



CARL ALBERT STATE COLLEGE

Strategic Plan



2019-2024

Table of Contents

1

Introduction

2

Mission, Vision,
Values, & Goals

3-4

Definitions &
Measures

5-10

Focus Area 1

11-14

Focus Area 2

15-16

Focus Area 3

17-21

Focus Area 4

22-24

Focus Area 5

25-26

Focus Area 6

Introduction

The Strategic Plan of Carl Albert State College seeks to emphasize continuous improvement by establishing priorities and processes which provide direction and scope for the growth of the college. Regular assessment and evaluation of strategic actions, along with appropriate documentation and adjustments, creates an atmosphere that is both planned and dynamic. This five-year plan is intended to include annual reviews, documentation of strategic actions, and impact studies. Due to rapid changes in our operations related to the international pandemic, regional economic shifts, and evolving student demographics/needs, we made necessary modifications to this plan to best serve our students and service communities.

Based upon the mission, vision, values, and goals of Carl Albert State College, six Focus Areas have been created to guide the college's planning strategies:

Focus Areas

1

Preparation for
Success

2

Academic
Standards & Rigor

3

Assessment &
Technology

4

Perseverance,
Persistence, &
Perspective

5

Safe & Conducive
Learning
Environment

6

Marketing &
Communications

Mission, Vision, Values, and Goals

Our Mission

To provide affordable, accessible, and exceptional education that fosters student success.

Values

1. **Student Experience** – a supportive learning-centered community created to meet diverse student needs in the achievement of academic and personal goals for lifelong learning opportunities;
2. **Educational Quality** – exceptional programs and services striving for continuous improvement for student success;
3. **Integrity** – honesty, courtesy, responsibility, and ethical conduct within the college community and with other constituencies;
4. **Accessibility** – a wide range of academic programs, general education, and student services to meet student needs in an efficient, effective, inclusive, and economical manner;
5. **Community Collaboration** – cooperative partnerships with other educational institutions, agencies, and organizations to better the global community;
6. **Leadership** – engagement and civic responsibility at local, national, and global levels;

Our Vision

CASC faculty and staff will provide an exemplary learning community by creating excellent educational opportunities that are responsive to the needs of the area and enable students to achieve their aspirations and develop into successful participants in an ever-changing world.

Goals

1. Preparation of students for success in further educational endeavors, careers, and a life of service and leadership;
2. High academic standards and rigor;
3. Evaluative processes of educational experiences to provide data-driven assessments and outcomes;
4. Instilling student perseverance, independent learning, and critical thinking skills throughout college and life;
5. Providing a safe and conducive environment for learning;
6. Contemporary and effective use of technology;
7. Promoting local opportunities for student and community success;
8. Encouraging a global perspective and lifelong learning.

Definitions and Measures

The mission of Carl Albert State College places focus on three critical areas pertaining to the overall goal of student success.

These areas are affordability, accessibility, and exceptionality of the education and experience provided by the college.

The values and goals of Carl Albert State College reflect the dedication of the college to the mission, which in turn drives decision-making strategies throughout the institution. In a broad sense, the decisions of the college are made based upon their relation to providing affordable, accessible, and exceptional education to its students.

The core strategy of Carl Albert State College is to provide clear objectives within the structured goals, and to state further specific strategies to meet these objectives and measurable outcomes through which to assess progress and success.

This approach promotes a fluid, dynamic strategy allowing for constant evaluation of the outcomes, strategies, objectives, goals, values, vision, and the mission itself. In a constantly evolving world, adaptability is the key to success, and for Carl Albert State College to enjoy continued success it must not become complacent and static in its approaches.

Ideals of financial stewardship due to limited allocations and a strong sense of responsibility to students and donors have created a culture of budgetary efficiency without sacrificing the needs of students or the college. To provide responsible, enduring education, every aspect of decision making at CASC ties back to cost analysis, producing affordability, access, and exceptional educational experiences for students. In a sense, CASC's budgeting practices are central to the pursuit of the mission of student success.

Definitions and Measures

Affordability: Affordable education means that Carl Albert State College employs strategies to maintain the low cost of the quality education CASC provides through the use of grants, the efforts of the CASC Development Foundation, careful management, and oversight from the business office and administration, and other well-planned strategies that allow CASC to remain at the top of educational quality and at the lower end of educational cost to the student. Affordability is a pervasive component of Carl Albert State College, resonating through all areas of the institution and creating a strong sense of fiscal responsibility and stewardship within the faculty and staff, the benefits of which are passed onto students.

Accessibility: Accessible education involves making Carl Albert State College easy to access for any student. Two physical campuses, a virtual campus, recruiting, on-campus housing, online and traditional course offerings, plentiful office hours for instructor contact, low student-to-teacher ratio, modern classrooms, technology access, and ample opportunities to explore student life are key components of accessible education.

Exceptionality: Exceptional education involves processes and results which exceed the averages and norms of other two-year public colleges, provide abundant future opportunity for students either in furthering their education or in the job market, and display the abilities and skills of Carl Albert State College students to the student community, the business community, the local community, and the education community.

Focus Area 1

Preparation for Success

Objective 1.1

Prepare students graduating from CASC for success in academic settings.

Strategies:

- Continue to identify and maintain partnerships with four-year institutions regarding course transfer, including 2+2 agreements, articulation agreements, Memorandums of Understanding (MOU), and reverse transfer, as well as participate in the Oklahoma State Regents for Higher Education Course Equivalency Project (OSRHE CEP) to assure that CASC courses are equivalent or superior to other courses in the state.
- Curriculum mapping and framework for alignment of curriculum will afford measures of preparation and success for students.
- Encourage professional development of faculty to ensure modern and appropriate academic practices through the use of Endowed Professorship funds and regular faculty training.

Measurable Outcomes:

- Compare collected data reported by the Oklahoma State Regents for Higher Education concerning transfer statistics to previous years.
- Evaluate transfer GPA and completion data from four-year partners to measure program effectiveness and student preparation levels.

Timeline:

- Continuous process.
- Annual transfer data audit each summer.

Objective 1.2

Prepare students graduating from CASC for success in workforce settings.

Strategies:

- Cultivate and maintain relationships with members of the business community to ensure that CASC meets their ever-evolving needs and increase potential job opportunities for students.
- Emphasize contextualization of coursework for real-world application.
- Create and utilize advisory boards comprised of campus and community stakeholders.
- Place students in internships to provide real-world experience.

Measurable Outcomes:

- Appraise student preparedness and success related to job placement by surveying students leaving CASC with certificates or degrees which are intended for immediate employment to determine employment status.
- Evaluate workforce development program success by utilizing employer surveys to gauge CASC student preparedness and identify changing employer needs.
- Analyze job placement and employment numbers from workforce data and sources such as the American Jobs Center to identify meaningful benchmark data.

Timeline:

- Graduate and employer surveys sent annually during the summer.
- Advisory boards will meet annually.

Focus Area 1

Preparation for Success

Objective 1.3

Identify new program opportunities based on employer and community needs.

Strategies:

- Work closely with constituents to monitor employment and community needs, and develop new relationships which allow CASC to grow and to adapt to environmental changes.
- Curriculum committee members, as well as staff in other campus offices, including the Office of Academic Affairs, are responsible for gauging the validity of and need for new courses and programs.
- Use social media to extend contact opportunities and increase visibility to, as well as feedback from, constituents and stakeholders.
- Conduct market research and environmental scans; work with Academic Affairs, other higher education partners and the professional community to determine needs.
- Create new promotion campaigns to inform potential students in the Sallisaw target market about emerging campus site programs including: Healthcare Administration option within the Business Degree, résumé promotion of the Business Administration Degree, and the Digital Technology Program.
- Cultivate and implement new strategies to work with community partners including Indian Capital Technology Center, the Cherokee Nation, and Veterans Affairs to recruit and promote the Sallisaw Nursing Program, as well as other campus site programs.

Measurable Outcomes:

- Compare the number of new courses, partnerships, and activity of the curriculum committee to previous accreditation and assessment cycles to measure the progress toward this goal.
- Report the number of workforce certificates completed and compare to previous terms.
- Employ workforce surveys with stakeholders to measure effectiveness in qualitative terms.
- Formulate new strategies and opportunities from the examination of program review data.
- Measure the number of degree or certificate options added.

Timeline:

- This is a continuous process; the activity of the college toward this goal will be evaluated at the conclusion of each academic year.
- Two new academic programs leading to degrees or certificates will be added by May 2020.

Focus Area 1

Preparation for Success

Objective 1.4

Reach students who are close to home.

Strategies:

- Continue to build institutional relationships with area high schools and community members to attract local students who may continue living at home while attending college.
- Expand online courses, micro-credentials, and distance learning opportunities across the service area, making CASC “closer to home” for more students.
- Increase direct contact with high schools through concurrent enrollment, recruitment, and campus outreach activities.
- Add additional designated concurrent sections, supply area high schools with zoom carts and required technology, market the availability and value of concurrent offerings, or teach in-person classes at partner sites.
- Expand promotion of degree and certificate programs that are available at the Sallisaw campus.
- Increase awareness with local students and parents regarding the value of concurrent enrollment related to cost savings, dual credit opportunities, and heightened college completion rates at both campus sites, as well as virtually.
- Identify “concurrent influencers” who can provide relevant perspective and experiential peer review.

Measurable Outcomes:

- Examine enrollment numbers of non-traditional, commuter, and distance-delivery students every semester to measure increases/decreases at all campus sites.
- Appraise the number of sections offered and enrollment in those sections.

Timeline:

- Continuous process.
- The number of concurrent course sections offered to area high school students and the total number of high school concurrent students enrolling in these courses will increase by May 2019.

Focus Area 1

Preparation for Success

Objective 1.5

Strengthen developmental education.

Strategies:

- Strengthen developmental education programs to provide expanded opportunities for success to students who lack the preparation, motivation, or confidence to fully succeed in college.
- Develop annual internal reports of performance in college-level courses for students who required remedial preparation.
- Offer developmental course options in effective formats.
- Continue to use and evaluate multiple placement measures to increase access to credit-bearing courses.

Measurable Outcomes:

- Examine success rates of developmental students in college-level courses through periodic evaluation of course completion and GPA in those courses.
- Appraise co-requisite models of support for developmental courses through student evaluations and faculty/staff assessment.

Timeline:

- Continuous process.
- College-level success reports for the previous fall and spring will be analyzed each summer.

Focus Area 1

Preparation for Success

Objective 1.6

Enhance the use of advisors, retention officers, recruiters, and counselors.

Strategies:

- Increase contact between students and advisors, retention specialists, and counselors to develop personal connections between students, the college, and their goals.
- Develop and implement strategies to create a sense of student responsibility and ownership of degree progress in order to increase retention and success.
- Administer advisor holds to assure proper enrollment/advisement for students.
- Expand enrollment management services at all campuses including Poteau, Sallisaw, and CASC Online.
- Use college success/orientation classes to promote degree planning.
- Develop and market faculty and staff-driven, specialized student workshops geared towards improving student success at the high school level and the transition to college.
- Pursue new admission processing software, while developing more streamlined admission processes and employ additional seasonal staff to assist with processing.
- Increase the number of local, on-site high school visits/contacts by 5% by offering specialized student enhancement workshops.
- Work with our four-year university partners to create and develop a Graduate Assistant sharing program for Student Service areas.

Measurable Outcomes:

- Compare student usage in enrollment management areas to previous terms.
- Examine the admissions/enrollment management activity related to student degree declarations, course schedules, and degree audits to identify shifting data trends.
- Differentiate retention and graduation numbers to previous terms to examine changes.
- Review assessment data related to enrollment management regularly to determine strategic success and areas for improvement.
- Review recruitment reports to prove increases in high school visits by 5%.
- Demonstrate the existence of more timely admission processing and completion times.

Timeline:

- Continuous process.
- Increase number of high school visits/contacts by May 2020.
- Improved admission and enrollment processes/procedures that lead to reduced obstacles and delays in converting applicants to enrolled students by 5% by May 2020.

Focus Area 1

Preparation for Success

Objective 1.7

Increase activity in student life programs in order to promote community involvement and participation.

Strategies:

- Encourage student and community participation in clubs, organizations, and campus events/activities.
- Market and promote events on campus to attract and to appeal to a wider audience.
- Emphasize the importance of activity and effectiveness in student life programs.
- Work with National Junior College Athletic Association (NJCAA), the local community and the Board of Regents to expand and improve the number and quality of athletic programs and facilities.
- Work with our four-year university partners to create and develop a Graduate Assistant sharing program for Athletics.

Measurable Outcomes:

- Analyze participation data for clubs, organizations, and sponsored activities to identify efficiencies and effectiveness.
- Employ successful completion standards related to stipend requirements for club and activity sponsorship and conduct assessment following each semester to ensure quality.
- Evaluate co-curricular assessment data related to student life programming regularly.
- Examine the quantity and quality of athletic programs and facilities.

Timeline:

- This will be monitored annually.
- Addition of three to five additional athletic programs and expansion of existing athletic facilities by the end of 2022.

Focus Area 2

Academic Standards and Rigor

Objective 2.1

Evaluate course and program data to qualify the rigor and quality of courses.

Strategies:

- Use classroom and assessment data to ensure that courses meet or exceed necessary standards.
- Collect transfer data from the OSRHE to measure the success of students leaving CASC.
- Use common syllabi and student learning outcomes which indicate rigor and quality of instruction.
- Use student survey of instruction data to improve courses and curriculum.

Measurable Outcomes:

- Examine classroom and assessment data to indicate standards of course rigor.
- Analyze transfer data to determine success (grades and completion) at transfer institutions.

Timeline:

- Courses and programs shall be assessed on the defined cycle schedules.

Objective 2.2

Develop and implement curriculum maps and framework to ensure relevant outcomes and adequate preparation for future courses.

Strategies:

- Academic departments will meet to coordinate vertical alignment of courses.
- Emphasize common student learning outcomes and horizontal alignment of courses.
- Use course syllabi template to ensure consistency and assessment value of course and program outcomes.
- Academic divisions and instructors will develop four-semester advisement plans to facilitate adequate preparation for courses.
- Clearly list prerequisite courses on degree plans for students and advisors.
- Code prerequisite courses in the updated enrollment system to prevent enrollment errors.

Measurable Outcomes:

- Examine curriculum maps and assessment plans to provide evidence of proper course alignment.
- Review four-semester advisement plans.
- Evaluate prerequisite courses for necessity.
- Review the common course syllabi on file in the Office of Academic Affairs.

Timeline:

- Continuous process.
- Audited processes will occur annually in the fall.

Focus Area 2

Academic Standards and Rigor

Objective 2.3

Ensure transferability of Carl Albert State College courses to four-year institutions.

Strategies:

- Continue to participate actively in the Oklahoma State Regents for Higher Education CEP.
- Continue to develop transfer relationships (MOUs and 2+2 agreements) with four-year institutions to ensure that CASC courses are readily accepted upon degree completion and transfer.
- Work closely with colleagues at partner institutions to enhance and create new 2+2 agreements and program articulations.
- Schedule annual representation at the OSRHE CEP event.
- Expand the quantity and quality of educational partnerships with other regional colleges, technical schools, and universities.

Measurable Outcomes:

- Illustrate that official transfer agreements with four-year institutions and current CEP information are available on website.
- Examine the number of new 2+2's and program articulation agreements.

Timeline:

- Continuous process.
- OSRHE CEP meetings are held annually in the fall.
- Transfer agreements will be actively pursued, monitored, and modified as needed.
- Transfer agreements will be reviewed each summer.

Objective 2.4

Maintain standards of low student-to-teacher ratios and continue to pursue hiring highly qualified faculty with expertise in their fields.

Strategies:

- Execute hiring practices to provide qualified instructors and allow CASC to maintain student-to-teacher ratios at or below 24:1.
- Encourage current faculty to improve qualifications and credentials by pursuing scholarly activities in their fields of instruction.
- Closely monitor and meet need and demand for programs, courses, and delivery methods.

Measurable Outcomes:

- Examine the Annual Unitized Data System student-to-teacher ratio report.
- Appraise professional development activities.
- Evaluate Course/Program/Delivery Method assessments (Course Fill Rates/Ad-Astra/Declared Majors).

Timeline:

- Annually monitor student-to-teacher ratio in the fall.
- Continually monitor hiring practices, employee evaluations, and professional development programming.
- Conduct annual reviews of faculty qualifications in summer.

Focus Area 2

Academic Standards and Rigor

Objective 2.5

Develop and establish an online campus which allows meaningful access to students via technological media.

Strategies:

- Create the CASC Online Committee, represented by faculty across multiple disciplines, including the Coordinator of Online Education.
- Audit online courses and programs using an internal rubric based on Quality Matters standards.
- Design all CASC online courses and programs in congruence with an identified design template.
- Train online faculty in using consistent methods and Quality Matters standards.
- Ensure availability of CASC content to students in a wide-reaching area.

Measurable Outcomes:

- Review committee reports and findings.
- Track training and participation of faculty members in online best practices.
- Audit documentation provided by the Curriculum Committee related to course approval.
- Illustrate continued membership and participation in the National Council for State Authorization Reciprocity Agreements.

Timeline:

- Continuous process.
- Regular course audit cycle as established by the Coordinator of Online Education.

Objective 2.6

Expand access through the existing distance delivery courses.

Strategies:

- Provide college courses via distance delivery to a wider audience.
- Increase the number of high schools participating in concurrent programs.
- Use the distance delivery technology to combine courses on the Sallisaw and Poteau campuses.
- Increase and promote the number of non-traditional course offerings (hybrid, online, zoom, course times, etc.)

Measurable Outcomes:

- Measure the number of online programs and students.
- Track the number of concurrent high school partners.
- Compare number of courses available to concurrent distance learning students to previous semesters.
- Examine the number of non-traditional courses, sections offered, and students enrolled in those courses.

Timeline:

- Continuous process.
- Audits each semester.
- Increase the number of courses, sections offered and students enrolled in non-traditional delivery (hybrid, online, time of day, zoom, etc.) courses by 10% by May 2020.

Focus Area 2

Academic Standards and Rigor

Objective 2.7

Emphasize the endowed professorships program.

Strategy:

- Encourage participation in professorships which expand instructors' perspectives and knowledge to be carried over into the classroom for students' benefit.

Measurable Outcomes:

- Track the number of applicants and participants in the endowed professorship program.
- Demonstrate the implementation of Endowed Professorship items and events.
- Illustrate the impact of Endowed Professorship items and events.

Timeline:

- Continuous process.
- Reports are made annually at the fall meeting of Development Foundation Trustees.

Objective 2.8

Program Review

Strategies:

- Participate in regular program review as required by the OSRHE and outside accrediting bodies.
- Conduct internal program evaluation through assessment practices.
- Conduct internal and/or external program review as needed or requested.

Measurable Outcomes:

- Examine the number and currency of program reviews.
- Appraise the success rates and findings of program reviews.

Timeline:

- Execute process as established by review cycles.

Focus Area 3

Assessment and Technology

Objective 3.1

Create and implement a process of assessment to provide measurable outcomes for all CASC programs.

Strategy:

- Develop and implement functional assessment processes and reports, while monitoring and training faculty and staff regarding measurable and accurate assessment findings.

Measurable Outcomes:

- Examine assessment analysis reports related to evaluations of courses, programs, and methods of delivery.
- Illustrate published reports on the CASC website for reference resourcing purposes.

Timeline:

- Assessment reports will be completed annually.

Objective 3.2

Establish common syllabi with common instruments of measure within all CASC courses.

Strategies:

- Utilize measurable and consistent student learning outcomes among full-time instructors of common courses to ensure horizontal alignment among courses.
- Develop and incorporate a common syllabi template.
- Establish and maintain consistent program goals, student learning outcomes, and course objectives.

Measurable Outcomes:

- Appraise components in common course syllabi annually to ensure identical core student learning outcomes and objectives are aligned with program goals.
- Illustrate how common measurement tools are being utilized in conjunction with common syllabi.

Timeline:

- Student learning outcomes are reviewed annually during the spring semester.
- Common syllabi are reviewed annually during summer semester.

Focus Area 3

Assessment and Technology

Objective 3.3

Deploy a mission-based assessment approach using comprehensive systematic processes

Strategies:

- The Outcomes and Assessment Specialist streamlines and standardizes assessment measures and processes.
- The Academic Affairs office will produce and distribute assessment reports online to enhance transparency.
- Develop and revise program frameworks for academic co-curriculum, and non-academic assessment.
- Establish meaningful assessment strategies through the Assessment Office housed under the Office of Academic Affairs.

Measurable Outcomes:

- Examine common student learning outcomes and syllabi design.
- Appraise assessment reports and compare relevant data sets for future growth.

Timeline:

- Student learning outcomes will be audited annually during the spring semester.
- Common syllabi will be audited annually during the summer semester.

Focus Area 4

Perseverance, Persistence, and Perspective

Objective 4.1

Enhance student advisement methods.

Strategies:

- Train advisors regularly to coordinate and create awareness of changes in programs and requirements.
- Require all students to meet with an advisor.
- Maintain four-semester graduation plans for visible, fluid advisement practice, and increased student retention.
- Conduct first-time freshmen enrollment sessions.
- Maintain 2+2 agreements and generate eight-semester transfer maps.
- Hire professional advisors, create an academic advisement training handbook and workshop, and pursue new software to assist with academic planning and scheduling.
- Adopt an institutional academic advising model and train all faculty according to the academic advisement best practices.

Timeline:

- Student advisement numbers will be collected at the conclusion of fall and spring semesters.
- Four-semester graduation plans will be reviewed annually each summer.
- Yearly advisor training courses will be reviewed annually each summer.
- Adoption of new enrollment management plan by May 2022.

Measurable Outcomes:

- Compare the total number of students advised with previous semesters.
- Examine four-semester graduation plans.
- Appraise existing 2+2 agreements with other institutions.
- Track the number of professional academic advising staff, faculty advisor competency, number of successful advisement training workshops, and number of students making academic plan progress.

Focus Area 4

Perseverance, Persistence, and Perspective

Objective 4.2

Develop counseling services and surveys for withdrawing students.

Strategies:

- Require all withdrawing students to meet with a counselor/advisor.
- If withdrawal is necessary beyond the 60% date, students must obtain appropriate signatures from key campus staff members.

Measurable Outcome:

- Examine data regarding the number of withdrawing students, their reasons for withdrawal, and plans to assist future students.

Timeline:

- Continuous process.

Objective 4.3

Create and use Student Learning Outcomes (SLO) and program outcomes requiring independent, critical thinking.

Strategies:

- Instructors provide measurable SLOs and objectives which use appropriate terminology to display levels of independent, critical thought.
- Instructors implement higher-level SLOs and objectives in assignment strategies.

Measurable Outcome:

- Analyze SLOs to reveal a use of objective indicators (such as Bloom's Taxonomy) which display higher-level thinking skills.

Timeline:

- Annual review and assessment by faculty, division chairs, and/or assessment committee.

Focus Area 4

Perseverance, Persistence, and Perspective

Objective 4.4

Increase the use of academic support services.

Strategies:

- Provide multiple means of access to tutoring services.
- Students receiving tutoring will be surveyed to determine strengths and weaknesses of the tutoring program.
- Implement supplemental education models in place for students with high percentages of D, F, or Withdrawal (DFW) grades in courses.
- Meet with local public school administrators to establish the need for the tutoring program, while planning the logistics and training of the program tutors.

Measurable Outcomes:

- Evaluate tutoring service (Academic Resource Center, federal/state grant programs, and UpSwing) data to reflect the number of students being tutored and times of service to provide an accurate sense of student need and desire.
- Track the number of local high school students receiving tutoring.

Timeline:

- Continuous process.
- Data will be gathered, recorded, and reported monthly.
- Establish a comprehensive tutoring program that utilizes CASC Scholars Program students to tutor and mentor local high school students by May 2023.

Focus Area 4

Perseverance, Persistence, and Perspective

Objective 4.5

Increase retention and graduation rates.

Strategies:

- Strengthen awareness and support of existing student support programs, including federal/state grant programs.
- Provide more focus on and support to needs of students requiring developmental education in order to promote increased retention and progress.
- Increase emphasis on community interaction to improve overall involvement and ownership.
- Promote student life activities to increase retention through inclusivity and belonging.
- Pursue a new auto packaging financial aid software package. Enlist the assistance of CASC TRiO programs to increase the number of financial aid applicants and completion rates.
- Create coordinated marketing campaigns via social media and enhanced print materials that speak to CASC's affordability and value in the local market.
- Partner with Development Foundation, Enrollment Management, and the executive cabinet to increase the availability of scholarship funds, better leverage student funds, and increase scholarship awareness.
- Heighten awareness of campus student support services and enhance the Freshmen Orientation program.
- Implement a new Academic Advising Model and utilize campus grant programs (NASNTI, SSS, EOC, etc.).

- Focus informational efforts on the importance of staying on track to graduation, utilization of degree planning software tools, and the opportunity for reverse transfer and an improved academic advising model.

Measurable Outcomes:

- Compare retention, persistence and graduation rates to previous semesters.
- Examine student life activity assessments and participation data.
- Track the number of students applying for and completing Free Application for Federal Student Aid (FAFSA), as well as the amount of time to process and complete packaging.
- Appraise social media and print material produced and measure the number of students that respond to new media efforts.
- Compare scholarship applications and awards to previous semesters.

Timeline:

- This is an ongoing process which will be monitored constantly throughout each year.
- Increase the number of students applying for and completing the process for Federal Student Aid as well as decrease the FAFSA package processing time by 2% by May 2020.
- Increase and improve marketing that promotes the CASC affordability by increasing social media and printed deliverables by May 2021.
- Increase the number of institutional scholarships available to students as well as the total amount of scholarships awarded by 10% by May 2020.
- Increase persistence rates by 1% annually.
- Increase First-Time, Full-Time retention rates by 1% annually.
- Increase graduation rates by 1% annually.

Focus Area 4

Perseverance, Persistence, and Perspective

Objective 4.6

Develop and promote Community Education programs.

Strategies:

- Develop opportunities for CASC graduates and members of the community to expand knowledge and relationships.
- Enhance both lifelong learning opportunities and a broader perspective of culture and diversity for the service market communities.
- Collaborate with local business and civic organizations to develop a community awareness campaign centered on educational opportunity and personal growth.
- Foster a collaborative, empowering work environment that strengthens and promotes positive partnerships and community service opportunities for all CASC employees.
- Partner with municipal leadership, business communities, and civic organizations in service communities in both campus site service areas to increase support and enrollment in degree and certificate programs, specifically with Coursera licensing capabilities, micro-credentialing, short-term training programming, and community service outreach.
- Strengthen tribal partnership and collaboration through academic programming and community education outreach in identified areas of need including child development and organizational leadership.

- Encourage employees to identify community service projects/opportunities that inspire them to be actively engaged, servant leaders

Measurable Outcomes:

- Appraise the number of offerings and participation in the programs.
- Examine community awareness through data gathered from satisfaction surveys.

Timeline:

- Audited annually in December.
- By May 2021, increase awareness of CASC as a valued community partner, change agent, economic engine, and educational provider of choice by 5%..

Focus Area 5

Safe and Conducive Learning Environment

Objective 5.1

Create and maintain modern facilities.

Strategies:

- Maintain and update buildings, classrooms, dormitories, and technology to provide a modern, comfortable, and efficient academic environment.
- Increase functionality, student services, and work efficiency through upgrades and remodeling to our Sallisaw campus site.
- Establish an institutional building committee comprised of multiple college stakeholders and community supporters to develop long-term campus master planning, while addressing deferred maintenance needs.
- Create a Regents Long Term Strategy Sub-Committee to address multiple campus needs, campaigns, and planning.

Measurable Outcomes:

- Audit annual reports from the physical plant to denote updates and activity.
- Appraise cost savings related to labor utilization, outsourced services, utility, and supplies expenditures.
- Analyze multiple data sources to gauge progress in planning, maintenance, and execution.

Timeline:

- Continuous process.
- Committees will meet regularly to address campus needs.

Objective 5.2

Promote CASC counseling service options, campus safety, and student support programs.

Strategies:

- Increase awareness and visibility of existing counseling services and student service programs provided by the college and local service communities.
- Promote awareness and support of student services, including multiple grant programs and campus outreach partners.
- Support and promote campus safety programs through multiple mediums.
- Create a behavioral intervention team to enhance campus safety and security.
- Record and report numbers of students using institutional support services.

Measurable Outcome:

- Review tutoring logs from the Academic Resource Center (ARC) to track the number of students tutored and amount of time students received tutoring.

Timeline:

- Continuous process.

Focus Area 5

Safe and Conducive Learning Environment

Objective 5.3

Provide excellent student housing opportunities.

Strategies:

- Continue the scheduled updates and maintenance on existing dormitories in order to keep them modern, functional, and comfortable.
- Survey the campus and service communities to determine demand for housing and preparation for construction of additional facilities.

Measurable Outcomes:

- Audit annual reports from the physical plant and Development Foundation to denote updates and activity.
- Analyze student housing surveys.

Timeline:

- Continuous process.
- Reports on housing updates will be made annually.

Focus Area 5

Safe and Conducive Learning Environment

Objective 5.4

Use technology to increase campus responsiveness and alerts.

Strategies:

- Initiate a campus-wide search for a modernized Enterprise Resource Planning (ERP) system. The system should automate key Financial Aid, Admissions, Registration, and Business Office processes. The ERP system should address the institutions requirements for business intelligence, mobile access for students, faculty and administration for admitting, advising, enrolling, degree auditing, payment processing, and other functions and processes as determined by a campus wide search committee.
- Implement the usage of AI chatbots to enhance service provided to website visitors, allowing constant communication to address prospective students, current students, and parent inquiries.
- Test and design virtual reality and augmented reality solutions to provide an immersive learning experience for students and the community.
- Hire an Enterprise Development Specialist to integrate current and prospective software solutions with the new ERP system to create a unified, seamless online experience for students, faculty, and administration.
- Utilize current technology to streamline transcript submissions and processing.
- Upgrade our current network backbone to expand to 10 gb from current 1 gb infrastructure.
- Access and implement a texting alert system for students, faculty, and staff members regarding important campus information, specifically related to safety and security.

Measurable Outcomes:

- Monitor and assess the ability of CASC to identify and contact students in a reasonable and responsive manner.
- Appraise the functionality, effectiveness, and efficiency of technical offerings through campus committee reports, surveys, and executive cabinet findings.

Timeline:

- Continuous process.

Focus Area 6

Marketing and Communications

Objective 6.1

Change perceptions of CASC among prospective students and parents.

Strategies:

- Overhaul the website to provide a better experience for potential students and their parents.
- Create brand awareness and generate campus pride by adding building banners and signage.
- Review the approval process for all touchpoints across the institution to increase brand uniformity and ensure quality.
- Update the panel/reputation manager functions on Google.
- Utilize student body statistics in ad copy and content design.

Measurable Outcomes:

- Measure the percentage distribution of student perception survey data.
- Examine data sets to determine an increase in percentage points from “above average” and higher.

Timeline:

- Continuous process.

Objective 6.2

Enhance the experience and satisfaction rate of current students.

Strategies:

- Refine the mobile app to create a positive user experience.
- Ensure the website is user-friendly for current students and possesses all needed information.
- Create “micro branding” for each major student group on campus sites including athletics, activity-based clubs/organizations, and academic programs.
- Develop internal content that encourages inclusion, diversity, equity, and celebration of student success.
- Create an athletics department style-guide and content management.

Measurable Outcomes:

- Examine data gathered from metrics provided by student satisfaction surveys.
- Evaluate survey results to determine growth or recession in each area.

Timeline:

- Continuous process.

Focus Area 6

Marketing and Communications

Objective 6.3

Internally brand the investible idea among faculty and staff to lead to a culture shift, personal growth and development, and personnel refocus.

Strategies:

- Incorporate key branding concepts into multiple aspects of the institution including: human resources, professional development, physical plant, information technology, and internal/external touchpoints across the campus and local communities.
- Include investible idea statement on all course syllabi.
- Relate progress of Strategic Plan initiatives regularly (State of the College Address, press releases, etc.)

Measurable Outcomes:

- Examine data gathered from stakeholder surveys and campus assessments.
- Evaluate assessment and survey results to determine growth or recession in each area.
- Provide Strategic Plan updates at State of the College address each semester (fall and spring.)

Timeline:

- Continuous process.

Carl Albert State College Strategic Plan 2019-2024

