Strategic Academic Plan 2013-2014

University of Oklahoma - Norman Campus

and Norman based Programs offered at the Schusterman Center in Tulsa

The strategic academic plan for the University of Oklahoma’s Norman Campus (OU-NC) is reviewed and modified each year during the June Retreat and meeting of the University of Oklahoma Regents, OU President, OU-Tulsa President, and all University Vice Presidents from the Health Science Center and the Norman Campus.

Annual adjustments to the academic strategic plan are made to reflect any new opportunities or challenges that may have arisen at the national, state or local level. The strategic academic plan is viewed as the guide to all other planning, programming, and evaluation on the Norman Campus; the plan is intended to be an innovative and forward-looking document that challenges the Campus and the University to change creatively for the future; while also being sufficiently flexible to adjust to any current emerging realities.

The University of Oklahoma is the flagship institution of the public higher education system in the State of Oklahoma and assists the Oklahoma State Regents for Higher Education with their goals:

1) Enhancing access and improve quality of public higher education for all Oklahomans.
2) Increasing the number of college graduates.
3) Better preparing students to meet the challenges of the global economy.

Within the University of Oklahoma Norman Campus, it is the shared responsibility of the President and Vice Presidents to implement appropriate changes in policies, procedures, facilities, and technology to assist the campus in moving forward strategically. All areas of campus provide input into the Academic Strategic Plan via such processes and meetings as the University Research Cabinet, staff meetings of the OU Vice Presidents, the OU-NC Council of Deans, the OU-NC Academic Program Review process, OU-NC Faculty Senate, OU-NC Staff Senate, and OU-NC Budget Council. Alignment of University and Norman Campus resources with the OU-NC Strategic Academic Plan occur via the OU-NC VPR Aspire 2020 planning process, Academic Program Review, the annual spring planning exercise for the OU-NC colleges, the annual faculty evaluation process, and the processes for tenure and promotion of faculty.
The major immediate challenges for the OU-NC during 2013-2014 are identified as:

- Managing the Campus FY14 budget within the context of a strained state and national financial climate without diminishing the academic excellence of the University.

- Continuing aggressive recruitment of excellent resident and nonresident undergraduates as we implement holistic admissions procedures and the Common Application.

- Improving efficiencies in the instructional mission as evidenced by increasing the number of degrees awarded, increasing credit hours taught, increasing student enrollment, increasing research expenditures via grants and contracts, and increasing service to the State by creating opportunities for economic development and job creation from applied research and innovation being done by faculty and researchers.

- Increasingly competitive environment at the federal level for obtaining support from federal research agencies.

- Increasingly competitive and expensive technology environment for instructional delivery, administrative management, and data archiving and mining.

These challenges also come with opportunities:

- Managing the transition to the next generation of academic leadership into key administrative positions.

- Managing use one time funds (from both an outsourcing of the NC utilities management and the realization of revenue from the deferred gift) to diminish the negative impact of the FY12 and FY13 revenue reduction within the University; particularly for recruiting and hiring key faculty to contribute to strategic research initiatives. Use of these “bridging funds” have assisted in sustaining progress on strategic initiatives while also providing some buffer against rising costs and flat allocations from the State Regents for Higher Education. Considerable discussion throughout the June 2013 OU Regents retreat focused on insuring that the major strategic initiatives continue and that these initiatives also continue to generate the important sources of revenue for the Norman Campus in the form of 1) student tuition and fees and 2) research expenditures.

- Responding to the national critique of higher education provides the OU-NC an opportunity to review all various concerns being discussed and to identify areas for improvement within the OU-NC. While the critique may occasionally seem uninformed and unfair to those within the higher education establishment; it is an opportunity to view ourselves as others see us and to modify and change aspects of our institution and our practices that will streamline and prepare us for the technological sophisticated and highly competitive
educational marketplace of the future. Oklahoma students, just like students around the world, look for education bargains and want to know that their degrees are of excellence value. Balancing academic excellence with affordability will continue to be a theme for the OU-NC throughout the year. The Norman Campus is now meeting regularly to discuss all aspects of various digital initiatives that can transform the ways in which we do business with our students, the public sector, and the private sector.

**OU-NC Research & Creative Activity**

The research strategic initiative for the OU-NC is titled Aspire 2020 and represents a total review and reframing of research strategies and initiatives for the OU-NC in strategic alignment with opportunities at the OU-HSC in Oklahoma City (especially the Cancer Center and Diabetes Institute), and at the Schusterman Center at OU-Tulsa (College of Community Medicine, programs in education, electrical engineering, and social sciences).

Through active involvement of faculty and administrative leadership, along with considerable analysis of quantitative and qualitative data, Aspire 2020 – which is led by Dr. Kelvin Droegemeier, Vice President for Research, OU-NC – produced a decadal road map for research and creative activity on the NC with an institutional goal of becoming the Nation’s foremost public, comprehensive research university of our size. Within this goal are three objectives: Transforming Research Engagement, Transforming Research Competitiveness, and Transforming Research Culture.

In response to Aspire 2020, the OU-NC has taken a variety of actions to substantially increase the capabilities and productivity of its scholarly enterprise, including creation of the following (see [http://vpr-norman.ou.edu/initiatives](http://vpr-norman.ou.edu/initiatives) for detailed descriptions of each):

- **Center for Research Program Development and Enrichment**, which works with faculty, staff, researchers, and students to identify funding sources, build collaborations, prepare grant proposals as well as define the strategic directions of their research.

- **New Research Council** internal funding portfolio, increasing the overall program budget and increasing expectations and accountability.

- **Faculty Challenge Grant Program** internal seed funding initiative that in FY11 provided more than $600,000, with single awards up to $100,000.

- **VPR Faculty Awards Program**, with cash prizes of $2,500, to recognize outstanding scholarship in all disciplines.

- **Recognition Program for Exceptional Achievements in Research and Creative Activity**, which provides cash salary bonuses or discretionary funding for receipt of nationally prestigious awards or grants across all disciplines on the Norman Campus.
• **Research Liaisons**, consisting of one faculty member in each academic department, to coordinate with the Vice President for Research on all matters related to research and creative activity.

• **Strategic Initiative in Defense, Security and Intelligence**, that seeks to dramatically increase OU’s basic and applied research in areas related to national security programs.

• **Center for Applied Research and Development**, that focuses on applied research, development and training across all disciplines on the Norman Campus and complements existing Norman Campus strengths in basic research and outreach.

• **Potentially Transformative Research Program**, that provides internal funding for highly novel ideas of substantial success risk.

• **Humanities and Arts Scholarly Creative Activity Program**, to provide internal seed funding specifically for the arts and humanities.

• **Cluster Hire in Radar Engineering**, in which four world-class faculty in defense-related areas of radar engineering were hired to complement existing strengths in the weather radar arena.

Since the launch of Aspire 2020 in Spring 2010, the OU-NC has made tremendous progress in research and creative activity. In fiscal year 2012, **OU-NC set all-time records** in research expenditures and the number of external proposals submitted. Among the many achievements made in **only the past 12 months** are the following:

• Funding by the US Department of the Interior for a Regional Climate Science Center, which addresses an important Aspire 2020 goal of bringing to campus a second Federal agency presence (in addition to NOAA). Base funding is **$4M** over the first five years.

• Funding by the US Department of Commerce for the Cooperative Institute for Mesoscale Meteorological Studies (CIMMS), which is **$75M** over five years.

• Funding by the US Intelligence Advanced Research Projects Activity of a **$10.7M** contract to develop a digital game-based training system for intelligence officers.

• Funding by the US Department of Education of a **$27M** grant for assisting urban students in preparing for college.

• Funding by the National Institutes of Health for a **$10.5M** Center of Biomedical Research Excellence, the first ever on the Norman Campus.

• Funding by the National Science Foundation of all three major research instrumentation proposals submitted (**$2M**), the first time ever the Norman Campus has batted 1000 in this arena.

• More than **$2M** in grants and contracts from the Defense Advanced Research Projects Agency.
• With an Economic Development Generating Excellence (EDGE) grant from the State of Oklahoma, and in collaboration with the world’s largest manufacturer of commercial weather radars, OU-NC has developed a new, small and highly accurate weather radar that will be assembled in Norman.

The University Research Campus, a tract of 271 acres on the southern end of the Norman Campus that in WWII functioned as a US Naval Air Station, brings academic, public, and private sector organizations together in a mutually beneficial collaborative environment. Presently consisting of seven buildings with three more to be completed within the next 24 months, the Research Campus houses more than a dozen private companies employing nearly 400 people with salaries more than twice the State’s average. Nearly one million square feet of state-of-the-art research and business space has been built on the Research Campus in less than a decade and a strategic site plan has been completed. Now underway is a strategic planning process that includes topics of vision and concept, leadership structure, academic programming, buildings and occupants, marketing and promotion, and business models and management.

The University’s plan going forward in research is to continue investing strategically in its strongest, most productive programs and focus on growing other areas that have synergy with them. A high priority is being placed on broadening and deepening engagement with private industry, especially in areas of defense, security and intelligence, moving solidly into applied research and development, and continuing to recruit and retain outstanding faculty. Following the pathway defined within Aspire 2020, emphasis also is being placed on winning large national centers, developing new collaborations with federal research laboratories and leading research universities, continuing to incentivize and reward excellence, stimulating bolder thinking in transformative research, and developing programs at the State level focused on broadening the participation of traditionally underrepresented groups.

OU-NC Undergraduate Education

A major part of the strategic academic plan for the OU-NC continues to be the recruitment and education of the next generation of citizen leaders who understand how to grow and sustain robust human communities in a global and technologically sophisticated environment. Components of this ongoing strategic initiative include:

• Sustaining the quality and growing the size of the undergraduate student body

The revenue from tuition and mandatory fees is especially critical given the likelihood of static or declining direct allocation of revenue from the state. We plan to grow the size of the undergraduate student body slightly, while maintaining the academic quality. We plan to do this during an era of declining high school graduates throughout the Great Plains state (except in Texas). This takes rigorous and continuous recruiting strategies.

This Fall 2013, OU-NC welcomed a freshman class of 4,052 new, direct-from-high school students with an average ACT score of 26. We want to continue to enroll between 6% and 7% of all Oklahoma high school graduates each year and to then increase the size of freshmen class size by enrolling highly qualified, non-resident students. This requires us
to strategically price our non-resident tuition in order to effectively recruit non-resident students, especially from the Dallas/Fort Worth area. We continue to expand the recruit markets from Wichita, Kansas, Arizona, and Illinois as well as some recruitment of direct from high school and language ready international students.

This size freshmen class requires careful deployment of instructional faculty resources to meet students’ needs and may require expansion of science laboratories in the near future. As we begin implementation of holistic admission processes, we are identifying those students who may face challenges as they transition into higher education and paring these students with resources as needed. OU is adding OU-NC residence hall space to accommodate all students wishing to live within University Housing via the Headington Hall project.

Additionally, OU-NC enrolls between 1,300 and 1,400 undergraduate transfer students each year. Thus the FTE of undergraduate students on the OU-NC is approximately 22,400 and should increase gradually as additional large freshmen classes enter OU.

As more freshmen undergraduates enroll, we continue to also review and increase the 6 year graduate rates for undergraduate students. In response to national discussions, we will also review 4 year graduation rates, especially for those students in non-professional majors, as a way to move students more quickly through to degree completion. This will help alleviate some of the pressure of large freshmen classes.

In 2011-12, OU-NC established a new advising center, headed by the Associate Provost for Academic Advising Oversight to specifically focus on sophomores who have not yet found an academic major that fits their interested and academic strengths. Helping these students more quickly identify their degree goals should improve the 4-6 year graduate rates even more.

In 2012-2013, OU-NC hired an Executive Director for Teaching Excellence who is adding instructional design experts and a Director for Learning Outcomes Assessment. The Executive Director is also actively involved with the digital initiatives project and is coordinating projects to redesign several large enrollment undergraduate courses, assist faculty in moving away from using expensive, required textbooks to using instructional materials that are available at no cost to students, and in assisting faculty in using video clips to enhance student learning.

In 2013-2014, OU-NC hired a Director of Assessment for Learning Outcomes to focus more specifically on measuring the defined learning outcomes in undergraduate courses at OU.

- Continuing the Scholarship Campaign to assist with institutional cost for students
OU continues to be one of the two least expensive research universities in region; nevertheless, the OU President, OU Regents, and University Development continue to seek donor support for private scholarships and fellowships that assist OU students in managing their costs of their education.

- **Doubling the number of undergraduates who graduate with study abroad experiences**
- **Increasing the Honors College curriculum**

  There was a 10% increase in the number of honors designated course sections made available to undergraduate students in the Honors College in Fall 2011; and another increase of 5% in Fall 2012. We have stabilized this number in Fall 2013.

- **Creating cross cutting interdisciplinary degrees that capitalize on the unique research expertise of the OU-NC faculty**

  OU-NC faculty continue to create such degree programs as a Bachelors in History of Science, Technology, and Medicine (particularly appealing to students interested in STEM disciplines), Masters degree with an area of emphasis in Criminal Justice (particularly of interest to working adults wanting to obtain additional educational credentials) and minors in hydrologic sciences (particularly of interest to meteorology, civil engineering, and environmental sustainability majors who desire more interdisciplinary expertise. The College of Law faculty will be proposed new certificates for their students that utilize some faculty expertise from other OU Colleges to afford their JD students the opportunity for specializations that add value to their JD degree. Across campus, the strategy is to identify existing faculty resources across various colleges that allow the degree creation without additional faculty lines having to be created.

- **Continuing a focus on building student and faculty writing and oral communication skills and on the interactions of student, faculty and staff governing groups to ways that model this institution’s expectations for collegial and thoughtful discussion, compromise and decisions that sustain and strengthen the community**

  The Executive Director of the Learning, Teaching, & Writing Center has been given the title of Associate Provost for Academic Engagement and will grow and expand opportunities for student/faculty engagement across the campus both in traditional curricular classroom settings, and in extracurricular format. All disciplines require clear, effective communication and we want our students to practice and enhance these skills throughout their undergraduate and graduate curriculums.

- **Continuing a focus on course and degree delivery in non-traditional formats to serve military personnel around the world and to serve non-traditional students in Oklahoma**
Within University Outreach, the College of Liberal Studies is rapidly growing and adding more faculty to meet the needs of their unique and expanding student body. This college serves the working adults to seek to start or complete their Baccalaureate or Masters degrees in flexible formats including on-line degree programs. Degree attainment by these students will assist the OSRHE in meeting their goal of increasing the percentage of the adult population holding a college degree.

Also sponsored within University Outreach, Advanced Programs Contracts with the military allow OU to offer existing graduate degrees to active military and their dependents at sites around the world.

**OU-NC Graduate Education**

The OU-NC Graduate Admission process is being enhanced to create a more efficient turnaround time for graduate applicants. The graduate admission will continue to be overseen for the Registrar and the Office of Admissions but will now be administratively housed within the Graduate College in order to provide a more seamless experience for these applicants.

The OU-NC academic strategic initiatives related to graduate education are framed within a recent quality of life survey conducted by the NC Graduate College. Data on time to degree completion lead to a repackaging of Graduate Assistant tuition waivers to students and academic departments to focus on timely degree completion. A variety of college social events were implemented that seek to create a sense of community and campus involvement for all graduate students across campus.

Additionally, the Dean of the Graduate College continues reviewing and updating of all policies of the Graduate Faculty and Graduate Council. This initiative is being led by Dean Lee. Williams, Dean, NC Graduate College.

This initiative should also be viewed within the larger context of critique of research universities; on the OU-NC, we want to assist graduate students to meet their degree goals in as timely and affordably a fashion as possible. Providing excellence value is the best possible strategy for recruiting excellence graduate students.

**OU-NC Service Mission**

The OU-NC academic strategic initiatives related to service continue to be:

- Assisting the state of Oklahoma and the nation in increasing the number of college graduates via programs tailored to meet the needs of working adults and U.S. military personnel stationed around the world.
(major responsibility assigned to College of Continuing Education and College of Liberal Studies within the Vice President for University Outreach)

- Contributing to economic development for the city, state and region through creative curriculum that engages undergraduate and graduate students in moving university intellectual property into the market place

(major responsibility assigned to Vice President for Technology Development and Business Development)

- Sustaining the commitment through the K-20 Center and through University Outreach programs in state and regional collaborations with pre-school and secondary education systems to enhance student transitions across all levels of their formal education and to create opportunities for life-long learning for citizens of Oklahoma.

(major responsibilities are shared by the Associate Dean of the Jeannine Rainbolt College of Education and Director of the K20 Center for Educational and Community Partnership, Dr. Gregg Garn; and the Vice President for University Outreach and Dean of the College of Liberal Studies, Dr. Jim Pappas)

OU-NC Cross cutting academic strategic initiatives

Technology Enhancement  The OU-NC continues with a strategic initiative regarding rapidly emerging technologies in order to sustain a robust technology infrastructure. This requires a tight collaboration among the CIO, Provost, VPR, and Executive Vice Presidential areas on the OU-NC. This includes building more robust and secure hardware and software systems to all enhance aspects of instruction, research including access to databases and library collections, and to facilitate fast and accurate administration access to data to make better strategic decisions. It is recognized that ALL aspects of our mission (teaching, research, service) are impacted by technology change and that our efficiency as an educational institution is closely tied to rapid adopt of newly emerging technologies. The OU-NC Digital Initiatives ad hoc group is meeting regularly to promote continuous exploration of these new possibilities. It is manifest that technology is beginning to change higher education as never before. In a rapidly changing environment, OU wants not just to remain competitive but to lead, to deploy and to develop technologies that help us achieve our mission with greater efficiency and greater impact.

Current technology initiatives include:

- OU-NC has established a Digital Initiatives committee to look comprehensively at the use of technology in instruction. With representation from across a range of constituencies on
campus, the committee provides the necessary leadership to ensure OU-NC's competitiveness and efficiency.

- The College of Education has implemented a pioneer tablet-device program to train future teachers in the most up-to-date learning technologies.
- Under the aegis of an ad hoc committee with diverse representation, OU-NC is piloting Canvas and evaluating D2L in preparation to decide OU-NC's next generation LMS.
- In partnership with technology start-up NextThought, OU-NC has developed Janux, an interactive learning community. Janux is a fully functional course platform hosting for-credit courses with open content. Its social learning features put it at the forefront of online course technology.
- OU Libraries has built an OA content archive with discovery portal, shared with OSU libraries, called SHARE.
- The Provost's Advisory Committee for Classrooms continues to plan and implement renovations of the physical space and technology within centrally scheduled classrooms on the OU-NC. Updated information is located here: [http://www.ou.edu/provost/pronew/content/PACCR](http://www.ou.edu/provost/pronew/content/PACCR). PACCR will be developing standards for active learning classrooms during the 2012-2013 in order to transform pedagogy particularly within general education courses.
Institutional Degree Completion and Academic Plans
2013-2014 Outline

The Institutional Degree Completion and Academic Plans provide a means for the State Regents to view each institution’s priorities and aspirations in the context of the State System. The plan is divided into three parts: A) informing the State Regents about planned degree completion initiatives, B) informing the State Regents of academic program, technology, and efficiency plans for the future, and C) projecting enrollment targets for the next three years. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the completion and academic plans can be expected to vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. The template format is provided. The 2013-2014 Degree Completion and Academic Plan is due September 16, 2013. This due date will allow for compilation and preparation for the State Regents’ annual review.

In addition to this document, please provide a copy of the institution’s current strategic plan. Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion and academic plans for the year 2013-2014.

A. The Completion Agenda -- The State Regents have a public agenda with the goals to: 1) enhance access and improve the quality of public higher education for all Oklahomans, 2) increase the number of college graduates, and 3) better prepare student to meet the challenges of a global economy. In joining the Complete College America (CCA) Alliance of States, Oklahoma pledged to extend its Public Agenda scope and reach, recommit to its performance funding program, and make college completion a top priority with commitments to state and campus goals, solid action plans, removal of policy barriers, and measures of progress. Though the college completion efforts of Oklahoma to expand upon current state and campus programs, there will be new initiatives at local and state levels developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states have revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. Examples of state and campus activities in support of these goals include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor’s degree levels
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor’s degree options
- Certificate completion options through further development of cooperative agreements between higher education and CareerTech
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates
- More effective and efficient completion of remediation and freshman gateway courses
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor’s levels
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year
- Better documentation of degree completion contributions of private and for-profit postsecondary education and the Career Tech system cooperative agreement programs.
Based on your institution’s priorities 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 allow full information)

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.

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<tr>
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<tr>
<td>Shifted from a focus on Common Core Standards to Oklahoma Academic Standards</td>
<td>Alignment with Governor Fallin’s most recent initiative to strengthen high school curriculum</td>
<td>Dean Gregg Garn</td>
<td>Currently underway should be completed by May 2014.</td>
<td>Teacher Education graduates are able to create instruction that promotes attainment of Oklahoma Academic Standards.</td>
<td>Integrated into professional sequence of core classes for all undergraduate teacher education programs</td>
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<td>Continued collaboration across Oklahoma School Districts to engage in applied research that creates and sustains innovation and transformation.</td>
<td>Via their statewide network -K20 GEAR UP for SUCCESS project – 3700 students (12th grade) from 32 OK high schools -Creating technology-enriched learning communities with authentic learning experiences for OETT high school students. -K20 STEM ready schools – 12 elementary schools receive systemic professional development in STEM education for teachers. K20C3 project – provides high quality professional development, appropriate resources and exemplar lessons for teachers to implement the College, Career, and Citizenship (C3) Oklahoma Academic Standards as well as problem-centered pedagogy, best practices, and the 5E lesson design. -The K20Alt program supports teachers in alternative classrooms to implement best teaching practice and strategies for engaging at-risk students.</td>
<td>K-20 Center staff GEAR UP for SUCCESS – 12th graders (graduate May 2014) Other K20 projects – ongoing</td>
<td>Participation of GEAR UP for SUCCESS 12th graders in project activities for college ready culture. -Evaluation of K20 professional development activities</td>
<td>GEAR UP includes 32 rural districts and 3700 students. OETT works with ~ 188 schools; 5,320 teachers; and 76,893 students K20 STEM is working with 24 elementary schools on an ongoing basis New project K20Alt has teachers from all 50 states and 81 countries who have downloaded lessons and 4500 registered users.</td>
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<tr>
<td>Area</td>
<td>Project Description</td>
<td>Key Team Members</td>
<td>Status</td>
<td>Results</td>
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<td>Strengthening Urban Teacher Preparation</td>
<td>Establishing mentoring program for teacher education graduates in their first year teaching in Oklahoma.</td>
<td>Associate Dean Terri DeBacker</td>
<td>Currently underway, complete by May 2015.</td>
<td>Greater control of UPTA intern placements by OU/UCO; hiring a UTPA coordinator within OKCPS administrative structure.</td>
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<td>Pilot co-teaching model of student teaching.</td>
<td>Associate Dean Terri DeBacker</td>
<td>Literature review complete. Faculty team identified. Plan in place by Dec. 2014. Implementation beginning Aug 2015.</td>
<td>Teacher Ed graduates who wish to participate in the mentoring program are assigned an effective mentor and report satisfaction with the mentoring program.</td>
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<td>Oklahoma Writing Project</td>
<td>Collaborate with Norman Public Schools to complete training and pilot the program.</td>
<td>Dean Gregg Garn</td>
<td>Leaders have completed training. Four co-teaching pairs piloted model in Fall 2013. Plans underway to improve and grow the co-teaching program.</td>
<td>Organic growth of co-teaching model with NPS.</td>
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<td>Early Childhood Education Institute</td>
<td>Collaborate with elementary, middle, and high school writing teachers across Oklahoma.</td>
<td>Dr. Pricilla Griffith</td>
<td>Teachers go through OWP training and PD to improve students writing skills.</td>
<td>% NPS schools are piloting the co-teaching model.</td>
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<td>OU-Tulsa Professional Development Leadership Academy</td>
<td>Supports early childhood programming and policies through research and professional development.</td>
<td>Dr. Diane Horm</td>
<td>Providing research based evaluations of early childhood programs including Educare.</td>
<td>80 schools across the state of Oklahoma, south of I-40. 1,712 teachers have participated.</td>
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<td>Tulsa Public Schools Information Project</td>
<td>Provides professional development for Tulsa area education leaders.</td>
<td>Dr. Bev Edwards.</td>
<td>Providing research based professional development for Tulsa area educational leaders.</td>
<td>Working with 7 School districts across the state.</td>
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<td>Measuring the psychological health of students and the capacity of schools to deliver high quality learning experiences for all children.</td>
<td>Dr. Adams and Forsyth</td>
<td>Surveyed annually.</td>
<td>This project has worked with over 100 1st and 2nd year principals in TPS and surrounding districts.</td>
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OU has 6 students participating within the UTPA structure. New

Working to build trust between Tulsa families and schools. Provided 21-school reports and data from over 30,000 students.
2. **Transform Remediation.** Every Oklahoma institution will implement transformational models of remedial placement and support through a statewide phased implementation and refinement process.

<table>
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<th>How will we do it?</th>
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<td></td>
<td>Implement a completely revised developmental math delivery system</td>
<td>Partner with Redlands Community College instructors, create financial aid consortium,</td>
<td>Nick Hathaway, Nancy Matthews, Jim Pappas, Matt Hamilton, Nicole Campbell</td>
<td>First pilot enrollment in Fall 2013,</td>
<td>Data from Fall 2013 is currently being analyzed and compared to former remedial math completion rates.</td>
<td>Fall 2013 we had the first group of students enrolled in this program – Enrollment Fall 2013 – DMAT 0113 – 287 DMAT 0123 283</td>
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<td>Review of entry level Math assessment</td>
<td>Review current assessment tools and their predictive success in placing freshmen into Math courses in which there are successful</td>
<td>Nicole Campbell, Stephen Crynes, Matt Hamilton</td>
<td>Spring-Summer 2014</td>
<td>If we decide to revise or change assessment tools, we will compare student successful completion of Math courses from 2013-2014 to 2014-2015</td>
<td>New</td>
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</table>
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.

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<td>Reserve transfer</td>
<td>Ongoing discussion with Oklahoma institutions with mission to grant Associates degree – currently working with Rose State and OCCC</td>
<td>Matt Hamilton, Laurie Tinsley</td>
<td>Sometime this Spring/Summer 2014, will begin to provide data back to these feeder schools</td>
<td>Really measured by the feeder schools – number of Associates Degrees retroactively awarded</td>
<td>Continuing discussion</td>
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<td>Modification of existing degrees and development of new degrees that address BOTH student interest and market need</td>
<td>The development of academic degrees/certificates goes through the standard pipeline – department-college-graduate college-academic program council – Provost-President-OU Regents - OSRHE</td>
<td>Appropriate academic units and review committees</td>
<td>Ongoing</td>
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<tr>
<td><strong>COMPLETED</strong></td>
<td>-development of a Ph.D. in Planning, Design, and Construction within Architecture. -addition of a graduate certificate in Entrepreneurship in Business, available to students outside the college 1st cohort of students enrolled in the Energy Executive MBA program this Spring 2014 -addition of a minor in Political Science “elections and campaign management”</td>
<td></td>
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<tr>
<td><strong>IN PROCESS</strong></td>
<td>-development of a minor in Engineering – Water &amp; Sanitation Health Sustainable Development -development of a graduate certificate in Education “Secondary transition education specialist”</td>
<td></td>
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</tbody>
</table>

- Final approve of modified degree, new degree, new certificate. 
- Student enrollment
- Degree/certificate completion

**Completed**

**In Process**

**Monitor by both OU and OSRHE**
- development of an accelerated dual degree program in Arts & Sciences – BA in Pol Sci/MPA
- development of an accelerated dual degree program BS/MS in petroleum engineering
- development of the MS in Natural Gas Engineering in on-line format
- development of a graduate certificate in natural gas technology in regular and online delivery
- modification of the BA and BS in GIS to allow for more efficient program delivery
- change of degree name from bioengineering to biomedical engineering to better reflect degree content and attract more students.
- revision of a degree option in Art to better reflect technology expertise of degree recipients and enhance their marketability.
- development of a graduate certificate in applied behavior analysis in Education.

4. 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.

<table>
<thead>
<tr>
<th>Reach Higher for Adult Completion</th>
<th>High-impact strategies</th>
<th>How will we do it?</th>
<th>Who will be responsible?</th>
<th>What is timetable?</th>
<th>Measures of success?</th>
<th>Progress from last report?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of new degrees in College of Liberal Studies</td>
<td>Creation of new degrees that address student interest and market need</td>
<td>Jim Pappas, Martha Banz</td>
<td>Degree approved 9/13 by OSRHE. Major marketing campaign March 2014</td>
<td>Enrollment and ultimately degrees granted</td>
<td>2 enrollments, 0 degrees</td>
<td></td>
</tr>
</tbody>
</table>
|                             | Creation of new degrees in College of Liberal Studies.  
<table>
<thead>
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<th></th>
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<tbody>
<tr>
<td></td>
<td>World Cultural Studies</td>
</tr>
<tr>
<td></td>
<td>Creation of new degrees that address student interest and market need</td>
</tr>
<tr>
<td>Jim Pappas</td>
<td>Program in approval pipeline at OU, additional courses being developed</td>
</tr>
<tr>
<td>Martha Banz</td>
<td>Final approval at OSRHE, Enrollment and ultimately degrees grants</td>
</tr>
<tr>
<td></td>
<td>Program structure developed.</td>
</tr>
</tbody>
</table>
5. Other Local Institutional Priority Areas for Degree Completion.

<table>
<thead>
<tr>
<th>Other Local Institutional Priority Areas</th>
<th>High-impact strategies</th>
<th>How will we do it?</th>
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<th>What is timetable?</th>
<th>Measures of success?</th>
<th>Progress from last report?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued study of undergraduate student persistence and intensity of engagement</td>
<td>The President Graduation &amp; Retention taskforce continues to review amount of time undergraduate students spend on educational activities (in class and studying, conducting research)</td>
<td>Combines effort across Academic Affairs, Student Affairs, and Administrative/Executive Affairs</td>
<td>Ongoing</td>
<td>Improvement in retention and graduation rates</td>
<td>We will assess total number of credit hours taken by undergraduates in 2013-2014 following a complete year of the flat-rate tuition policy.</td>
<td></td>
</tr>
<tr>
<td>Decreasing time to degree for graduate students</td>
<td>The OU-NC Graduate College is creating a tracking system to monitoring all graduate students.</td>
<td>Dean of the Graduate College, Lee Williams</td>
<td>Ongoing, initial program ought to be in place in two years</td>
<td>Decreased time to degree for various groups of graduate students</td>
<td>new</td>
<td></td>
</tr>
</tbody>
</table>
B. Summarize academic programs and services in the following areas:

1. **Priorities/Programs.** List the institution’s academic priorities for the 2013-2014 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 2013-2014 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

   a. **Priorities/Programs**

   - We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We are in our first year of implementing the Common Application for undergraduates and in the first year of implementing the College-Net software for processing applications for graduate students.
   - We will continue an intense focus on undergraduate retention and graduate rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.
   - We will continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors.

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**

   - Technology in the classroom – The University has made a significant commitment to maintaining a state of the art teaching and learning environment. Renovation of any academic building now includes active learning spaces (Bizzell Library renovation, Hester Hall renovation). Additionally, for the past 5 years and continuing forward, the University sets aside funding for ongoing renovation of existing classrooms outfitting them with new audio/visual equipment using defined and standardized equipment. Most renovation must occur during the summer in order to avoid taking highly used classrooms out of commission during the Fall/Spring semesters.
   - Technology across campus – we continue investing in wifi access throughout the academic year to enable broader, more robust coverage across campus. As students bring more devices to campus and technology access becomes increasingly embedded in the learning process, we anticipate that this must be a continuing investment.
   - Technology across campus – Cyber security is an increasing concern across the national’s campuses and we are shifting to Sophos software to better protect computers and other devices used by OU employees to ensure secure data usage.
   - We continue to monitor our emergency communication systems and refine our use of technology to keep OU employees and students are safe as possible.
   - Faculty Development – The Center for Teaching Excellence continues to expand its workshops and support staff to assist departments and individual faculty in utilizing technology for on-line, hybrid, blended and traditional courses, The Center staff collaborates with OU-IT staff on these opportunities for instructional faculty.
   - Research Computing – The initiatives to provide research faculty and staff with required support are on-going. Our now functional, highly secure data storage capacity provides OU and researchers throughout the state with vastly increased storage (currently 1.7 petabytes of usable disk and 4 petabytes of tape capacity).
In Spring 2014 we have launched 13 OU online courses on the JANUX platform which utilities social media to more thoroughly engage students and make the online course experience more successful. In Spring 2014, we have admitted OU students taking these courses for credit and other individuals accessing the materials in a not for credit environment. We plan on adding additional courses that 1) capitalize on unique strengths at OU, for example, history of science, weather or 2) that are appealing to high school students eligible for concurrent enrollment.

b. **Future Plans**

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

- The OU-IT staff and all academic units will continue to work collaboratively on IT needs for the future. There is currently a taskforce reviewing the course management system (Desire-to-Learn) that will make recommendations regarding the best, most flexible, and affordable software system going forward.
- OU-IT working with the VPR will monitor when the data storage system needs to be expanded; data is growing at an exponential rate.
- Active classrooms are now standardly part of any academic building renovation.
- There is continued progress in transforming all documents into electronic documents stored electronically.
- There is continuing progress to digitizing rare materials in the library and in other archives with the goal of making the material accessible to the public.
- We plan on continued, intense development of the JANUX platform for online course delivery, and on continuous review of student persistence in this learning environment.

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 new Director for Learning Outcomes assessment is conducting workshops across all colleges to sharpen the definitions of expected learning outcomes in all courses; this is a 5 year project.
- Colleges continue to enlarge course sections (when the classroom size will allow) or increase course sections (when an qualified instructor can be identified and funding is available) to meet student demand for courses. Scheduled courses with low enrollment are canceled and faculty re-deployed to teach in areas of need with academic units. Colleges are expanding summer offerings to meet student need.
- Students are continuing to be urged to take 15 hours a semester. The Flat rate tuition plan incentivizes them to do so. We are reviewing closely changes in student patterns of enrollment during this first year of flat rate tuition.
- We have implemented a variety of utilities efficiencies, and paper-less campus initiatives collaboratively with our staff and students.
- We have launched the JANUX platform and will carefully monitor cost for developing the online instruction, ongoing instructional costs and student persistence and completion in this learning environment.
d. Future Plans

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

- We continue to identify strategic research initiatives across the Norman, OKC, and Tulsa campuses that have a high probability of expanding our research grants and contracts, broadening our portfolio of federal agencies from which we receive funding. We will continue to aggressively recruit faculty who will complement those research areas targeted as strategic.
- We continue to enhance research support staff to assist researchers in all aspects of proposal writing, development of intellectual property, and applied research initiatives with the private sector, and to assist with the growing compliance issues.
- Within the Center for Teaching Excellence, we will focus on helping instructional faculty and GTAs improve and assessment learning outcomes in their courses and to utilize best practices for using learning technology.
- We will adopt more required employee training and reporting into on-line modules that make more efficient use of employee time.
- We will track more closely STEM freshmen as they enter OU and monitor their retention at OU and their retention within STEM majors at OU.

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.

Not applicable

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

Not applicable

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

Not applicable
C. Provide the institution’s 2013, 2014, 2015 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2013: Undergraduate Headcount: ____20,966_____  
- Fall 2013: Graduate (if applicable) Headcount: ____5,846_____  
- 2013 Annual FTE: ____22,504_____  

- Fall 2014: Undergraduate Headcount: _____21,000____  
- Fall 2014: Graduate (if applicable) Headcount: ____5,900_____  
- 2014 Annual FTE: ____22,500____  

- Fall 2015: Undergraduate Headcount: ______21,000___  
- Fall 2015: Graduate (if applicable) Headcount: ___5,900______  
- 2015 Annual FTE: ____22,500______