and website will increase high school counselor confidence in referring their students to take courses with Eastern. The increased tuition reimbursement for junior high school students will also increase enrollment at Eastern. Many of these students will go on to enroll in courses at Eastern once they have finished high school and thus increase the number of degrees we produce.

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Eastern has not developed specific partnerships with high schools toward the Early College initiative. However, motivated high school students have completed both their high school diploma and their associates' degrees at the same time.	VPAA, Registrar, Enrollment Management Counselor, VP of Student and External Affairs.	Number of students who complete both a high school diploma and an associate's degree or certificate	We have not developed these specific partnerships nor have we tracked the students who happen to complete both.
Fiscal Impact: Such a partnership would financially benefit both the college and the high school students, the form in terms of increased enrollment and the latter in terms of a clearer pathway toward their career and college plans.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Reverse transfer initiatives have been established with the primary transfer institutions for Eastern students	VPAA, Academic advisors, site coordinators, Registrar	Increased number of associate degrees awarded	2020-2021 – 5 2021-2022 – 6
Fiscal Impact: The number of degrees completed is one of the measures of productivity for a college, which increases its attractiveness to potential students.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The nursing division instructors regularly meet with LPN students and their instructors at the local career technology centers to recruit newly minted LPNs into the LPN Transition to RN program.	Nursing instructors, nursing division director	Number of LPNs applying to our RN program	The number of LPNs that have applied and been accepted into the program have stayed relatively steady (2017 – 119 applied, 15 accepted; 2018 18 applied, 15 accepted; 2019 9 applied, 5 accepted; 2020 18 applied, 13 accepted; 2021 16 applied, 11 accepted)
With the approval of our AAS in Applied Technology degree, this counts industry-recognized certifications from the career technology system and allots block credit for college transfer, with clear general education and core courses specified for a career tech graduate to move toward an associate's degree.	VPAA, Registrar	Number of AAS in Applied Technology degrees	Identification of specific certificates suitable for the AAS program is currently underway between the VPAA and the Instruction Director at the local career technology administration office. Two students have expressed interest so far, with one student currently completing the appropriate industry-recognized certification exams.
Fiscal Impact: A smooth partnership between the career technology centers and our college means a smoother transition for students who complete their technical certification and then can move right into a college degree. The fiscal impact will be seen in increased numbers of students who enroll in our college, both because they opportunity is there for them to move into the college realm but also as a marketing tool.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Career Tech programs have been identified and are listed in a newly approved AAS in Applied Technology degree, where industry-recognized credentials will be awarded specific amounts of college credits. Military credit is being assessed using ACE recommendations. Review with revision of AP scores and course equivalents, and review with revision of CLEP testing and course equivalents have occurred this semester.	VPAA, Division deans, Testing Coordinator, Registrar	Increased number of associate degrees awarded	The AAS degree has been recently approved and a newly established partnership between the VPAA and the local career technology Director of Instruction will result in a finalized and more streamlined list of certifications. Thus far, two students have expressed interest in this program. Confirmation of changes have occurred with the division deans within the last month, and changes will be publicized on the college website this summer.
Fiscal Impact: An opportunity and clear pathway for students to use prior learning such as from the career technology centers, will increase our enrollment.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
ICAP at McAlester High School for concurrent EOSC students	VPAA, Enrollment Management Specialist	Increased focus on concurrent students to choose and follow through with a major at the community college	EOSC administration met with McAlester High School administrators and teachers about their career preparation pathways; we discussed participation in these clear student pathways.
Fiscal Impact: More focused concurrent plans will result in increased enrollment beyond the general education courses into major courses.			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Eastern signed an agreement for the nursing program	VPAA, Director of Nursing	Increased number of nursing graduates	No students have reached out to the nursing program in this school year. More training will be done for staff to ensure the goals of this strategy are met.
Fiscal Impact: Currently no fiscal impact. It is anticipated in the future that the revenue from increasing the number of nursing graduates will positively impact the budget.			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Increase marketing to raise awareness of the Reach Higher Program. Increased advertisement via social media to raise awareness	VPAA, Director of Enrollment Management, , McAlester campus director	Increased number of students enrolling as a result of the marketing events.	The Spring 2022 Reach Higher campaign ran from Apr 18 to May 19. There were 30,848 views, 868 people clicked the link, and 934 people shared, liked or saved the link. A total of 5 students graduated in 2021 thanks to the Enterprise Development option, an increase from 2020 when only 2 students graduated in this program. These adult students are provided with advisors and free tutoring services (in person, by Zoom, and online) at all teaching locations.

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

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Training has been done in both group and one-on-one settings about micro-credentials and about digital badging.	VPAA, division deans	Number of micro-credentials and/or badges earned	VPAA has met with and contacted business leaders repeatedly, who demonstrate interest but to date have not been willing to follow through.
Fiscal Impact: While the acquisition of micro-credentials will likely have little impact on enrollment directly, working adults may find that they are successful at college courses and might enroll in further education or even complete degrees or certificates.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
A total of 40 Coursera licenses were purchased in the Fall 2021 semester. Training session on Coursera have been completed	VPAA	Number of Coursera courses completed	VPAA has met with division deans and with business leaders repeatedly, who demonstrate interest but to date have not been willing to follow through.
Fiscal Impact: The potential of selling access to our licenses could increase income.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Develop a system to analyze demographic trends, student opinion surveys, and employer interests to increase enrollment and degree completion.	VPAA, IT, IR	Increased enrollment	Analysis of demographic trends continue to be done by collection of state and labor market data. Student opinion surveys occur annually. AAS degree advisory committees meet annually to collect employer desires for graduates.

Fiscal Impact: Use of data analytics focuses spending priorities into those areas that will increase student success, student enrollment, and student completion and thus both increase income and decrease monetary waste.

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Enrollment counselors advise every student to enroll in 15 credit hours per semester with explanations as to the reason for this strategy.	VPAA, and VP for Student and External Affairs, Registrar	Increased number of students who complete degrees.	Students will often enroll in 15 credits as recommended but may drop or withdraw from their courses but stay at "full-time" status of 12 hours. Overall graduation rates have remained increased to 31% (150% completion time), as well as the number of degrees awarded has also increased to 236 this year.

Fiscal Impact: Increased enrollment will mean increased tuition income, and it will increase the positive statistics coming out of our college that might impress potential students.

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Utilize Ellucian Colleague software to encourage students to meet graduation goals. New adoption of a product from EAB called Navigator will allow advisors to take a more proactive approach in notifying students of degree requirements, and students will have smart-phone accessible reminders to keep them on track. In addition, college recruiters reach out to students who have not enrolled in the next semester, a personal contact that could increase re-enrollment.	Advisors, orientation faculty	Increased number of students who complete degrees.	User-friendly and recent (2021) modifications in the Ellucian software to a program called Self-Service have helped students ascertain what they need for their degree. Navigator was rolled out last month but has not yet been used by students.
Fiscal Impact: Increased enrollment would increase college income, and increased degree completion increases the attractiveness of our college to potential students, and thus increase our enrollment as well.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Share information and provide training on OER	VPAA, Bookstore Manager, Instructional Designer	Increased adoption of OER by faculty	Some training has been provided and information about Openstax has been shared. Many faculty are opting for Inclusive Access instead. However, there has been a recent increase in interest in the newer faculty on using OER, with two faculty planning to use it for the Fall 2022 semester.
Fiscal Impact: Adoption of OER by faculty would decrease the educational costs for students and could make our college more attractive to undecided students and thus increase enrollment. While free educational resources could also decrease the profit we receive from our out-sourced bookstore, the bookstore can sell pre-printed and bound versions of the OER texts for students who want them.			

Murray State College (MSC)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
1. Completion of the College Career Math Course, high school GPAs, ACT/SAT scores, placement scores, and subject area-specific high school GPAs are now being considered while determining student readiness to take college-level math courses. 2. MSC is visiting local high schools to explore the idea of exploring a Fall semester 12th-grade math course preparing concurrent students for college math during their spring semester of high school senior year.	Academic Affairs, Advisement, Mathematics Department	1. When more students are completing college math courses successfully 2. The final grades for students enrolled in college-level math courses using this placement measure will be monitored, and the cut scores will be adjusted as required.	1. Student success in MSC college-level math courses has not improved. However, COVID makes it challenging to tell if this is a poor reflection of our new placement system or some other variable caused by the majority of students learning via a different medium. 2. Students are enrolled in college-level math courses with multiple placement measures. 3. Sulphur High School is developing a specific course as a prerequisite for their high school seniors to take in the Fall semester to prepare them for Pre-Calculus in the Spring.

Fiscal Impact: The college will see an increase in revenue if students are prepared for college-level mathematics after high school because students will be more likely to graduate. In addition, four-year universities will also benefit from students being prepared for college-level mathematics.

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
1. Train and educate the advising department about ICAP. 2. Identify area high schools that have implemented ICAP. 3. After identifying ICAP high schools, create a process to implement in advising.	Academic Affairs and Advising	1. When all advisors are trained in ICAP 2. When area high schools are identified 3. When the process is completed	1. All advisors have been trained. 2. High schools are not identified. 3. A process is not developed.
Fiscal Impact: The fiscal impact will save a student the cost of tuition and fees when a student graduates on time. In addition, higher graduation rates will allow the college to see additional revenue.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
1. The Co-req for Composition I was changed from a three-hour course to a one-hour lab. The enrollment in the new Co-req lab was limited to four students per lab to allow for more individualized attention. 2. Co-requisite courses MTH0201 (co-req for Intro to Statistics), MTH0301 (for Survey of Math), MTH0401 (for Math Functions), and MTH 0501 (for Precalculus (Alg), have been fully developed and are available to be offered each semester. 3. In-person and online writing and mathematics labs for remedial courses are available to every student. Therefore, instructors encourage the use of these labs for all remedial students.	English and Mathematics Department	When students are passing college-level courses	1. Since changing the Composition, I co-req to a one-hour lab and limiting enrollment, the success rate in Composition I has changed from 63.38% in 2019-2020 to 78.64% in 2021-2022. 2. The following are success rates from college-level mathematics: Intro to Statistics – 33.33% in 2019-2020 and 76.92% in 2021-2022 Survey of Mathematics – 62.21% in 2019-2020 and 68.29% in 2021-2022 Mathematical Functions – 61.29% in 2019-2020 and 66.67% in 2021-2022 Precalculus – 62.54% in 2019-2020 and 65.91% in 2021-2022 3. MSC has hired seven part-time tutors and pays for online

High Impact Strategy – Co-Requisite Support Courses (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			tutoring for all students. Since changing the Composition, I co-req to a one-hour lab and limiting enrollment, the success rate in Composition I has changed from 63.38% in 2019-2020 to 78.64% in 2021-2022. 4. The following are success rates from college-level mathematics: Intro to Statistics – 33.33% in 2019-2020 and 76.92% in 2021-2022 Survey of Mathematics – 62.21% in 2019-2020 and 68.29% in 2021-2022 Mathematical Functions – 61.29% in 2019-2020 and 66.67% in 2021-2022 Precalculus – 62.54% in 2019-2020 and 65.91% in 2021-2022 5. MSC has hired seven part-time tutors and pays for online tutoring for all students.
Fiscal Impact: The college will see an increase in revenue if students complete college-level English and mathematics. In addition, four-year universities will also benefit from students completing college-level English and mathematics.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
1. Multiple Placement Measures are implemented as part of a 5-year placement pilot program that includes ACT scores, high school GPA, and in-class diagnostic tests. 2. Increase graduation rates.	Academic Advising, English, and Mathematics Departments	1. Advisors and Faculty Advisors will use Multiple Placement Measures. 2. When graduation rates increase.	1. All Advisors and Faculty Advisors are trained to use Multiple Placement Measures. 2. MSC will use 2023-2024 graduation rates to determine if graduation rates have increased since using Multiple Placement Measures.
Fiscal Impact: The fiscal impact will save a student the cost of tuition and fees when a student graduates on time. In addition, higher graduation rates will allow the college to see additional revenue.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
1. Each semester, the advisor performs a degree check to assess the students in the remediation process. If the student is not on track, the advisor enrolls the student in the current courses. 2. Professional development is planned to advise the faculty advisors on the 24-credit hour requirement in the Fall of 2022. 3. Evaluate the selection of advisors and asses the advisor's effectiveness.	Academic Affairs and Advising	1. The completion of remedial courses in the first 24 hours. 2. All Academic Advisors have completed training. 3. Increase graduation rates in departments with traditionally low completion rates. 4. When graduation rates and accurateness is included in the evaluation of an advisor. Time to completion will be considered when evaluating advisors.	1. Advisors are performing degree checks every semester. 2. Advisement training is planned for the Fall of 2022. 3. Discussions have started on how to re-evaluate advisors.
Fiscal Impact: The fiscal impact will save a student the cost of tuition and fees when a student graduates on time. In addition, higher graduation rates will allow the college to see additional revenue.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
1. Advisement is working with High School counselors and ICAP Directors at the State Regents to bridge students' ICAP information into advisement sessions. 2. Hiring a Concurrent Coordinator to help grow and ensure the quality of the concurrent program. 3. Create academic pathways that lead concurrent students to graduation, including transfer and occupational degrees. 4. Creating concurrent pathways to degree audit the concurrent student life cycle to increase student completion.	Academic Affairs and Advisement	1. Streamline graduation timeline for incoming first-year students who have an ICAP. 2. When MSC hires a Concurrent Coordinator 3. When concurrent students are graduating their senior year of high school 4. When concurrent students are enrolled in the correct pathway	1. Advisement will be implementing the process in the next few semesters. 2. A Concurrent Coordinator will start on July 1, 2022. 3. Meetings with superintendents and career technology centers started in May 2022 to develop multiple pathways for student success. 4. Collaborating with high school counselors started in the Spring of 2022.

Fiscal Impact: The fiscal impact will save student's the cost of college when students are on the right pathway and graduating on time.

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
MSC was approved to start an Early College for the 22-23 school year. Three high schools have agreed to participate, and students are applying to the program.	Concurrent Coordinator, Academic Affairs	1. Increase enrollment in Early College. 2. Students will be graduating from the early college program when graduating from high school.	Students have started the application process.
Fiscal Impact: MSC will hire a full-time Concurrent Coordinator to help with recruiting, enrolling, and retention. The increased enrollment in the ACE program will help offset the cost of hiring the Concurrent Coordinator. The fiscal impact will also save student's the cost of college when students are on the right pathway and graduating on time.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Collaborate with four-year institutions and follow students who leave before graduation to focus on reverse transcription to award former MSC students.	Academic Affairs, Registrar's Office, Office of Advisement, and faculty	To increase the number of graduates with Associate degrees.	The Registrar's Office processed 20 reverse transfers during the 2021-22 school year.
Fiscal Impact There is no fiscal impact.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
1. MSC is collaborating on the Applied Technology degree with the career technology centers. 2. MSC is exploring faculty sharing with Southern Technology Center.	Academic Affairs	1. When students graduate with an Applied Technology degree 2. When faculty have been hired and are teaching courses for MSC	1. Two students graduated in May 2022. 2. Meetings have been held between MSC and Southern Technology.
Fiscal Impact: MSC will compensate a faculty member to help coordinate cooperative agreements. The increased enrollment from the cooperative agreements will help offset the cost of hiring a faculty to coordinate with career technology centers. MSC and Southern Technology Center are exploring sharing faculty members in computer science and industrial engineering. Sharing a faculty will have a positive fiscal impact.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry-recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
1. MSC will collaborate with area career technology centers to create pathways for students attending technology centers to earn college credit. 2. MSC will identify opportunities to partner with other institutions, such as tribal programs or accept industry certifications.	Academic Affairs, Division Chairs, and Registrar's Office	1. When enrollment rates in targeted programs increase, and when graduation and retention rates increase	1. MSC has an agreement with Southern Tech regarding the Medical Office Assistant Program. MSC is also partnering the LPN to RN program with Kiamichi Technology Center and Southern Technology Center. 2. MSC has hired a Director of Advancement to help identify industry partners.
Fiscal Impact: Students completing degree requirements after attending a career technology center will increase revenue.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career/degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Design a communication process for students who belong to ICAP high schools.	Academic Affairs, Advising	Decrease the number of majors in the general education degree.	MSC will compare the number of 2022 Arts and Science majors to the 2026 Arts and Science majors.
Fiscal Impact: The fiscal impact will be positive once a process is developed to advise students when choosing a career/degree pathway. Students will be more successful if they are on the right pathway, increasing graduation rates for two-year colleges and four-year universities.			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Develop a Direct Complete Program.	Academic Affairs, Academic Advisement	When adult students are enrolled in the Direct Complete Program	Discussions have started about starting the program.
Fiscal Impact: Students completing degree requirements will increase revenue.			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
1. Conduct and participate in job fairs promoting Reach Higher to identify potential Reach Higher students. 2. Work with Marketing to create new forms of advertising and identify a greater number of potential Reach Higher students. More aggressive promotion and recruitment are needed. 3. Identify and contact students who are close to graduation and who have not enrolled in two or more semesters.	Director of Advisement and Ardmore Services and the Marketing Department.	1. Increased enrollment and degree completion rates are realized in the Reach Higher Program. 2. Increase in the number of students in the Reach Higher program and the number of students who contact MSC inquiring about the Enterprise Development Degrees. 3. Increase in the number of students who re-enroll in MSC	1. There were two graduates in 2021. 2. There are currently six students identified as Reach Higher students at MSC.

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
4. Participating in the Reach Higher "Reconnect" Events 5. Meeting with Direct Complete representative to create a partnership between MSC and area businesses.			
Fiscal Impact: Students completing degree requirements will increase revenue.			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
MSC received the Micro-Credentialing Grant. This grant has allowed three instructors in three different programs to collaborate with industry partners and develop micro-credentials and badges.	Academic Affairs and MSC Advancement	When micro-credentials and badges are approved, a process is in place to award badges, and students receive badges.	MSC is in the process of getting micro-credentials and badges approved.
Fiscal Impact: MSC will hire a Director of Development and Alumni Affairs. This person will have duties to help academics connect to local industry to help communicate the needs of the industry. In addition, the increased enrollment from the Micro-Credentialing Grant has increased the fiscal impact on MSC. The increase in enrollment from this grant will help offset the cost of hiring an employee to help coordinate efforts with micro-credentials and badging.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
1. MSC purchased Coursera during the 2021-2022 school year. 2. Partner with Oklahoma Community and Regional Colleges to share courses.	Workforce Development, Academic Affairs, Human Resources	1. When students and employees are completing Coursera. 2. When MSC students are enrolling in courses taught by instructors from other campuses.	1. MSC does not have any management to promote this product due to a lack of employees in this area necessary to promote Coursera.
Fiscal Impact: At this point, there is no fiscal impact.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
MSC has created basic reports built into the new enrollment management system, Ellucian. With Ellucian, MSC will be using ARGOS to help make data-driven decisions. MSC will hire an employee to help build additional reports	Institutional Effectiveness and IT	When ARGOS is readily available for use	MSC has been developing ARGOS, working with Ellucian, and Brown-Hendrix to completely implement a system so that MSC can make better decisions moving forward.

Fiscal Impact: MSC will hire an IR person to help coordinate institutional research. This person will be able to help with reporting, and the fiscal impact will be positive when MSC can make data-driven decisions from ARGOS.

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
1. MSC is currently in the process of implementing new administrative software, Ellucian, to make the auditing process more streamlined. 2. Create pathways for concurrent students.	Administration, Academic Affairs, Registrar's Office	1. When students and advisors use the new software, Ellucian, to enroll students 2. When concurrent pathways are available in degree audit in our enrollment management system	1. Advisors and students are using the new degree audit program in Ellucian. 2. Discussions started with high school counselors in the Spring of 2022.

Fiscal Impact: The fiscal impact will save a student the cost of tuition and fees when a student graduates on time. Higher graduation rates will allow the college to see additional revenue.

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
1. Creating posters and social media awareness to promote 15 to Finish. Stressing the importance of enrolling in 15 credit hours each semester to graduate in a timely manner. 2. Provide professional development with advisors and faculty advisors to improve alignment with advising and to begin the discussion with students when enrolling. 3. Incorporate the 15 to Finish mindset into the Academic Success course and bring awareness to the 15 to Finish mindset during enrollment sessions.	Advisement Academic Affairs Outreach	1. Students are enrolling with an average of 15 credit hours per semester.	1. Professional development is being planned for the Fall 2022 semester. 2. The average fall student credit hour load after removing concurrent and non-degree seeking student are as follows: Fall 2019=11.48, Fall 2020=11.54, Fall 2021=10.7. 3. 15 to Finish will be promoted at the summer orientation sessions.
Fiscal Impact: The fiscal impact will grow once more students are enrolled in an average of 15 credit hours per semester.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
MSC uses many different training models from web-based programs utilizing videos and instructional materials such as YouTube, Khan Academy, WorldCat, and Brain Fuse. Gunsmithing, Computer Science, and Industrial Engineering all use OERs.	Academic Affairs	When instructors are utilizing instructional materials	Faculty attend professional development two weeks before the fall and spring semesters to learn about new materials available to use in the classroom.
Fiscal Impact: The fiscal impact will save a student the cost of tuition and fees when a student graduates on time. In addition, higher graduation rates will allow the college to see additional revenue.			

Northeastern Oklahoma A&M College

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Not Currently Participating			
Fiscal Impact			

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Not Currently Participating			
Fiscal Impact			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Implemented co-requisite courses in English and Math that follow a structure of a 3 hour college level course supported by a two credit hour remedial course – Fall 2021 STG: Continue this co-requisite model this coming AY23.	Academic Affairs Department of Communications and Fine Arts Department of Math/Science	Rate of course completion of English 1113 and College level Math of students who placed into the co-requisite courses	AY 2022 – Students placed into co-requisite English passed ENGL 1113 at a rate of 58% Students placed into co- requisite Math passed college level course at a rate of 35% The Fall of 2021 was the first semester using the 2 credit hour zero level course paired with the college level course which will serve as the baseline data term.
Fiscal Impact: Students are retained at a higher rate due to successfully completing the required Math and English in the General Education program. The co-requisite course offering eliminates number of courses a student must complete when placing into remediation; therefore, giving a higher chance at student retention. Co-requisite courses do not require added expenses to the institutional budget as their delivery is covered by student tuition and fees.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fall 2019 – New multiple measure placement plan was implemented to include high school GPA STG: Continue evaluation of data as compared to previous placement model LTG: Evaluate data to continue refining placement strategies. Assessment should lead to future decisions.	Testing Center Admissions	Percentage of students required to take developmental courses each semester in English, Math and Reading. Success rates of those students in college level courses.	Fewer students are required to take developmental courses. Developmental enrollment has decreased by approximately 25% Of students who placed into college level courses using the new placement method, 15% more students completed the college level course
Fiscal Impact: Students who are not required to take remediation are retained at a 10-12% higher rate as compared to students who take remedial coursework. No additional funding is needed for this strategy.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Advisement training has been implemented with an emphasis on enrollment in required remedial courses during the first and second semesters. Many General Education courses have added the removal of remedial deficiencies as pre- requisites	Academic Advisement Academic Affairs and Student Affairs	The number of students who have completed all remedial coursework by the 24-credit hour requirement.	Since 2019 the number of students who have not completed remediation by the 24 credit hour mark has decreased by 25%.
Fiscal Impact: Student who do not complete remedial requirements are not retained. NEO has advisement training as a continual dedicated resource. No significant budget effects.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Hired assistant registrar to help in advisement and recruitment of concurrent enrollment. STG: Increase concurrent credit hours by 5% in AY23 LTG: Maintain concurrent enrollment at AY23 level (area high school student population is declining) Add courses at more high school sites to help concurrent access. Add more on-line offerings in the General core for concurrent access Work with high school partners to determine strategies to improve access to scholarship funding	Admissions Academic Affairs	Concurrent head count Concurrent credit hour production	AY 22 Concurrent Head count 251 AY Concurrent credit hour – 2495

Fiscal Impact: Additional high school site offerings add to the overall expense due to low headcount in those courses. Assistant registrar total compensation for FY23 – approximately $50,000

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Not currently participating			
Fiscal Impact			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NEO is actively pursuing new agreements with four year partners to enhance reverse transfer degree opportunities. LTG: Increase reverse transfer degrees/certificates by 25% after year 3 using AY 2021 as baseline.	Academic Affairs Student Affairs	Number of reverse transfer degrees in the next AY	NEO added three new success coach positions in AY22 to help identify potential reverse transfer students.
Fiscal Impact: Added success coach positions – Approximately $50,000 each position. Reverse transfer is only one aspect of their responsibilities			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NEO has entered into a partnership with NE CareerTech to offer an additional RN program AY 23. STG: add 10 students to RN program in AY 23 LTG: Enroll 20 student by AY 24 in RN program Currently pursuing updates cooperative agreements with NE CareerTech. Evaluating all PLA policy. STG: Have updated agreements and policy by end of AY23 LTG: Establish productive partnership with CareerTech creating accessible pipelines for students moving from CareerTech to NEO	Academic Affairs. Department of Nursing	Number of new RN students Number of students using technical transfer credit	No significant data at this point
Fiscal Impact: CareerTech will be dedicating funding to this initiative. No significant impact on budget.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Evaluate all PLA credit policy in place STG: Have all policy evaluated and updated if needed by end of AY23 LTG: Raise awareness of existing PLA policy	Vice President for Academic Affairs; Academic Department Chairs Admissions	The number of options for prior learning assessment increases from the baseline year of AY23 The number of students receiving prior learning assessment and enrolling in associate in applied science programs increases from the baseline year.	No significant results to date.
Fiscal Impact			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Not currently practicing			
Fiscal Impact			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NEO has a coordinator identified to lead Reach Higher initiatives	Reach Higher Coordinator	Number of students engaged in RH program	Limited data
Fiscal Impact: State regents allocated funding for marketing of programs – no fiscal impact			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NEO has a coordinator identified to lead Reach Higher initiatives	Reach Higher Coordinator	Number of students engaged in RH program	Limited data
Fiscal Impact: State regents allocated funding for marketing of programs – no fiscal impact			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NEO is developing new courses in the use of Drones. NEO is currently developing a micro credential in AG in partnership with a local COOP	Academic Affairs	The number of new credentials developed to support students and local workforce	Two micro credentials currently being developed
Fiscal Impact: Potential addition of new students during FY23. NEO is participating in Micro credential initiative funded by Oklahoma State Regents			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NEO is currently evaluating the use of Coursera as a possible workforce opportunity.	Academic Affairs	Course offerings to workforce	No data to report
Fiscal Impact: Coursera has an annual cost of $750.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Use data to analyze trends in retention and completion. Implement strategies for improving areas determined to be deterrents to completion. For FY22, NEO committed a new .50 role to institutional effectiveness LTG: Use data to inform decisions and develop strategies for retention and completion.	Data programmer; Institutional Research	Increased number of reports leading to an increase in utilization of data to make decisions	Data has been used to make decisions on campus safety, addition of technology, course delivery, Classroom allocation, building use, enrollment strategies and resource allocation.
Fiscal Impact: Data use can point the institution to more effectively use resources and make strategic financial decisions. New position has annual cost of approximately $35,000			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
A few departments have developed some OER	Academic Departments	Number of courses and resources developed	
Fiscal Impact:			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NEO is still creating strategy for effective advisement and tracking.	Vice President for Academic Affairs; Vice President for Student Affairs	Average credits of for full-time students.	Full-time students at NEO take an average of 17 credits. NEO has a high rate of full-time students.
Fiscal Impact: A higher average of credit hour per full time student is positive for revenue and student completion. NEO has advisement training as a continual dedicated resource. No significant budget effects.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NEO has contracted with a 3rd party to perform reengagement with stop out students NEO has updated DegreeWorks which is NEO degree audit software STG: Continue to increase reengagement of stop out students	Vice President for Academic Affairs; Registrar	Number of NEO Stop-out students to get readmitted Feedback from advisors and students on effectiveness of DegreeWorks program	Since 2020 NEO has reengaged 20 students to reenter NEO.
Fiscal Impact No significant budget impacts.			

Northern Oklahoma College (NOC)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS.

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
This is a conversation we need to have, first as an institution and then with our area high schools. Currently only one of our area high schools, Enid, offers the CCMR course.	The VP for Academic Affairs and the VP for Enrollment Management in conjunction with the Assessment Committee and the Math Division Chair need to outline the procedures for course placement using CCMR.	The measure of success would be that students who are placed based on their CCMR coursework having comparable success rate (defined as earning a "C' or higher in their college level math course) as those who were placed according to their ACT scores.	This is not something NOC has utilized thus far, but a conversation that needs to take place concerning the potential for implementing CCMR as a course placement measure.
Fiscal Impact: As CCMR expands to other area schools we will re-evaluate the potential fiscal impact.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
NOC has meetings with area high school counselors. ICAP is something we should consider as a topic for the 2022-2023 meetings.			
Fiscal Impact: Unknown			

TRANSFORM REMEDIATION.

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NOC has been a frontrunner in creating co-requisite models with participation in the state through Math Division Chair Cassie Firth, who was a member of the state taskforce, and both math and English faculty participating in state and regional worships on Complete College America. NOC has offered coursework for all 4 math pathways and to work with university partners to update 2+2 articulation sheets to better direct students to the math pathway most appropriate for their career goals. Math and English faculty also continue to review pass rates each year and make changes in curriculum as needed to improve results.	Math, English and Science faculty. VPAA and Division Chairs review degree sheets and 2+2 articulation agreements. Assessment Committee and Curriculum Committee in reviewing data and making recommendations for placement and new courses.	Student success rate in subsequent/concurrent college-level course (as defined by a "C" or better) when students enroll in co-requisite course.	Data for each pathway has been tracked with results indicating pass rates in the credit-bearing classes for those students who take the supplemental courses and those students who need no remediation was the same for Math Applications but lower for both Math Functions and College Algebra. Data analysis will continue to be performed in the 2022-2023 academic year to verify whether curriculum adjustments have narrowed this gap.

High Impact Strategy – Co-Requisite Support Courses (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
For the Fall 2022 semester, NOC is piloting a co-requisite science course. All degree sheets at NOC are reviewed annually to ensure the math courses recommended are appropriate based on pathways for transfer.			
Fiscal Impact: Changes here have substantially decreased the required number of credit hours students enroll in for remediation needs. While this has a positive impact for the students, it has resulted in a reduction in revenue for the college. If we see increased persistence rates then there could potentially be a positive impact			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Holistic course placement has been fully implemented, allowing students to enroll with a lower ACT score. Concurrently enrolled students, however, are not eligible for holistic placement. In Fall 2021, students had the option to be placed by ACT scores, by modular ACT assessments used in secondary testing or by holistic measures based on high school courses completed and GPA. This	NOC's Assessment Committee reviews all changes in placement guidelines. Testing Center directors are members of this committee along with division chairs and faculty in math and English, and the Director of Institutional Research, who tracks date related to placement scores	The measure of success for the pilot is that students who are holistically admitted have comparable retention and success rates as those students who were admitted based on primary test scores (e.g. ACT or SAT) alone. Success rates (defined as "C" or better in credit-bearing class) are tracked for students who are placed based on ACT scores as well as those placed based on holistic enrollment guidelines.	Since we piloted the holistic placement program during the academic year prior to the pandemic, we have had lower enrollments and few students admitted holistically, so we do not yet have enough data for a valid comparison. Many students, especially high- performing students, are enrolled for their first semester of college prior to the completion of their senior years, so they do not yet have official transcripts to verify final high

High Impact Strategy – Course Placement (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
practice is continuing in 2022 with a more concentrated effort on making students aware of the holistic placement option. Guidelines for holistic placement stipulate that students may be admitted into a college bearing class if they have completed 4 years of high school math or English with a minimum 3.0 cumulative GPA and an "A" or "B' in each subject course.		.	school GPAs. Thus, they largely enroll based on test scores and do not subsequently request to be holistically placed. For the first time this year, NOC is hosting targeted enrollment days and advisors are reaching out to students who could qualify for holistic placement, so we could see an increase in these placements for the 2022-2023 school year.
Fiscal Impact: Ideally, in the future we see increased revenue through retaining more students as they see successes earlier on in terms of number of credit hours earned. We know the research shows students are discouraged by taking coursework for which they do not receive college credit. Currently, we know that fewer students taking remedial courses has negatively impacted our budget.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Through the enrollment management system NOC began using in the fall of 2020, we have a better ability to manage a student's academic plan to ensure they are completing any required remedial coursework within the 24-credit hour requirement.	Faculty advisors and retention specialists are responsible for communicating with students and checking enrollments to ensure this requirement is met.	We would measure success by determining that students are not requiring remediation beyond their second semester in college.	Since we have had decreased enrollment for the past two academic years, and we have only just fully implemented our new system, we do not yet have good data to track. Anecdotally, our co-requisite models seem to be really helping with meeting this goal.
Fiscal Impact: The potential for increased retention rates could have a positive impact on the budget.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
At each of our four locations (Tonkawa, Enid, Stillwater, and the University Center- Ponca City), NOC provides on-site access for qualifying juniors and seniors who wish to enroll concurrently; we offer "Online Live" courses via Zoom that may be taken by area high school students as well as all required general education courses in online formats. In addition, NOC offers courses on-site at Enid High School as part of their university center program. In Spring 2022, all area high schools were visited by the registration department in order to explain concurrent processes and recommend coursework.	The VP for Academic Affairs works with division chairs to develop a schedule of coursework for each of these locations. Instructors embed zoom links into their Blackboard courses for the courses being delivered in the "Online Live" format. The VP for Enrollment Management in coordination with the Assistant Registrars schedules the enrollment sessions at area high schools.	Concurrent enrollment numbers are tracked each year, and this enrollment is one measure of success for the institution; however, we would also like to see increases in the college-going rate for the region we serve.	While enrollment has not returned to pre-pandemic levels, we are seeing some success with new efforts to reach concurrent students. Assisting area schools with initiatives to improve the college-going rate will continue to be a focus of the 2019-2025 Strategic Plan, and NOC will further promote Online Live courses to give concurrent students greater access to coursework. Though it is too soon to know the full implications of these changes, current trends suggest positive results from the on- site visits at the area high schools.

Fiscal Impact: The state fully funding the tuition for high school seniors and now expanding to juniors has a positive impact on the college's budget.

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NOC does not currently have any Early College partnerships.			
Fiscal Impact: N/A			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NOC's VP for Enrollment Management has been a state leader in promoting reverse transfer. As such, he gave a presentation at the Statewide Transfer Conference held at Oklahoma State University in October 2021. Retention specialists under his guidance have joined him in contacting students who have completed a minimum of 60 hours through NOC and partner institutions. Student transcripts are then reviewed to determine if they qualify for an associate degree.	VP for Enrollment Management and all academic advisors who inform students about the options.	The best measure of effectiveness is the number of degrees awarded through reverse transfer.	While overall enrollment and degree production were down in 2021-2022 due to the pandemic and declining demographics, students continue to earn reverse transfer degrees that assist them in meeting general education requirements after transfer and open new employment and advancement opportunities. In 2019-2020, 257 reverse transfer degrees were awarded In 2020-2021___reverse transfer degrees were awarded.
Fiscal Impact: While this isn't a revenue generator in terms of increased enrollment, it certainly aids in degree completion and performance measures.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NOC is continuing its partnership with Autry Technology Center, a partnership that began in 2018 with a sponsored faculty position that allows NOC to offer the Respiratory Therapy degree and to take up to 15 hours in transfer. In 2020-2021 NOC joined the state agreement to offer an Associate of Applied Science and has been in conversation with area career technology centers to identify partnerships that align with this degree option.	Enrollment Management, Academic Affairs, and Financial Affairs representatives worked with Autry leadership to develop the Memo of Understanding. Dr. Deryl Gulliford directs the program	For the Respiratory Care program, prior to the MOU, students had to be directed to complete a "related" health degree for admission to the program so they could meet their associate degree requirement prior to enrollment. More timely degree completion will be the best measure of effectiveness as students are able to complete a Respiratory Care associate degree that combines program courses with targeted general education coursework.	The success of the Respiratory Care degree program is highlighted by the commendation letter received in 2020 by CoArc Accreditation, a recognition that only 1/3 of programs receive.
Fiscal Impact: Since the faculty position for Respiratory Therapy is 100% funded, this has a positive impact on the college's budget. Without this collaboration we would not be able to offer the program.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NOC makes PLA credit available for students but has had few applications for it other than ACE credit for military service.	The VP for Enrollment Management processes all requests for prior learning assessment. ACE credit is awarded based on standardized guidelines. All other PLA would be redirected to the chair of the academic discipline under review.	NOC will ensure guidelines are updated in catalog as changes occur.	NOC applicants for PLA have been largely limited to ACE credits.
Fiscal Impact: We could see a minor increase in revenue from students who choose to pursue the AAS in Applied Technology degree.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NOC is not currently working with ICAP data to advise students.			
Fiscal Impact: N/A			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
All NOC students participating in the Reach Higher Program are eligible to apply for any of the scholarships offered by the institution as well as the many scholarships provided by the NOC Foundation that are targeted to non-traditional, part-time, minority, and first- generation students. Please visit www. Noc.edu/students/future-students/scholarships for more information.	Kathleen Swain is the Reach Higher Coordinator		
Fiscal Impact: State Regents providing funding for marketing the Reach Higher program allows us to target a group of adult learners we likely would not have the funds to target otherwise.			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
An annual meeting is held following the receipt of the Reach Higher reward letter to plan	The Marketing Director organized, scripted and distributed all Reach Higher marketing during the 2021- 2022 Reach Higher Marketing campaign.	Attendance at event and subsequent enrollments.	Attendance was light in the launch year of the Reach Higher Event. Due to the pandemic, the Spring 2000 and Spring 2021 events were cancelled.
Fiscal Impact: State Regents providing funding for marketing the Reach Higher program allows us to target a group of adult learners we likely would not have the funds to target otherwise.			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NOC has not developed an institution-level policy for micro-credentials and badging.			
Fiscal Impact: N/A			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
This past year communications went out to faculty and staff from the Professional Development Coordinator making them aware of the opportunity to take any non-credit course in Coursera's catalog at no cost to them. .	DeLisa Ging, NOC's Professional Development Coordinator.		Employees completed courses in areas ranging from studies in classic Greek culture to Data Visualization and Dashboard using Excel. The number of individuals using the program did not justify the continued expense.
Fiscal Impact: This was an area the institution cut from the budget for the upcoming FY.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NOC tracks completion and success rates for a number of cohorts, looking at demographics, first-time students, First Generation students, probationary students, and other groups as requested. As part of an institutional assessment plan, data are reviewed for success rates and completion rates in general education and program coursework. Classes across all modalities are tracked for pass rates, and experiential learning is tracked (e.g. internships, job shadowing, etc.)	The Director of Institutional Research provides data analytics for all research studies.	Graduation rates Success rates Comparative data for course modes of delivery Qualitative data, such as student engagement and satisfaction surveys.	An annual Fact Book is compiled and posted online to share all results: https://www.noc.edu/academics/institutional- research/factbook-and- institutional-dictionary/ All general education and program assessments are reported on the following page of the website: https://www.noc.edu/academics/assessment/ Student internships are featured on the following web page: https://www.noc.edu/students/current-students/careerandtransferservices/career-transfer-services/
Fiscal Impact: Data assists us in prioritizing budget items.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NOC has participated in Complete College America meetings focused on 15 to Finish and has incorporated a video promoting it in all freshman Orientation courses. Academic advisors are encouraged to promote it as well. The importance of this initiative is discussed in the Targeted Enrollment Dates NOC holds on each campus during the summer.	All academic advisors Retention specialists All Freshman Orientation Instructors	Reduced time to degree and fewer credits over the required 60 for an associate degree	All degree programs have been streamlined to reduce the credits required; the majority require 60 hours with a few exceptions in areas such as nursing and other applied science degree programs.
Fiscal Impact: Little to no cost to promote; better use of student financial aid dollars as they hone in on what they really need to be enrolled in each semester.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NOC purchased a new Student Information System that was launched in November 2020. Students can use this system to review their degree progress online and also to identify the number of additional courses that may be needed if they change their majors. Emails were sent to continuing students concerning how to use the new system to register and screen shots were provided online for common processes, including how to use the degree review. This feature of myNOC is also showcased at the Targeted Enrollment Days for incoming students. A unit in the Freshman Orientation class is devoted to using and understanding the degree audit function. Retention specialists reach out to students who have completed substantial coursework but did not re- enroll at the institution.	Module managers for Registration (VP for Enrollment Management) and Advising (Academic Affairs) participated in train-the-trainer sessions, as well as division chairs, who then assisted with training in each department. Additional training will be provided during In-Service meetings in Fall 2022.	The annual student satisfaction survey will be used to tack ease of use, and degree audits will be manually checked for accuracy. Students returning to school after a hiatus would be a measure of effectiveness.	On the Spring 2022 Student Satisfaction Survey, students reported a 3.76 out of 5.0 level of satisfaction when asked to respond to the following: "The new enrollment and registration system (j1, myNOC) functions for me." Comments suggested we need to work on additional training sessions and communication pieces to assist with their navigating the system. We have not yet tracked the number of returning students as a result of these efforts.
Fiscal Impact: Any time we can reclaim a student it has a positive fiscal impact.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NOC has not developed an institution-level policy in relation to OER, but we do have a policy that encourages retaining the same textbooks for three years in fields that would not be disadvantaged by more frequent updates. Faculty also align textbook selections so that the same book is used for all sections of the course. Faculty work with the bookstore for electronic access to texts that are more affordable, and may faculty have opted to select free online resources for individual sections.	Faculty, Division Chairs, Bookstore Manager.		
Fiscal Impact: OER has negatively impacted bookstore revenue; however, it allows students to use their personal funds and aid dollars more effectively.			

Oklahoma City Community College (OCCC)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS.

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Beginning in Summer 2022, the Engineering Department and Science, Engineering, and Math division are hosting an Engineering camp to help reinforce math and science skills taught in the academic year. The plans are to continue this annually.	Engineering Faculty Division Dean of Science, Engineering, and Math	Quality of final project Feedback from engineering professionals. Number of attendees that continue to enroll and successfully complete math throughout their high school plan of study.	Implementation is pending.
Fiscal Impact			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact			

TRANSFORM REMEDIATION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
The English program began using co-requisite courses in 2015 so that students would not be required to take remedial courses. Currently, students take both ENGL 0111 (English Composition Companion) and ENGL 1113 (English Composition I) at the same time.	Writing Program	Success is defined as achieving a final score of 70% or better in the course.	Data from Summer 2019 to Summer 2021 shows ENGL 1113 has a success rate of 67.78% overall. Recent data (fall 2019) on ENGL 0111 success rates, however, shows only 25.1% of students were successful versus 74.9% who were not. The numbers have fluctuated since the time of the program's inception. The highest success rate appeared in fall 2016 when 53.4% were successful compared to 46.6% who were unsuccessful. A course redesign is being piloted that will allow for better integration of the co-requisite courses. No data is available yet on the outcomes of those efforts. Co-requisite courses (companion labs) have been created and offered at scale for students taking

High Impact Strategy – Co-Requisite Support Courses (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Co-requisite courses in the Science, Engineering, and Math Division include additional supports needed to assist student success in linked credit bearing course. Separate co-requisite courses exist for Pre-Calculus, Functions and Modeling, and Contemporary Math/Statistics.	Dean of Science, Engineering and Mathematics Entry Level Assessment Committee Director of Advising	Implementation of co-requisite remediation model will place a higher percentage of students directly into gateway courses and significantly reduce remediation courses. Analysis of the efficacy of the co-requisite model on the success of students in their gateway math courses and any subsequent mathematics courses. Analysis of persistence and retention of those placed in the co-requisite courses.	Pre - Calculus, Functions and Modeling, and Statistics/Contemporary Mathematics. All three were offered "to scale" beginning the spring of 2020. Prior to the Fall 2019 semester major changes were implemented in placement regimen for math courses which relied very heavily on high school GPA and math courses taken in HS. In Fall 2018 OCCC offered 109 sections of 3 credit hour remedial courses with around **2175** students enrolled (43% of math enrollment). In the Fall of 2021 OCCC offered 9 sections of 3 credit hour remedial courses with an enrollment of 84 students. An additional 9 sections of 1 hour co-requisite courses were offered with 135 enrollments. A total of **229** students (8.1% of total math) were placed in **any** sort of remedial mathematics coursework.
Fiscal Impact			

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			It is clear that the change in placement procedure has had a tremendous effect on enrollment of entering students in any sort of remedial math offering. It is not clear that this effect is appropriate. Enrollment in college-level mathematics has declined over this time frame (2018-2021) as well. Faculty and the Entry Level Assessment Committee will continue to evaluate the courses themselves and the placement criterion for entry to these companion courses. Data from the 2021-2022 academic year was affected by changes in placement procedures and course formats (e.g. online rather than classroom) in response to the COVID pandemic.
Fiscal Impact			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OCCC is aggressively moving toward a placement regime in mathematics and English that relies primarily on cumulative high school GPA. This follows AtD and national data indicators. Internally the placement methodology for incoming students taking mathematics courses will be reviewed and modified. COVID caused alterations to placement methodologies that had only recently been put into place (multiple measures). As students are active once again on campus OCCC will need to re-adjust placement procedures in response to data and the ability to give placement exams.	Vice President for Academic Affairs, Deans of Arts, English, and Humanities and Science, Engineering, and Mathematics; Director of Academic Advising; Registrar.	Student cohort success in gate-way courses; Student cohort persistence to subsequent level of English and/or Mathematics; Student cohort retention.	Students who meet the minimum qualifications for college level work using HS GPA of 2.5 or higher are allowed to enroll in appropriate college courses. Students with a HS GPA below 2.5 are required to also register for the one-hour companion courses.
Fiscal Impact			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OCCC has 25 Full-Time Student Success Advisors on staff. Each has a cohort of 300- 450 students assigned to them.	Student Success Advising – Student Affairs	OCCC has pre-requisite courses built into each course sequence. If required, remedial work is built as a pre-requisite and would be required to complete before starting the for-credit coursework.	With current placement policies and College practice for remediation, students are placed in co-requisite courses should remediation be needed.
Fiscal Impact			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
An increased focus on OCCC's concurrent enrollment has yielded an increase in the number of concurrent students enrolled to take courses from OCCC. This is a combined initiative between Academic Affairs and Student Affairs leadership to provide quality instruction that leads to degrees. Multiple meetings, phone and zoom calls, and emails have occurred to help K-12 officials assist us with the appropriate course placement to ensure completion of their high school diploma while meeting their career goals at the college level. We are in preliminary conversations with Moore-Norman Technology Center regarding the potential for concurrent enrollment at their site.	Associate VP of Academic Affairs VP of Student Affairs Directors of Admissions and Student Success Advising OCCC registrar	The number of concurrent enrolled students.	In the spring 2022 semester, we had an increase of 408 concurrently enrolled students.
Fiscal Impact			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We have signed MOUs with four school districts and will begin classes at those high schools in Fall 2022.We are hosting parent/student information sessions to educate on the program and the desired outcome. AEH's DCP (Digital Cinema Production) program is currently working with the Film Education Institute of Oklahoma (FEIO) to design a program for Oklahoma City Public Schools (OKC PS). DCP will supply courses so students could earn college credit, possibly leading to micro-credentials or certificates. Planning began in May 2022 for a January 2023 launch. This effort is an offshoot of the Early College program.	Academic Affairs and Concurrent Student Services under Student Success Advising.	Number of enrolled students, retention of those students.	Classes will start Fall 2022. We will have the first data in Spring 2023.
Fiscal Impact			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continue to partner with OU, OSU, and UCO to award the appropriate degree after students' progress to their institution.	Registrar	Number of student contact made. Number of degrees awarded via reverse transfer process.	OU: 485 students outreached to; 51 degrees posted. OSU: 146 students outreached to; 8 degrees posted. UCO: 37 students outreached to; 3 degrees posted. 62 Reverse Transfer degrees posted for FY 22 overall.
Fiscal Impact			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Automotive Technology (ATIP) and Information Technology (IT) Pathway from Technology Center We are in early conversations with Moore-Norman Technology Center about the potential of collaboration with them to partner to assist students with getting certificates and degrees. We partner with Oklahoma Career Tech institutions to award credit for certifications in Air Frame & Power Plant Technician, Medical Assisting, and Surgical Technology.	Division of Business and Technology Associate VP of Academic Affairs Division Deans and Chairs Registrar's Office	Transfers and Graduates Number of degrees awarded including credit from certifications	N/A 0 AASEngineering Technology 2 AAS Medical Assistant 7 AAS Surgical Technology
Fiscal Impact			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact			

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

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Digital Cinema Production (DCP) program is currently working on a number of initiatives to respond to the quickly growing need for professionals ready to work in the state's film industry.	The Chair and Faculty in the Digital Cinema Program.	Public interest in courses and subsequent placement in the field of work.	Nineteen participants completed the Grip and Electric course. At present, four have been employed on productions and there is the strong possibility that seven more will be hired soon.

High Impact Strategy – Micro-credentials and Badging (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
These efforts have included offering a five week intensive course in Grip and Electric for which a certificate will be created. The course ran from January to February 2022. DCP recently created a micro-credential in Set Construction. The program is also reviewing its current course offerings to assess whether some of its courses could result in digital badges or combined to produce standalone micro-credentials. Areas for growth have been selected with the input of Prairie Surf Studios. Workforce Micro-credentials (Computer Support, CAD, GIS, Digital Fabrication, Automotive Sales and Service)			
Explore micro-credentialing options for Child Development.	Division of Business and Information Technology Division of Social Science	Number of credentials and badges awarded Reach decision point regarding viability of establishing a micro-credentialing program for Child Development,	N/A In-progress.
Fiscal Impact			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We will use Sibme coaching software to aid students in the Child Development Program. This coaching software helps students improve interaction with child subjects.	Division of Social Science	Sibme will be implemented and utilized in Child Development Lab courses.	Sibme has been purchased for the Child Development instructors. It's first use was in the Spring of 2022. After a year of use its effectiveness and outcomes will be evaluated.
Fiscal Impact			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Student transcripts are audited if they were enrolled for a semester but aren't enrolled for the two following. If they have completed credit hours but have not applied for graduation, they are contacted. If they are eligible for a degree, we work with them to award the.	Registrar's Office	Number of contacts made that result in continued enrollment or degrees awarded.	For FY 22, 233 degrees and certificates were eligible to be awarded that the student had not applied for. 46 additional students were outreached to and awarded Diversified Studies degrees for which they had completed coursework.

High Impact Strategy – Degree Audit Program/Degree Reclamation (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
degree. If only a few additional hours are needed, we advise them and assist with enrollment			By semester: 21SU 29 degrees and certificates were eligible to be awarded that the student had not applied for. 19 additional students were outreached to and awarded Diversified Studies degrees for which they had completed coursework. 21F 90 degrees and certificates were eligible to be awarded that the student had not applied for. 17 additional students were outreached to and awarded Diversified Studies degrees for which they had completed coursework. 22SP 114 degrees and certificates were eligible to be awarded that the student had not applied for. 10 additional students were outreached to and awarded Diversified Studies degrees for which they had completed coursework.
Fiscal Impact			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
AEH currently uses OERs in the following courses: 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).	Chairs and coordinators in the various programs.	Students not having to pay for textbooks.	Master courses have been designed around OER, so they have been integrated fully.
Additional OER adoption has occurred including in English Composition I and II, US History, Astronomy, Calculus, and other areas. We will focus on ensuring all OER materials are accessible/ Section 508 compliant. The Center for Learning and Teaching	Lead Faculty and Department Chairs, Division Deans, with additional support from the Center for Learning and Teaching, and the Directory of Library Services Center for Learning and Teaching Staff and Lead Faculty	Number of courses using OER Number of courses/OER materials that are evaluated and updated after an accessibility check will be tracked.	27 courses using OER, with several others using supplemental materials. Plans for additional Math courses to add OER in Spring 2023

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
develops accessibility training resources sent out to faculty monthly and will conduct accessibility training before the Fall 2022 and Spring 2023 semesters. OCCC will work to find and adopt open educational and zero cost textbooks for its courses.	Division of Social Science	Increase in adoption of OER and Zero Cost Textbooks.	OER texts have been adopted for use in the following courses in the past academic year: SOC 1113, SOC 2023, SOC 2143, HIST 1713, HIST 1723, HIST 1613, HIST 1623, GEOG2603.
Fiscal Impact			

Oklahoma State University Institute of Technology (OSUIT)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
CCMR is being reviewed as an additional measure in consideration for determining student placement in mathematics at OSUIT. To date, the focus has been on math pathways to align students' academic and career paths (e.g., STEM, non-STEM).	Office of Academic Affairs Dean, School of Arts, Sciences & Health Mathematics faculty	Upon implementation, comparative data of student performance on CCMR and completion of college-level mathematics courses will be used to measure effectiveness	CCMR and peer institutions' practices and processes are slated for discussion during fall 2022
Fiscal Impact: Currently it is assumed that no additional costs will be incurred nor will revenue be generated in utilizing the CCMR for placement.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Yearly, approximately 1000 high school students visit the OSUIT campus for a day coordinated through Student Services, known as Career Encounters. In collaboration with Academic Affairs this day has the potential to expand high school students' understanding of career opportunities, facilitate exploration, and promote communication among high school representatives and students, OSUIT faculty, and OSUIT industry partners. Open dialogue and the exchange of ideas are essential to meet the needs of high school students in preparation for post-secondary education and career goals.	Office of Student Services Prospective Student Services Office of Academic Affairs Deans	Students' evaluation of the experience could contribute to the on-going development and value of the event for strengthening alignment among ICAP, high schools, and higher education, specifically OSUIT.	Data beyond the number of participants has not been collected to date.
Fiscal Impact: As planning and oversight of the event is primarily the responsibility of Student Services, associated expenses are specific to that office. A means to track ROI is necessary to determine if the investment of time and finances are serving the institution. On a broader scale, the impact of students pursing post-secondary education or training based on exposure to industry at OSUIT could positively impact Oklahoma regardless if the students enroll at OSUIT or extend their education elsewhere.			

High Impact Strategy – Math Pathways			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Provide advising maps for advisors and students to increase selection of mathematics courses aligned with career goals rather than defaulting to Pre-Calculus.	Office of Academic Affairs Academic Support Coordinator	Enrollment numbers in the Math Pathways courses: Pre-Calculus, Mathematical Functions & their Uses, Math for Critical Thinking, and Statistics	The name change from Algebra to Pre-Calculus was approved for the upcoming fall semester as was the addition of the business-focused math course, Mathematical Functions & Their Uses.
Fiscal Impact: With a relatively small number of students pursuing an AS degree in Business at OSUIT, it is predicted that costs specific to faculty load could increase with the addition of the Mathematical Functions & Their Uses course. As with any new course, enrollment in the course is difficult to predict and could result in a relatively small number of students enrolled in a course that counts as 3-credit hours toward faculty FTE.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OSUIT evaluates students' placement based on multiple measures including high school GPA, ACT/SAT scores, placement testing (e.g., Accuplacer), and students' self-reported level of comfort with reading, writing, and mathematics. Students demonstrating a need or interest in co-requisite support are enrolled in freshmen-level, credit-bearing courses in Composition, Technical Writing, or mathematics with the appropriate 2-credit hour co-requisite course. The co-requisite and college-level course are taught in tandem with one instructor assigned to both courses. The co-requisite course is designed to provide individualized and small group instructional support that aligns with the college level course's	Office of Academic Affairs Dean, School of Arts, Sciences & Health Student Support & Career Advisors Communications & Mathematics faculty	Alignment of enrollment numbers in co-requisite courses with students demonstrating need based on multiple measures Students' successful completion of both courses (co-requisite & college level) Students' performance in subsequent courses (e.g., Composition II)	The number of students in co-requisite courses averages less than 10 students per semester for composition and math courses. This has led to an evaluation of advising practices and advisors use of multiple measures. The advising structure was altered in March 2022 to centralize advising in each school and weekly training sessions for advisors began in July 2022.

High Impact Strategy – Co-Requisite Support Courses (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
objectives, assignments, and assessments. Students benefit in having one instructor for both courses in building supportive relationships, reteaching, and consistency in expectations.			
Fiscal Impact: In review of co-requisite courses at other institutions, OSUIT is offering co-requisite courses at double the number of credit hours offered at some peer institutions. These institutions appear to offer co-requisite courses at 1 credit-hour while OSUIT offers co-requisite courses at 2 credit-hours. This additional credit hour impacts student costs and faculty load. In respect to costs to the university, co-requisite offerings decreased personnel costs as the institution no longer employs faculty solely designated as remedial instructors.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OSUIT utilizes multiple placement measures to determine a student's academic proficiency in reading, writing, and mathematics. This academic proficiency can be demonstrated by any one of the following: • Transferring select college course credits from an accredited institution of higher education with a grade of D or higher • Submitting ACT/SAT scores: 19 in select subject areas on ACT; SAT Evidence-Based Reading and Writing 480, Math 530 • Submitting a valid high school transcript reflecting an unweighted cumulative GPA of 2.50 or higher • Submitting placement exam (e.g., Next Generation Accuplacer, ACT Compass) scores at or above the minimum required score on each appropriate component	Office of Academic Affairs Student Success & Career Advisors	Alignment of enrollment numbers in co-requisite courses with students demonstrating need based on multiple measures Students' successful completion of both courses (co-requisite & college level) Students' performance in subsequent courses (e.g., Calculus)	The number of students in co-requisite courses average less than 10 students per semester for composition and mathematics courses. This has led to an evaluation of advising practices and advisors use of multiple measures. The advising structure was altered in March 2022 to centralize advising in each school and weekly training sessions for advisors began in July 2022.

High Impact Strategy – Course Placement (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Discussion with an advisor regarding the time span since the student's last math and/or writing class, and the student's level of comfort with applicable course requirements			
Fiscal Impact: Costs to the institution are based on the small faculty to student ratio in the co-requisite courses. With a cap at 10 students per co-requisite course and a preferred ratio of 1:5, faculty load is impacted in that faculty receive 2 credit hours toward their required load but only serve a fourth of the number of students typically served in a standard general education course.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Roles and responsibilities for advisors were specified and explained in March 2022. Each school was assigned a Student Success & Career Advisor (SSCA) to ensure one point of contact per school with the expertise to address and resolve student issues concerning advising, multiple measures, pre-requisites/co-requisites, substitutions, enrollment, appeals, student self-service, graduation, and the like. Prior to the creation of these positions, Senior Administrative Assistants and faculty were primarily responsible for advising. For the SSCA, training will be offered weekly through summer 2022 and, at a minimum, twice per month through fall 2022. With two of the four schools at OSUIT having enrollment of more than 900 students, an assessment regarding the number of advisors needed in each school is being conducted.	Office of Academic Affairs Academic Support Coordinator Student Success & Career Advisors	Student persistence, retention, and graduation are measures of effective advising practices. Specific to advising students in need of co-requisite support, effectiveness will be measured by analyzing enrollment numbers against multiple measures requirements and training, as appropriate, will be provided for the SSCA.	To date, the Student Success & Career Advisors have attended at least two training sessions on the utilization of Banner Self-Service, DegreeWorks, and Dropout Detective in advising and supporting students at OSUIT.
Fiscal Impact: Personnel costs were increased with the addition of the Student Support & Career Advisor positions over the past fiscal year.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Concurrent enrollment is primarily led through the Office of Student Services as they oversee recruitment and admissions. The Office of Academic Affairs added the position of Program Support Strategist (PrSS) to each school in 2019 and, along with the Dean for the School of Arts, Sciences & Health (SASH), the PrSS are increasingly assuming responsibility for partnerships with public schools and the development/maintenance of MOUs.	Office of Student Services Dean, School of Arts, Sciences & Health SASH Program Support Strategist	Enrollment numbers specific to concurrent enrollment have been the primary measure of effectiveness for the Office of Student Services.	Concurrent enrollment at OSUIT has maintained a yearly enrollment of approximately 250 high school students with the exception of 2018 in which enrollment dipped below 200. Most recently, in fall 2021 there were 297 concurrent students enrolled.
Fiscal Impact: With the move to online during the pandemic, select public schools and their students are interested in continuing online courses rather than having instructors on site. Offering dual credit classes online has decreased travel expenses and has allowed faculty to better use their time in absence of driving to and from the public schools.			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Currently, early college is a topic for discussion. Conversations have taken place with select school districts but determining a funding source has stifled progress.	Office of Academic Affairs	An initial measure would be a partnership with a select school or school district and a detailed MOU ensuring no to low cost for students.	None
Fiscal Impact: None at this time.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Currently, the Office of Student Services oversees reverse transfers. Discussions related to graduation applications, financial aid, and student contact information need to be held. It is anticipated that as Student Support & Career Advisors build relationships with students throughout the students' time at OSUIT, student contact information will remain up-to-date and routine follow up/contact will be made between OSUIT and students. A flyer, Tweet, Facebook post, or other social media message about reverse transfer can be promoted to students leaving OSUIT who are pursuing a 4-year degree. Additionally, partnerships need to be strengthened with 4-year institutions to gain their support in facilitating reverse transfers.	Office of Student Services Office of Academic Affairs Academic Support Coordinator	Number of reverse transfers completed	Data related to the number of reverse transfers completed in the previous academic year and specifics regarding the most effective measures utilized to encourage/ support students in completing reverse transfers have not been analyzed.
Fiscal Impact: There does not appear to be any positive or negative impact financially for OSUIT regarding students' completion of reverse transfers. However, the benefits to the students and to Oklahoma could be substantial for individuals who are unable to complete their 4-year degree. Having earned an Associate degree, in addition to a high school diploma/GED, increases employability and household income; both positively contribute to the Oklahoma economy.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Oklahoma ShowWhatYouKnow website has been informative and useful in prompting conversations and the development of prior learning credit for coursework completed at Career Technology Centers. The Dean for the School of Arts, Sciences & Health has been active in collaborating with Green Country Career Technology Center in Okmulgee promoting a focus on transfer processes and prior learning credit. These topics, transfer and prior learning, are scheduled for discussion in the upcoming academic year to ensure OSUIT is serving students interested in transitioning from Career Tech to higher education.	Office of Academic Affairs Deans Academic Support Coordinator Program Support Strategists	The number of students pursing higher education coming from Career Technology Centers is a measure of effectiveness, as is the ability of students to utilize prior learning credits toward an Associate degree.	A base has been established for Career Tech transfers and PLA; the Oklahoma ShowWhatYouKnow website is consulted frequently. It will take the next academic year to adequately review, analyze, plan, and strengthen pathways that promote collaboration with Career Technology partners and students.
Fiscal Impact: The ability of students to use Career Technology Center credentials toward an Associate degree decreases their costs for tuition and fees. At only $5 per credit hour via PLA students truly benefit. The time necessary to refine and expand current PLA opportunities is a cost to the institution that the $5 per credit hour does not offset. While the cost of time may not have a fiscal impact, it certainly has a productivity cost.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The new AAS in Applied Technology degree has increased the number of students seeking prior learning credit. Utilizing the Oklahoma ShowWhatYouKnow website and revising former PLA processes at OSUIT, the institution is making progress to ensure consistency of PLA application, advisor and student awareness of PLA opportunities, and increased efficiencies in the PLA process.	Office of Academic Affairs Academic Support Coordinator Student Support & Career Advisors	A measure of effectiveness is the number of students pursuing PLA as well as the number of credit hours earned through PLA.	It will take the next academic year to adequately review, analyze, plan, and establish processes that promote PLA, ensure up-to-date practices, benefit students with industry recognized credentials and military training, and complement OSUIT's course offerings and experiences.
Fiscal Impact: During 2021-2022 the PLA Coordinator position was eliminated and the duties were assumed by the Academic Support Coordinator (ASC). The cost between the two positions were equivalent, however the role of the ASC is broader in nature, effectively decreasing expense by increasing responsibilities.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
None to date. As the advising positions are new, a great deal of training in advising basics is OSUIT's current priority. ICAP can be used to increase the ease of transition from high school to college and will be integrated in trainings over the upcoming academic year.	Office of Academic Affairs	N/A	N/A
Fiscal Impact: N/A			

High Impact Strategy – Embedded Certificates			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OSUIT has been approved to offer two embedded certificates in Culinary Arts beginning fall 2022. These certificates can be earned by students in pursuit of an AAS in Culinary Arts without taking additional courses. Students will benefit from earning a certificate following the completion of two semesters. Should a student need to stop-out prior to degree completion, they should be more marketable with a certificate evidencing their culinary knowledge and skills. The certificates are not replacements for an AAS degree. They highlight the students' evolving skill sets and demonstrate progress toward degree completion.	Office of Academic Affairs	Number of students earning certificates; student employment and wages prior to and following attainment of certificate(s).	The opportunity for students to earn certificates in Culinary Arts will begin in fall 2022.
Fiscal Impact: With the certificates being embedded in the degree program, no additional costs will be incurred by the university.			

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
. The Joint Committee on Pandemic Relief Funding – Transportation, Infrastructure & Rural Development Working Group funded the OSUIT proposal to develop and implement a fiber optic technician training program consisting of a series of short-term customized Advanced Fiber Technician training courses. This training will serve two purposes: to meet the need for skilled workers in high demand/critical occupations and allow for the expansion of broadband in rural areas.	Office of Academic Affairs Workforce & Economic Development	Enrollment and completion	Two letters of agreement have been signed with the Kiamichi and Wes Watkins Tech Centers and curriculum development building on an existing fiber cabling program developed and implemented by OSUIT with the Cherokee and Muscogee (Creek) Nations over the last eighteen months.
Fiscal Impact: In waiting for the decision to be made regarding grant funding, OSUIT invested $100,000 in fiber optic equipment. The funding of the grant is instrumental in ensuring training will be on-going.			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Discussions are taking place regarding opportunities adult learners have in regards to the Pell Grant and degree attainment. As students under the age of 24 are required to submit parents' IRS data, their access to Pell can be restricted. Adults, 24 years and older, are not required to submit their parents' information and are not unduly impacted by parents' decisions not to provide access to their tax information or by their parents' failure to file taxes. Recognizing that grant money is available and receiving effective advising about degree offerings, and flexible course delivery, OSUIT is investigating potential growth in adult learner populations and an increase in the number of Oklahomans benefiting from Pell grants over the next two to three years.	Office of Academic Affairs Office of Student Services Office of Financial Aid Student Success & Career Advisors	Number of Pell eligible students and enrollment numbers	Discussions are in the preliminary stage as additional research needs to be completed specific to Pell Grant eligibility and availability.
Fiscal Impact: There are no costs associated with investigating Pell eligibility and availability. Should opportunities exist, marketing targeted at adult learners would result in expenses for OSUIT that could be offset by increases in enrollment of adult learners pursuing degrees funded through Pell.			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
OSUIT Workforce and Economic Development (WFED) is working with UpskillOK through the OSRHE to offer micro-credentials and badging. WFED has received $65,000 from OSRHE to support faculty development and provide scholarships of up to $1,000 for students in the WFED Fiber Optics Training. The training programs were developed by WFED at the request of and in partnership with tribal and industry partners.	Office of Academic Affairs Workforce & Economic Development	Number of credentials earned	OSUIT was able to leverage an existing fiber optic cabling workforce training program and additional fiber optic training programs already in the early stages of development toward the establishment of its new micro-credential and digital badge offerings. Fiber Optic training will begin in mid-August
Fiscal Impact The funding received from the OSRHE was instrumental in facilitating faculty training, the purchase of training materials, and curriculum development. These costs, otherwise, would have been incurred by the institution. Students are also benefiting from the funding in way of scholarships.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
None at this time.	N/A	N/A	N/A
Fiscal Impact: N/A			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Utilizing FORVIS, an accounting and advisory firm, OSUIT has been reviewing financial data specific to course offerings, instructor costs, instructional costs, applicant yield, and more to inform decisions impacting OSUIT since 2017.	Office of the President Office of Fiscal Affairs Office of Academic Affairs	Contribution margin analysis	https://www.forvis.com/article/2018/08/from-surviving-thriving-story-margin-analysis
Fiscal Impact: FORVIS has more than paid for itself in the savings generated through more efficient and effective uses of OSUIT's resources.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
In a review of academic probation and academic suspension numbers relative to programs, it was found that a high percentage of students were being placed on probation at the close of their first semester and suspended prior to the beginning of their third semester. In investigating potential causes for this trend, it was found that course placement and advising were negatively impacting student performance, leading to students failing out of school. Reviewing student schedules and assessing course DFWI rates resulted in the identification that students were highly likely to be unsuccessful when taking a communications course, math course, and computer literacy course along with their program-specific courses in their first semester. Additionally, advising was negatively contributing to student progress as faculty were serving as advisors and were unaware of the need for students to retake courses they failed in order to replace failing grades and improve GPA calculations.	Office of Academic Affairs Deans Student Success & Career Advisors	Academic probation and suspension numbers DFWI rates Retention and graduation rates	To date, plans of study have been adjusted to balance student loads, separating communications and mathematics courses so as not to be taken in the same semester. Student Success & Career Advisors have been hired and are receiving training and Deans are monitoring DFWI rates in general education and program specific courses.
Fiscal Impact: Retention of students is more cost effective than recruitment. Maintaining student enrollment is financially beneficial for the students and for the university.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
An audit was completed on students from fall 2016-fall 2021 who had earned 75 or more credit hours. The initial report produced a list of 650 students. Of the 650 students, the initial review found that 141 of the students were eligible for graduation but had not graduated. A secondary review will be conducted with the goal of providing support to promote degree completion.	Office of Academic Affairs Academic Support Coordinator Student Success & Career Advisors	Degree completion	Multiple reasons existed as to why students had not graduated, ranging from the fact that the student never applied for graduation to the student had completed multiple technical courses from a variety of programs and was unsure of the possibilities for degree attainment. The AAS in Applied Technology has been beneficial in assisting these students in reaching their goal of earning a degree.
Fiscal Impact: Fiscally, OSUIT is not impacted by the 650 students' degree completion. However, the benefits to the students and to Oklahoma could be substantial. Having earned an Associate degree, in addition to a high school diploma/GED, increases employability and household income; both positively contributing to the Oklahoma economy.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
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.	Office of Academic Affairs Dean, School of Arts, Sciences & Health Faculty	Measures of effectiveness include the number of OER materials being used, student course evaluations, and student performance in the associated courses	Students have benefited in the consistency required across course sections so that instructional materials cost the same, or are of no cost, regardless of the instructor assigned to the course.
Fiscal Impact: Fiscally, students have benefited from the cost savings. Concerns have been raised regarding the impact on the bookstore as book sales have decreased.			

High Impact Strategy – Dropout Detective Early Alert System			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Faculty in general education courses are utilizing Dropout Detective, a third-party platform integrated in Canvas, to assist in the early detection of students who may be at risk for failing. Training in the effective use of Dropout Detective is planned for the upcoming academic year to promote the use of the tool in program specific courses.	Office of Academic Affairs Deans	The decreasing number of students being placed on academic probation and suspension, a reduction in those earning failing grades, and an increase in retention and graduation rates are measures of effectiveness.	The initial review, pilot, and implementation of Dropout Detective have taken longer than initially anticipated but has provided direction for professional development for faculty and staff in terms of intervention opportunities, effectiveness of communication, and responsibility for student performance.
Fiscal Impact: Retention of students is more cost effective than recruitment. Maintaining student enrollment is financially beneficial for the students and for the university.			

Oklahoma State University-Oklahoma City (OSU-OKC)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy - 12th Grade Math			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Expand concurrent math classes with various local high schools on their campus. • Work with high school counselors to help them better understand Math Pathways and guiding their students to the appropriate math courses for their intended major. • Timeline: Ongoing	• Math Department • Assigned faculty member • Office of Academic Affairs	Increased number of concurrent math courses hosted at partner high schools.	• Fa20 – Met. 5 off-site math courses hosted. 4 sections MATH 1513. 1 section MATH 1413. • Fa21 – 5 off-site MATH 1513 courses hosted
Fiscal Impact:			

High Impact Strategy - Concurrent Enrollment			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Expand concurrent enrollment opportunities to more high school and Career Tech partners. • Timeline: o Ongoing	• AVPAA • Academic Division Heads • Select faculty	• Increase in the number of concurrent enrollment partners over prior year (measured Fall to Fall). • Increase in the number of concurrent enrollment students from prior year.	• Fa20 – Partially met. 9 HS with 27 courses offered. 667 headcount. • Fa 21 – 8 HS and 1 Career Tech, 26 courses offered with 459 headcount.
• Adopt Open Educational Resources for concurrent enrollment • Liberal Arts plans to have 100% of concurrent courses taught with free or low cost OER by Fa19.	• Academic Affairs • Liberal Arts • STEM Division • Jason Stone	• Decreased costs of instructional materials. • General Education Courses using OERs by Fa19	• Campus-wide OER usage has been steadily increasing and has spread to outside general education courses. • Fa20 - Partially met. All but one gen ed course using OERs. The remainder will complete their transition to OERs by Fa21. • Fa21 – all concurrent courses with the exception of BIOL 1303, BIOL 1311, CIS 1113, and PLSC 1103 used OERS.
• Support concurrent enrollment with full-time faculty	• Academic Affairs • Liberal Arts Division • STEM Division • Initial College Studies Division	• Increased number of full-time faculty members • Decreased number of part-time faculty teaching concurrent	• Fa20 – Partially met. 85% of concurrent courses taught by full-time faculty. 11% taught by high school teachers vetted as faculty. 4% taught by part-time faculty. • Fa21 – of the 26 concurrent courses, 17 (65%) were taught by full-time faculty, 4 were high school/career tech teachers vetted as faculty with credentialing met.

High Impact Strategy - Concurrent Enrollment (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Develop an onboarding process for part-time faculty	• Academic Affairs • Center for Teaching and Learning Excellence	• Attendance at onboarding in-service events • Increased faculty satisfaction with onboarding processes	• Fa20 - Unmet - COVID-19 impacted the completion of this project. • 21-22 update - CTLE staff are currently designing content modules and resources for a blended (online and face-to-face) onboarding process for part-time faculty. The modules will contain a series of eLearning presentations on topics such as responsive teaching, promoting active learning, and instructional design, and will be available online on demand and supplemented by a resource site for part-time faculty. Additional information and resources will be developed in conjunction with OSU-OKC HR, and the appropriate
• Hire qualified high school teachers to teach our curriculum*	• Academic Affairs • Liberal Arts Dept. Heads • Liberal Arts Division Head • Math Dept Head • Initial College Studies Division Head	• Increase marketing of this possibility to partner high schools. • Increase the number of part-time faculty who also teach for a partner high school	• Continue to vet interested high school teachers. • More than 60 teachers' qualifications reviewed. ** • Fa20 – partially met. 3 teachers being used to teach concurrent across 3 sections. • academic units.

High Impact Strategy - Concurrent Enrollment (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
*Note: All faculty are being held to HLC Faculty Qualification Criterion of Masters in subject area or Masters + 18 graduate hours in subject area.	•	•	• FA21 – 2 high school teachers taught one section each of ENGL 1113 Composition I, and 1 career tech teacher taught BIOL 1303 and BIOL 1311. **HS teachers often have a master's degree, but not in a subject matter area. This leaves them lacking the minimum number of subject area hours to be qualified thus fewer high school teachers can be used.
Fiscal Impact:			

High Impact Strategy - Broaden Student Knowledge of Possible Careers			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Departmental hosting of high school, Career Tech, and other groups interested in the available career options.	• Department Heads • Program Leads • Faculty	• Maintain the number of students on campus touring facilities/ speaking with program representatives year to year.	• Historically hosted in Spring. • Unmet – Unable to complete/no data for Sp20/21/22 due to COVID-19.

High Impact Strategy - Broaden Student Knowledge of Possible Careers (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Actively recruiting high school, Career Tech, and other interested student groups	• Division Heads • Department Heads • Program Leads • Faculty • Admissions/Recruiting	• Increase the number of visits to local high schools and career techs. • Attend health-related events hosted by local high school/career tech partners.	• Fa20 - Partially met - Virtual informational sessions hosted for concurrent enrollment students that included discussion about majors/careers that are available through our programming. • Other activities unavailable for Sp20/Sp21 • Sp22 – Recruiters attended events as schools opened up to visits and schedules allowed.
• Participate in regional events highlighting workforce programs	• Academic Affairs • Division Heads • Department Heads • Faculty • Academic Advisors • Recruiting	• Continued participation in program. • Increased number of students reached. • Increased number of students interested in participating degree programs.	• Police Science participated in "Sciencefest Oklahoma" 2016-2019; this event was cancelled 2020-2022 due to COVID-19. • The Police Science, Fire Protection, Paramedicine, and Public Safety Management programs were highlighted in the Penn Square Mall Fall Safety Festival in Oct. 2021 with faculty and advisor participation.

High Impact Strategy - Broaden Student Knowledge of Possible Careers (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Introduce students to workforce career options with on-site events.	• Academic Affairs • Division Heads • Department Heads • Faculty • Admissions/Registration • Recruiting	• Increased number of students attending on-campus events.	• Spring ’22 - OSU-OKC hosted Indian Youth Career Day with 130 students attending, representing 30+ tribes; students were able to interact with divisional vendor tables and discussed career options in areas such as Fire Protection, Police Science, and Paramedicine. • Summer ’22 - Working with area high schools to identify interest in a Fire Academy course for juniors and seniors that could be offered in Fall 2023. OSU-OKC and Western Heights High School began the discussion. • PLSC 1103 Introduction to Forensic Science was offered in Fall 2021 to Cristo Rey students on site on the OSU-OKC campus (43 enrolled).
Fiscal Impact:			

TRANSFORM REMEDIATION

Every Oklahoma institution will implement transformational models of remedial placement and support through a statewide phased implementation and refinement process.

High Impact Strategy - Co-Requisite Remediation			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Consistent with the OSRHE/CCA efforts to decrease time in developmental courses, we have developed co-requisite models of math courses. • Timeline: o Ongoing	• Division of Initial College Studies	• Students successfully complete both the support and college level components of the co-requisite modeled courses. • Positive feedback from students regarding the combination of college level math and a support math class.	• Personal anecdotes from students continue to be positive • Fa19 - 73% success rate (A, B, C). • Fa20 - 54% success rate. Special Note: Large percentage of withdrawals due to COVID/distance education challenges for this already academically at-risk group. • Fa21 – 89% completed (110 of 123) with a 62% success rate (A, B, or C) among the completers and a 55% success rate including withdrawals (68 of 123)

High Impact Strategy - Co-Requisite Remediation			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Consistent with the OSRHE/CCA efforts to decrease time in developmental courses, we have developed co-requisite models of English courses as well as a combination reading/writing course that reduces a coursework sequence from 4 to 2 courses. • Timeline: o Ongoing	• Division of Initial College Studies	• Students successfully complete both the support and college level components of the co-requisite modeled courses. • Positive feedback from students regarding the combination of college level composition and a support composition class.	• Fa19 - 83% success rate (A, B, C) for both developmental and credit-bearing course. • Fa20 - 60% success rate. Special Note: Large percentage of withdrawals due to COVID/distance education challenges for this already academically at-risk group. • Fa21 – In reading/writing combo course, of those students who completed the course, 63% (92 of 145) completed with an A, B, C but only 50% who started the class completed (92 of 183) without a W or AW. While the ongoing challenges of the pandemic may continue to affect this high-risk population, additional work on retention efforts will be a focus for 22-23.
Fiscal Impact:			

High Impact Strategy - Course Placement			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Update assessment plan to include transition to Accuplacer Next Gen • Update assessment plan to include CCMR as math-ready placement. • Timeline: o Spring 2020	• Office of Academic Affairs	• Communicate transition to new Accuplacer Next Gen placement tool. • Communicate shared values about CCMR. • OSRHE approval to update assessment plan to include Accuplacer Next Gen tool and use CCMR as math-ready placement.	• Completed. Fa21 – Due to COVID, exception guidelines were used for placement, allowing students to use high school GPA and/or in-house assessments. OSU-OKC will request an exception for continued practice in the fall.

High Impact Strategy - Course Placement			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Evaluation of placement product/processes • Timeline: o Ongoing	• Committee consisting of AVPAA, Director of Testing and Assessment, ICS faculty and staff, English faculty, Math faculty, and the Office of Institutional Effectiveness and Accreditation	• Regular review of placement product to assure currency of cut scores and evaluate effectiveness. • Evaluate success of students placed into courses based solely on GPA due to COVID-19 interim guidelines for admissions and placement.	• Context: A recent CCA webinar revealed that HS GPA had a long-term correlation with success in entry-level course work greater than that of placement exams, including ACCUPLACER. • Fa21 - In-progress – Ongoing OSRHE-allowed interim guidelines as a response to COVID-19 allow for admissions and placement based on GPA. This will give us the opportunity to evaluate GPA vs. placement exams in terms of student success.
Fiscal Impact:			

High Impact Strategy - Improved Level of Support for Coursework			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Hire Success Coach o Hiring: Su19	• VP Academic Affairs • Division Head ICS	• Finding a candidate that fits within the OSU-OKC culture and that prescribes to the strategic principles.	• Fa20 - Completed. • 2021-2022 - Drop-out Detective, an early intervention tool, was piloted with academic success coach serving as lead user in contacting students who were identified in early alerts as at risk. In fall 22-23, OSU-OKC will look at expanding services.
• Tutoring o Tutor.com • Timeline: o Ongoing	• Office of Academic Affairs	• Providing widest possible offerings of tutoring available through selected vendor. • Continued to increased use of platform. • Positive student experience with online tutoring.	• OSU-OKC has all applicable, available subjects activated for student use. • Fa21 – 185 sessions, 273 total hours • Sp22 – 146 sessions, 218 total hours • Top subject: Math (accounted for 112 sessions and 184 hours)
Fiscal Impact:			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

Develop, implement, or expand a "Program Equivalent Project" that bridges Career Tech course completion to certificate and Associate in Applied Science (AAS) degree completion in the community colleges. Projects may also include college and university partnerships in reverse-transfer initiatives for certificate and associate degree completion.

High Impact Strategy - Reverse Transfer			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Expand reverse transfer initiatives to include our 4-year partners	• Student Experiences	• Identify former OSU-OKC students who transferred to a 4-year school. • Continued identification of eligible students by 4-year partners. • Student knowledge of the reverse transfer processes improved from prior years.	• This has become standard operating procedure vs. a special initiative. • Select 4-year partners send us lists of potential reverse transfer students and sends contact information enabling us to contact the student for next steps in completion of their associate degree. • Select student groups receive regular communication regarding reverse transfer.
Fiscal Impact:			

High Impact Strategy – Cooperative Agreements/Contracts			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• With the dissolution of the Cooperative Alliance processes across the state, OSU-OKC focused efforts on expanding PLA agreements vs. contractual agreements.	• Office of Academic Affairs • Recruitment • Program leads • Department Heads • Division Heads	• Consistent or increased number of PLA opportunities from prior year.	• Fa19 - We have increased our PLA credit opportunities to 550 credit hours across our programs. • Fa20 - Met – Increased our PLA credit opportunities to 673 hours across our courses and programs. • 2021-2022—OSU-OKC met with various career technology centers to identify new opportunities for program partnerships using PLA. Follow-up conversations focused on aligning PLA for Police Science, Fire Protection, Public Safety Management, and Criminal Justice programs. • FA21 - PLA options-224 hours • Tech Transfer-46 hours • CAP Inventory-494 hours for a total of 762 hours

High Impact Strategy – Cooperative Agreements/Contracts (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Continued marketing of OSU-OKC degree programs and certificates to Career Tech students.	• Recruitment	• Increased number of Career Tech student applicants over prior year.	• Fa20: Met - We had 574 applicants from career techs. • 2021-2022 - Position posted for Career Technology Center Coordinator but no qualified candidate found to date. • Fa21 – We had 890 applications from students who reported they had attended a career tech.
Fiscal Impact:			

High Impact Strategy - Prior Learning Assessment			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Continued expansion of Prior Learning Assessment (PLA) opportunities to identify certificates, credentials, and experiences worthy of college credit • Degree program faculty provide opportunities for students with prior learning and skills in their subject areas to test out of appropriately levelled coursework. • Other accepted credit mechanisms such as CLEP, AP, IB, etc. • Timeline: o Ongoing	• Academic Division Heads • Office of Academic Affairs • Career Tech Outreach • Program Leads/Dept. Heads	• Increased number of hours earned through PLA over that of prior year. • Student awareness of PLA opportunities increased over prior year.	• Sp18 received exemption to the 12-credit hour rule. • Fa19 – 1,172 credit hours of PLA credit awarded. • Fa20 – Met. 1,919 credit hours of PLA credit awarded. • Police Science continues to award the most PLA credit. • New MOU signed in Spr 22 for partnership with Oklahoma Highway Patrol/Department of Public Safety to award up to 39 hours of credit in PLA for completion of the OHP Academy. • Fa21 – 1,269 credit hours of PLA awarded.
Fiscal Impact:			

High Impact Strategy - Math Initiatives (Gateway Math, Math Advising, Degree Clusters, etc.)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Review degree program math requirements to better meet the new OSRHE Math Pathways requirements	• Office of Academic Affairs • Division Heads • Department Heads • Program Leads • Faculty	• Increased number of programs who have reviewed math requirements and made modifications based on new math courses	• Completed: All degree program leaders/faculty have had conversations with Math Pathways leaders and made applicable math changes. • Completed: New programs will plan math requirements based on new math course structure. • Fa20 - Complete - Existing programs have met with math faculty and updated degree sheets. • FA21 – New program LOIs addressed math requirements based on articulation agreements currently in place.
Fiscal Impact:			

High Impact Strategy - Course Scheduling and Offering Efficiencies to Expedite Completion			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Academic divisions will continue to review enrollment data and course offerings to look for efficiencies and opportunities in scheduling future classes in order to expedite student completion of degree programs. • Timeline: o Ongoing	• Office of Academic Affairs • Academic Divisions • Department Heads • Program Directors	• Increase in course sizes over prior year, as applicable. • Decrease in the number of closed or cancelled courses from prior year. • Improvement in student satisfaction with scheduling from prior year.	• Complete - This is now standard operating procedure vs. a special initiative. • Sp22 – Course sizes are being reviewed post COVID to account for shifting guidelines for social distancing and budgetary needs.
Fiscal Impact:			

High Impact Strategy - Continued Identification of Pathways for Students to Transition to Four-year Institutions after Graduation			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Continue to expand and renew articulation agreements with OSU campuses through our Finish Orange initiative, as well as with other local four-year schools • Timeline: o Efforts began 2014 o Continued implementation ongoing	• Office of Academic Affairs • Division Heads • Department Heads	• Increase in the number of articulation agreements over prior year.	• Fa20 – met. New agreements with OC, finalizing five additional agreements with UCO, and renewed articulation with OSU-STW in Business. • Sp22 – All agreements with UCO were updated for 22-23. Articulation agreements are being drafted to update those with OSU-Stillwater.
Fiscal Impact:			

ADULT COMPLETION

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

High Impact Strategy - Reach Higher Direct Complete (Lumina Workforce Completion)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Consistent with the Direct Complete program, identify students who have completed 45 or more credit hours. • Evaluate new Degree Works program to see if it will allow batch review of student transcripts • OSU-OKC provides many of the 2017 critical occupations as majors: o Diagnostic Medical Sonography o Electronics Engineering Technology o Nurse Science o Radiologic Technology o Veterinary Technology	• Dept. Heads • Division Heads • Office of Academic Affairs • Office of Student Services • Advisors	• Identify students with 45 or more hours completed and not currently enrolled in degree core courses • Increase awareness of Direct Complete initiative with faculty and staff. • Market Direct Complete initiative to students • Evaluate identified programs ability to increase	• No data to report. OSU-OKC did not officially engage in this initiative.
Fiscal Impact:			

High Impact Strategy - Reach Higher Flex Finish (Organizational Leadership and Enterprise Development)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Continued advisement towards current Reach Higher degree programs approved by OSRHE • Timeline: o Ongoing	• Office of Academic Affairs	• Consistent or increased number of Reach Higher degrees conferred from prior year	• 19-20 – 250 degrees conferred • 21-22 – 109 degrees conferred in Enterprise Development (pending final review by Registrar)
Fiscal Impact:			

High Impact Strategy - Partnerships with Business/Industry to Provide Adult Degree Completion Opportunities			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Continue and expand partnerships with business and industry to form cohorts for degree completion opportunities • Timeline: o Ongoing	• Office of the President • Office of Academic Affairs • Office of Community Engagement	• Consistent/increased number of business partner related cohorts over previous year.	• We continue to host business partner related cohorts for the Oklahoma City Fire Department and The Foundation for Oklahoma City Public Schools and their Bilingual Pipeline Project cohort. • Fa21—OSU-OKC began a partnership with Tinker Fire Department for coursework in Paramedicine. • We continue outreach to local, regional, and national organizations to be a source for both professional development opportunities and degree programs.

High Impact Strategy - Partnerships with Business/Industry to Provide Adult Degree Completion Opportunities			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact:			

High Impact Strategy - Micro-credentials and Badging			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Initiate conversations about micro-credentialing and badging in both our credit and non-credit areas	• Academic Affairs • Community Engagement	• Host meetings within academic affairs to identify early opportunities for this initiative. • Host meetings within community engagement to identify early opportunities for this initiative. • Engage with advisory boards to identify potential micro-credentials and badging that will lead to a real impact in a student's ability to both obtain a position and to advance in position.	• Unmet – OSU-OKC has not formally begun the review and planning for micro-credentials and badging. • Given OSRHE policy guidance under consideration, the campus is reviewing how these will be incorporated into the campus' curriculum processes. • 2021-2022--OSU-OKC signed on for the OSRHE micro-credential initiative and has been working with industry partners to develop options. Medical coding and billing are two early programs being developed with current non-credit options transitioning into credit options.
Fiscal Impact:			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Develop dashboards and other data visualization mechanisms from our existing data lake in support of this effort.	• Institutional Reporting • Institutional Effectiveness and Accreditation • Office of Academic Affairs	• Meet to discuss data needs. • Develop initial data dashboards • Develop initial benchmarks.	• Fa20 - Unmet – Efforts to begin in earnest in 2021-2022 AY. • 2021-2022 - Initial work on dashboards was completed in Spring 22 and was supplemented by analytics contributed by a data partner, Bear Cognition. The position of Director for Institutional Effectiveness was open throughout the spring semester and a candidate accepted the position in June 2021.
Fiscal Impact:			

High Impact Strategy - 15 to Finish			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Several course textbook/ software being replaced by other providers that are not only more user friendly but are comparable or superior in content to get students through required math courses; with an emphasis on finding products that are inexpensive or OER. • Timeline: o Ongoing	• Math department • Full-time math faculty	• Comparison of student performance/satisfaction between the old and new material.	• Historically, we have seen students who have successfully completed degree requirements, except for their required math. • This, coupled with Math Pathways, will be used to improve successes in Math and related courses/coursework. • 19-20 - final conversations with Math faculty about transition to OER. • 20-21 - faculty to transition to OER resources. No identified issues or changes in performance between products. • 21-22 - OER courses were compared to non-OER courses with data confirming that the OER classes had higher completion rates and GPA.

High Impact Strategy - 15 to Finish (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Courses are sequenced for students to be able to enroll in 15 credit hours in both Fall and Spring terms, enabling completion within the two-year timeline for AAS degrees • Timeline: o Ongoing	• Academic Division Heads • Department Heads • Program Directors • Student Services	• Increased completion/graduation from prior year.	• Over the last two years, several areas have modified their degree programs to be a total of 60 credit hours in support of this initiative. • Degree Works, a plug-in to our student information system, will allow a student to determine their progress towards their intended degree program or certificate. It will also allow students to, "What if...," to determine their progress towards other degree programs as well. • Fa20 – Unmet. Technical issues and COVID have postponed campus-wide implementation of Degree Works. • Spr 22 - a new push to reduce credit hours closer to 60 minimum needed for an associate degree led to the reduction of hours in a number of programs (30 reduced hours in total). Work has continued on implementing Degree Works with a projected completion of Fall 2022.
Fiscal Impact:			

High Impact Strategy - Degree Audit Program			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Seeking math requirement changes in a range of OSU-OKC degree programs to begin movement towards a math pathways model: a substantial movement towards math course requirements centered more on applications of math (General College Math or Statistics) rather than college algebra (which is specifically designed to prepare students to excel in calculus). • Timeline: o Completed	• Math department • Full-time math faculty • Initial College Studies (ICS) Division • Division Head – ICS • ICS Math faculty • Department Heads • Program Directors	• Evaluating math requirements for degree programs. • Completion of 1:1 meetings with math faculty and program faculty	• Met - Program updates have been submitted and approved. This initiative is complete. • New program paperwork and program revision paperwork for math courses keep this conversation at the forefront of future curricular updates.
Fiscal Impact:			

High Impact Strategy – Advising (including interest assessment and labor market data, informed choice of meta major/major, early support and guidance, use of ICAP)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Virtual advising initiated to manage ongoing advisement during campus operations interruptions.	• Student Experiences	• Advisement services continue during campus operations interruptions.	• We implemented virtual advising as our response to COVID. • Student and staff report being satisfied with the process to date; however ongoing assessment will occur through the strategic planning process launched in spring of 2022.
Fiscal Impact:			

High Impact Strategy - Commitment to Quality Online Instruction			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Evolution of existing online course quality initiatives • Timeline: o Ongoing	• Office of Academic Affairs • Center for Teaching and Learning Excellence	• New development of campus quality standards. • New standards to be consistent with national standards	• New director for instructional design efforts hired in 2019. • Recent approval to hire additional instructional designers and a media specialist. • Early efforts towards standardization, especially within academic areas, underway. Business faculty served as pilot.

High Impact Strategy - Commitment to Quality Online Instruction (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Ongoing faculty development and provision of stipends for faculty who undergo online quality training • Timeline: o Ongoing	• Office of Academic Affairs • Cowboy Quality e-Learning Center	• Increased student satisfaction with redesigned courses. • Improved success rates (A, B, C) with redesigned courses.	• These stipends will continue once the new standards are established and development provided.
Fiscal Impact:			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Continued investment in and support of faculty developing, collecting, and/or publishing OER content.	• Academic Affairs	• Increased number of courses using OER textbooks.	• OSU-OKC has been invested in OERs for almost five years. • All general education courses use OER resources. • Many program areas/courses also use OER resources. • OSU-OKC continues to provide stipends to faculty for OER development.
Fiscal Impact:			

Redlands Community College (RCC)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fourth year high school math course (Algebra III) developed and modified by Redlands and El Reno High School based on CCA	VP of Academic Affairs Math Department Head and faculty El Reno HS math faculty	Successful completion of the high school course with a grade of C or higher	ERPS Superintendent reports good results and will be continuing the program in 2022-2023.
Fiscal Impact; No financial impact at this time.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We do not have anything at this time but are exploring options in this category	VP of Academic Affairs Exec Director of Student Services	N/A	N/A
Fiscal Impact; No financial impact at this time.			

High Impact Strategy – Concurrent Enrollment			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Modify our concurrent offerings to meet the demands of students eligible for concurrent enrollment	• Admissions & Advising staff • Department Heads • High School Liaisons • VP of Academic Affairs	Successful completion of concurrent coursework	In AY 2021-2022, we had the third largest concurrent enrollment headcount in the State of Oklahoma. The successful course completion rate with a grade of 'C' or better, of concurrent students this academic year was 95.9%
Fiscal Impact: Positive impact with the State Legislature allowing 100% reimbursement for concurrent seniors AND juniors.			

High Impact Strategy – STEM Program Development			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Blue STEM Partnership	• El Reno High School • Yukon High School • USDA Agriculture Research Station • Redlands Community College	Successful completion of Redlands' NASC 1013 – Experiential Applied Scientific Research and NASC 1023 – Advanced Experiential Applied Scientific Research	A total of 8/8 students completed NASC 1013 with a C or better. A total of 7/7 students completed NASC 1023 with a C or better.
Technology Center Math Program	• Canadian Valley Technology Center • Redlands Community College	Successful completion of courses	Seven sections were offered with 61 enrollments across the sections; 56 enrollments were completed successfully with a grade of 'C' or better
Technology Center Biology class	• Canadian Valley Technology Center • Redlands Community College	Successful completion of courses	One section was piloted in Spring 2022 with 8/10 students completing the course with a 'C' or better

High Impact Strategy – STEM Program Development (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Undergraduate Research Class	• STEM and Honors Faculty and VP of Academic Affairs • • • •	Successful completion of Redlands Community College NASC 2012- Introduction To Applied Research In Science and NASC 2014 Methodology Of Applied Research In Natural Sciences by all students.	A total of 6/6 students completed the NASC 2012 or 2014 course with a C or better.
Honors Undergraduate Research	• STEM and Honors Faculty	Successful completion of STEM course with a B or better thereby receiving an 'H' notation on transcript.	Fall 2021: Four students selected honors projects in STEM based course with all four completing the requirements for Honors. Spring 2022: Three students selected honors projects in STEM based course with all three completing the requirements for Honors.
STEM presentations	• STEM and Honors Faculty	Successful completion of an oral or poster presentation at Redlands Community College Honors, Service Learning and Research Symposium.	Fall 2021: three of the four students presented their STEM based on honors project at the symposium. Spring 2022: two of the three students presented their STEM based on honors project at the symposium.
	• All Faculty • NASA	Successful completion of a five-week self-paced online course	2020-2021 cohort: A total of seven students participated in course with six completing it.

High Impact Strategy – STEM Program Development			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
NASA Community College Aerospace Scholars (NCAS)		where scholars learn about NASA missions and research. Invitation to and successful completion of a virtual, hybrid, or live engineering design experience.	Five of which participated in the virtual engineer design challenge. One of which was an RCC student. 2021-2022 cohort: A total of thirteen students are currently participating in the course (will end June 6). All of which are RCC students.
Fiscal Impact: Positive impact on enrollment and retention likely because of great STEM experiences that lead prospective and current students to want to come to or continue to attend Redlands.			

High Impact Strategy – Early Exposure Programs			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Through various experiential learning opportunities offered to K–12 students, participants are exposed to college learning environments and strategies for future academic success Redlands students participate in research and development of projects centered on community service	• Service Learning college credit coursework • Upward Bound • K-12 schools in service area • NASNTI Parts A and F • Idea Network for Biomedical Research Excellence (INBRE)	Service Learning: Redlands students have the opportunity to successfully complete a service learning course that utilizes research and development components in an innovative curriculum focused on community service.	Due to the lingering effects of the pandemic, the Service-Learning program was temporarily suspended in 2021-2022. However, a live, hybrid course has been established for Fall 2022 in an effort to generate new student interest and redevelop our community partnerships. ERPS plans to welcome our service learning students back for Fall 2022, in anticipation of all pandemic-related effects waning.

High Impact Strategy – Early Exposure Programs (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
		Upward Bound: Annually serve 64 9-12 grade students in college preparatory experiences; at least 60% of seniors who successfully complete the program enroll in a post-secondary education program NASNTI Parts A and F: Offer presentations to pre-college Native American and low income students that expose them to the college environment	2021-2022: 64 students participated in annual program with 100% of the 12 seniors planning to enroll in college. 2022-2023: Plan on serving 64-67 students, depending on recruiting results with at least 85% of seniors expected to enroll in college by Fall 2023. NASNTI Part A: 2021-2022: Participation in one state level agriculture conference and one national conference related to STEM in conservation; conducted 7 in-person and 8 virtual tours/Zoom info sessions with K-12 students, with a total headcount of 412 students; conducted information sessions for a total outreach of 17 K-12 teachers; participated in the state Future Farmers of America convention in Tulsa, OK, and have contact cards for over 300 students in grades 8-12; held opportunity meetings with 5 tribal education groups, targeting STEM related majors at Redlands; sent flyers to 50 schools (k-12) with at least 10% minority enrollment.

High Impact Strategy – Early Exposure Programs			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			2022-2023: creating some additional virtual tour options, collaborating with the Department of Agriculture to promote programs, developing some short format workshops to provide introductions to targeted program areas for both educators and students. NASNTI Part F: 2021-2022: Virtually attended the National Conference on Race and Ethnicity in Higher Education, virtually attended the Tribal Public Health Conference. 2022-2023: Attend the National Conference on Race and Ethnicity in Higher Education, attend the NASPA First-Generation Student Success

High Impact Strategy – Early Exposure Programs (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			Conference, virtually attend the Zero Suicide Summit, provide virtual counseling through BetterHelp for Redlands students, provide outreach to campus community and tribal community regarding mental health services available at Redlands, facilitating ongoing training and technical assistance on student health issues for Redlands Native American and/or low-income students and Redlands faculty/staff, piloting assessing and addressing constituent students' needs. This includes but is not limited to mental health issues, physical health issues, substance abuse, victimization, life traumas, and any other barriers that may impede a student's success, develop a faculty mini-grant program which utilizes Universal Design in Learning
		INBRE will offer community outreach program to support science education in public schools	For academic year 2021-2022 a total of $35,000 was awarded with roughly $19,000 allocated to purchase STEM based materials

High Impact Strategy – Early Exposure Programs (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			and equipment for 12 area schools: Binger-Oney, Caney Valley Middle School, Caney Valley High School, Fort Supply, Gracemont, Hennessey, Tuttle, Aline, Union City, Morrison, Maysville, and Clinton. Schools submitted a list (with justification) of items up to 1000.00 in addition to a second list if additional funds were available. A total of $10,000 was used to purchase Lego robotic kits to be used in a workshop hosted by RCC for K-12 teachers in the Fall. Roughly $6000 was used for Redlands items: research course and lab resources.
Fiscal Impact: Positive impact on enrollment and retention likely because of great early exposure experiences that lead prospective students to want to come to Redlands.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Remedial Pathways for Math and English	• Math/English Dept Heads • ACE (Academic Center for Enhancement) Director • Academic Advisors • VP of Academic Affairs	Continuing in the fall 2021 semester, offer at least 2 sections of co-requisite English and co-requisite Math	Fall 2021: English – 3 sections with 57 students enrolled; 47/57 success rate Math – 5 sections with 37 students enrolled; 23/37 success rate Spring 2022: English – 4 sections with 28 students enrolled; 20/28 success rate Math – 4 sections with 39 students enrolled; 29/39 success rate Fall 2022 plans: English – 4 sections offered Math – 5 sections offered Spring 2023 plans: Spring schedule not finalized until October 2022
Fiscal Impact: Positive retention anticipated with better holistically-prepared students via a co-req model			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Multiple Measures for entering students: • High School Transcript and GPA • GED transcript since 2014 • Highest level of English and • Math completed • ACCUPLACER • ACT / SAT Scores • Fourth year high school math course developed and modified by Redlands and El Reno High School based on CCA	• VP of Academic Affairs • Academic Advisors ACCUPLACER Site Coordinator • ACE Director • English and Math Department Heads • El Reno High School math faculty	Evaluate accuracy of placement based on course completion	All students are being advised using the multiple measures model and placed appropriately. Since implementation of multiple measures and co-requisite placement, we were able to decrease the amount of traditional remediation courses
Fiscal Impact: Positive retention anticipated with better holistically-prepared students via a multiple-measures approach to advising and placement			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
• Multiple measures for entering students • Highest level of English and math completed • ACT/SAT scores • ACCUPLACER	• VP of Academic Affairs • Academic Advisors • English and Math Department Heads	• Multiple sections and delivery options are offered each semester for remedial and co-requisite courses in English and math • Remedial and co-requisite courses are prerequisites for college-level English and math courses	Fall 2021: 27 sections with 359 students, completing with a 244/359 success rate Spring 2022: 17 sections with 166 students, completing with a 96/166 success rate
Fiscal Impact: Positive retention anticipated with better holistically-prepared students via a multiple-measures approach to advising and placement should result in completion of remediation within the first 24-hours of enrollment			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – LPN to RN

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Analyzed career tech LPN graduates for LPN state licensure to give credit for first semester of RN nursing program	• Nursing Department Head • Nursing Faculty	Successful completion of RN program	No LPN to RN students admitted or graduated for the 2021-2022 academic year, due to limited clinical slots because of the pandemic and OBN and ACEN program reviews. Plans to admit LPN to RN students are in the works for spring 2023.

Fiscal Impact: Potential increase in enrollment is anticipated when the LPN to RN program is restarted

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Reverse Transfer Initiative	• Registrar • Academic Advisors • Redlands Institutional Research and Effectiveness with National Student Clearinghouse Student Tracker product	Continue to monitor academic work of students who transfer out to another institution for possible reverse transfer.	Eighteen students graduated in the 2021-2022 academic year as reverse transfers.

Fiscal Impact: Increasing the number of graduates has been demonstrated to have a positive impact on the students and the State

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
AAS in Applied Technology	• Canadian Valley Technology Center • Redlands Community College	Successful completion of degree program	No completions to date, as the degree, options, and emphases were created during the 2021-2022 academic year. We do not expect many results in the upcoming year, as we are just now getting students enrolled in the AAS program which can take at least 1-2 years to complete.
Fiscal Impact; Positive impact anticipated with increased enrollments and eventually graduates			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Evaluation of learning, work experiences, and training per OSRHE record L definitions	• Registrar • ACE Director • Dept. Heads in OSRHE qualified areas • VP of Academic Affairs • Institutional Research and Effectiveness	Students presenting documentation with relevant experience or training are provided eligibility notification within 30 days	Approximately 125 PLA experiences evaluated and granted credit for the 2021-2022 academic year.
Fiscal Impact; Positive impact in retention of students who feel that their “life and career experiences” are worth college credit			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We do not have anything at this time but are exploring options in this category	VP of Academic Affairs Exec Director of Student Services	N/A	N/A
Fiscal Impact: No financial impact at this time.			

High Impact Strategy – Academic Advising for Special Populations			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Pre-enrollment and special enrollment sessions created for targeted populations	• Admissions & Advising staff • Executive Director for Student Services	Increased participation of high school seniors enrolling in college	187 students in targeted student populations (concurrent, new freshmen, athletes, ambassadors, TRiO) enrolled for Fall 2022
Fiscal Impact: Focus on early enrollment helps with retention and, potentially, graduation			

High Impact Strategy – Campus Tutoring Centers			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
ACE, NASNTI STEM, and TRiO SSS Tutoring Centers: provide peer and professional tutoring in all subject areas with emphasis in high risk subjects	• ACE Director • NASNTI STEM Director • TRiO Staff	Peer tutoring centers (ACE, NASNTI STEM) will be available for a minimum of 30 face-to-face hours per week Online tutoring will be offered and utilized by ACE, NASNTI STEM, and TRiO SSS	ACE Tutoring Center sessions: Summer 2021 – 2 for 1.1 hrs Fall 2021 – 530 for 525.8 hrs Spring 2022 – 211 for 219.3 hrs NASNTI STEM Tutoring sessions & total time for semester: • Summer 2021 – 17 for 290 hrs by ZOOM only • Fall 2021 – 902 for 2450 hrs by ZOOM and F2F

High Impact Strategy – Campus Tutoring Centers

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
			• Spring 2022 – 307 for 1126 hrs by ZOOM and F2F TRiO SSS Tutoring: 32 students were served in fall 2021 and 56 students were served in spring 2022 during online and in-person individual tutoring opportunities. Tutor.com online tutoring sessions & total time for semester: • Summer 2021 – 42 for 21.9 hrs • Fall 2021- 64 for 35.1 hrs • Spring 2022 – 75 for 42.7 hrs
Fiscal Impact: Tutoring impact should lead to increase course success, retention, and potential graduates			

ADULT COMPLETION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
None to date; currently exploring options with business and industry in applicable academic programs	VP of Academic Affairs	N/A	N/A

Fiscal Impact: No financial impact at this time.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Provide information to interested adult students throughout the year	Academic Advisors	Monitor graduates in the Reach Higher degrees	Twenty-three students completed their Reach Higher degree of an AA or AS in Enterprise Development in academic year 2021-2022. Four students completed the Certificate of Mastery during the academic year. Offered two Reach Higher recruitment fairs, both with extended office hours, on July 22 (4 students attended) and on March 28 (0 students attended).

Fiscal Impact: Increased funding related to program completion goals and retention of students through to graduation

High Impact Strategy – Scholars for Excellence in Child Care			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Scholars for Excellence in Child Care	• Child Care Providers • OSRHE • SECC Coordinator	Continue SECC program by identifying eligible students and helping them bridge the work experience to college course work, and potentially lead toward advanced certification for students	The program coordinator performs regular site visits to work with the students and child care centers to assure students continue to meet requirements of the program and achieve success. Two of the measures designed to help students achieve success include delivery of textbooks and demonstration of online tutoring. The coordinator also reviews the tuition scholarship agreements to assure students continue to meet the terms.
Fiscal Impact: Maintaining fiscal expense, since this is partially funded by OSRHE and DHS; increased funding related to program completion goals and retention of students through to graduation			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
None to date; currently exploring options with business and industry in applicable academic programs	VP of Academic Affairs	N/A	N/A
Fiscal Impact: No financial impact at this time.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
None to date; currently exploring options with business and industry in applicable academic programs	VP of Academic Affairs	N/A	N/A
Fiscal Impact: No financial impact at this time.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Zogotech – Predictive Analytics software	• NASNTI Part F • Institutional Research & Effectiveness • Selected academic and student services departments for the pilot group	Software is being utilized effectively across campus to track necessary information about students and attempt to assist students flagged by the predictive analytics software	The software usage was not sufficient to warrant Redlands assuming the cost when the NASNTI Part F grant funding the pilot concluded. Redlands will begin exploring other options for big data analytics, such as potentially the OFFN network.
National Student Clearinghouse Student Tracker	• Institutional Research & Effectiveness (IR&E) • Registrar's Office	Data analytics from Student Tracker used for strategic planning	IR&E continues to maintain and grow the database for Redlands data regarding transfer outs and graduates, post-Redlands, and utilizes the data to keep the OSRHE Task Force for Higher Education data updated. The Registrar's Office uses Student Tracker to assist in identifying students eligible for reverse transfer, as part of the previous DWD initiative.
Fiscal Impact: Increased funding related to program completion goals and retention of students through to graduation			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Course rotations and programs of study for course planning and registration built in Ellucian Colleague Add marketing announcements to Blackboard pages Create on-campus rollout plan for presenting the 15 to Finish initiative	• Academic Advisors • Institutional Research and Effectiveness • VP of Academic Affairs • Department Heads • Executive Director of External Affairs & Marketing • Executive Director of Student Services	Increased participation of academic and faculty advisors in helping students realize the importance of full-time enrollment of at least 15 credits per semester	Ongoing training of academic and faculty advisors of the 15 to Finish initiative; initial meeting held with College Success department head to develop a class activity focusing on the 15 to Finish campaign. Planned awareness campaign to include staff t-shirts, table tents, banners, and posters to enhance the campaign and increase student participation in "15 to Finish".
Fiscal Impact: Increased funding related to program completion goals and retention of students through to graduation			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Degree audits of students with a minimum of 50 hours	• Academic Advisors • Registrar • Institutional Research and Effectiveness	Increase in number of students applying for graduation	269 degrees granted in 2020-2021 277 degrees granted in 2021-2022
Fiscal Impact: Increased funding related to program completion goals and retention of students through to graduation			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Review availability of OER and alignment with curriculum	• VP of Academic Affairs • Department Heads • OCO Representative	Increased faculty adoption and usage of OER	Expanded offering of OER resources into more academic areas, upon successful review of the academic year 2020-2021 pilot. Academic areas offering OER materials: accounting, art, business, college success, economics, English, history, humanities, management, math, political science, psychology, sociology, and speech.
Fiscal Impact: Reduces cost of attendance on students			

Rose State College (RSC)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Students who have completed CCMR with an A are eligible for college-level math in all Pathways Students who have completed CCMR with a B are eligible for General College Math, Functions & Modeling, and College Algebra WITH Studio.	Academic Advisors	Scores in College Level Math	TDB We are in the process of implementing coding to track this high school course and subsequent enrollment. So far, we have had only a few students provide documentation of completing the CCMR course.
Fiscal Impact: This strategy should not have a fiscal impact as we are utilizing current staff			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Recruiting staff works with the high school counselors to stress the importance of ICAP in preparing HS students for college. They visit with high schools to speak directly with the students, parents and counselors	Student Engagement Office	Concurrent success rates	TBD
Fiscal Impact: Current recruiting staff works on this initiative so no staff fiscal impact but there could be a need for fewer Co-requisite courses and more College level courses requiring increased numbers of faculty.			

TRANSFORM REMEDIATION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
English, Reading, and Math co-requisites have been implemented.	Various program chairs	Pass rates in Co-requisite/Studio courses and associated college level courses	Enrollment in co-requisite courses has increased relative to the numbers of enrollments in traditional remedial courses, particularly in ENGLISH

Fiscal Impact: The ability to offer additional co-requisite courses is impacted by funding to support additional instructors

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
RSC will analyze the predictive value of Accuplacer as a placement factor and develop a new metric for placement of students.	Jeff Hicks (First time student advising)	Correlation	Multiple Measures was changed to offer a GPA-only placement option. First semester course pass rates are being examined for students who are placed using GPA vs. students who are placed using test scores (ACT, SAT, ACCUPLACER). Current outcomes (Academic year 2021-2022) are being compared to previous Academic years 2018-2019 and 2019-2020. Math course analysis is complete. Reading and English course analysis to be completed by Fall 2022.

Fiscal Impact: Fiscal allocations limit the amount of time that can be dedicated to analyzing the data from the Multiple Measures initiative as we are limited to current staffing numbers

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Within the PeopleSoft System remedial coursework is tracked and reported on the Advisement printout.	All Advisors	Placement in Correct Courses	Students are being placed more accurately but this process is ongoing, we will continue to monitor
Fiscal Impact: The fiscal impact is minimal as current staff monitor placement			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We have created two different degree pathways, Liberal Arts & General Science to help concurrent students recognize a longer-range goal for degree completion. We are in the process of developing a Healthcare Pathway to help students considering any healthcare field.	Jan Bugby & Terrance Grayson	Number of concurrent students on a declared pathway	In process
Fiscal Impact: The fiscal impact is minimal as current staff are developing the new pathway. Training of concurrent advisors & recruiters will be needed, but that can be done within normal operating hours during the semester.			

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Our campus has previously set up a default of "undecided" as the degree for all concurrent students. We are in the process of developing new coding that will still identify them as concurrent, but on a declared degree pathway.	Megan Bryant & Jan Bugby	Ability to identify which concurrent students have committed to a degree pathway apart from those who have not.	In process
Fiscal Impact: This should have no impact on our budget needs. It is an internal change in our procedures.			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
N/A			
Fiscal Impact:			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Graduation Office works with the 4-year institutions to obtain lists of transferred students.	Graduation Office	Number of students who are able to earn degrees	Graduation rate has improved
Fiscal Impact: The process is implemented by current staff and would be greatly enhanced if we were able to hire another staff member, not currently in the budget.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Currently seeking a part-time staff member to work with the Career Tech Centers due to the resignation of a staff member	Academic Affairs	Increased enrollment	TBD
Fiscal Impact: Will require hourly wages.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Previously, we have had a dedicated employee who helped our military students convert various military licenses into course credit. We are changing that strategy to build a team of personnel who can help serve students at Tinker Air Force Base with an increased presence on base to at least 20 hours a week during peak enrollment periods, and 15 hours per week otherwise.	Terrance Grayson	The number of actual hours on base, plus steady or increased enrollment	We are in the process of hiring part-time staff to help cover TAFB.
We have a campus-wide initiative currently underway to review and update all CPL assessments to enhance our CPL processes. This initiative will include centralized location for all exams, process for administration of the exams, and grading contacts.	Academic Affairs	Completion of the repository of CPL exams.	In process
Fiscal Impact The hourly wages of a part-time staff position working 20-25 hours per week.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
A Collaboration with the Concurrent Office and Student Engagement was formed earlier this year with the intention of helping our high school education partners in exploring career opportunities and assisting students to discover career preferences.	Megan Bryant & Jan Bugby	Number of students who have committed to a degree pathway.	In process
Fiscal Impact: There may be additional staffing needs as we implement the pathway and begin using it as a recruiting aid as this process will take longer than current strategies.			

ADULT COMPLETION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
It has been announced by OSRHE that scholarships will be available in FY'23 for Reach Higher students. We look forward to seeing the scholarship criteria and determine how we can maximize the impact to our Reach Higher population.	Terrance Grayson	Correlation between Scholarship usage & Graduation Rates/Retention	TBD

Fiscal Impact: We do not anticipate an impact on our budget.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
N/A			

Fiscal Impact:

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Workforce office is currently developing criteria for badges, as well as reaching out to industry to determine needs.	Center for Workforce Excellence	Micro-Credentials created Retention/Degree Completion/certificate completion	In process
Fiscal Impact: Cost of a badging vendor will have ongoing impact to budget.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We currently use Coursera to help build pathways and meet workforce needs. A new Director of Career Services has been hired and will help us identify needs of workforce partnerships & our students.	Center for Workforce Excellence	Enrollment in Coursera sessions.	In process
Fiscal Impact: Salary of Director is currently in the budget; Cost of a third-party partnership will have an ongoing cost.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Data Analytics is ongoing through Academic Affairs and the Assessment Committee	Academic Affairs	Retention/Persistence	ongoing

Fiscal Impact: We are currently evaluating the IR position to prepare for posting. This is not a new position but will possibly transitioning to a different area.

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
N/A			

Fiscal Impact:

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
The graduation office and some academic advisors run reports of students who have hours nearing a degree but no degree yet awarded. The students are then contacted to encourage them to enroll or apply for graduation.	Graduation office and Academic Advisors	Number of students who complete the degree	TBD

Fiscal Impact: We do not anticipate a cost to our budget as current staff are being utilized for this audit process.

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
As members of the Online Consortium of Oklahoma we plan to use their grant process and hope to be able to complete at least one OER using Pressbooks.	Dana J. Lindon-Burgett and various faculty.	Grant award & student satisfaction.	In Process
Fiscal Impact: If we receive a grant, that will help cover some release time for faculty to develop OER. But additional release time may be needed to complete OER for an entire course.			

High Impact Strategy –			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The Liberal Arts division utilizes or has written several OER options for Humanities courses, including our high enrollment Composition courses. They are currently developing an OER option for a Reading Course.	Dean Castillo and various faculty.	Student success & satisfaction	In Process
Fiscal Impact: Significant savings for students. Any cost associated will be absorbed by the faculty member time			

Seminole State College (SSC)

Institutional Degree Completion Plan
2022-2023

Focus on Readiness. Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Seminole State College participates in the K12 Conversations and College Transitions Working Group. Together with the SREB, OSRHE, and participating Oklahoma K12 schools, the group is helping make the SREB College Career Math-Ready course available to high school seniors to increase college-readiness in math and reduce math remediation for incoming high school graduates. The course will be taught at participating high schools by high school faculty trained in teaching the course. Math faculty have also reached out to service-area high schools to initiate long-term communication regarding college-readiness in math. (SAE-2, SS-2)	Melissa Bryant, Emily Carpenter, SSC Math Faculty, Britney Honsinger, SSC Entry Level Advisors, Returning Student Advisors	Reduction in the number of first-time students from service-area high schools who require math remediation. Increase in the frequency and regularity of conversations between SSC math faculty and service-area high school math teachers and guidance	SSC is committed to accepting a letter grade of B or better in the SREB College Career Math-Ready course as demonstration of college-readiness in math. Due to the sparsity of participating schools in our service area, progress toward achieving goals has been problematic. SSC has implemented a Multiple Measures Rubric to further measure placement for students scoring below a 19 on the ACT In fall 2021, 2 students were admitted with credit for the SREB CCMR Course. The students placed directly into college level mathematics courses.

Fiscal Impact: Enrollment into college level courses for 2 students.

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Though ICAP has not been universally adopted or tailored to higher education, we utilize ICAP ideology in all aspects of advising students and developing academic plans to fit a student's career pathway. However, our most direct relationship with ICAP is when working with our concurrent students. We utilize what students have developed in ICAP sessions at their high school to place them in the correct math pathway. Often our dual enrollment students are coming in better prepared and with a better understanding of their goals under ICAP.	Britney Honsinger, Director of Advising	Success of concurrent students in Learning Strategies course.	Awareness of the ICAP has been an issue. We have many more faculty and staff who are aware of the ICAP now.
Fiscal Impact: Expect an increase in enrollment when created.			

TRANSFORM REMEDIATION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
SSC has fully implemented co-requisite remediation in mathematics and language arts. More than 90% of SSC students requiring math and language arts remediation completed their remediation by being co-enrolled in a transitional (developmental) course. The remaining students who are the most challenged academically take only a single intensive transitional course in math or language arts before they take college-level math and composition along with a co-requisite remediation course. By design, all students have the opportunity to complete remediation and college- level gateway courses in math and English in their first year. (SAE-2, SS-2)	Math Faculty and STEM Division Chair Emily Carpenter Language Arts Faculty and LAH Division Chair Jessica Isaacs	Full implementation with some revisions.	Completed with improvement in process as necessary.

Fiscal Impact: The students remediated through a co-requisite course were able to enroll in other courses related to their major. The success of these students will improve the course completion rate and graduation rate at SSC, thereby impacting the fiscal affairs at SSC. This should increase students completing degrees for transfer.

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SSC uses ACT scores, math and English test scores, and a placement rubric to place students in remedial or college ready courses. For students who do not score above a 19 in math or English, SSC uses a placement test and/or a multiple measures rubric. In math, the test is made by the math department. The rubric then includes the test score, the grade made in high school Algebra II, self-confidence test, and the high school GPA. In English, the placement test is the ACCUPLACER. The rubric includes the ACCUPLACER score, the grade made in English IV, a self-confidence test, and the high school GPA. (SAE-2, SS-2)	Math and English Department. Britney Honsinger, Director of Advisement and Recruitment	Full implementation with some revision	In progress. Two students admitted who completed the CCMR Course. Multiple Measure English Rubric: 28 tested, 21 passed Multiple Measure Mathematics Rubric: 53 tested, 20 passed
Fiscal Impact: The students who passed were able to enroll in other courses related to their major. The success of these students will improve the course completion rate and graduation rate at SSC, thereby impacting the fiscal affairs at SSC.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Policy, JCIS Reporting, registration/enrollment hold system. Policy is established for staff and students in catalog. Director runs reports each semester of students who have not met remediation. Hold is placed on student account. Director of advising approves all enrollments for those who have not remediated.	Director of Advising – Britney Honsinger, Advisors, Students	Number of students over 24 hours without remediation.	Because SSC enrolls each student and places holds on those students who have not remediated, we have had no students who do not remediate.
Fiscal Impact This process has kept some students from enrolling, but most students are able to complete the degree in a timelier manner because we work with them in advising.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
SSC reaches out to area high schools to increase concurrent enrollment to both juniors and seniors. (SAE-1)	Britney Honsinger, Recruitment Specialist	Data on headcount and credit hour production from semester to semester.	Fall 2021 – about 380 concurrent students; 27% increase from previous fall semester. This is 16% more than the previous year increase
Fiscal Impact: In fall 2021, these concurrent students generated over 2100 credit hours.			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
SSC plans to begin Early College in spring 2023.	VPAA	Number of students enrolled in the program.	In progress
Fiscal Impact: In progress			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SSC collaborates with four- year institutes to improve the transfer articulation and two plus two agreements to improve reverse transfer. (SS-4)	Registrar, Sheila Morris	Graduation Rates	According to the 2021 IPEDS Data, 32% of SSC students graduate in 150% of normal time which compares to 29% of the comparison group of students who graduate in 150% of the normal time. In 2021, SSC had 5 reverse transfers.
Fiscal Impact: Reverse transfers allow students to obtain degrees from SSC which in turn allow more credits to transfer for the student. For the student, this is a great benefit. SSC needs more personnel to focus on reverse transfer students.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SSC has contracts with Gordon Cooper Technology Center for the Physical Therapy Assistant Program, Medical Lab Technician Program, and Engineering Technology Program, Business Operations, and Applied Technology. We have plans to increase our efforts with Wes Watkins Technology Center. We also work with their LPN program to recruit those students to our LPN-RN Online Program. (SS-4)	Shakira Stafford, Kelly Hankal, Tammy Kasterke, Crystal Bray and Jarrod Tollett, Tammy Kasterke.	Increase in enrollment and graduation, increase in activities with the career technology centers.	Transfer students from SSC completed courses at ECU, OU, and UCO at a rate of 89.8% with 166 Bachelor's Degrees awarded to SSC students from these institutions. Working with career technology centers including Gordon Cooper Technology Center in Shawnee and Wes Watkins Technology Center in Wetumka.
Fiscal Impact: At the present time, we plan to accept more LPN to RN students from both of these technology centers. The career techs are wonderful about the willingness to share funds with SSC to provide salaries for the instructors and also classroom sites if necessary.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SSC has completed program level assessment and now has moved to course level assessment. SSC is in the process of participating in a statewide initiative to work with students to award credit for Prior Learning through nationally recognized tests.	All faculty	Student success from one semester to the next.	Retention rates. IPEDS 2018 Retention 54/57 2019 Retention 61/57 2021 IPEDS Data, 32% of SSC students graduate in 150% of normal time which compares to 29% of the comparison group of students who graduate in 150% of the normal time.
Fiscal Impact: none yet			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Through our freshman seminar class, Learning Strategies, students participate in activities such as researching different majors and career choices. As students who have created an ICAP begin to matriculate from high school to college, the Student Success Coordinator will begin to increase the use of the ICAP in Learning Strategies.	Steve Bolin, Student Success Committee Chair	Increase in concurrent student graduation rates. Lesson plan implementation using the ICAP and other OSRHE dashboards.	Not enough data from ICAP yet since it was just fully implemented last school year.
Fiscal Impact As the students come in with experience in the ICAP course, we expect to see them focus on graduating in 2 years. We do need more than one person to be able to focus on working with high schools in our service area.			

ADULT COMPLETION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
SSC has continuously worked with the community to increase nontraditional students through the grant. We have hired a recruiter to advocate adult and nontraditional learners to apply to the college. (SAE-2)	Kim Pringle and Melanie Rinehart	Data will be collected as requested by Reach Higher program.	Report generated and reported through Reach Higher.

Fiscal Impact We were able to offer weekend and after hour opportunities for enrollment with these funds. We hope to continue these events.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
SSC is collaborating with other four-year schools to increase the number of Associate and Bachelor's degrees through added two plus two programs. (SS-4, SAE-5)	Recruiter, Faculty	Retention and Graduation rates	Our new SIS system is collecting data to determine students graduating due to the two plus two programs. We have an articulation agreement with UCO in Organizational Leadership using our Enterprise Development Degrees.

Fiscal Impact More students enrolled in the Enterprise Development degree programs.

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SSC is working with area businesses to create micro-credentials specific to the business. We continue to educate SSC employees, and area businesses, and students about the opportunities provided with micro-credentials.	Director of Online Programs	Number of micro-credentials awarded	None
Fiscal Impact We hope that using micro-credentials to engage students and local businesses will increase enrollment at SSC.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
We are using Coursera to offer the training courses requested by businesses.	Director of Online Programs	Number of micro-credentials awarded using Coursera	None yet
Fiscal Impact We hope that using Coursera to engage students and local businesses will increase enrollment at SSC and also increase the number of students enrolling in high demand degree programs.			

High Impact Strategy – 100% Online Degree Programs			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SSC has received permission from OSRHE to offer several 100% online degree programs. SSC has created an office specifically for the Online Degree Programs. The process includes enhancing our online presence, developing a mobile app, and implementing a 100% onboarding and enrollment process. (DP-2, DP-3, DP-5, DP-6)	Director of Online Programs	Number of students enrolled in the program and variety of students served.	We set a goal of 30 students in the first year and now have over 140 students enrolled in 10 of the online degree programs we offer. Over half of these students are working adults who cannot attend traditional in person classes.
Fiscal Impact Offering fully online degree programs has created another revenue stream for SSC.			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SSC has a culture of assessment that permeates every department on campus. Through analyzing the assessment process, the SSC Assessment Committee realized that the Academic Assessment was strong but that Institutional Assessment needed strengthening. Through the implementation of the Strategic Master Plan and the Annual Assessment Plan, the Institutional Effectiveness Subcommittee was formed. (SS-3, SS-4, SS-5)	Institutional Effectiveness Subcommittee	Implementation of tools used to assess each area on campus and results of these assessment tools.	Software being purchased to implement institutional assessment.
Fiscal Impact This strategy will require a decision to focus on data analytics. A budget increase to get data analysis software will be necessary.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SSC has worked diligently with all advisors to encourage students to enroll in enough credits each semester to finish in 4 semesters. When this is not possible, advisor will encourage students to complete in 2 years. (SS-3, SS-4, SS-5)	All advisors	Retention and graduation rates are still improving.	Graduation rate of 32% in 150 of normal time with a goal of increasing this number each year by 3%.
Fiscal Impact With students taking at least 15 credits each semester, we expect to see more credit production.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Using the capabilities of our computer software, the advisors will perform degree audits each semester. The registrar will perform degree audits the semester before graduation. Our advisors contact students who have not enrolled for next semester or who did not return. (SS-4, SS-5)	Registrar, Sheila Morris. Coordinator of Advising: Britney Honsinger	Graduation rates; number of students returning to campus	Registrar conducting degree audits as stated. Advisors contact students each semester.
Fiscal Impact: We see an increase of enrollment from the efforts to contact students and perform the degree audits.			

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SSC has a culture of assessment that permeates every department on campus. Through analyzing the assessment process, the SSC Assessment Committee realized that the Academic Assessment was strong but that Institutional Assessment needed strengthening. Through the implementation of the Strategic Master Plan and the Annual Assessment Plan, the Institutional Effectiveness Subcommittee was formed. (SS-3, SS-4, SS-5)	Institutional Effectiveness Subcommittee	Implementation of tools used to assess each area on campus and results of these assessment tools.	Software being purchased to implement institutional assessment.
Fiscal Impact This strategy will require a decision to focus on data analytics. A budget increase to get data analysis software will be necessary.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
SSC instructors have individually been using OER in the classroom for years. Through the faculty senate, SSC will begin the process of considering OER. Select instructors in each division will delve into the material available through OER and report back the faculty with the findings. Faculty will also consider using OER for professional development.	Division Chairs.	Ensure that every student in a course has access to the OER. Consider the following questions: Do the resources have evaluations? What assessment tool will be created? What activities are included in the OER? Create an assessment tool to measure the effectiveness of the OER.	Working with COLE and OCO
Fiscal Impact: Our campus has always been concerned about the cost to students for books. The fiscal impact to the school for OER is actually negative because we run our bookstore. However, using OER helps the students to incur less cost.			

High Impact Strategy – Advising (including interest assessment and labor market data, informed choice of meta major/major, early support and guidance, use of ICAP)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Through our freshman seminar class, Learning Strategies, students participate in activities such as researching different majors and career choices. As students who have created an ICAP begin to matriculate from high school to college, the Student Success Coordinator will begin to increase the use of the ICAP in Learning Strategies.	Steve Bolin, Student Success Coordinator	Lesson plan implementation using the ICAP and other OSRHE dashboards.	Not enough data from ICAP yet since it was just fully implemented last school year.
Fiscal Impact: We expect to see an increase in enrollment from concurrent students when the students who took the ICAP reach the 11th grade.			

Tulsa Community College (TCC)

Institutional Degree Completion Plan
2022-2023

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math *(How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
TCC uses the one-semester transition course, Precalculus Learning Communities, developed by TCC Math faculty. It continues to prepare hundreds of high school students for successful Math 1513 completion before high school graduation. TCC and high school faculty participate in professional development opportunities designed to bridge the gap between high school and college learning. Nine high schools offered the course in 2021.	Dual Credit Programs and TCC Math Professor, project lead, Lori Mayberry.	Completion of Math 1513 course.	Results to date: Enrolled students who placed into Math 1513 after the transition course N= 3,365 Success: C or better 91%% Success rate without withdraw = 95%. The course has been used in 19 area high schools.
Fiscal Impact: Impact on transition courses: Funds are necessary to host the Introduction to College, transition English, and transition Math programs require faculty and high school teacher summer professional development. This represents an increase in budgeted funds for next year.			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Introduction to College high school class by TCC. The 36 week, 9 unit class developed by TCC with input from high school staff and teachers provides units on college career exploration, higher education exploration, college knowledge for first-generation students, and coordinates with TCC's ENGAGE Student Support Plan.	Director, Dual Credit Programs, Dual Credit Programs Faculty Chair, and Dual Credit Programs faculty committee.	Number of high schools adopting the curriculum annually; number of high school teachers attending TCC annual professional development.	The course adoption has grown from one high school to four in 21-22. Seven high schools are adopting the course for 22-23. Nine high school teachers are slated to attend June professional development for the Introduction to College course.
ENGAGE: Student Success Plan. TCC EDGE (early college high school) and Dual Credit to College Degree students participate in multiple college events coordinated and delivered by TCC Dual Credit Programs staff. The ENGAGE student success calendar provides small group workshops, advising, college knowledge, career exploration workshops, college exploration workshops, admission, communication, and application-based events that coordinate with TCC's Introduction to College high school class.	Director, Dual Credit Programs and Dual Credit Programs Coordinators	Number of students served annually.	The ENGAGE Student Success Plan served over 300 students in four high schools in 2021-22. Two additional high schools will be added for 22-23
Fiscal Impact: Budget will increase. Initiative requires additional coordinators as program grows.			

High Impact Strategy - Bridge Program			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Identify list of enrolled students in the lowest level of developmental studies courses; use the list to **recruit** for Bridge Program students in reading and math developmental courses.	• Director (Inclusion & Retention Area) request report from Institutional Research & Assessment • Success Coaches reach out to students on reports • Advising area for identified students	Number of students identified compared to number enrolled in course	Director has worked with Institutional Research & Assessment and already using a list
For Fall 2021, **implement** a bridge program for reading and math lowest level developmental students.	• Director (Inclusion & Retention Area) collaboration with Faculty of developmental studies courses • Success Coaches collaboration with Faculty and students of developmental studies courses	Number of students enrolled in course and successfully complete with C or above Number of students successful, Fall to Spring, Fall to Fall, and 2- and 3-year graduation	New program - coaches shifted over in Fall 2020 to recruit six students, who attained an 83% First Fall-to-Spring retention rate (compared to 71% general retention rate; shifting from having a dedicated set of classes to working across classes and developing a cohort that focuses on study strategies for small groups rather than a single course. Of the Fall 2020 students, 67% (4 of the six) were enrolled in Spring 2022. For Fall 2021 – coaches recruited 13 additional students who attained an 85% Spring 2022 enrollment rate, while completing at a 46% fall-to-spring retention rate, with 38% (5 students) completing all developmental studies courses, 31% (4 students) completing all but math for developmental courses.

High Impact Strategy - Bridge Program (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
For Summer 2022, **implement** an Accelerating Excellence bridge program for reading and math lowest level developmental students, focusing on specific classrooms in developmental reading, writing, and math, with adopted classrooms in which the faculty members agree to partner with coaches to implement embedded coaching for their sections.	• Director (Inclusion & Retention Area) collaboration with Faculty of developmental studies courses • Success Coaches collaboration with Faculty and students of developmental studies courses	• Number of students enrolled in course and successfully complete with C or above • • Number of students successful, Fall to Spring, Fall to Fall, and 2- and 3-year graduation	New program as of Summer 2022 to follow the progress of students over the Fall 2022 and Spring 2023 semester to determine how a Summer 2022 program would benefit students before they enter into the Fall semester of their first year of College; will analyze numbers for the upcoming semester.
Provide before-class-start-date coaching sessions on time management and prioritizing for students.	• Director (Inclusion & Retention Area) • Success Coaches collaboration with Faculty	Percentage of students indicating "sense of readiness" (pre- and post-survey) Percentage of students indicating "sense of helpfulness"	Continuation of Fall 2020; will analyze numbers for the upcoming semester.
Implement a bi-weekly check-in process with Bridge Program faculty to support faculty culturally responsive practices.	• Success Coaches collaboration with Faculty	Percentage of faculty indicating "sense of helpfulness" Number of strategies offered on average bi-weekly	Continuation of Fall 2020; will analyze numbers for the upcoming semester.

High Impact Strategy - Bridge Program (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Implement academic coaching (including a bi-weekly check-in process) with students to support student self-assessment, self-advocacy, and self-accountability.	• Director (Inclusion & Retention Area) • Success Coaches • Faculty in collaboration with Inclusion & Retention Office	Percentage of students indicating "sense of helpfulness" (from bi-weekly sessions) Number of strategies offered on average bi-weekly LASSI for Pre-Post survey In-Take survey for pre-/post-Success in courses with C or above average	Summer 2022 revisions of the program to emphasize selected classrooms for faculty partnerships Fall 2021 revisions of theprogram that was class-focused inFall 2020 but now will be across classrooms; will analyze numbers for the upcoming semester.
Implement study groups among Bridge cohort members to support student self-assessment, self-advocacy, self-accountability, and peer accountability.	• Director (Inclusion & Retention Area) • Success Coaches	Percentage of students indicating "sense of helpfulness" (from bi-weekly sessions) LASSI for Pre-Post survey In-Take survey for pre-/post- Success in courses with C or aboveaverage	Will analyze numbers for the upcoming semester.
Provide a recognition ceremony for each semester of completion for cohort members.	• Director (Inclusion & Retention Area) • Success Coaches	Percentage of attendees indicating "sense of helpfulness" (from bi-weekly sessions)	Students were recognizedthrough Zoom check-ins for safetyreasons.
Fiscal Impact: The budget increased due to grant staffing for the upcoming year.			

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Combine the two lowest level developmental math courses into one course, to eliminate the two-course developmental series. Market the course and include in placement information. If data indicates, the existing Math Foundations I course, which includes embedded MathPath review and retest, will be replaced by this course in Spring or Fall 2023. Based on placement, students would then take either a single 3-hr or 5-hr developmental course that leads to enrollment in college level course with corequisite.	• Dean Mathematics and Engineering • Math Department Chairs • Advisors	Percent of students enrolled in lowest placement level who are ready for math corequisite in one semester is equal to or greater than that achieved with embedded test review.	Initial data indicate successful pilot, with more students from lowest level math ready for coreq in one semester. For AY21-22, 43% completed and are ready for coreq. Embedded review and retest (pre-pandemic) allowed 44% to proceed to next developmental level, where approximately 54% of all students pass this level to be ready for coreq.

High Impact Strategy – Co-Requisite Support Courses (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Require corequisite support course for Precalculus and Quantitative Reasoning math pathways for selected placement levels. Implemented fully in Fall 2017. Effective Fall 22, Quantitative Reasoning corequisite support course reduced from 3 credit hours to 2.	• Dean Mathematics and Engineering • Math Department Chairs • Advisors	Students in corequisites succeed at higher rates than those in the previous comparable developmental math sequence. Students in corequisite course succeed at comparable rates to the overall course success rates that include college-ready students.	Approx. 27% of Fall 2015 and Fall 2016 students completed the developmental + gateway two-course sequence in one year. Students in corequisite Precalculus I passed the college level course at a rate of 67%, 57%, and 54%, respectively, in AY19-22. These rates are 5-13% lower than success rates for all Precalculus I students in the same years. Students in corequisite Quantitative Reasoning passed the college level course at a rate of 75%, 68%, and 63%, respectively, in AY19-22. These rates are 2% lower to 2% higher than success rates for all Quantitative Reasoning students in the same years. In addition, corequisite students complete the college course in one semester rather than the previous two semester sequence. Drops in pandemic success rates should be monitored.

Review new Functions & Modeling and Statistics gateway pathways to determine need for corequisite support. Based on student success rates in Math Functions, a new 2-hour corequisite course was created, effective Fall 22; the corequisite support course is required for selected placement levels.	• Dean Mathematics and Engineering • Math Department Chairs	Student success rates in Functions and Statistics are at least equal to those in corequisite courses. Students in corequisite course succeed at comparable rates to the overall course success rates that include college-ready students. Percent of first-time entering students who complete college level math in their first year increases. Percent of math enrollments in traditional remedial courses decreases.	New Functions and Statistics pathways were implemented Fall 2020. Data indicate lower success rates in Functions, at 54%, than in courses with corequisites. New corequisite success data will be available next year. Statistics success rates at 69% do not indicate a need for corequisite support. Student completion of college level math in their first year increased from 20% in AY15-16 to 24% in AY20-21. (AY21-22 cohort not yet available). Traditional remedial enrollments declined from 35% in AY15-16 to 27% in AY21-22.
Offer Co-requisite Writing and Composition I courses. Collect data to assess student success.	• Dean of Communication, English, and World Languages • English Department Chairs • Director of Institutional Research • Developmental Education Committee	Increased percentage of students completing with a grade of C or higher. Students in co-requisite succeed at the same or better rate than those in on-level course.	The number of active sections of co-requisite Writing/Comp I decreased 12% from Fall 2020 to Fall 2021 and decreased 20% from spring 2021 to spring 2022. Overall college enrollment was down 6.7% during this time due to the impact of COVID. In fall 2021, 65.5% of students in the co-requisite portion of the class made a C or better as compared to 72.3% in a college level only course.

High Impact Strategy – Co-Requisite Support Courses (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			In spring 2021, 65.8% of the students in the co-requisite portion of the class earned a C or better as compared to 63.1% of the college level only course. Then in spring 2022, 65.4% of the students in the co-requisite portion of the class made a C or better as compared to 63.5% of the college level only course. The spring semesters are showing co-requisite students are able to meet and perform slightly better than the college level only students. These efforts are allowing students to pass developmental writing on a faster track.

High Impact Strategy – Co-Requisite Support Courses (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Pilot of ENGL 0953, Critical Reading and Academic Writing, began in the spring of 2021.	• Dean of Communication, English, and World Languages • English Department Chairs • Director of Institutional Research • Developmental Education Committee • Reading Team Members	The effort of this course is to streamline developmental reading and writing for the co-requisite students who score at the top of the reading placement chart.	This course infused reading strategies into the curriculum. Three face to face sections were offered at three campuses plus one online live synchronous section. In the spring 2021 pilot, 72.7% of the students in the co-requisite made a C or better. We need more time to evaluate the results of the reading students placed in this course.
Reading courses were redesigned and new curriculum developed for both Introduction to Academic Reading and Critical Academic Reading courses.	• Dean of Communications, English, and World Languages • English Developmental Education Chair • Full-Time Reading Faculty	Increased percentage of students completing with a grade of C or higher.	READ 0113 saw a 2.9% increase rate in students earning a C or better from fall 2020 to fall 2021, and a 1.2% increase rate from spring 2021 to spring 2022.

High Impact Strategy – Co-Requisite Support Courses (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			READ 0123 experienced a 7.4% decrease in students earning a C or better from fall 2020 to fall 2021. Spring 2021 to spring 2022 had a 7.7% decrease in students earning a C or better. It is difficult to explain the large decrease except we were being flexible in our scheduling and trying to accommodate student needs during the pandemic. Also, the curriculum now incorporates more academic college text, which may be another factor to explain the decrease.
Fiscal Impact: For Math Coreq: Corequisite support classes typically have 5-8 fewer students than traditional remedial sections, since only half the college level class is also in the corequisite. For Reading and Writing Coreq: No impact			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Implement use of High School GPA as a primary placement option for math. GPA ranges were selected by course based on correlation of GPA to course success. Placement testing is encouraged only for improved placement. Implemented Summer 2019. Placement data reviewed regularly.	• Dean Mathematics and Engineering • TCC Department Chairs • Math Faculty • Advising • Testing • Director of Institutional Research	Student placement levels in math are higher when using High School GPA as a placement option. Placement by HS GPA correlates to success in the courses.	The proportion of first-time entering students who placed in a gateway course in AY21-22 using current placement criteria was 72%, compared to 32% if GPA were not an option. Success rates in these courses do not appear to be diminished by the higher placements. Correlation data indicate HS GPA correlates to course success.
Enter into OSRHE 5-year multiple measure pilot program. In addition to ACT/SAT scores, we utilize HSGPA, Accuplacer, and ACT residual for course placement.	• Kristin Krug, Institutional Research Director • Dr. Angela Sivadon, CAO • Dr. Corinice Wilson, Dean of Retention & Engagement	Reduce Dev. Ed. enrollment Increase enrollment of gateway course (timely degree completion).	Results suggest that HSGPA is a valid placement measure. Fall 2021: **51%** of first-time entering freshmen (FTEF) were placed in college-level/co-req math courses with a combination of HSGPA, Accuplacer, GED and ACT /SAT scores. **38%** of FTEF were placed in college-level and co-req math with **HSGPA only**.

High Impact Strategy – Course Placement (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			Fall 2021: **37%** of first-time entering freshmen (FTEF) were placed in college-level/co-req English courses with a combination of HSGPA, Accuplacer, GED and ACT /SAT scores. **32%** of FTEF were placed in college-level and co-req English with **HSGPA only**. *Fall 2021: **45%** of first-time entering freshmen (FTEF) were placed in college-level courses with a combination of HSGPA, Accuplacer, GED and ACT /SAT scores. **27%** of FTEF were placed in college-level Reading with **HSGPA only**
Fiscal Impact: Impact on Math Placement: N.A Enrollment in co-req or college-level course will improve the likelihood of completing transfer or college level work within 150%. However, it will increase the need for quality/effective student supportive services (tutoring, technology aids via library services, and academic success coaches). *Reduction in zero level tuition dollars, and an increased cost of supportive services.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Degree Plan Goals – set a goal of a designated percent of advisor caseload with completed degree plans as part of performance review.	• Dean of Retention & Engagement • Associate Dean of Advising • Director of Advising	Increase in number of degree plans on file. Increase in transfer and graduation rate.	A slight increase in the number of student degree plans on file was reported. There were 6,604 degree plans on file in Spring 2021; however, Spring 2022 6,800 (51%) degree plans on file. ***please note:** summer enrollment only and concurrent students are not included in the DegreeWorks plan on file number. Moreover, the three-year graduation rates (full-time) continue to trend upwards since Fall 2016, with a rate of 15.8% to Fall 2021 graduate rate 22%.
Utilizing DegreeWorks, a web-based degree audit program; students and advisors will monitor student progress toward degree completion.			
High Impact Strategy - 15 to Finish (including 30 credit hours/nine in program of study).		Increase in overall FTE Enrollment. Decrease in undecided majors.	TCC observed an increase in overall FTE enrollment Fall 2021, but a significant decrease in Spring 2022.
Assign an academic advisor upon admission to the institution. (ongoing).			TCC admission/advising has implemented "declaration of major" upon admission and assigning an advisor upon admission. Thereby, reducing the number undecided majors. No results to date.
Fiscal Impact: N.A			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Off-campus community sites: TCC pivoted between remote and off-campus community sites due to Covid-19. All courses pivoted to online live when required by public health. Community sites provide access for rural students through sustained multi-district collaborations.	Director, Dual Credit Programs, Faculty leads for Math and English transition courses, Deans and Faculty Department Chairs.	Student unduplicated headcount and credit hours earned.	Creek Co., Osage Co., NSU-BA, Aviation Campus (added one additional section to the Aviation C. schedule), and Glenpool. 503 students with 5,055 credit hours. A 4.2% decrease from 525 to 506 and 5,292 to 5,055.
Off-campus high school locations: TCC pivoted between remote and high school buildings due to Covid-19. All courses pivoted to online live when required by public health.		Unduplicated headcount and credit hours earned.	816 students with 4,641 total credit hours. An increase of 22.7%.

High Impact Strategy – Concurrent Enrollment (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Embedded online courses: TCC online courses were embedded into some high schools – specifically for the transitional math and English programs. However, many high school classes pivoted in and out of the buildings due to Covid-19; therefore, some of the supported online sections were not supported by a high school staff.		Unduplicated headcount and credit hours earned.	926 students with 3,541 total credit hours.
On-campus individual enrollments.		Unduplicated headcount and credit hours earned.	764 students with 5,118 total credits earned. An increase of 26.9%
On-campus cohorted enrollments. Cohort style general education courses for high school students on four campuses: Metro, Northeast, Southeast, and West.		Unduplicated headcount and credit hours earned.	274 students with 1,811 credit hours.
One-semester transition course, College Prep English, prepares high school students for enrollment in college Composition I before high school graduation. TCC developed the course based in part on research into new	Director, Dual Credit Programs and TCC English Professor, project lead, Mary Cantrell.	Completion of the English 1113 course with a grade of C or better. Student course evaluation based on the course's student learning outcomes.	Results to date: N= 288 students enrolled in ENGL 1113 following the fall preparatory class. Withdraw 6%. C or better without withdraw is 63.8%% of students

High Impact Strategy – Concurrent Enrollment (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
approaches to teaching developmental education. The course was revised with input from TCC English faculty and high school English teachers. Faculty participates in professional development. Five high schools offered the course in 2021.			who had a high school prep instructor and 2nd semester academic coach as required. C or better rate for one high school who did not follow the MOU was 10% with 4 withdraws. The course was used in six area high schools in 2021-22.
Introduction to College, a two-semester college preparatory course for high school students. TCC and high school faculty developed the course in conjunction with EDGE: Earn a Degree, Graduate Early, TCC's early college pilot model. High School and college faculty participate in professional development centered on the Jobs for the Future Instructional Framework and David T. Conley's noncognitive skills for college success. Use increased from two high schools to four high schools who offered the course in 2021.	Director, Dual Credit Programs and faculty chair for Concurrent enrollment.	Completion of course with a grade of C or better. In EDGE schools: Completion of 9th grade year with an unweighted high school GPA of 3.0 or better.	The course is a required element of EDGE: Earn a Degree, Graduate Early and is offered to all area high schools. All early college, EDGE freshmen enroll in the high school elective. In August 2021, the course began with 94 EDGE students. Of the 94 student who completed the course, 9 students in one EDGE district (two high schools) did not finish 9th grade with a 3.0 high school GPA, and 5 students from the third EDGE

High Impact Strategy – Concurrent Enrollment (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			High School did not complete the 9th grade with a 3.0. For the first year, an additional 75 freshman students enrolled in the course outside of the EDGE program. These students identified as future dual credit students. The course has been updated and revised in 2021-2022 and will be in seven high schools in the fall 2022, an increase of two schools. Five EDGE schools and two non-EDGE schools.
Fiscal Impact: The increase in students, unique program opportunities, and increased student support requires additional staff in dual credit programs, and increases the amount of TCC paid tuition waivers for juniors. Impact on transition courses: Funds are necessary to host the Introduction to College, transition English, and transition Math programs require faculty and high school teacher summer professional development. This represents an increase in budgeted funds for next year.			

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
EDGE: Earn a Degree, Graduate Early. TCC's early college model is for under-resourced, first generation students. A four-year program beginning with 8th grade application, 9th grade preparatory year and seven-semesters of college courses ending with a Liberal Arts degree with 19 credit hours tailored to the students' intended transfer majors and universities.		Number of degrees earned	EDGE 2nd graduating class consisted of 31 Union HS students.
Dual Credit to College Degree. A six-semester degree program for any high school student. While this program is not an early college by definition of the focused population (see EDGE), district financial partnering does provide for a low-cost or no-cost degree.		Number of degrees earned.	21 total graduates from four high schools: Glenpool, Epic, Broken Arrow, and Home-educated.
Fiscal Impact: The expansion of EDGE and Dual Credit to College Degree requires additional dual credit staff and support personnel within the college: advising, testing services, and careers.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Continue to refine outreach communication and expand the number of partner universities that will partner with reverse transfer initiatives. Focus is on in-state institutions and select out of state institutions.	College Registrar	Number of participating colleges/universities and the number of reverse transfer degrees awarded each term.	TCC currently partners with Langston, NSU, OSU, RSU, UCO, OU and TU Fall 2015-13 Spring 2016 - 8 Fall 2016 - 72 Spring 2017 - 75 Summer 2017 - 21 Fall 2017 - 79 Spring 2018 – 47 Summer 2018 - 18 Fall 2018-- 117 Spring 2019-- 109 Summer 2019- 66 Fall 2019- 101 Spring 2020- 91 Summer 2020-- 37 Fall 2020-- 98 Spring 2021—107 Summer 2021--36 Fall 2021--80 Spring 2022—69 Decrease from summer 2022 to summer 2021 = 2% Decrease from fall 2020 to fall 2021 = 18% Decrease from spring 2021 to spring 2022 = 36%
Fiscal Impact: Budget for the Registrar's office which oversees Reverse Transfer has stayed consistent.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
TCC works with Technology centers in order to award PLA and Technical Course Transfer.	VP of Workforce Development	Increase number of PLA and Tech center transfers submitted to the state over the next year.	TCC has updated the amount of PLA and Tech center transfers on the https://showwhatyouknowok.org/ website sponsored by the OSRHE
TCC signed an agreement with Tulsa Tech on June 28, 2021, to share the employment of and expenses associated with having a Manufacturing and Aerospace Service Coordinator. Additionally, this agreement includes the creation of the Tulsa Manufacturing and Aerospace Assistance Center, a jointly branded center that includes facilities, equipment, and staff to support local companies. The Center is at Tulsa Tech's Lemley Campus, while the staff member is employed by TCC.		Increase in manufacturing and aerospace employer partnerships. Development of a shared industry program in industrial maintenance.	The development of the industrial maintenance program was aided by HEERF funding to purchase new training equipment. The equipment will be housed at the Tulsa Tech Lemley Campus, where TCC's AAS Manufacturing Engineering Technology degree will be taught in an apprenticeship type model program with employer partners. The program has not launched as of yet, as all parties are still in planning phase.
Fiscal Impact: Tulsa Tech reimburses TCC an annual amount of $46,000 to offset the cost of the staff position. TCC has saved Tech students thousands of tuition dollars in tuition dollars by being able to use PLA options.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
A Taskforce was created prior to COVID to update the policy handbook and present policy to academic affairs council. Other priorities came up during COVID and this will be a goal for this upcoming year.	VP for Workforce Development	Formal Policy set in place and several parties trained on how to look for opportunities for PLA and how to award. Addition of Technology centers to the list of PLA for AAS in Applied Technology Degree.	TCC recently has worked with Tulsa Technology Center in the creation of the Applied Technology AAS degree which increases our options of PLA for students with other experience. We have developed a process to ensure we are providing the most up-to-date programs and have plans to add future technology centers. TCC awarded 4,224 credits last year via PLA.
Fiscal Impact: TCC has saved students $475,411.20 in tuition dollars with the number of credits awarded via PLA.			

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Smart Start Orientation Program- for Allied Health (12 programs) and Nursing majors continues. The Orientation helps incoming students have a realistic view of the admission process and its rigorous academic and professional expectations. The Smart Start Orientation allows students to meet Health Sciences program directors and explore the	• Dean of Retention &Engagement • Associate Dean of Advising • • Director of Advising	Increase recruitment and retention of applicants upon acceptance into competitive Health Sciences programs.	We are planning our next in-person Smart Start sessions for September, 2022. The past two years all of the sessions have been virtual, but we hope to have at least one session in person for Allied Health and one for Nursing. Both programs have an online option available for those who are unable to attend in person.

High Impact Strategy – ICAP (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
program(s) which may better suit their skills and interests. Now, students who may have been discouraged by not getting into their first-choice program find another path forward in a related field that may be a better fit for their skills and interests.			Participation rates for last year are as follows (numbers below include both in-person and virtual smart start sessions): Fall 2021: Allied Health: 423 students attended Smart Start orientation and completed the post-survey. Nursing: 534 students attended Smart Start orientation and completed the post-survey. Spring 2022: Allied Health: 172 students attended Smart Start orientation and completed the post-survey. Nursing: 137 students attended Smart Start orientation and completed the post-survey.
Fiscal Impact: N/A			

<table>
<tr><th colspan="4">High Impact Strategy – University Transfer and Partnerships Initiatives</th></tr>
<tr><th>Implementation</th><th>Responsible Party</th><th>Measures of Effectiveness</th><th>Results to Date</th></tr>
<tr><td>Due to the work and recommendations of the Tulsa Transfer Project and the Foundations of Excellence Transfer Self Study published in 2019 – TCC has accelerated the work of creating transfer agreements and pathways with university partners. Transfer agreements help to increase the visibility of bachelor's degree opportunities and build the bridge between an associate and bachelor's degree. The intentional partnership work that takes place in the transfer map creation process helps to build academic partnerships across institutions and informs curriculum revisions.</td><td>Director of University Transfer</td><td rowspan="2">Number of completed 2+2 degree pathways from TCC A.A. and A.S. programs to university bachelor's degree programs

% of A.A. and A.S. degrees with a current (within the last three years) transfer agreement

Lagging indicators we hope to impact:
3-year transfer rate *(true IPEDS first-time entering cohort both part-time and full-time students. Transfer is defined as attending an institution after the first fall term and before the fourth fall term at TCC.)*
3-year transfer degree conversion rate *(percentage of transfer bound, AA or AS, students that complete a Bachelor's degree at any institution in the National Student Clearinghouse database within three years of TCC graduation year*)</td><td>Transfer Pathways Created in 2021-2022:
<u>155 2+2 transfer maps or transfer pathway agreements completed</u> with 11 universities. These represent <u>169 unique transfer pathways</u> (one agreement is a bundle of multiple business pathways).</td></tr>
<tr><td>The University Transfer Office at TCC works closely with state, regional, and national universities to craft agreements. Faculty, academic leaders, and academic advisors work collaboratively to build and vet agreements.</td><td></td><td>Percentage of 2020-2023 catalog year A.A. and A.S. degrees with a current transfer agreement:
• 75% of A.A. and A.S. degrees have at least one active/current transfer agreement (31 of 41 programs)
Recently completed curriculum changes should result in completed agreements for the other 25% in 2022-2023 catalog year.</td></tr>
</table>

High Impact Strategy – University Transfer and Partnerships Initiatives (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The transfer map process is guided by OSRHE policies and institutional policies and procedures (e.g. *TCC's Principles of University Transfer Articulation* and *Articulation Agreements and Transfer Map Procedures).* Agreements by year: • 2021-2022 – 169 • 2020-2021 – 87 • 2019-2020 - 46 • 2018-2019 – 23 *634% increase since 2018*		***6-year First-Time-to-TCC AA/AS Transfer Rate** ***(**unduplicated percentage of all first-time-to-TCC degree-seeking AA/AS students that transfer to a four-year institution within six years of starting at TCC. Certificates and AAS degrees are not included as they are typically not designed to transfer)***	**Current Indicators:** ***3-year transfer rate** = 22.3% for Fall 2018 true IPEDS FTE students ***3-year transfer degree conversion rate** = 46.9% for 2017-2018 graduates ***6-year First-Time-to-TCC AA/AS Transfer Rate** = 37.5% for 2014-2015 new to TCC
Fiscal Impact As a result of this strategy, the budget increased. In 2020, TCC created a University Transfer Office and Director of University Transfer position. In May 2021, the University Transfer Office added two specialist positions. As a unit this Office supports academic transfer agreements and university partnerships, student university exploration and transfer planning, special projects and initiatives related to transfer (College Park @ OSU-Tulsa, Equity Transfer Initiative, Tulsa Higher Education Consortium), and policy and curricular support.			

ADULT COMPLETION

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

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Create and maintain a robust marketing and outreach plan targeting nontraditional students. TCC has raised funds specifically for scholarships through a capital campaign. Some scholarships specifically target non-traditional students.	Reach Higher Coordinator Marketing	Number of students participating in Reach Higher and pursuing Enterprise Development Degrees Number of Enterprise Development graduates	Enrolled: AS Enterprise Development: Summer 2021 - 219 Fall 2021- 327 Spring 2022 - 426 Total- 972 Degrees Awarded: AS Enterprise Development: Summer 2021- 56 Fall 2021 - 93 Spring 2022 - 112 Total - 261

Fiscal Impact: TCC's budget for Reach Higher has stayed consistent, we incorporate additional funds provided each year by the OSHRE to support the marketing and outreach efforts.

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Create and maintain a robust marketing and outreach plan targeting nontraditional students. Work with and deepen relationships with our external partners (Green Country Workforce, Oklahoma Works, Tulsa Regional Chamber) to provide workforce development for the community.	Marketing Reach Higher Coordinator	Number of students enrolled in the approved list of Critical Occupations in Oklahoma. TCC focuses on Accounting and CIS Number of Graduates in ACCT and CIS degrees and certificates	Enrolled: AAS (ACC and CIS): Summer 2021 – 80 Fall 2021 – 220 Spring 2022 – 307 Total - 607 Certificate (ACC and CIS): Summer 2021 – 27 Fall 2021 – 54 Spring 2022 – 63 Total – 144 Degree and Certificates Awarded: AAS (ACC and CIS): Summer 2021 – 5 Fall 2021 – 9 Spring 2022 – 17 Total - 31 Certificate (ACC and CIS): Summer 2021 – 14 Fall 2021 – 15 Spring 2022 – 31 Total – 60
Fiscal Impact: TCC's budget for Reach Higher has stayed consistent, we incorporate additional funds provided each year by the OSHRE to support the marketing and outreach efforts.			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Develop micro-internships where students can complete one-week, one-month projects for local employers.	Career Services	Policies developed and micro-internships with 5 employers. TCC will be working with a company that will recruit these employers at no cost to TCC.	Gathering information from peer institutions across the country to determine best practices and formulating TCC policy.
TCC was in the initial discussions with the state in introducing the digital badges/micro credentials. Since then, credentials have been approved/created at the state level. TCC is working on the development of a badge in data visualization for the fall of 2022, and a badge for soldering, both with employer partners involved. The TCC Career Services department is also working on the development of soft skills badges to incorporate and make available to students in the 22-23 AY. TCC department of engaged learning has inquired about creating micro-credentials as well.	VP for Workforce Development	Employer engagement increase Increased student interest	TCC has awarded 22 scholarships for the ICPM Certified Supervisor training through Coursera at TCC. Completion of this training will result in the awarding of a Supervisory Skills digital badge, approved by OSRHE. Each scholarship for this program is valued at $110. This effort is in partnership with Macy's Fulfillment Center, as they aim to increase the number of employees with supervisory skills training.
Fiscal Impact: Impact on Careers Service: N.A Impact on Workforce Development: this program doesn't cost the college anything at the moment as we are offering badges for programs and courses already active at TCC. TCC was given a $40,000 grant to help scholarship some students and help with other marketing type expenses. Recently TCC was given another $25,000 grant to help other future expenses.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Work with a third-party provider to implement online courses for students in foundational skills.	Career Services	At least 50 students will earn at least one digital badge in foundational skills.	Vendor identified and courses selected
Fiscal Impact: Career Services will utilize a system from Conover that was purchased previously.			

High Impact Strategy – Direct Degree			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
The first cohort group of 8 students started the Direct Degree program in Psychology for the Fall of 2019. The program is designed to offer working adults an option to complete a college degree in 8-week blocks with 50% blended online and 50% face to face. Class meetings remain on the same evenings for the duration of the program. Direct Degree is a selected admission program. Eligibility requirements include a computer and internet access as well as being college ready (no developmental course requirements).	VP of Student Success and Equity Dean of Communication, English, and World Languages	Course success rates (C or better) Retention to the next course in the program sequence	Data from Spring of 2021-Spring of 2022 The Direct Degree Program officially ended the Summer 2021. The program is no longer offered at TCC so this will be the last year to report on retention and graduation information related to the Direct Degree at TCC. Student #1 completed 61 hours with a G.P.A. of 3.64. Student #2 completed 70 hours with a 3.69 overall G.P.A. Student #3 completed 61 hours with a G.P.A. of 3.54. Student #4 completed 61 hours with a G.P.A. of 3.69. Student #5 completed 61 hours with an overall G.P.A. of 4.0.

High Impact Strategy – Direct Degree (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Participants are provided academic and personal support, free math and English tutoring, and a yearly $500 textbook credit. Additionally, tuition is waived for the summer semester.			Student #6 completed 61 hours with an overall G.P.A. of 2.94. Student #7 left the program after the Fall of 2020 with 24 hours earned and an overall G.P.A. of 2.33. Student #8 left the program after completing 33 hours with a GPA of 2.25 Eight students started the program and 6 out of the 8 students persisted and graduated with their AA in Psychology for a 75% success rate.
Fiscal Impact: N/A			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Implement Ad Astra Software	VP of Enrollment Management	Tracking metrics such as: course fill rates, enrollment velocity (how quickly sections fill), waitlist capacities, numbers of students "on plan" with their degree plans, and number of canceled sections.	Software was just implemented.
Fiscal Impact: This could help ensure the correct courses are being offered at the correct times so that students can potentially enroll in more courses and hours.			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
High Impact Strategy - 15 to Finish (including 30 credit hours/nine in program of study). Ongoing-assign an academic advisor upon admission to the institution.	• Dean of Retention & Engagement • Associate Dean of Advising • Director of Advising	Increase in overall FTE Enrollment. Decrease in undecided majors.	Again, TCC saw an increase in overall FTE enrollment Fall 2021, but a significant decrease in Spring 2022. TCC admission/advising has implemented "declaration of major" upon admission and assigning an advisor upon admission. Thereby, reducing the number undecided majors. **No results to date**.

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Fiscal Impact: AA strategy- Increase college transfer and/or completion of college level work within 2.5 years (if development courses are required). Minimal to flat fiscal impact- Personnel cost of advising services.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Academic Advising has incorporated a comprehensive communication plan (email to school email, personal email, text messaging) to re-engage students that have stopped out without applying for gradation or close to completing a degree.	• Dean of Retention & Engagement • Associate Dean of Advising • Director of Advising	Annual review of student re-enrollment #s. • Increase number of students who re-enroll. • Student response to targeted communication.	No results to date
Fiscal Impact: N/A			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
TCC has been working with the Council of Online Learning Excellence (COLE) to support faculty in adopting, adapting, and creating OER for their courses.	Academic Affairs Library	Faculty demonstrate competency and earn two digital badges by completing micro-courses in basic and intermediate OER topics.	Three librarians and one staff member in Online Learning have earned OER badges. Faculty members can work through the courses and earn the badges as well.
TCC's participation in the Online Consortium of Oklahoma (OCO) increased access to Pressbooks, a publishing platform which is quickly emerging as the industry standard in OER work.		TCC faculty can use Pressbooks to produce their OER texts.	Twenty-two TCC faculty and staff members have created Pressbooks accounts. To date TCC staff and faculty have published 4 openly licensed texts on the Pressbooks network with a dozen more in progress.

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
TCC faculty can apply for funding to support their work to transition their course(s) to OER from commercial resources.		TCC Librarians and Online Learning are working with faculty to encourage participation is this project to transition course(s) to OER.	Six faculty members have submitted formal interest forms to participate in this program administered by COLE. Of those, one has submitted an application, which was approved and the work has started.
TCC is a partner in an Institute of Museum and Library Services (IMLS) project.		The IMLS project centers on studying the impact of OER if any on students' lifelong learning competencies or dispositions.	Eight faculty participated in this project. Twenty-two more are slated to participate in the same study in Fall 2022.
Librarians are becoming certified by Creative Commons.		Four current librarians are certified by Creative Commons and have leadership roles in creating OER content with faculty.	Four more librarians are slated to get Creative Commons certification this summer.
Fiscal Impact: N.A			

Western Oklahoma State College (WOSC)

Institutional Degree Completion Plan
2022-2023 Outline

FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

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

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Collaborate with area high schools to offer the Math Ready Course/College and Career Math Ready (CCMR) in the 12th grade and expand Math Ready Course by one additional area high school each year.	Vice President for Academic Affairs Division Director-Math High School Counselor	Additional Math Ready Courses are offered each year (1 new school each year) 50% of students completing the Math Ready Course will successfully complete a gateway math course during their 1st academic year in college	At this time, no schools in Western's five county service area have sent students with the CCMR course. Altus HS has decided not to offer the Math Ready Course. No new data is available. Western will continue to reach out to area high schools. This topic will be discussed at Western's annual Counselor's Day. No new data. Students have not utilized the Math Ready course as an admission assessment.

Fiscal Impact: This initiative has the potential to save students money on remedial classes as well as allow them to be more academically prepared for gateway courses. However, there has been no fiscal impact due to lack of participation.

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Collaborate with area high school and career technology center counselors to discuss initiatives and plan events to promote ICAPs.	Vice President for Academic Affairs Academic Dean	Host Counselor Day annually and develop one new initiative to address ICAP initiatives and goals each year.	Western hosted Counselor's Day on Feb. 9, 2022. During this meeting, the need to connect students with career paths and workforce was discussed. From this discussion, a Workforce Readiness Summit and Career Fair was developed. The event was hosted at Western on March 23, 2022. There was an employer panel along with break sessions for interview skills, resume writing, and career planning. There was also a Career Fair with 11 different industries represented. A total of 68 students participated in the entire day. Students attending from Navajo HS, Hobart HS, Blair HS, Sentinel HS and Altus HS. In addition, students from Southwest Technology Center and WOSC also attended. Students that participated in the entire event received a Career Readiness Certificate. This initiative was part of Western's micro-credential initiative.
Fiscal Impact: All students received a $25 scholarship to cover the cost of the event, which included the panel presentation, three training sessions on resume writing, interview skills, and career planning along with lunch and the Career Fair. A total of 68 scholarships were award at $25 each for a total of $1700.			

High Impact Strategy – BioMed Partnership through Concurrent Enrollment

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Offer specific Science and Math courses through concurrent enrollment as part of a partnership with Southwest Technology Center (SWTC) for students accepted to the Project Lead the Way Biomedical Science program.	Vice President for Academic Affairs Division Directors-Math & Science SWTC Biomed Instructor SWTC Director of Student Services	SWTC Biomed students will complete Functions and Modeling math course and General Biology with a C or greater through concurrent enrollment as a junior and General Chemistry I and Elementary Statistics with a C or greater through concurrent enrollment as a senior.	During AY 2021-2022, SWTC Biomed students completed the following courses through concurrent enrollment. Table below includes grade distributions.

Course	A	B	C	*
Functions & Modeling	6	2	0	0
General Biology	7	1	0	0
General Chemistry I	2	1	0	0
Elem. Statistics	3	0	0	0

**Other- D, F, or W*

Note-SWTC elected to offer Functions and Modeling for the Biomed students beginning fall 2019 opposed to STEM College Algebra. Conversations have continued on the best math course for these students. However, SWTC has continued to request Functions and Modeling.

Fiscal Impact: Students taking classes through the BioMed program do not have to pay for tuition, fees or books. The cost is covered through tuition waivers and SWTC picks up the remainder of the costs. Through this partnership, students receive two college courses per year. Western's general tuition and fees per credit hour for 21-22 was $148.50. There are additional special fees for both Math and Science. There were 11 total BioMed students took 80 CPH for an estimated total of $13,800 plus book costs.

TRANSFORM REMEDIATION

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

High Impact Strategy – Co-Requisite Support Courses *(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Implement co-requisite models to scale for both college-level gateway math and English.	Vice President for Academic Affairs Division Directors-Math & Communications	Scale co-requisite courses so 70% of students requiring academic support will receive it through the co-requisite model.	Western offers co-requisite remediation for both math and English. Western is still falling short of scaling the co-requisite courses at the 70% benchmark. Western reviewed data for the Fall 2020 First Time Entering Student Cohort, which included 258 students. Among this cohort, 72.48% (187 students) were shown to need remediation in Math. Of these students, only 33% (62 students) took a co-requisite Math course during the Fall 2020. Among this cohort, 34.11% (88 students) required remediation in English. Of these students, only 69% (61 students) took a co-requisite English course.
Fiscal Impact: If students are able to complete a gateway course through a co-requisite model, this has shown to increase retention and completion. Increased completion and graduation rates allow students to enter the workforce sooner and increase potential earnings.			

High Impact Strategy – Course Placement *(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Utilize Multiple Measures for course placement.	Vice President for Academic Affairs Academic Dean Academic Division Directors Registrar/Admissions Office	Increase course placement into gateway courses without the need for additional development courses.	Western began utilizing Multiple Measures for course placement in summer 2020. These measures include the use of an ACT of 18 in a sub area combined with a cumulative high school GPA of 3.5.
Utilize Test Optional Pilot methodologies for course placement and continue to gather data to determine the most appropriate model for course placement.	Vice President for Academic Affairs Academic Dean Academic Division Directors Registrar/Admissions Office	Increase course placement into gateway courses without the need for additional development courses.	Western implemented the Test Optional Pilot in the spring 2022 semester. The following criteria is used for course placement: unweighted HS GPA of 3.0 and class rank of 50% for placement in a gateway course or unweighted HS GPA of 2.7 and class rank of 50% for placement in a co-requisite course.
Fiscal Impact: Alternative models of course placement can decrease the cost of remedial courses while also decreasing the time to degree completion.			

High Impact Strategy – Academic Advising *(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Provide professional development training for all academic advisors.	Academic Dean Registrar/Admissions Office Division Directors	Provide annual training for all academic advisors, which results improved course placement for students.	A professional development training was offered on for all academic advisor. An advisement handbook was also developed.
Implement Colleague, a new Enterprise Resource Planning (ERP) system that includes a degree audit function.	Project Manager (VPSA) Academic Dean	Colleague is deployed and fully functional. Students and academic advisors are able to run a degree audit through self-service.	Western began implementation of the new ERP in fall 2022. The timeline plans for students to enroll through Colleague starting in March 2023 for the summer and fall 2023 semesters.
Fiscal Impact: It is difficult to articulate the true fiscal impact of this initiative. Improved academic advising leads to improved graduation and completion rates.			

BUILD BRIDGES TO CERTIFICATES AND DEGREES

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

High Impact Strategy – Concurrent Enrollment *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Offer courses through concurrent enrollment to high school juniors and seniors. Tuition is waived for 18 hours for seniors and 9 hours for juniors.	Registrar Academic Dean Academic Division Directors High School Counselors	Concurrent enrollment totals will increase by 2% annually, which will shorten time to degree completion.	AY 2021-2022 Senior Concurrent Enrollment totals in the five county area: 143; outside five county area served: 102. Total number of concurrent seniors served is 246, which is up by 1 student or <1% increase from last year. AY 2021-2022 Junior Concurrent Enrollment totals in the five county area: 92 & outside the five county area, Western served: 87. Total number of concurrent juniors served is 179 Junior concurrent increased by 26 students which is a 14.5% increase.
		Total CPH for all concurrent students will increase by 5% annually	The total Credit Production Hours (CPH) for all concurrent students for FY 22 was 3,769, which is down from 3,813 in FY 21, a 1% decrease.

Fiscal Impact: High school seniors receive up to 18 hour of tuition waived, while juniors receive up to 9 hours of tuition waived. Based on Western's general fee and tuition rate of $148.50 hour if 3,769 hours were waived, it saved the students $559,696.50.

High Impact Strategy – Early College *(Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Develop an Early College Program based on OSRHE Academic Policy 3.10-Write proposal, develop MOU, and find additional funding sources to cover fees and books.	Vice President for Academic Affairs Academic Dean	Meet with area high schools and develop an Early College Program proposal in fall 2022.	Western met with Altus High School and Oklahoma Virtual Charter Academy about starting an Early College Program. Both schools were interested. The biggest concern is finding additional funding to cover fees and books. Due to other commitments, Western will be unable to submit a proposal for fall 2022.
Fiscal Impact: None at this time; proposal pending.			

High Impact Strategy – Reverse Transfer *(Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Students that leave the college prior to graduation are encouraged to seek a reverse transfer after receiving additional credits at the transferring college/university.	Registrar Academic Advisors	Western will have 5% of all students transferring prior to degree completion seek reverse transfer.	Reverse transfers data for the 2021-2022 indicated that 4 students requested a reverse transfer to graduate during this academic year. This is down from 5 in the previous academic year. It is still very difficult to complete reverse transfers. The largest difficulty is the need to contact students after they leave the institution.
Fiscal Impact: Reverse transfer allows students to receive a degree or credential. If students do not complete at the next institution, they still have the degree that was issued through Western.			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Participate in a consortium with GPTC and Cameron University to advance healthcare and IT careers, and degree completions. This partnership utilizes the Carl Perkins Post-secondary grant through the Cameron University Consortium.	Vice President for Academic Affairs Post-Secondary Career Tech Liaison Director of Nursing Education	Participate in the Cameron University Consortium and receive Carl Perkins Post-secondary grant funds to increase graduates in healthcare and Information Technology. Western's focus is on nursing.	Western participated in the CU Consortium during AY 2022 and received grant funds to modernize and support the nursing program. Western also is participating in the CU Consortium for AY 2023. Grant application is pending at this time.
Implement a new AAS in Applied Technology with options in Cyber Security, Graphic Design and Aviation as part of a statewide initiative to collaborate with Career Tech.	Vice President for Academic Affairs Academic Dean	New degree approved and partnerships with are technology centers established.	Western has met with Southwest Technology Center. No formal partnership has been established. At this time, PLA will be utilized to award credit in these degree options. Discussions have continued at the state level regarding the number of credit hours to award.
Fiscal Impact: Through this consortium, the three institutions were awarded a total of $154,746 to support healthcare and technology programs in southwest Oklahoma.			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Prior Learning Assessment (PLA) credit will be utilized to increase degree completion in the following degrees: AAS Nursing AAS in Child Development AAS in Military Studies	Vice President for Academic Affairs, Academic Division Directors, Director and faculty for Nursing, Applied Technology, Child Development, and Military Studies	Increase degree completion by 5% annually.	The AAS in Applied Technology with options in Cyber Security, Graphic Design and Aviation is a new degree and has not been advertised because of the uncertainty of the hours to be awarded. In addition, the AAS in Aviation has been suspended and most likely will be deleted in 2023. The new AAS in Applied Technology with the option in Aviation will be used to award the Aviation Mechanic students credit. Students have not enrolled in this program.

High Impact Strategy – Prior Learning Assessment (continued)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
AAS in Applied Technology with options in Cyber Security, Graphic Design and Aviation			Degree completion by year:

Degree	Year	# Grads
Nursing	19-20	84
	20-21	86
	21-22	90
Avia. Mech.	19-20	1
	20-21	0
	21-22	1
Child Dev.	19-20	1/12*
	20-21	0/13*
	21-22	1/5
Military Studies	19-20	1
	20-21	2
	21022	0

**Child Development Certificate numbers included*

Fiscal Impact: Students can receive PLA credit at $8.00/credit hour verses $148.50. This initiative decreases costs while shortening time for completion/graduation.

High Impact Strategy – ICAP (*How is student's ICAP being used to advise students in correlation to career / degree pathways.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Meet with area HS and Career Tech counselors to determine how Western can assist students their ICAP goals.	High School and College Relations Advisor Vice President for Academic Affairs Academic Dean	Meet annually with counselors and develop one new initiative to assist students in meeting their ICAP goals.	Western hosted Counselor's Day on Feb. 9, 2022. During this meeting, the need to connect students with career paths and workforce was discussed. From this discussion, a Workforce Readiness Summit and Career Fair was developed. The event was hosted at Western on March 23, 2022. There was an employer panel along with break sessions for interview skills, resume writing, and career planning. There was also a Career Fair with 11 different industries represented. A total of 68 student participated in the entire day. Students attending from Navajo HS, Hobart HS, Blair HS, Sentinel HS and Altus HS. In addition, students from Southwest Technology Center and WOSC also attended. Students that participated in the entire event received a Career Readiness Certificate. This initiative was part of Western's micro-credential initiative.

High Impact Strategy – ICAP (continued)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Provide Proactive Advisement to increase connectivity between faculty advisors and students. This initiative would include the following: • Development of online system to allow students to set advisor appointments • Dashboard creation for advisor selection in Admissions Department • Development of Advisement Webpage • Provide better access of advisees to faculty advisors	Director of Academic Support Enrollment Management Committee Faculty Advisors IT Department	Implement Proactive Advisement Initiative and • Develop of online system to allow students to set advisor appointments • Dashboard creation for advisor selection in Admissions Department • Development of Advisement Webpage • Provide better access of advisees to faculty advisors Retention rate goal is 50% for full-time and 30% for part-time students.	Western has developed an advisement webpage. Western held numerous workshops for advisors during 2020-2021 Academic Year. Western believes with the implementation on the new ERP and LMS systems, the ability to provide proactive advisement will be easier. Retention rate goals by cohort and type of student:

Cohort Year	Full-time %		Part-time %	
	G	A	G	A
2015	51	59	35	33
2016	53	49	35	40
2017	60	55	35	27
2018	50	56	30	46
2019	50	62	30	38
2020	50	*	308	

**-pending G-Goal A-Actual*

Fiscal Impact

ADULT COMPLETION

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

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) *(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Review the Reach Higher Direct Complete Initiative and determine if Western can select a workforce driven degree to focus on and secure a business partner to help fund the initiative.	Vice President for Academic Affairs Reach Higher Coordinator	Western will select a new program or degree each year that has the workforce need so that a business partner can be secured.	Western has chosen to focus on Nursing and is working with Jackson County Memorial Hospital. A formal contract has been signed and three students received scholarships from the hospital. Western hosted a Workforce Partner meeting in FY 2021. Because of this meeting along with workforce data, Western developed an AAS in Business Management, AAS in Farm and Ranch Management with certificates in Horse Management, Agriculture Industries, and Crop Production. Western also developed an AAS in Applied Technology with options in Cyber Security, Graphic Design and Aviation.
Fiscal Impact: Partnerships through ReachHigher and DirectComplete provide students with scholarship funds.			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) *(What scholarships and support services are in place for students in these programs?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Advertise adult degree completion programs through Reach Higher and contact potential eligible students.	Reach Higher Coordinator	Increase degree completion through the Reach Higher initiative with the goal of 10 graduates identified as Reach Higher during AY 2021-2022.	Western has two programs, Liberal Arts and Child Development, which have been approved as Reach Higher degrees. Western did not have any graduates designated as Reach Higher students. Western has the Enterprise Development-AA degree and the Enterprise Development-AS degree as part of the Reach Higher program. However, these degrees are only listed on the inventory. Western does not have enough faculty to offer these degrees. Western does plan to have the AS in Business approved as a Reach Higher program. Western did host two Reach Higher enrollment events in FY 2022.
Fiscal Impact: Due to the low participation numbers, the fiscal impact has been minimal. The program can shorten time to degree completion and improve the workforce pipeline.			

High Impact Strategy – Micro-credentials and Badging *(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Utilize micro-credentials and badges to recognize content mastery in workforce relevant areas.	Vice President for Academic Affairs Academic Dean	Develop one new micro-credential annually and complete paperwork to develop digital badges.	Western met with industry partners throughout the 2021-2022 academic year. With this information along with 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. Business-Western hosted a Workforce Readiness Summit and Career Fair on March 23, 2022. This initiative addressed the need for soft skills brought up by industry partners in business. There was an employer panel along with breakout sessions for interview skills, resume writing, and career planning. There was also a Career Fair with 11 different industries represented. A total of

High Impact Strategy – Micro-credentials and Badging (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			68 students participated in the entire day. Students attending from Navajo HS, Hobart HS, Blair HS, Sentinel HS and Altus HS. In addition, students from Southwest Technology Center and WOSC also attended. Students that participated in the entire event received a Micro-credential in Career Readiness. Aviation Mechanic-Western developed a micro-credential in Aviation Maintenance Technology FAA Prep. This initiative was in cooperation with Southwest Technology Center (SWTC) to address the students that graduate from SWTC but never to the FAA exams. Ten students participated in the course. The course is still being taught. The results are still pending.

High Impact Strategy – Micro-credentials and Badging (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			Nursing Western developed a micro-credential for an NCLEX-RN Prep Certificate. This was offered to graduating WOSC nursing students after graduation. This was in partnership with area hospitals. A total of 55 students participated in this training and received a certificate. These students are scheduled to take the NCLEX-RN in June and July. These results are still pending. All credentials were offered as CEUs.
Fiscal Impact: All training and course material were provided at no cost to the students. For course development, materials, and faculty cost, a total of $10,605 was spent. Another $18,105.57 was spent in scholarships. If students receive the industry credential after this training, the fiscal impact will be much greater.			

High Impact Strategy – Third-party course or training provider *(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Explore third-party course providers to determine if they will be a value to the local area workforce needs.	Vice President for Academic Affairs Academic Dean	A review of third-party vendors will be explored and a decision will be made during the 2022-2023 academic year to determine if this is a viable option.	New initiative-pending Western chose not to participate in the Coursera initiative during 21-22. However, Western will continue to research resources for credential training. Western did offer training during 21-22. However, qualified individuals in the area were utilized to develop this training.
Fiscal Impact: New initiative-pending			

OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS.

High Impact Strategy – Data Analytics – *(How is your institution using big data to support students in both academic and non-academic issues?)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
	Director of Institutional Effectiveness Vice President for Academic Affairs	Predictive Data Analytics will be utilized to detect patterns and trends to improve retention rates and increase degree completion.	Western has an office of Institutional Effectiveness that assists with the collecting and analysis of data. Western began an intentional process of Strategic Planning and predictive analysis in 2015. Western publishes several of these data sets in the College Plan, which is utilized to help make decisions to improve student outcomes. Presidential Priorities for Fiscal Year 2022 are based on the following analytics: Increase student enrollment 2% to 25,506 credit production hours (AY 20/21 was 25,006); Maintain fall to fall retention level of at least 50% for full-time students (currently 62%) and for part-time at least 40% (currently 38%); maintain a graduation rate of at least 25% (currently 32%); increase transfer rate to 18% (currently 10%); enhance the diversity/cultural

High Impact Strategy – Data Analytics (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
			awareness of the College population; modify existing program offerings to better meet the area workforce needs; enhance co-curricular assessment focusing on student leadership and community engagement and community engagement and service learning; Ensure a systematic assessment process focusing on continuous improvement is being utilized and communicated campus wide to direct institutional changes.
Implement new Enterprise Resource Planning (ERP) system to improve data analytic capabilities.	Director of Information Technology Director of Institutional Effectiveness	Continue the implementation process of new ERP System during 2022-2023 Academic Year.	Western began the implementation of Colleague. The implementation began in fall 2021. The ERP will go live in phases. It is anticipated that Academic Affairs will go live to enroll students in the March 2023 for summer and fall enrollment.
Utilize new Learning Management System (LMS) to enhance predictive analytics.	Director of Information Tech. Academic Dean	Canvas is operational and all faculty utilize the LMS to host course content.	Canvas was implemented in the spring 2022 semester. Faculty are still learning the nuances of the system. Training will be provided on the use of Canvas with predictive analytics.

High Impact Strategy – Data Analytics (continued)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Participate in the Southwest Student Research and Success Shared Services Center with Cameron University and the University of Science and Arts of Oklahoma.	Director of Institutional Effectiveness	Develop dashboards, construct jobs and predictive models and share among the three institutions. Through these dashboards and models, the goal is to design strategies to increase retention, graduation and enrollment.	This initiative received funding for FY 23 to develop and standardize reports to be used for predictive modeling and dashboards. Funding will be utilized to hire personnel, pay for training, and software licensing.

Fiscal Impact

The impact of the Shared Services initiation includes:

- 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.
- Increased use of predictive analytics and dashboards will allow institutions to implement targeted interventions to increase student persistence and completion rates.

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Promote 15 to Finish initiative on Western's campus and continue to make it part of the everyday culture.	Enrollment Management Committee Faculty Advisors	Western's target for the Fall 2020 cohort is to have 20% of the students complete 30 credits a year. Western would like this target to be higher. However, with many of the students needing remediation and being part-time students, this is difficult to achieve.	Western introduced this initiative in spring 2017 and continues to inform students of the need to take 15 hours each semester. Renewed efforts were made this year through the Momentum Year Plan. Fall 2020 First Time Entering Student Cohort, which included 258 students. Among this cohort, 24.03% (62 students) completed 30 credit hours their first academic year including remedial hours, which are zero level courses. Among this same cohort, only 17.44% (45 students) truly completed 30 credit hours not including any remedial hours.
Fiscal Impact: Student completing 15 hours per semester increases degree completion, which would eventually increase pipeline to the workforce.			

High Impact Strategy – Degree Audit Program/Degree Reclamation *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Implement new ERP system with automated degree audit.	Admissions Office/Registrar Division Directors Faculty Advisor	Colleague, the new ERP system will be fully implemented with Self-service allowing automated degree audits.	Western previously used My Academic Plans (MAPs) for Western's programs. These MAPs were placed on Western's Advisement webpage, which is also linked to each specific program page. However, these MAPs have not been utilized widely. With the implementation of a new ERP, this process will be seamless and will improve the students' abilities to use these tools more independently.
Fiscal Impact: Degree audit can improve degree completion and keep students from taking unnecessary course. This can be a savings of both time and money.			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**
Encourage the use of Open Educational Resources through the utilization of Pressbooks.	Vice President of Academic Affairs Academic Dean	Increase the use of OER by 2% annually	Western purchased licensing to utilize Pressbooks OER material. Two courses were designed utilizing these resources in 2021-2022.
Implement Akademos Equitable Access program.	Vice President of Academic Affairs Academic Dean Vice President for Business Affairs IT Department	Implement the Equitable Access program through Akademos in fall 2022.	Western has contracted with Akademos and is in the process of implementing this program for the fall semester.
Fiscal Impact: The cost of textbooks is very high. The use of OER eliminates the cost of books. The Equitable Access program through Akademos, greatly decreases the cost of books while having them available for students on the first day of class.			