

Southwestern Oklahoma State University
2012-2017 Strategic Plan
Office of the President
Quarterly Status Update
2016-2017 Action Items
Quarterly Meeting: October 23, 2017 (Final Report)

Fall 2016 - Fall 2017 Strategic Planning Report

| Action Items | Responsibility | Results 2016-2017 | Recommendations |
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| <p>Increase course flexibility by transforming existing General Education and program courses to a distance learning format.</p> | <p>Faculty, Chairs, Deans, and CETL</p> | <p>School of Nursing and Allied Health: The School of Nursing offers two fully online programs in five eight-week sessions per year, the MSN program (Administration, Informatics, and Education), and the RN to BSN degree completion program. These programs use Canvas for all course delivery. The School of Nursing traditional program uses hybrid technology for most courses, which, although conducted face-to-face, uses Canvas for all delivery of instructional materials such as PowerPoints, exams, quizzes, and many homework assignments. Additionally, the Introduction to Nursing course is typically offered in an online format at least once annually, and will use Zoom technology. The proposed LPN to BSN program will conduct face-to-face courses and clinicals, with the addition of online courses using Canvas, to create a blended program that meets the needs of our student population. Allied Health offers fully online MHIM, and Medical Terminology offers some courses that are online.</p> <p>Department of Business and Computer Science: The department is implementing an online Master of Business Administration (MBA) program in the Fall of 2017. The program will include the development of two (2) eight-week accelerated online master's courses per semester until all courses have been launched. Traditional delivery of MBA will continue. In addition, the forty-two (42) hours included in our professional business core for undergraduate students seeking a Bachelor of Business Administration (BBA) degree, are offered online at least once per academic year.</p> | |

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| | | <p>Department of Engineering and Industrial Technology: The Engineering Technology Department has offered its first on-line course, and is considering others. However; the program received accreditation feedback during 2016 cautioning the transition of “hands-on” project oriented courses to online citing poor performance of graduates and low market acceptance. ATMAE accreditors suggested to “proceed slowly with caution.”</p> <p>Department of Education: We are beginning the process of transitioning to ZOOM sections to provide greater flexibility to our students for joining the classes, and to remove restrictions in seating and other structural requirements for utilizing the ITV system. We hope this option will also expand our reach by removing obstacles to traditional attendance requirements. We are preparing to launch a new online degree option in Instructional Coaching in Fall. The program will be asynchronous and designed to help increase leadership capacity within education and other professions by focusing on developing mentors with specific training and understanding for creating the mentor-mentee relationship.</p> <p>Our Master’s programs in Reading Specialist and Special Education have been transitioned to entirely online programs. ZOOM will provide opportunity for visiting onsite virtually in these programs. Thus, greatly reducing the cost associated with travel while allowing a “fly on the wall” approach to observations. The reality of the setting will be more apparent which will allow faculty to provide more appropriate, meaningful feedback and guidance to our candidates. (Mr. Ed Klein)</p> <p>Department of Psychology: The department is transforming their graduate degrees in School Psychology, School Psychometry, and School Counseling to include online/Zoom format beginning Spring 2017. The program was piloted in a few courses in Fall 2016. The new Zoom program will replace the use of ITV for distance learning. Zoom is similar to Blackboard Collaborate in that it provides us with the ability to establish virtual classrooms and facilitates group projects. It is different from Blackboard Collaborate in that it is an easy-to-use platform and allows us to see up to fifty students at a time. With the use of Zoom, students</p> | |
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| | | <p>will now be able to take the courses from their home rather than traveling to the nearest ITV site.</p> <p>General Education Program: Academic departments continue to develop additional online General Education courses to meet the demands of our students.</p> <p>Department of Language and Literature: The department is developing online minors to advance foreign language program and provided greater schedule flexibility.</p> | |
| <p>Establish student support services for underserved student populations.</p> | <p>Vice President for Student Affairs, Dean of Students, and units in Academic Affairs (AARM and CETL)</p> | <p>Student Affairs has added a graduate assistant position. Mr. Otoniel Soza provides bilingual assistance in recruitment and retention efforts. He assists Enrollment Management by attending recruitment events targeting Hispanic students. S.A. continues to partner with Clinton Public Schools in recruitment efforts and will provide a bilingual SWOSU recruitment night during parent teacher conferences on October 26, 2018. Bilingual services have been offered at NSO events and Southwestern Saturday.</p> <p>Mr. Soza communicates with SWOSU’s underserved student population via email correspondence and by attending weekly meeting of the Native American Student Organization, Asian American Student Organization, and Hispanic American Leadership Organization. SWOSU hosted its first annual Hispanic Heritage Month, Sept. 15-Oct. 15 and will host its annual inter-tribal pow wow in March 2018.</p> <p>Since the Black Student Association has not been active for two years, Mr. Soza and Collegiate Activities Board are working on Martin Luther King Day activities to bring awareness to the campus and to spark interest in the organization.</p> <p>CETL incorporated a cultural competency activity with new faculty during the New Faculty Orientation.</p> <p>Academic Advising and Retention Management are adding Academic Advising Coaches to assist faculty with popular degrees, specifically, degrees that 76% of entering freshmen select as their major. The University Retention Report revealed that Hispanics,</p> | |

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| | | <p>African Americans, Native Americans, and Two or More Races, as well as males and low-income families are at greatest risk of dropping out.</p> <p>The Office of the President has offered an office for a Native American Academic Advisor for the Cheyenne Arapaho Tribe. We are waiting on their response.</p> <p>CETL is providing new 24/7 online tutoring for distance learning students. The tutoring services are provided by Upswing Tutoring Services. Upswing tutoring includes math and science tutoring and a writing lab called ask-up writing lab. Online 24/7 tutoring for all campus students began fall 2017.</p> | |
| <p>Complete and submit Title III Strengthening Institutions Program (SIP) grant. Comprehensive plan includes the advancement of technology, advising, and engagement resources and services leading to higher levels of retention.</p> | <p>Associate Provost, Office of Sponsored Programs, Director of ITS, VPFA, Provost, and Dr. Penny Coggins, Consultant</p> | <p>The grant team met with Dr. Coggins from Grant Development Services, INC. on December 1, 2016. We submitted a Comprehensive Development Plan (CDP) and first year budget. An Activity Director was identified, Dr. Veronica McGowan. Dr. McGowan has extensive experience in computer technologies, assessment, and teaching and learning support services. The Title III Director will be Dr. Yolanda Carr, Director of Sponsored Programs. Ms. Karen Klein, Director of Information Technology will be spearheading the implementation of a new ERP. The grant proposal will include student engagement modules from the new ERP including degree check, academic advising, early alert, and retention management. Title III activities will be implemented by ten (10) Advising Coaches, whose primary work will be to create and implement student learning plans and assist students on a path to completing course, program, degree, career, and job hunting objectives; secondary work will proactively develop family, parent, and community communication channels to engage stakeholders on related issues. The Title III Strengthening Institutions Program (SIP) is a five-year grant that fund projects at \$350,000 - \$400,000 each year. Grant was submitted in April 2017.</p> | <p>We were not awarded the Title III A grant, however, we tied with other institutions, but failed to meet all three tie-breaker points. We were not awarded the Title III F grant. Grant F was a new grant that included additional sections that the consultant had not completed. We had some gaps in the logic model, explanation of objectives and timeline, as well as not clearly explaining why we were not retaining the Information Technology employees. Our plan is to re-submit both Title III A and F grants and fulfill the recommendations suggested by the reviewers.</p> |

Strategic Goal Three: Focus on Resources to expand and diversify the revenue base of SWOSU.

| Action Items | Responsibility | Results 2016-17 | Recommendations |
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| Increase enrollment of freshman students who apply, are accepted, but do not enroll. | Enrollment Management: Admissions and Recruiting Office, and Vice President for Student Affairs | The office of Institutional Effectiveness provided Enrollment Management: Office of Admissions and Recruitment and Student Affairs a data report that identifies freshman students who were admitted, but did not enroll, as well as students who did enroll. | Provide data analysis questions to be reviewed by someone at the university who specializes in statistics or submit the questions to statistician contracted by the institution. |
| Increase enrollment of transfer students who apply, are accepted, but do not enroll. | Enrollment Management: Admissions and Recruiting Office, and Vice President for Student Affairs | The office of Institutional Effectiveness provided Enrollment Management: Office of Admissions and Recruitment data reports that identify transfer students who were admitted, but did not enroll, as well as students who did enroll. | Provide data analysis questions to be reviewed by someone at the university who specializes in statistics or submit the questions to statistician contracted by the institution. |
| Increase the number of Online Programs. | Faculty, Chairs, Deans, Faculty Chairs, Associate Provost and Provost (online course rubrics will be reviewed by CETL) | Master of Science in Nursing (opened F 2016); MBA (in progress, anticipated F 2017); LPN-BSN (in process, F 2017); Bachelor's and Master's in Business Administration (F 2017) | M.Ed. Reading (in process, no date); M. Ed. Special Ed (in process, no date); M.Ed. in Education (8 options, in process, no date) |

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.

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| Implement Strategies to increase the quality of life for faculty and staff, increase salaries to 90% of CUPA average. | VPFA and Provost | The Provost will provide a faculty and academic staff list of faculty and staff who are below the 90% CUPA salary range. The list should include name, title, department, existing base salary, and new salary that meets 90% CUPA range. The VPFA will provide a staff list of administrative staff who are below the 90% CUPA salary range. The list should include name, title, department, existing base salary, and new salary that meets 90% CUPA range. The VPSA will provide a staff list of student affairs staff who are below the 90% CUPA salary range. The list should include name, title, department, existing base salary, and new salary that meets 90% CUPA range. | |

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| | | Executive leadership will develop a financial plan based on the percentage of increase needed in new student enrollment and undergraduate retention to provide for salary increases for 2018. | |
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Strategic Goal Five: Focus on the Sayre Campus so that it is fully integrated into the overall university.

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| Implement Sayre Integration Plan: merge academic departments, course scheduling, implement faculty credentialing, and merge other related academic responsibilities and requirements. | Sayre Faculty, Chairs, Deans, Dean of Sayre Campus, and Provost | <p>Additional locations are defined as places where 50 percent or more of a degree is offered; additional locations also include degree-completion sites where the last two years of a bachelor’s degree are offered.</p> <p>The institution will create an integration committee. The committee will identify and ensure implementation of the following:</p> <ul style="list-style-type: none"> • The dean, director or administrator with overall responsibility for the management of the additional location. • The individual(s) at the home campus who are responsible for quality control at the additional location and for ensuring consistency between the location’s academic contents and that of the home campus. • The dean, director or other person responsible for and ensuring quality control and academic quality at the additional location. • The dean, director or other person responsible for ensuring student services for additional location students. Services can be provided and made available by the home campus. • The individual(s) responsible for library services and other academic support resources. Library and other academic support resources can be provided and made available by the home campus. | <p>The Provost provided a list of Sayre faculty and their assigned home campus academic departments. Chairs were guided to include the Sayre faculty in all department discussions, planning, scheduling, and academic initiatives.</p> <p>Continue to implement increased integration.</p> |

October 22, 2017

Strategic Goal Six: Focus on optimizing technology to meet the educational and administrative needs of SWOSU.

| Action Items | Responsibility | Results 2016-17 | Recommendations |
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| Select and implement a new ERP. Develop an implementation, timeline, and financial plan | Office of ITS, Karen Klein, Director, VPFA | The ERP committee identified two ERP's for the campus to review. Ellucian and Jenzabar were chosen as the final two candidates for the new ERP vender. The IT committee will select the final vender in spring 2018. | |