



CARL ALBERT STATE COLLEGE

Strategic Plan

2026-2029



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Introduction

Carl Albert State College's Strategic Plan reflects the College's commitment to continuous improvement by identifying priorities and establishing processes that guide institutional growth and decision-making. Through regular assessment and evaluation of strategic initiatives, the College can measure progress, document outcomes, and make informed adjustments as needs and opportunities evolve. This five-year plan is designed to remain both purposeful and responsive, incorporating annual reviews, documentation of strategic actions, and evaluation of their impact. As higher education continues to change in response to economic conditions, workforce demands, emerging technologies, and the evolving needs and demographics of our students and communities, the College will adapt its strategies to ensure we continue to effectively fulfill our mission. Grounded in the mission, vision, values, and goals of Carl Albert State College, six Focus Areas have been established to guide the College's strategic priorities and planning efforts:

Focus Areas

1

Expand Access

2

Improve Student Success

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Workforce Alignment

4

Institutional Efficiency and Effectiveness

Mission, Vision, Values, and Goals

Our Mission

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

Our Mission Is Achieved By:

- Aligning programs and resources to create solutions in a dynamic environment that meets the needs and demands of the individual and community.
- Cultivating a sense of belonging within an inclusive learning environment.
- Personalizing the student journey to position students for success in individual, professional, and academic advancement.
- Allocating resources to support and enhance the student experience while ensuring accessibility and affordability.
- Fostering external partnerships to create opportunities and meet societal needs.
- Creating and cultivating a culture of excellence with passionate professionals.

Core Values

Entrepreneurial Spirit – We practice adaptability, recognize opportunities, and generate creative and innovative ideas;

Servant Leadership – We are accountable to our stakeholders;

Integrity – We act in accordance with the highest academic, professional, and ethical standards.;

Respect– We honor the dignity of each person and foster a diverse and inclusive community;

Steward of Resources– Cooperative partnerships with other educational institutions, agencies, and organizations to better the global community;

Leadership – We are dedicated to the sustainability and effective use of resources;

Our Mission in Action

The mission of Carl Albert State College centers on three fundamental commitments that support our overarching goal of student success: providing an education and college experience that is affordable, accessible, and exceptional.

These commitments are reflected throughout the College's values and goals and serve as a foundation for institutional planning and decision-making. From strategic priorities to daily operations, our decisions are guided by a central question: how will this help us provide an affordable, accessible, and exceptional educational experience for our students? In this way, our mission is not simply a statement of purpose; it is the foundation that guides our work and moves the College toward its vision for the future.

Carl Albert State College's Strategic Plan serves as a roadmap connecting our mission— who we are and why we exist— to our vision of where we want to be and what we hope to achieve over the next three years.

Through clearly defined goals, objectives, strategies, and measurable outcomes, the plan provides direction while allowing us to evaluate progress and adjust our approach as needs and opportunities evolve. This dynamic process ensures that CASC remains focused on its priorities while also remaining adaptable, responsive, and committed to continuous improvement in an ever-changing environment.

Our Mission in Action

Affordability: Carl Albert State College is committed to providing a high-quality education at a cost that remains within reach for our students. Through responsible fiscal management, strategic use of grants and other resources, support from the CASC Development Foundation, and thoughtful institutional planning, the College works to maximize resources while minimizing the financial burden on students. Affordability is a shared institutional commitment, fostering a culture of fiscal responsibility and stewardship across the College and ensuring that resources are used effectively to support student success.

Accessibility: Carl Albert State College is committed to making education accessible and attainable for students wherever they are and however they learn best. Through two physical campuses, a robust Online Campus, on-campus housing, flexible traditional and online course options, and access to modern technology and learning environments, CASC works to reduce barriers to higher education. Small class sizes, accessible faculty, personalized support, and meaningful opportunities for campus involvement further ensure that students have access not only to an education, but to the resources, relationships, and experiences that support their success.

Exceptionality: Carl Albert State College is committed to providing an educational experience that goes beyond expectations and prepares students for success after graduation. Through high-quality academic programs, dedicated faculty and staff, personalized support, and meaningful learning experiences, CASC equips students with the knowledge, skills, and confidence to pursue further education or enter the workforce. Exceptionality is reflected not only in student achievement, but also in the impact our students and graduates make within their professions, communities, and beyond.

Goal 1

Expand Access

Objective 1.1

Increase access and affordability by leveraging institutional resources and outreach strategies to support enrollment.

Strategies:

- 1.1.1. Increase FAFSA completion and financial aid utilization among prospective and currently enrolled students, particularly students from low-income and underserved populations
- 1.1.2. Expand community-based outreach services to increase access to educational opportunities
- 1.1.3. Increase targeted digital marketing efforts nationally

Performance Outcomes:

- Increase enrollment yield of students receiving financial aid offers by 5% by the end of the strategic plan cycle.
- Increase FAFSA completion among prospective students by 15% by the end of the strategic plan cycle.
- Increase new student enrollment by 10% by the end of the strategic plan cycle.
- Increase adult learner enrollment in continuing education programs by 15% by the end of the strategic plan cycle.

Objective 1.2

Build and sustain strategic partnerships that expand educational pathways, workforce opportunities, and community engagement across the region.

Strategies:

- 1.2.1. Develop education-sector partnerships that create seamless educational pathways into, through, and beyond Carl Albert State College.
- 1.2.2. Expand workforce, employer, and community partnerships that strengthen educational access, workforce development, and regional economic growth.
- 1.2.3. Collaborate with regional, tribal, legislative, and economic development partners to improve educational access, affordability, workforce development, and community impact.

Performance Outcomes:

- Establish Baseline Data and Measurement Criteria
- Increase enrollment through partnership-supported educational pathways by the end of the strategic plan cycle.
- Increase student persistence among students entering through partnership-supported educational pathways by the end of the strategic plan cycle.
- Increase the number of formal partnership-supported educational and workforce pathways available to students by the end of the strategic plan cycle.

Goal 1

Expand Access

Objective 1.3

Expand entry points, pathways, and supports for underserved learners, adult, first generation, veteran, low-income, and historically underrepresented learners.

Strategies:

- 1.3.1. House and administer a comprehensive adult education program to support transition to further educational opportunities, certificates, and workforce credentials through CASC
- 1.3.2. Increase concurrent educational opportunities and college readiness initiatives for first-generation, low-income, rural, and other underserved high school students.
- 1.3.3. Develop and implement online bridge, college readiness, and transition programs that support successful enrollment and academic preparation.
- 1.3.4. Provide comprehensive wraparound support programs for students with disabilities
- 1.3.5. Expand credit for prior learning (CPL) pathways for adult learners with workforce experience, military, Career Tech, industry certification, and other relevant experience

Performance Outcomes:

- Increase concurrent students enrolling at CASC after high school graduation by 10% by the end of the strategic plan cycle.
- Increase concurrent enrollment participation by 5% by the end of the strategic plan cycle.
- Increase adult learner enrollment by at least 20% by the end of the strategic plan cycle.
- Increase students receiving CPL credit by 10% by the end of the strategic plan cycle.
- Increase adult education students earning certificates, credentials and microcredentials by 25% by the end of the strategic plan cycle.
- Increase students participating in college-readiness/bridge programs by 20% by the end of the strategic plan cycle.

Objective 1.4

Leverage technology to increase enrollment by maximizing recruitment and improving the application process

Strategies:

- 1.4.1. Expand our ability to collect prospective data
- 1.4.2. Refine admission workflows to personalize and enhance the applicant experience
- 1.4.3. Increase communication campaigns based on funnel statuses

Performance Outcomes:

- Increase the yield rate of prospective students through enrollment by 2% annually.

Goal 2

Improve Student Success

Objective 2.1

Increase student persistence, credit accumulation, retention, and completion through evidence-informed, proactive student-success practices.

Strategies:

- 2.1.1. Implement proactive intervention and early alert strategies to identify students experiencing academic, financial, personal, or other barriers to persistence.
- 2.1.2. Establish structured and sequenced academic pathways that help students select programs, enroll in appropriate courses, accumulate credits, and progress toward completion.
- 2.1.3. Strengthen advising and degree-planning practices to ensure students have clear pathways to graduation.
- 2.1.4. Optimize transfer partnerships and articulation agreements to facilitate seamless academic transitions.
- 2.1.5. Develop targeted completion strategies for students who are near completion but have stopped attending class or have dropped out.

Performance Outcomes:

- Increase fall-to-fall retention by 5% by the end of the strategic plan cycle.
- Increase graduation and completion rates by 10% by the end of the strategic plan cycle. Increase the number of students receiving proactive interventions by 25% by the end of the strategic plan cycle.

Objective 2.2

Strengthen institution-wide academic, wellness, mental health, basic needs, and student-support services that promote persistence, belonging, and completion

Strategies:

- 2.2.1. Develop a comprehensive, institution-wide framework to expand student access to wellness and mental health supportive services.
- 2.2.2. Establish a coordinated campus wellness and crisis-response structure that provides prevention, early intervention, referral, and follow-up services.
- 2.2.3. Integrate academic support, tutoring, advising, and mentoring into the student learning experience.
- 2.2.4. Strengthen referrals and partnerships addressing food insecurity, transportation, housing, childcare, financial challenges, and other basic needs impacting persistence.
- 2.2.5. Expand peer mentoring and student engagement opportunities that promote belonging and connection to the institution.

Performance Outcomes:

- Increase students accessing wellness and mental health services by 25% by the end of the strategic plan cycle.
- Increase students referred to supportive services receiving follow-up by 50% by the end of the strategic plan cycle.
- Increase students participating in tutoring/academic support by 20% by the end of the strategic plan cycle.
- Increase students receiving basic needs referrals by 20% by the end of the strategic plan cycle.
- Increase retention of students participating in intensive support by the end of the strategic plan cycle.

Goal 2

Improve Student Success

Objective 2.3

Enhance instructional quality and student engagement through evidence-informed instructional design, faculty development, and technology.

Strategies:

- 2.3.1. Implement course development tools, instructional resources, and related training to support high-quality learning experiences
- 2.3.2. Provide faculty professional development opportunities dedicated to instructor engagement, evidence-informed instruction, assessment, and student success.
- 2.3.3. Utilize learning management systems, instructional technology, and related training to improve teaching and learning.

Performance Outcomes:

- Establish Baseline and Measurement Criteria
- Improve average course evaluation scores related to instructional quality and instructor engagement by the end of the strategic plan cycle with measurable gains concentrated in courses that received structured design support.
- Increase faculty application of instructor engagement strategies through professional development and post-training implementation support by the end of the strategic plan cycle.
- Increase instructor engagement in Blackboard, as measured by consistent application of centralized platform standards and expectations, by the end of the strategic plan cycle.

Goal 3

Strengthen Workforce Alignment

Objective 3.1

Align institutional programs and credentials to workforce needs

Strategies:

- 3.1.1. Use labor market data to inform the development of programs and credentials
- 3.1.2. Integrate industry-valued competencies into the development of programs and credentials
- 3.1.3. Use external stakeholder input (e.g. employers, industry, transfer partners, advisory boards) to inform the development of programs and credentials
- 3.1.4. Integrate employer-validated durable skill competencies across curricular and co-curricular learning experiences

Performance Outcomes:

- Identify and document workforce alignment opportunities for 100% of academic programs by July 2027.
- Integrate industry-valued competencies into five academic programs by August 2027.

Objective 3.2

Establish a centralized Career Services Center that equips students with career readiness skills, career pathways, and meaningful workforce connections from enrollment through graduation.

Strategies:

- 3.2.1. Develop and implement a comprehensive Career Pathways and Services Framework that provides equitable access to career exploration, career planning, career coaching and employment resources for all students.
- 3.2.2. Integrate career readiness throughout the student experience by embedding career development, employer-valued professional competencies, and workforce preparation into curricular and co-curricular experiences.
- 3.2.3. Expand employer engagement and workforce partnerships to increase career exploration, workforce-connected learning, internships, and employment opportunities for students.

Performance Outcomes:

- Establish Baseline Data and Measurement Criteria
- Increase student confidence in career readiness and career decision-making by the end of the strategic plan cycle.
- Increase the percentage of graduates who report being prepared for employment and/or continued education by the end of the strategic plan cycle.
- Increase the percentage of graduates advancing on their career pathway through employment and/or continued education within six months of graduation by the end of the strategic plan cycle.

Goal 3

Strengthen Workforce Alignment

Objective 3.3

Expand workforce-connected learning and industry-recognized credentials throughout CASC degree and certificate programs.

Strategies:

- 3.3.1. Incorporate an internship, work-based learning, research project, clinical experience practicum or other substantive student engagement experience in all degree programs.
- 3.3.2. Develop industry-recognized short-term credentials, micro-credentials, and certificates aligned with employer/workforce needs that allow students to build qualifications.
- 3.3.3. Develop industry-specific student pathways through faculty and staff externships.
- 3.3.4. Develop stackable pathways connecting short-term credentials to certificates, associate degrees, and transfer opportunities.

Performance Outcomes:

- Increase degree programs with workforce-connected learning by 25% by the end of the strategic plan cycle.
- Increase degree programs incorporating career-readiness activities by 50% by the end of the strategic plan cycle.
- Increase students completing workforce-connected learning by 50% by the end of the strategic plan cycle.

Goal 4

Advance Institutional Efficiency and Effectiveness

Objective 4.1

Create an institutional-level data framework for accurate and actionable reporting and informed decision-making

Strategies:

- 4.1.1. Develop department-level audit reports to monitor and improve data integrity
- 4.1.2. Establish a clear institutional data communication and reporting plan
- 4.1.3. Provide faculty and staff with data literacy training to improve the interpretation and use of institutional data.
- 4.1.4. Expand institutional analytic capabilities through improved reporting tools and dashboards.

Performance Outcomes:

- By the end of the strategic plan cycle, all IPEDS, NSC, and UDS submissions will be accurate, complete, and submitted without errors.
- All faculty and staff will successfully complete data literacy training by the end of the strategic plan cycle.

Objective 4.2

Utilize governing board and community stakeholders through structured consultation to inform decision-making and support institutional success.

Strategies:

- 4.2.1. Utilize stakeholder expertise to support institutional initiatives and strategic priorities
- 4.2.2. Utilize stakeholders to advocate for higher education, workforce development, student access, and regional economic development.
- 4.2.3. Strengthen employer and community advisory structures for academic programs and institutional initiatives.

Performance Outcomes:

- Conduct at least three structured stakeholder sessions annually with documented recommendations and actions.
- Increase active employer/community advisory groups by 25% by the end of the strategic plan cycle.

Goal 4

Advance Institutional Efficiency and Effectiveness

Objective 4.3

Establish an integrated institutional planning and assessment process that aligns strategic planning, reporting, and resource allocation

Strategies:

- 4.3.1. Implement an institutional strategic planning reporting process to evaluate progress, monitor outcomes, and inform decision-making
- 4.3.2. Align annual non-academic assessment plans with institutional strategic goals during Year 1 as part of the transition to an integrated planning model
- 4.3.3. Implement divisional strategic plans in Year 2 that align with the institutional strategic plan and the institutional planning and reporting cycle, with non-academic assessment plans supporting divisional priorities where applicable
- 4.3.4. Integrate the evidence-informed supplemental funding requests and resource allocation across institutional planning and reporting levels

Performance Outcomes:

- Demonstrate documented alignment with the institutional planning hierarchy for 100% of divisional strategic plans and non-academic assessment plans during the Year 3 planning and reporting cycle.
- Demonstrate that 100% of supplemental funding approvals are informed by documented evidence during the Year 3 planning cycle.
- Identify at least one priority, adjustment, or next step for Year 3 based on performance outcome results in 100% of institutional strategic objective reports during the Year 2 end-of-year reporting cycle.

Objective 4.4

Advance internal branding and alignment to effectively represent and promote the college to all stakeholders

Strategies:

- 4.4.1. Promote consistent internal application of the institutional brand
- 4.4.2. Integrate brand principles into institutional culture, policies, and practices
- 4.4.3. Align communication practices and channels to reinforce the institutional brand

Performance Outcomes:

- Increase the Brand Alignment Survey Index by 10 percentage points from the Year 1 baseline by the end of the strategic plan cycle.
- Achieve 95% implementation of institutional brand standards across primary communication platforms and key institutional policies by June 30, 2027, including the consistent use of the investible idea "Be Exceptional. Be a Viking."
- Increase adherence to institutional brand review and approval processes, with 90% of high-impact communications routed through Marketing and Communications prior to publication by June 30, 2027.

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