



**Southwestern Oklahoma State University
Dr. Randy Beutler, President**

**Institutional Degree Completion and Academic Plans 2017-2018
2012-2017 Strategic Plan**

June 30, 2017

Based on your institution's priorities, statewide initiatives, and commitment to the public agenda and CCA, address each of the four goals of the Complete College Oklahoma plan. *(Note: tables may 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 Complete College America?

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.

- 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			
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.	Upward Bound Saturday Academy, instructors, summer program instructors, online tutoring program, Ms. Jamie Novey, Director of Upward Bound, and Dr. Ruth Boyd, Vice President for Student Affairs	Total number of students served Total number of seniors served Success rate	85 students grades 9-12 participated 24 seniors participated 100% passed the state mandated math test by the time they graduated from high school. 14 students will bridge summer 2017, 3 students need remediation in math, CPT math placement test will be provided

High Impact Strategy – Upward Bound			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Provide summer programs for at-risk and first-generation college students to increase student preparedness and college readiness.	Upward Bound Program, Ms. Jamie Novey, Director of Upward Bound and Dr. Ruth Boyd, Vice President for Student Affairs	Total number of students served Total number of seniors served and have bridged to college in the fall semester Success Rate	85 students grades 9-12 participated, with an 85% retention 14 seniors participated and bridged to college enrollment in fall 2017 11 enrolled at SWOSU 2 enrolled at OU 1 enrolled at SNU

High Impact Strategy - Concurrent Enrollment			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
The Sayre additional location provides the majority of concurrent enrollment instruction. Admissions and the Registrar's Office ensures that students are approved to participate in concurrent enrollment. Students are provided an orientation course that covers Canvas, learning expectations, and study skills.	General Education faculty, department chairs, Registrar's offices for Sayre and Weatherford, Dr. Peter Grant, Dean of College Arts and Sciences, Dr. Chad Kinder, Dean of College of Professional and Graduate Studies, and Dr. James South, Provost and VPAA	<p>Student enrollment</p> <p>Student Success</p> <p>Student Difficulty</p> <p>Intervention</p>	<p>Fall 2016 – Spring 2017: Unduplicated Head Count – 259 Total Credit Hours – 2,218</p> <p>Total Credit Hours C or higher – 1,991 Duplicated Head Count C or higher – 661 or 89% 678 or 91% D or higher</p> <p>43 or 6% received an F</p> <p>Next fall students will be allowed to participate in the new 24/7 online tutoring with Upswing and online Ask-up writing lab.</p>

High Impact Strategy - Concurrent Enrollment- New Technology and Online 24/7 Tutoring			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date

<p>U.S. Department of Agriculture grant for \$458,498 to assist with new technology equipment and other needs for concurrent enrollment at rural high schools.</p>	<p>Center for Excellence in Teaching and Learning, Mrs. Marci Grant, Director Office of Sponsored Programs, Dr. Yolanda Carr, Director Office of Associate Provost, Dr. Monica Varner, Associate Provost for Academic Affairs, and Dr. James South, Provost and VPAA</p>	<p>Purchase equipment to replace videoconferencing equipment at 10 high schools and 1 technology center as well as the SWOSU campus and Sayre additional location.</p>	<p>High Schools receiving new equipment: Arapaho-Butler School District Canute Public Schools Carnegie Public Schools Clinton Public Schools Central Technology Center in Drumright Geary Public Schools Hooker Public Schools Hydro-Eakly Public Schools Erick Public Schools Leeday Public Schools Reydon Public Schools</p> <p>Sayre campus upgraded three classrooms that serve concurrent enrollment at the 10 rural high schools as well as three classrooms at the Sayre location.</p>
<p>Implementation of 24/7 Upswing online tutoring and Ask Up online writing lab for online and distance education students (including current enrollment students) and all traditional face to face students (provided by distance education fee and retention fee)</p>	<p>Center for Excellence in Teaching and Learning, Ms. Marci Grant, Director, Ms. Wendy Yoder, Coordinator for Academic Advising and Retention Management, and Dr. Monica Varner, Associate Provost for Academic Affairs, and Dr. James South, Provost and VPAA</p>	<p>Utilization of online tutoring services</p> <p>Success rates of students who utilize online tutoring services</p>	<p>Results will be evaluated fall 2017 and spring 2018.</p> <p>Results will be evaluated fall 2017 and spring 2018.</p>

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

<p>High Impact Strategy - Co-Requisite Remediation</p>			
<p>Implementation</p>	<p>Responsible Party</p>	<p>Measures of Effectiveness</p>	<p>Results to Date</p>

<p>Fall 2017 Co-requisites in College Algebra and (prerequisite) zero level Fundamentals of Algebra II and Composition I and Writing and Reading remediation will be offered. The Fundamentals or support courses will support students' learning needs to help students complete the General Education course.</p>	<p>Academic Bridge Director, Dr. Ron Koehn, Dr. Kelly Logan, Chair of Language and Literature Department, Dr. Thomas McNamara, Chair of Math Department, Dr. Peter Grant, Dean of the College of Arts and Sciences, Associate Provost for Academic Affairs, Dr. Monica Varner and faculty teaching English and Mathematics, and Dr. James South, Provost and VPAA</p>	<p>Student success in General Education course section and support/remediation section.</p> <p>Enrollment and placement criteria</p> <p>College Algebra/Support Course Fundamentals of Algebra II</p> <p>Composition I/ Support Course Fundamentals of Writing and Reading</p>	<p>Results will be collected in fall 2017 and spring 2018.</p> <p>Results will be collected in fall 2017 and spring 2018.</p> <p>Results will be collected in fall 2017 and spring 2018.</p> <p>Results will be collected in fall 2017 and spring 2018.</p>
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High Impact Strategy - Course Placement			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date

<p>Retesting: students are allowed to complete placement testing during New Student Orientation enrollment sessions. Students may return in 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.</p>	<p>Assessment and Testing Center, Mrs. Jan Kliewer, Director and Dr. Monica Varner, Associate Provost for Academic Affairs, and Dr. James South, Provost and VPAA</p>	<p>Completion Rates</p>	<p>Results will be evaluated in fall 2017 and spring 2018.</p>
<p>Entering Freshmen students may enroll in MyFoundationsLab to assist with skill development prior to the fall semester. Students are provided a diagnostic test, learning modules, and opportunities to retest. The cost this year is \$150.00 for single remediation need and \$200.00 for multiple remediation needs, a savings of \$600 to \$1400 dollars per semester. The pilot study for Summer 2016 was no charge for student participation.</p>	<p>Assessment and Testing Center, Mrs. Jan Kliewer, Director and Dr. Monica Varner, Associate Provost for Academic Affairs, and Dr. James South, Provost and VPAA</p>	<p>Completion Rates</p>	<p>42 students engaged in MFL, 52% were successful in retesting, 88% of students who engaged in MFL were successful in remediation course or GE course. MFL comparison group: enrolled in MFL compared to those who did not enroll in MFL. Enrolled in MFL had an 8% higher success in remediation and GE English course, 27% more successful in reading remediation course, 22% more successful in math remediation course, average GPA was 0.56 higher, 29% more students enrolled in spring 2017, and 7% fewer were on academic probation.</p>
<p>Students who fail remediation multiple times and who are in good academic standing or have reached the 30 hour Title IV financial limit may participate in MyFoundationsLab and complete the modules at 90% or higher. At the completion of the modules, students will be permitted to enroll in General Education courses. There is no charge to existing students.</p>	<p>Assessment and Testing Center, Mrs. Jan Kliewer, Director and Dr. Monica Varner, Associate Provost for Academic Affairs, and Dr. James South, Provost and VPAA</p>	<p>Completion Rates</p>	<p>Results will be evaluated in fall 2017 and spring 2018</p>

High Impact Strategy – Developmental Learning Specialist Instructors			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
New Developmental Learning Specialist Instructors (DLS). Instructors will provide high impact active and engaged teaching strategies, intensive student engagement, academic support and tutoring office hours. 2 Math DLS Instructors 1 Writing DLS Instructor	Academic Bridge Program, Dr. Ron Koehn, Director, Dr. Monica Varner, Associate Provost for Academic Affairs, new Developmental Learning Specialist Instructors, and Dr. James South, Provost and VPAA	Student success in: Fundamentals of Algebra I Foundations of Math Reasoning Fundamentals of Writing	Results will be evaluated for fall 2017 and spring 2018

3. **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
2 + 2 Technology Degree	Engineering Technology, Mr. Brad Bryant, Department Chair for Engineering Technology and Dr. Chad Kinder, Dean of the College of Professional and Graduate Studies, and Dr. James South, Provost and VPAA	Technology degrees with Redlands and Western Community Colleges	Results will be evaluated fall 2017-spring 2018

High Impact Strategy – Cooperative Agreements/Contracts			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Physical Therapy Assistant program expansion through contractual agreement with Caddo Kiowa Technology Center	Allied Health Program – OTA and PTA Program Coordinator, Dr. Sharon Lawrence and Jy Bass, SWOSU/CKTC Program Director, Dr. Marcy Tanner, Associate Dean of Nursing and Allied Health, Dr. Chad Kinder, Dean of the College of Professional and Graduate Studies, and Dr. James South, Provost and VPAA	PTA program will be expanded to include a location at CKTC and at the Weatherford campus through ZOOM technology.	12 new PTA students will be attending the PTA program on the SWOSU campus

4. **Adult Completion.** Further expand and develop Reach Higher or other completion program(s) as a degree and certificate completion effort that involves the entire system of postsecondary education.

High Impact Strategy - Reach Higher or other Initiatives			
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 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.	Reach Higher Coordinator, Associate Dean School of Business , Dr. Patsy Parker, Dr. Trish Wald, Department Chair for the School of Business, Dr. Chad Kinder, Dean of the College of Professional and Graduate Studies, and Dr. James South, Provost and VPAA	Enrollment in Organization Leadership program (ORGL) and degrees conferred	Since 2013, 29 degrees conferred 23 students enrolled in fall 2016, an increase of 7 students from fall 2015 12 degrees conferred in 2016 and 2017

5. Other Institutional Priority Areas for Degree Completion.

High Impact Strategy – Technology: Degree Audit Program, Faculty-Student Interaction, and Student Engagement			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Expedite degree checks/audits, obtain technology that allows students and advisors to complete degree checks/audits, provide staff and faculty training with new technology degree check modules	Registrar Office, Mr. Shamus Moore, Registrar Dr. Ruth Boyd, VPSA	Time to complete a degree audit in the registrar office	One new staff member will be added in the Registrar office to assist with degree audits.
Student advising is a manual process with limited communication between advisor and student. The ability to monitor and assist in retaining students is also a manual process requiring many hours. Future ERP solution will allow for improved communication with the student, greater analytics for managing student retention, and increased participation in determining their own academic plan.	Information Technology Services, Ms. Karen Klein, Director Vice President Brenda Burgess, Finance and Administration Faculty Advisors, Department Chairs, Deans and Associate Deans Ms. Wendy Yoder, Coordinator for Academic Advising and Retention Management, Dr. Yolanda Carr, Director of Sponsored Programs, and Dr. Monica Varner, Associate Provost for Academic Affairs, and Dr. James South, Provost and VPAA	New technology purchased and implemented Training Advisors	We are in the process of selecting a new ERP system Training advisors will be included in the ERP implementation and Title III grant A or F (\$2.3 million) if awarded by the U.S. Department of Education.
The offices of Student Affairs will be implementing the Presence Engagement Platform, a cloud-based student data system. Student’s co-curricular participation can be tracked in order to create co-curricular transcripts and to assist accredited programs in documenting student engagement.	Dr. Ruth Boyd, VPSA and Ms. Cindy Dougherty, Dean of Students, and Student Affairs and Residential Life personnel	Student engagement in co-curricular learning activities	To be implemented fall 2017.

High Impact Strategy - Advising			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Advising Enrichment Workshop	Department of Language and Literature, Dr. Tugba Sevin, Assistant Professor, Dr. Kelly Logan, Chair of the Department of Language and Literature, Dr. Peter Grant, Dean of the College of Arts and Sciences	Annual department workshop on feedback about and improvement of services to students. Additionally, to define effective strategies to improve the quality of education and to create more events related to student recruitment and retention.	Results will be evaluated fall 2017 and spring 2018 – Positive process/delivery outcomes
Personalized advising for undergraduate Pre-Pharmacy students includes one-on-one appointments, student engagement, and ongoing communication	Pharmacy Admissions Counselor, Ms. Lyanna Schultz, Dr. Les Ramos, Associate Dean of Pharmacy, Dr. David Ralph, Dean of the College of Pharmacy, and Dr. James South, Provost and VPAA	Successful completion of pre-pharmacy requirements, submission of an application for admission to the Doctor of Pharmacy program	Enrollment results will be evaluated for fall 2017 and spring 2018
Early alert notifications Advising survey for faculty and students Advisor of the year award Academic Advising Council 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)	Ms. Wendy Yoder, Academic Advising and Retention Management Coordinator Academic Advising Council Faculty Advisors, Department Chairs, Deans and Associate Deans Student Success Coaches Academic Advising Coaches Student Government Association Dr. Monica Varner, Associate Provost for Academic Affairs Dr. James South, 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	Initial meeting with Advising Council, 11 attendees, 3 staff, 4 department chairs, and 4 faculty Mentor/Student Success coaches student meetings increased 138% in fall 2016 and 32% in spring 2017 All other items pending

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

- 1. Priorities/Programs.** List the institution's academic priorities for the 2017-2018 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 2017-2018 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

a. Priorities/Programs

Everett Dobson School of Business and Technology: recruitment activities, continuous improvement of curriculum, high quality experiences in and outside the classroom, and student activities.

School of Nursing and Allied Health: recruit fulltime faculty for MHIIM required for accreditation, hire a Department of Nursing Chair, and hire a Department of Allied Health chair.

Department of Music: Music Therapy degree was approved by the National Association of Schools in Music, course rotations will be provided in summer study and year around study, and recruitment of string players.

Department of Chemistry and Physics: increase student completion during first-time enrollment in General Education Chemistry and Physic courses, incorporate Three Pillars course transformation method in GE Chemistry and Physic courses, including Astronomy and Concepts of Physical Science, increase Bachelor degree completion in Physical Science, add Senior seminar series expanded to a two-semester offering incorporating translational skills (career development), and increase collaboration with experts in the Chemistry field will be implemented a Chemistry major seminar series.

Department of Biological Sciences: continued enrollment growth, estimating enrollment growth by 20 students each year. Presently, courses are running at 90% capacity.

Wildlife Fire Management Program (PRM): increase federal fire certifications through National Wildfire Coordinating Group, add new certification courses, expand practical field experience, increase program tools, and expand U.S. Forest Service relationship as a sponsoring agency. We have plans to pursue accreditation through the National Park Service Federal Law Enforcement Training Center (FLETC).

Department of Education: increase data collection and analysis of student retention, completion, and performance. Begin training with Chalk and Wire e-portfolio 2018-2019, begin using the Chalk and Wire e-portfolio platform fall 2018..

Department of Psychology: expand graduate program in School Psychology to obtain national accreditation from the National Association of School Psychology (NASP), accreditation will ensure that all graduates of the program will be given the Nationally Certified School Psychologist status, upon graduation. Benefits associated with pursuit of a degree designation at the Specialist level for students who complete the Licensed Professional Counselor track is being explored.

Department of Language and Literature: design and implement two new minors in Professional Writing and World Languages, create student Study Spaces to increase student success, provide monthly meetings and annual workshops in the fall to advance teaching and advising strategies and secure an equitable grading practice, provide student enrichment workshops on online classes and research, increase student research in Research Fair, Sigma Tau Delta's National Convention, and other related research forums, and incorporate collaborative modules to degree courses.

Department of Art, Communication, and Theatre: add Women's Studies minor, the minor will be an interdisciplinary program.

Department of Kinesiology: increase retention through first week of class attendance, contact advisees during first two weeks of class, email advisees who not enrolled in courses, market program with letters, brochures, career fairs, health fair, and majors fair, market minors program across campus, increase partnerships with public schools and private sectors, increase community volunteerism, and increase adjuncts to lighten fulltime faculty load.

College of Pharmacy: refine and implement Continuing Professional Development and Inter-professional Education for Doctor of Pharmacy students.

Priorities/Programs: Budget Needs

School of Nursing and Allied Health: hiring of new Nursing chair – budget item approved; hiring of new Allied Health chair – budget item approved; Masters in Health Informatics & Information Management fulltime faculty to head the program – budget item not approved.

Department of Chemistry and Physics: increase allocation of Academic Enhancement Fees to maintain high level research/innovation in the classroom.

Department of Kinesiology: adjunct faculty: \$30,000

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

Department of Business and Computer Science: installation of Mondopads in two classrooms, upgrades and additional hardware to Blue Thunder Alley, a new computer lab/classroom for research and software testing.

School of Nursing and Allied Health: NEEHR for electronic charting, ATI for entrance testing

Department of Music: offering Introductory to Music and graduate Research course in an online format, and Music Methods for Elementary Teachers in blended format.

Department of Kinesiology: metabolic cart, heart rate monitors, treadmills, cycle ergometers, Lunar Prodigy Prime Bone Densitometer machine, Tri-Fit machine, and IPADS and cameras with apps used in labs.

b. Future Plans

Department of Business and Computer Science: implementing ZOOM technology to increase enrollment and improve course experience.

School of Nursing and Allied Health: Chalk and Wire e-portfolio, beginning fall 2017

Department of Chemistry and Physics: increase collaborative projects through redesigned labs using high scale instrumentation and infrastructure. The need for full allotment of Academic Enhancement Fees will be paramount for success.

Department of Biological Sciences: received a grant to purchase 5 new physiology set ups for teaching human and animal physiology through active learning, new equipment will be purchased fall 2017.

Department of Parks and Recreations Management: add advanced technology to Crowder Lake University Park classroom including LCD projector, computer, and internet.

Department of Psychology: transitioning to online portfolio process to advance portfolio development, the portfolio will provide faculty access to student data for assessment of performance, program evaluation, increase testing for research purposes, and accreditation purposes.

Department of Language and Literature: add computers and podiums in classrooms to increase oral/visual presentations, implement ESL newsletter to ground student learning in practical application.
College of Pharmacy: obtaining and adapting e-portfolios and co-curricular transcripts

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.

a. Current Status

Department of Business and Computer Science: new online 8 week delivery of MBA degree, and redesigning courses using Three Pillars course transformation method.
Department of Music: integrated music therapy, music performance, and music education research courses into a single course, result leads to higher enrollment and greater student engagement, faculty collaboration for a musical theatre production with theatre and music departments.
Department of Biological Sciences: received the outstanding chapter for the Tri Beta National Biological Honors Society at the regional competition, the Biology Tri Beta chapter has received outstanding chapter six out of seven years.
Department of Parks and Recreation Management: increased partnerships with Oklahoma Department of Wildlife Conservation, Oklahoma State Parks, the U.S. Forest Service, the National Park Service, the U.S. Fish and Wildlife Service, and the Bureau of Indian Affairs. Partners provide free guest lectures and quality adjunct faculty. Service learning projects are being incorporated through agency partnerships.
Department of Psychology: existing sections of our courses have been formatted to web-based/online courses to increase the options for students and maximize efficiency. Summer courses have been formatted to a four week web-based/online format based on student need.
Department of Kinesiology: incorporation of Exercise Science internships, public school student teaching sites, and off-site Sports Management internships provide students with real-life application of curriculum.
College of Pharmacy: individual and team taught courses, and partnership with School of Business for Doctor of Pharmacy/MBA dual degree.
College of Arts and Sciences: due to low enrollment, Spanish major has been discontinued. One faculty member in the program was non-continued. Faculty at the Sayre location have been incorporated into the academic departments on the Weatherford campus. Academic merge will increase course alignment, communication, enrollment analysis, and effective scheduling. Three faculty positions are yet to be filled due to FY18 budget cuts.

b. Future Plans

Department of Education: training for Chalk and Wire will begin fall 2017 with plans for full launch in fall 2018.
Department of Language and Literature: increase faculty participation in course redesign included Three Pillars course transformation, adding Five C's, and redesign courses to blended format to address student needs, increase online offerings for upper level writing courses.
Department of Art, Communications, and Theatre: faculty will be team teaching in the Honors Program, and IT staff will provide courses in graphic design.

College of Arts and Sciences: design minor program in Women's Studies in Art, Communications, and Theatre, and develop new courses in American Indian Studies.

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.

Department of Allied Health: Physical Therapy Assistant program contractual agreement with Caddo Kiowa Technology Center starting fall 2017.
Department of Psychology: we are transitioning to a ZOOM technology format. The new format increases student access and decreases cost for the institution.

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

Department of Allied Health: Physical Therapy Assistant program 100% placement upon graduation.
Department of Music: Music Education and Music Therapy students achieve necessary credentialing through the state certification of teacher process or the National Association for Music Therapy.
Department of Psychology: utilization of Advisory Board for undergraduate and graduate programs and utilization of consultation, practicums, workshops, and informal interactions to advance program quality and student preparation for respective professions.

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

Department of Allied Health: Physical Therapy Assistant program will be added to Weatherford campus in fall 2017.
Department of Psychology: reviewing distance course locations to meet regional needs for Licensed Professional Counselors and School Counselors.

C. Provide the institution's 2017, 2018, 2019 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2016: Undergraduate Headcount: ___4,510_____
- Fall 2016: Graduate (if applicable) Headcount: ___810_____
- 2016 Annual FTE: ___4,597_____

- Fall 2017: Undergraduate Headcount: ___4,654_____
- Fall 2017: Graduate (if applicable) Headcount: ___834_____
- 2017 Annual FTE: ___4,735_____

- Fall 2018: Undergraduate Headcount: ___4,785_____
- Fall 2018: Graduate (if applicable) Headcount: ___859_____
- 2018 Annual FTE: ___4,877_____

- Fall 2019: Undergraduate Headcount: ___4,928_____
- Fall 2019: Graduate (if applicable) Headcount: ___885_____
- 2019 Annual FTE: ___5,024_____

Southwestern Oklahoma State University
2012-2017 Strategic Plan
Office of the President
June 30, 2017

Mission

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Strategic Goal One:

Focus on Student Success to help students discover and achieve their educational and life goals.

1. *Provide greater course schedule flexibility and course options for students.*
 - *Increase offering of General Education core courses with online and blended formats.*
 - *Design remedial course options for online students.*
 - *Provide General Education and remedial courses during flexible times.*
2. *Develop freshman and sophomore Advisement and Student Engagement Program.*
 - *Establish Retention Management Advisory Council.*
 - *Implement collaborative advisement program supported by the Office of Student Affairs and Office of Academic Affairs.*
 - *Evaluate existing advising process, invite Advising consultant to campus from NACADA.*
3. *Redesign First Year Experience Program that includes academic learning goals, frameworks for collegiate learning, and family engagement.*
 - *Establish Retention Management Advisory Council.*
 - *Review and redesign summer Bridge Program.*
 - *Review and redesign Orientation course.*
 - *Review and redesign Student Success course.*
4. *Increase retention and graduation management activities which address student success and academic needs for high risk students.*
 - *Establish Retention Management Advisory Council*
5. *Establish a Multicultural Student Services Center that advances academic achievement for underserved student populations and promotes civic engagement activities that increases college access and opportunities for traditional and non-traditional students.*
 - *Establish Multicultural Student Services Center.*
 - *Establish multicultural student organizations and identify organization sponsors.*
 - *Align academic support services with student needs.*
 - *Implement civic engagement activities that promote college access and opportunities.*
 - *Increase retention and graduation rates for underserved student populations.*

6. *Increase student scholarship funding.*
 - *Pursue and receive federal grant money to advance student skills, college performance, and academic preparation leading to progression towards degree completion.*
 - *Revise and update existing policies, processes, and delivery structure for student scholarships.*
 - *Increase student scholarship funding for students and ensure that students receive assistance with financial aid process.*

Strategic Goal Two:

Focus on Academic Quality through accessible, innovative, and high quality academic programs that are based on student needs and those of the region and the state.

1. *Implement a course transformation initiative to enhance student learning and success in the General Education Program.*
 - *Revise General Education Goals and include the 5Cs.*
 - *Implement course transformation pilot study.*
 - *Develop quality initiative project and submit proposal to the Higher Learning Commission.*
 - *Create faculty development resource center.*
 - *Create faculty development teaching and learning faculty fellows program.*
2. *Increase opportunities for students to engage in High Impact Practices, specifically, focused on writing intensive courses, collaborative assignments and projects, service learning, and undergraduate research.*
 - *Incorporate High Impact practices in General Education program and major courses.*
 - *Provide faculty development and resources promoting High Impact Practices.*
3. *Develop an Interdisciplinary Honors Program that promotes academic excellence, social responsibility, and cultural enrichment.*
 - *Implement Honors Program.*
 - *Provide financial, human, and technology resources for Honors Program.*
 - *Implement program strategies that promote academic integrity and excellence within chosen majors, create innovative and interdisciplinary relationships, and advance student leadership in research, community service, and cultural competency.*
 - *Establish Faculty Mentor-Student Mentee interactions.*
4. *Implement online and blended course standards.*
 - *Establish Distance Learning Council.*
 - *Develop online course rubric.*
 - *Provide faculty development workshops in Canvas usage, use of technology resources, and course design.*
 - *Hire additional Teaching and Learning Coordinator.*
5. *Expand community based-learning activities.*
 - *Develop community based-learning activities calendar.*
 - *Increase community contacts and on-campus community service opportunities.*
6. *Pursue and receive federal grant money that advances the quality of academic programs, enhances pedagogy, and increases program resources and technology.*

Strategic Goal Three:

Focus on Resources to expand and diversify the revenue base of SWOSU.

1. *Increase enrollment of freshman students who apply, are accepted to the university, but do not enroll.*
 - *Increase freshman enrollment by 5% in 2016, 7% in 2017, and 10% in 2018.*
 - *Update admissions and recruiting plans and processes.*
2. *Increase enrollment of Transfer students who apply, are accepted to the university, but do not enroll.*
 - *Increase transfer student enrollment by 5% in 2016, 7% in 2017, and 10% in 2018.*
 - *Update admissions and recruiting plans and processes.*
3. *Provide Hispanic/Latino admissions, enrollment, and academic resources in language of origin for Hispanic/Latino students and families.*
 - *Develop admissions, enrollment, and academic resources in language of origin in paper and online format for Latino student population.*
 - *Distribute Hispanic/Latino resources to designated high schools and community colleges which serve Hispanic/Latino students.*
4. *Increase International Student Program and services.*
 - *Increase international student enrollment by 5% in 2016, 7% in 2017, and 10% in 2018.*
 - *Establish an International Language Institute.*
5. *Develop Innovative Campus Resource Plan which addresses existing capacity, space, time, locations, human, technology, and financial resources.*
 - *Update Innovative Campus Resource Plan guided by university evidence, enrollment trends, and student and institutional needs.*
6. *Implement a competitive and attractive out-of-state program for freshman, transfer, and international students.*
 - *Increase out-of-state student enrollment by 5% in 2016, 7% in 2017, and 10% in 2018.*

Strategic Goal Four:

Focus on the enhancement of the quality of life for students, faculty, staff, & administration to attract and retain the best and brightest students and university personnel.

1. *Implement strategies to increase the quality of student life.*
 - *Increase the quality of campus housing.*
 - *Ensure parking lots have adequate lighting.*
 - *Increase weekend social and cultural activities.*
 - *Increase quality of Health and Wellness Center equipment and provide health and wellness student activities.*
 - *Provide diverse opportunities for students to engage in civic and experiential learning.*
2. *Implement strategies to increase the quality of life for faculty and staff.*
 - *Increase faculty and staff salaries to 90% CUPA average.*
 - *Establish a campus health and wellness program that promotes overall well-being, nutrition, and physical health.*
 - *Establish Staff Support Council.*

3. *Increase strategies to improve energy efficiency and environmental sustainability.*
 - *Improve and update energy efficiency plan.*
 - *Increase strategies to recycle campus usage of water.*
 - *Increase strategies for paper recycling.*

Strategic Goal Five:

Focus on the Sayre Campus so that it is fully integrated into the overall university.

1. *Develop and implement a Sayre Campus Integration and Strategic Plan.*
 - *Establish Sayre Campus Integration and Strategic Plan Task Force.*
 - *Establish strategies to increase Sayre faculty engagement with Weatherford academic departments and programs.*
 - *Develop Sayre campus enrollment plan, scholarship plan, marketing plan, integration plan, and community collaboration plan.*

Strategic Goal Six:

Focus on optimizing technology to meet the educational and administrative needs of SWOSU.

1. *Upgrade computers as designated by Four Year Rotation Plan.*
 - *Complete Four Year Rotation Plan by 2018.*
2. *Increase technology staffing and support and provide institutional training (data access).*
 - *Provide technology training for Academic Department Heads and faculty.*
 - *Provide technology training on demand by 3rd party vendor.*
 - *Provide technology training for administrators and staff.*
 - *Provide technology support for online students.*
3. *Reduce software licensing costs without sacrificing operability or functionality.*
4. *Develop Academic Technology Advisor Committee and Administration Technology Committee.*
 - *Develop university technology policy and procedures.*
 - *Identify and ensure implementation of university technology needs.*