

2021-2024 Academic Affairs Strategic Plan

Mission Statement: The mission of Academic Affairs is to provide faculty and staff administrative oversight and academic vision and guidance; to provide faculty professional development and initiatives that enhance academic scholarship; and to provide to students and the community programs and curriculum which facilitate success in life-long academic and workforce pursuits.

History:

- Traditional, transfer-minded education
- Recent emphasis on quality distance education (Virtual Campus)
- Little to no Applied program emphasis
- New hires have little teaching experience
- Focused on “fit” instead of diversity and exposure to “different” concepts

Core Competencies:

- Student-centered, credentialed faculty
- Emphasis on student success

Environment:

- Under-funded, low-budget
- Use of initiative and efficient practice to excel with what we can afford
- Underprepared student population

Critical Issues:

- Declining enrollment in programs and campus
- Increased technology and training demands
- Constantly shifting landscape regarding student “needs” and delivery method preferences

Vision:

- Produce highly-prepared, highly-skilled students in all programs
- Be THE model of academic excellence and innovation in distance education and concurrent education
- Provide hands-on, application-based, practical experience in the classroom
- Use internships to promote real-world learning and to build community partnerships
- Be innovative in the use of badges, micro-credentials, and certificates

Future Challenges:

- Identify threats beforehand and be innovative rather than reactive
- Adjusting faculty and program needs to match student and community needs

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- Delivering consistent quality while simultaneously being flexible and innovative

Organization:

- VPAA represents academic at administrative/ cabinet level
- Division Chairs represent faculty/ curriculum to VPAA
- Faculty represent student/ curricular needs to Division Chairs
- Innovation comes from synthesis of VP, DC, and faculty forces
- Directors (Library, Virtual Campus, Academic Resources, Concurrent) report to VPAA with needs and innovations

Actions:

- Assess the state and direction of all academic programs
- Increase faculty, Division Chair, Director, and VP research on innovative and emerging trends
- Deliver clear, written, high expectations for programs, faculty, and students
- Provide opportunities for student achievement through scaffolded badges, micro-credentials, certificates, and degrees
- Support academic programs through library and ARC services; support library and ARC through academic services (symbiosis)

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FIVE BOLD STEPS:

1. Build badges and micro-credentials into the curriculum
2. Emphasize “technical block credit” from Career Tech in applicable AAS degree programs
3. Aggressively pursue transfer agreements to benefit CASC students
4. Require proof of innovation in course design from faculty (i.e. instructional design consultation, Quality Matters, and assessment-based action)
5. Eliminate/ adapt outdated courses and programs

STEP ONE PLAN: Build badges and micro-credentials into the curriculum

Resources:

- OSRHE guidelines and support for state-wide badging (CREDLY); institutional support through BADGR

Target:

- Create and implement 10 state-wide micro-credentials and 10 internal course badges by Fall 2022

Stages/ Tasks:

- Training and familiarization with terms and process
- Selection of candidates for micro-credentials
- Develop and submit micro-credentials to OSRHE
- Develop and implement in-course badges for CASC

Challenges:

- Understanding the purpose and process of micro-credentials and badges
- Accepting a non-transcripted representation of student achievement in higher education
- Campus and student buy-in

Success Factors:

- Development and implementation of micro-credentials and badges
- Student completion

STEP TWO PLAN: Emphasize “technical block credit” from Career Tech in applicable AAS degree programs

Resources:

- OSRHE and Oklahoma Career Tech; AAS in Applied Technology pilot template

Target:

- Create and implement “technical block credit” opportunities in at least 3 AAS programs other than AAS in Applied Technology

Stages/ Tasks:

- Advise KTC employees and students of opportunities in AAS in Applied Tech
- Advise ICTC employees and students of opportunities in AAS in Applied Tech

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- Expand programs accepting technical block credit
- Expand outreach to Career Tech Centers outside of KTC and ICTC

Challenges:

- Familiarizing both CASC, OCT, and HS staff and students of the pathway to technical block acceptance

Success Factors:

- Increase numbers of students entering the technical block path for AAS degrees (Currently 2 KTC instructors in Applied Tech - SPR 2021) to at least 10 by Spr 2022, 15 for SPR 2023, and 20 for SPR 2024.

STEP THREE PLAN: Aggressively pursue transfer agreements to benefit CASC students

Resources:

- Existing MOUs
- Existing relationships with 4-year administrators
- Enrollment Management. Transfer Center Staff

Target:

- Increase transfer ease/ decrease loss of hours for 4 major transfer hubs: NSU, SEOSU, UAFS, and ECU
- Develop 8-semester paths to completion comprising both institutions

Stages/ Tasks:

- Review existing MOUs
- Meet annually with transfer partners to ratify and affirm agreements
- Collect student transfer data from 4-year institutions

Challenges:

- Awareness of agreements for both students and transfer institutions
- Shifting paths mid-progression

Success Factors:

- Transfer data received annually from 4-year institutions
- Published, accessible, and currently affirmed 8-semester transfer agreements placed prominently on both CASC and 4-year websites

STEP FOUR PLAN: Require proof of innovation in course design from faculty (i.e. instructional design consultation, Quality Matters, and assessment-based action)

Resources:

- Virtual Campus Committee
- Curriculum Committee
- Instructional Design resources
- Quality Matters resources
- Assessment data
- Software innovations funded through CARES Act and Endowed Professorships

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Target:

- Documented evidence providing qualitative or quantitative data regarding innovative curricular/ course design changes within a two-year window for ALL (100%) offered courses.

Stages/ Tasks:

- Develop measurement rubrics/ forms for submission
- Provide increased access to innovative design and curriculum concepts
- Determine responsible party for accepting, vetting, and verifying submissions

Challenges:

- Development of uniform data collection instrument
- Assigning and properly training a responsible party for oversight

Success Factors:

- 100% of courses verified by Spring 2023
- Course review cycle established for a two-year rotation of innovative practice implementation

STEP FIVE PLAN: Eliminate/ adapt outdated courses and programs

Resources:

- Third Party audits (Ad Astra, Hanover Research, etc.)
- OSRHE program inventory data and reviews
- Assessment data
- Course innovation data

Target:

- Modify/ adapt programs that are dated (naming conventions/ curriculum/ etc.)
- Identify and eliminate low performing, non-adaptable programs
- Have ALL CASC programs identified as high-growth, high-demand, and have rationale in place to support those not identified as such

Stages/ Tasks:

- Develop and utilize measurements to evaluate program value, demand, and growth
- Apply and react to findings of analysis

Challenges:

- Sentimentality toward programs and curriculum
- Providing objective, unbiased data, and acting on it

Success Factors:

- 100% of academic programs reviewed not only for productivity but for viability and currency on a five-year rotation concurrent with the OSRHE program reviews.