Southwestern Oklahoma State University (SWOSU)
Institutional Degree Completion Plan
2016 – 2017

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 strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
FOCUS ON READINESS	*Provide summer programs for at-risk and first-generation college students to increase student preparedness and college readiness.*	Upward Bound program	VP Student Affairs	Ongoing Action Item	Upward Bound Program Annual Report	The university provided summer Bridge Program for Upward Bound high school students in summer 2016. The program served eight bridge students, 7 who enrolled in college for fall 2016 at SWOSU, Cameron University, Rose State College, UCO, and Caddo Kiowa Vo-tech. The Upward Bound program provided student readiness programs for 85 students in 15-16 with 85% retained.

TRANSFORM REMEDIATION

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

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
TRANSFORM REMEDIATION	*Increase student success for International Students and/or non-native speaking students in remedial English courses*	Implement remedial English course redesign which addresses the needs of International students and/or non-native speaking students.	Academic Bridge Program, Bridge Faculty, and Language and Literature department	Ongoing Action Item	Course design changes of remedial English, ENGL 0123.	OYT instructor and adjunct with ELL certificate engaged in continuing student support. Specialized faculty in ELL were hired to address specific student needs. Student performance increased by 7%.

TRANSFORM REMEDIATION	*Increase student success for remedial students in Fundamentals of English. Fundamentals of Algebra I, and Reading curricula.*	Director of Academic Bridge Program and Academic Bridge faculty will redesign and design remedial courses and corequisite courses, with collaborative input from academic departments.	Academic Bridge Program	Ongoing Action Items Fundamentals of English and Improvement of Reading and Math remediation courses including Foundations of Math Reasoning, Fundamentals of Algebra I, and co-requisites in General Education Math and Composition I	Number of enrolled students in remediation courses. For all course-all sections provide student success/failure rates.	During 2015-2016, 1205 students enrolled in a remedial writing, reading, or math course, 66% successfully completed the writing course, 74% completed reading course, and 43% successfully completed a math course, 8% received an unsatisfactory grade in writing, 1% in reading, and 34% in math, and 26% of students withdrew from writing, 25% in reading, and 23% in math. Writing success rates increased by

High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
					7%, 4% increase in success rates for reading, and 10% decrease in math. Co-requisites will be implemented fall 2017.

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 strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
BUILD BRIDGES TO CERTIFICATES AND DEGREES	*Establish Articulation agreements between university departments and community colleges.*	Provide necessary support for academic departments with the development of articulation agreements with community colleges.	Department chairs, associate deans, deans, and provosts	Ongoing Action Item	Associate Degree Articulation Agreements: list all degrees and corresponding community colleges for 2015-2016.	The Department of Engineering Tech/Industrial Tech, the College of Arts and Sciences academic departments, and Nursing department is pursuing 2 +2 articulation agreements with several community colleges in the area.

REACH HIGHER FOR ADULT COMPLETION

Further expand and develop Reach Higher as a degree and certificate completion effort that involves the entire system of postsecondary education.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?

REACH HIGHER FOR ADULT COMPLETION	*Increase GE courses offered online and online offerings for the Organizational Leadership degree to increase adult student enrollment and create flexible paths towards degree completion.*	Offer an online AA in General Studies on the Sayre campus and offer increased number of online GE courses at the Weatherford campus, and advance the OL degree for adults.	Director of CETL, faculty, and Academic departments.	Ongoing Action Item	Number of new online courses in GE program and Organizational Leadership degree.	Four CAS faculty will attend online course training workshop in Atlanta and will develop four new online GE courses, 12 online GE courses were added in Social Sciences, Language and Literature, and Chemistry and Physics. Organizational Leadership program increased by 13 students and new online courses are being developed as well as the addition of a new minor in OL.

OTHER LOCAL INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
OTHER LOCAL INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION	*Increase student success in General Education courses through active and engaged course transformation.*	Implement a course redesign initiative (QIP-HLC). Provide faculty training and resources in active and engaged pedagogy. Participation by faculty and academic departments.	Program and General Education Faculty, Director CETL, CETL Teaching and Learning Coordinators, University Library, Deans for the College of Arts and Sciences and Professional and Graduate Studies, and Provosts	Development and Preparation 2014-2015

Implementation Fall 2015-ongoing | Success Rate for GE courses (2015-2016)

Number of course transformation workshops, and Number of faculty attending course transformation workshops for 2015-2016.

Number of teaching and learning resources purchased by library and CETL for 2015-2016. | Physics, Astronomy, Physical Science, World Cultural Geography, US History, Comp I & II, Intro to Lit, Intro to Film, Intro to Theatre, and Computer Science GE courses are being actively transformed with 3 Pillars method. 80 faculty attended 3 Pillars course training, 11 CAS faculty and Dean attended Transformative Learning conference, 61 faculty attended Brown Bag course transformation workshops including |

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
						flipped classroom, oral communication, service learning, and written communication. CETL purchased 7 TL resources for Sayre Campus and the Library ordered 4 new TL resources.
	Improve the quality of online curriculum.	Hire an Instructional Designer. Develop rubric for Online Course Design. Provide faculty training and resources. Faculty will develop online courses and participate in training.	Faculty, Academic Departments, Director of CETL, CETL Coordinators, and Provosts	Ongoing Action Item	The number of online training and consulting sessions provided. The number of courses evaluated with Distance Learning Course Rubric. The number of faculty who attended online training, for 2015-2016	CETL offered numerous online workshops, 23 faculty attended online course training and 67 faculty attended LMS/software training; 120 online courses were evaluated with Online Course Rubrics, Nursing and Allied Health have 100% online courses evaluated and approved.

B. Summarize academic programs and services in the following areas:

1.   Priorities/Programs. List the institution's academic priorities for the 2016-2017 year and the planned activities that will be used to achieve these priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs and any new academic program requests to be submitted in the 2016-2017 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

a. **Priorities/Programs**

> The Office of Sponsored Programs and the Office of Associate Provost will be submitting a Title III grant that advances university technology and student success initiatives.
>
> School of Business added two minors: Organizational Leadership and Forensics, and increased online accelerated MBA courses.
>
> Department of Biology will be transforming GE Biology courses and undergraduate research opportunities are being increased as well as research mentoring.
>
> Department of Kinesiology desires to add a new adjunct to help support student course needs. Budget need: $25,000. Internships across the country are being expanded. Student are directed to nationally accredited internship sites.
>
> Department of Engineering and Industrial Technology will seek accreditation by ABET for all academic programs. The department is exploring non-traditional degree options and ways to meet "hands on" labs.
>
> Psychology Department will continue accreditation process for Ed.S. in School Psychology by NASP.
>
> Department of Art, Communication, and Theatre will continue the development of a minor in Women's studies.
>
> School of Nursing will offer an LPN to BSN degree upon approval from OSRHE, RUSO, and Board of Nursing. This program will be a hybrid degree plan. Plans for an Associate in Science in Health Science is underway, PTA will be offered at the Weatherford campus and become a 2nd course site, and MSN program has gone live and has 37 new students. Due to the lack of enrollment the Athletic Training program will end in 2018.

2.   Technology (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc., especially noting new, different, and innovative uses of technology)

a. **Current Status**

Academic faculty are trained in the usage of interactive television classrooms, online course design, and the use of innovative and interactive technology. Faculty are utilizing Mondo Pads, Smartboards and clickers in the classroom to enhance the classroom experience and promote student success. The faculty are trained in Canvas-LMS. Canvas is used as a course shell to enhance the learning experience, as well as for blended/hybrid and online courses.

General Education courses are implementing supplemental computer-based homework assignments to advance student mastery of course content. To advance appropriate placement in Math, students will be tested with a computer placement exam. Presently, there are 29 active additional locations available for students to complete courses by ITV. Faculty are provided workshops and training as needed. Programs are advancing technology with software, 3D printing, and electronic and software upgrades. The university is updating computers and technology in the classrooms, the four year cycle will be completed in 2018.

School of Business added Mondo Pads to computer labs.

Department of Language and Literature added 30 new notebooks and a cart for a mobile writing lab.

Department of Biology added 40 student laptops and various software packages.

Department of Kinesiology has added IPADs and cameras for skills analysis, and use of the Tri-Fit machine.

Department of Psychology will pilot the use of a new technology called ZOOM to increase strategies to offer DL courses.

School of Nursing and Health Sciences are using Dropout Detective to assist with student retention and Instructor Insight is being used to improve analytics and student success.

b. **Future Plans**

Sandboxes (container courses) are being created in Canvas, when requested), for faculty to work on future course development. The Center for Excellence in Teaching and Learning has purchased ZOOM meeting/webinar software and will be investigating the software to see if it can possibly replace ITV. The Department of Biology is seeking external funding to advance research, infrastructure, and professional development.

The School of Business will collaborate with OU and the Blue Waters program to grant student and faculty access to the super computer. Computer science has partnered with regional universities on a grant proposal to create Science DMZ at SWOSU and the Oklahoma Friction Free network.

Business faculty will be offering continuing education at the SWOSU Business Enterprise Center.

3. **Academic Efficiencies**

Academic Efficiencies - faculty sharing, partnership collaboration, course redesign, program downsizing or deletion, etc., that have direct impact on budget, cost savings, efficiencies, the academic enterprise and describe how those decisions were made.

c. **Current Status**

> The university has expanded the Distance Learning Center. The center is now called the Center for Excellence in Teaching and Learning. The faculty and academic administrators are committed to creating active and engaged learning experiences for students in undergraduate and graduate programs. The center has added a new Teaching and Learning Coordinator to assist with the expanded services.
>
> School of Business received NASA grants that involve robotics and stem areas, $160,000 was awarded to computer science and engineering technology. Relations with South America and China are being increased to advance enrollment in the School of Business programs.

d. **Future Plans**

> The Center for Excellence in Teaching and Learning will continue to work with faculty in the course transformation program to create active and engaged learning experiences for all students.
> The Department of Language and Literature will begin to redesign foreign language offerings so as to better serve students. To better serve the region courses in Spanish are being explored.

4. **Learning Site Activity Report**
Please respond to the following questions as a learning site:

a. Include the number of courses sent to and received from other institutions, including only electronic courses. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division courses.

Course Offerings To and From Other Institutions, including Electronic Delivery

	Interactive Television - Originating sections					
	Lower Div	Enrollment	Upper Div	Enrollment	Graduate	Enrollment
Summer 15			7	37	7	24
Fall 15	14	201	23	387	15	97
Spring 16	14	143	23	498	14	114

	Interactive Television - Receiving sections					
	Lower Div	Enrollment	Upper Div	Enrollment	Graduate	Enrollment
Summer 15			8	14	10	19
Fall 15	41	178	41	76	44	114
Spring 16	38	145	53	106	46	111

	Online					
	Lower Div	Enrollment	Upper Div	Enrollment	Graduate	Enrollment
Summer 15	29	551	69	966	37	510
Fall 15	38	1026	98	2325	24	500
Spring 16	41	978	113	2129	35	582

	Computer Assisted Instruction (Self Paced)	
	Lower Div	Enrollment
Summer 15	12	31
Fall 15	29	90
Spring 16	21	113

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

Surveys are given to employers, seniors, and graduates by academic programs. Market trends are evaluated by academic departments and included in academic program reviews. NSSE, SSI, and ETS standardized instruments are given annually to identify student gaps, needs, and strategies for continuous improvement.

c. Describe in detail planned changes in locations to send or receive courses and programs (i.e. branch campuses or off-campus locations, etc.).

TCC additional location was closed and a teach-out-plan was developed. Students were directed to other locations in the Tulsa area. Sayre campus was changed to an additional location and will

become more aligned with programs and offerings that emulate the Weatherford campus, and Western Technology Center was added as a course location to service students in the area.

C. **Provide the institution's 2016, 2017, 2018 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.**

- Fall 2016: Undergraduate Headcount:_____
- Fall 2016: Graduate (if applicable) Headcount:_____
- 2016 Annual FTE:_____

- Fall 2017: Undergraduate Headcount:_____
- Fall 2017: Graduate (if applicable) Headcount:_____
- 2017 Annual FTE:_____

- Fall 2018: Undergraduate Headcount:_____
- Fall 2018: Graduate (if applicable) Headcount:_____
- 2018 Annual FTE:_____