

# **Academic Affairs Goals from 2017/18, Accomplishments thus Far, and Goals for 2018/19**

*Italicized items appeared as goals in last year's report.*

## ***1. Work collaboratively with faculty and other stakeholders to establish an Academic Affairs Master Plan.***

### ***2017-18 Goals:***

*Share Academic Master Plan details with deans, department chairs, faculty and staff. Gather feedback, revise, and re-communicate. Use the plan to guide high-level decisions about resource allocations.*

**Accomplishments to Date:** The Academic Master Plan Task Force (TF) developed a template for “Program Analysis” reports to be submitted to deans and the provost by all undergraduate major programs by May 31, 2018. In conjunction with the template, the Office of Institutional Effectiveness provided programs with data sets documenting 5-year trends in SCH, majors, General Education contribution, degrees awarded, median overall hours and years to graduation, costs per budget-related SCH, student/faculty ratios, etc. The TF asked writers of analyses to interpret the data, looking for trends, strengths, weaknesses, opportunities for development, and, most importantly, to use the data to project a future for their programs.

Each dean evaluated and responded to analyses from his/her college. Currently, six TF “super-readers” and I are reviewing all these materials (42 program reports, 7 college reports + reports from the Library and from High Impact areas). Our goals are to determine:

- 1) what feedback can we provide to individual writers to encourage them to make their analyses more insightful and more helpful to the university as a whole?
- 2) what possibilities do we see in the analyses to help us shape the academic future of WSU? How is that future affected by workforce demands, changing pedagogies, inter- and cross-disciplinary work, technological change, and so on?

I promised chairs and deans that the process this year (2018) would serve as a pilot for us all; in other words, AA will not take resources away from any program. But AA does have some limited funds to support programs which convincingly document how additional resources would enhance their work in recruiting, retaining, and graduating students.

**Goals for 2018-19:** With the help of the TF, use analyses to chart directions for WSU’s academic programming. Support that programming with funding. Revise/refine analysis template and data provided by OIE to aid programs in interpreting their past and projecting their future.

## ***2. As one of the major tenets of the Academic Affairs Master Plan, take concrete steps to improve the first-year experience for students.***

**2017-18 Goals:**

*Increase faculty, staff, and student participation in Starfish Retention processes. After piloting Starfish with specific groups of students in fall 2017, we will increase the number of students coming under Starfish's purview in spring 2018. By spring, I hope that at least 60% of all courses will be "Starfish-enabled."*

**Accomplishments to Date:** I am pleased to say that the Starfish retention software was implemented, along with extensive training for faculty and advisors across campus. In fall and spring Starfish was piloted for targeted student groups (student athletes and international students, as well as students enrolled in developmental math, developmental English, and First Year Experience courses). In spring 2018, Starfish surveys were sent to 705 faculty teaching these students; 344 faculty (51%) responded to surveys, allowing advisors to follow-up with students.

It also is important to note that all colleges have hired retention advisors specifically committed to retaining students from one semester to the next. These advisors have made thousands of calls to students who, for whatever reason, have failed to pre-register for a succeeding semester. The advisors have helped students resolve holds, get into classes, and, in general, continue their educational journey.

**Goals for 2018-19:** Continue the Starfish pilot during Fall, 2018; by Spring, 2019, use Starfish with all student groups. Get at least 50% of faculty to participate in Starfish surveys. Provide students contacted by Starfish with necessary resources for course corrections.

Continue to focus on contacting students who fail to pre-register for the next semester. Contact and resolve issues for at least 75% of such students.

***3. As another major tenet of the Academic Affairs Master Plan, review and revise our General Education program.***

**2017-18 Goals:**

- a. Continue to expand the rollout of the Gen Ed revitalization project, at least doubling the number of Gen Ed faculty defining big questions for their Gen Ed classes and creating signature assignments.
- b. Invite area committee members and other faculty members to a discussion of the value of curriculum coherence in Gen Ed, culminating with a performance of "forces at work" for the campus and community.
- c. Collect, analyze, and disseminate evidence of WSU course effectiveness.
- d. Review with GEIAC the process of Gen Ed review given the revitalization efforts.

**Accomplishments to Date:**

- a. Seventy faculty volunteers, representing each Gen Ed core and breadth area, worked on one of three rollout teams to create big questions and signature assignments for their Gen Ed classes. A coding system was developed and refined to evaluate students' achievement of Gen Ed Learning Outcomes (or GELOs) that the signature assignments are designed to tap. A total of 324 students

completed one of 35 signature assignments; these signature assignments were formally collected in Spring 2018 and coded by a group of 10 faculty members in a 2-day retreat. They achieved a high-level of inter-rater reliability (82%) in coding student responses. As expected, freshmen (61%) demonstrated achievement of fewer GELOs than sophomores (73%) and juniors/seniors (72%).

b. The “Forces at Work” performance (a collaboration of Physics and Dance) led to initiatives to promote curriculum coherence in Gen Ed. These initiatives included extending the WSU courses that were rolled out last year and considering three new proposals. Additionally, discussions between Developmental English and Composition faculty resulted in offering a first co-requisite Composition class. Students, who otherwise would be placed in developmental English, were enrolled in a 5-credit English 1010 class. All passed, and the experiment was deemed a success. Additional opportunities to create greater coherence are being explored by the University QL Task Force (for a co-requisite Math 1030 class) and among the library and composition faculty to create a combined ENG 2010 LIBS 1704 course.

c. An extensive analysis of the 2016-17 WSU courses was presented to faculty senate on October 5, 2017, in which there was a discussion of SLO data, course evaluations, and faculty and student focus group responses. The data point to the success of the program in achieving proposed outcomes. This past year saw almost a doubling in enrollments in WSU courses (from 145 to 275 students) further suggesting the success of the WSU program.

d. With the success of assessing student achievement of GELOs through signature assignments, there is growing consensus in the committee in favor of using that procedure to assess the Gen Ed program instead of the course-by-course review we presently perform. As this is the final year of the course-by-course review, GEIAC will be further exploring alternatives that they will present to faculty senate.

#### **Goals for 2018-19**

- Expand the number of signature assignments created in Canvas and the number of students assessed
- Increase the coherence in the Gen Ed curriculum by:
  - Expanding the number of co-requisite ENG 1010 classes offered and students served
  - Explore the creation of co-requisite Math 1030 classes
  - Experiment with combined ENG 2010 and LIBS 1704 class.
- Encourage the creation of new WSU courses and increase the number of students enrolled.
- Continue exploring alternatives to the course-by-course assessment of Gen Ed outcomes, focusing instead on the use of assessment data from signature assignments.

#### ***4. Recruiting Out of State***

##### ***2017-18 Goals:***

*We will engage in aggressive and strategically-targeted recruiting initiatives that involve identifying specific student populations. Our goal is to offer students scholarships at the point of*

*admission to the university. Our yield will increase from in-state, out-of-state, and international students.*

**Accomplishments to Date:**

Enrollment Services has: implemented Client Relationship Management software for recruitment and admissions; executed multi-market recruiting and communicating campaigns for resident and non-resident students; implemented a new Pell Grant program beginning summer 2018; implemented a new Strategic Enrollment Plan proposal to change all scholarships to four-year awards and awarded these scholarships to non-residents for fall 2018. Data are not yet in on the total number of non-resident students we will enroll in fall, but thus far, overall enrollments are up over last fall.

Given national and international events, as well as concerns about our Learning English for Academic Programs (LEAP) offerings, we have not met our goal for international student recruiting.

**Goals for 2018-19:**

Continue this year's fierce commitment to strategic recruiting in-state and out-of-state. Measure efficacy of four-year scholarship offers in attracting out-of-state students. Continue to increase yield of registered students. With 2017-18 as baseline, our SEP projects an additional 185 domestic students at WSU during 2018-19 and an additional of 291 during 2019-20.

We have commissioned a consulting team to evaluate our International Studies program as a whole. This team is to submit its report in the next few days. Pending observations and suggestions in the report, we will determine how much to invest in international recruiting and in the LEAP program.

***5. Facilitate the development of a Community Civic Action Plan:***

*2017-18 Goal: Formalize the coalition of anchor institutions and partner organizations with a supported infrastructure at the university and board to govern the Ogden Civic Action Network (OgdenCAN). Continue to facilitate the working teams responsible for designing a civic action plan for each priority area: education, housing and health.*

**Accomplishments to Date:**

- Officially opened Office of Community Development to house OgdenCAN, January 9, 2018 and hired Bill Cook part-time to serve as Executive Director
- Formalized OgdenCAN Executive Board including 13 members
- Priority area working teams (education, housing and health) developed vision statements and goals to realize the vision for change around each priority.
- Received the Presidential Excellence Award from the International Town & Gown Association
- Presented the OgdenCAN model at national conferences:
  - Coalition of Urban and Metropolitan Universities (CUMU) annual conference (October 2018, Denver, CO);

- Association of American State Colleges and Universities (AASCU) winter meeting (February 2019, San Antonio, TX); and
- National Campus Compact meeting (March 2019, Indianapolis, IN)

#### **Goals for 2018-19:**

- Engage residents in East Central Ogden neighborhood in monthly dinners and events to build trust and gain their help in writing the civic action plan. **Metric:** Number of events and participants; number of residents contributing to civic action plan development.
- Articulate specific interventions and metrics to measure progress within each of the three priority areas: housing, health and education. **Metric:** A document articulating interventions and metrics in each area.

### Other Accomplishments during 2017-18

- 4,065 students engaged in the community and logged 137,991 hours through CCEL
- Honors accommodated a record number of Aletheia students (283), with record number of 25 Honors classes.
- Faculty participation in OUR programs increased 22% from last academic year.
- SPARC hosted the 9th Annual Intermountain Sustainability Summit engaging over 650 individual participants from education, business, government, nonprofits and community.
- TLF celebrated 25 years of existence at WSU
- Completed a successful NWCCU Mid-Cycle Accreditation review with reviewers concluding that WSU is “very well situated to demonstrate mission fulfillment and sustainability in their Year Seven Self-Evaluation Report and site visit.”
- Construction begun on the Community Education Center at 26<sup>th</sup> and Monroe. The building should be complete and ready for occupancy in early fall.
- All SBS faculty and staff migrated to Lind Lecture Hall during the renovation of Lindquist. That renovation is on schedule and SBS should be able to return to a much more appealing building for spring 2019 classes.
- Hired a new COS Dean, Dr. Andrea Easter-Pilcher, who will start on August 1, 2018.
- Under its new Dean, Dr. Wendy Holliday, the Library has evaluated and revised several positions, started on a strategic plan, and, in general, is off to a fresh start.