

**2018-19 Academic Affairs Priorities
Data as of July 1, 2019**

Objective	Strategy	2018/19 Results	2019/20 Initiatives
ACCESS			
Increase enrollment of in-state, out-of-state, and international students	Implement new tuition discounting model using RNL's financial aid solutions suite.	Spr 2019 headcount is up by 695 students from spring 2018 for a positive change of 3% (from 22,832 to 23,527). FTE for spring 2019 was up by 444 for a positive change of 3.1% (14,431 to 14,876).	Continue marketing & implementation of four-year scholarship and financial aid packages for students entering in fall 2019
Increase the number of new domestic non-resident students	Use tools such as Enhanced Search Strategies, Comprehensive Inquiry Management, and Targeted Application Generation	# of domestic non-resident students (new freshmen & transfers) Fall 2016 = 361 Fall 2017 = 324 Fall 2018 = 418 Fall 2019 = not available yet	Increase number of students in the recruitment funnel and increase conversion rates for entire funnel.
Increase the % of concurrent enrollment students completing "status switch" and matriculating at WSU	Leverage academic advising opportunities with concurrent enrollment participants, promote Concurrent Enrollment Edge Scholarship, and streamline matriculation process.	Concurrent enrollment students who complete the status switch: Fall 2016 = 1204 Fall 2017 = 1271 Fall 2018 = 1419 Fall 2019 = not available yet Enrollments in concurrent enrollment Math classes increases over the past three years: 2016-2017: 2236 2017-2018: 3078 2018-2019: 3190	Enhance what we've already been doing and expand market reach. Especially continue to build Concurrent Math access with more sections of MATH 1030.

		<p>The percentage of first-time WSU students who arrive having completed their QL requirement in high school has almost doubled since 2014 (from 18.5% to 36.3%), due in part to more students completing a WSU current enrollment QL math class. Of the 1419 concurrent enrollment students who enrolled at WSU in Fall 2018, 637 complete a WSU concurrent enrollment QL math class.</p>	
<p>Increase return of “unaccounted for” students (those who have not re-enrolled following a previous semester.</p>	<p>Track and Contact unaccounted for students.</p>	<p>79.6% of degree seeking students who attended Spring 2018 successfully transitioned to Fall 2018. Of those enroll Fall 2018, 82.8% successfully transitioned to Spring 2019.</p> <p>As of July 1st, of the 3,204 unaccounted for students from spring 2019 to fall 2019, 100% have been flagged and contacted. However, we will not know how many students successfully transitioned until the 3rd week census date of fall 2019 semester.</p>	<p>Number of “unaccounted for” students who re-enroll prior to each semester. Number of “leave of absence” students who return after a year.</p>
LEARNING			
<p>Expand the # of First-Year Experience (FYE) courses.</p>	<p>FYE courses teach students how to be successful in college. By increasing the availability of these courses, and connecting</p>	<p>We have increased the # of FYE sections from 27 (Fall 2017) to 29 (Fall 2018), with a total Fall 2018 enrollment of 618. We offered 3</p>	<p>Apply for Pathways grant funding to offer an expanded FYE program.</p>

	<p>some of them to students' selected colleges, we will see more retention.</p>	<p>sections tied to colleges, hybrid classes, and block classes.</p> <p>For fall 2019, a total of 519 students (to date) have enrolled in 30 FYE sections (including 3 college specific, 1 online, 8 hybrid, and 1 second block course).</p>	
<p>Expand comprehensive advising across campus.</p>	<p>Now that all colleges and the SSC have at least one additional advisor, engage a greater % of faculty in Starfish surveys. Follow up on those surveys by contacting students with flags.</p>	<p>During AY2017-18 a total of 565 faculty participated in the Starfish pilot with a total of 2,354 flags raised and 4,510 Kudos sent. A total of 2,915 unique students received a flag and/or Kudo.</p> <p>During AY2018-19 all college Retention Advisors participated in Starfish initiatives. Of the faculty, a total of 789 (44%) completed progress surveys. A total of 12,952 unique students had "tracking" items with a grand total of 16,697 flags raised and 31,358 Kudos sent.</p>	<p>Track number of contacts over A/Y18/19. Compare retention data to previous years.</p>
<p>Review and Revise WSU's General Education Program.</p>	<p>Faculty-initiated and approved a new mission for Gen Ed that includes redefined Gen Ed Learning Outcomes (GELOs) and required use of Big Questions and Signature Assignments in each Gen Ed class to help students meet the outcomes.</p>	<p>a) The assessment of 850 students' Signature Assignments from over 90 classes was shown to be reliable and valid, with results confirming improvement in student GELO achievement.</p> <p>b) Appointed Leigh Shaw as Gen Ed Director who is responsible for promoting SA & BQ creation, provide</p>	<p>a. Support instructors (concurrent enrollment, adjunct, and full-time faculty) in creating SAs and BQs for all WSU Ed Gen courses.</p> <p>b. Propose replacing the summative renewal process in favor of continued SA</p>

		faculty oversight of Gen Ed assessment, and manage WSU classes.	Assessment and a formative review of Gen Ed courses by GEIAC. c. Evaluate WSU courses for faculty senate review.
Explore offering co-requisite English and math courses for students with developmental placements for them to more quickly complete COMP and QL requirements.	Encourage conversations between DEV ENGL and ENGL and DEV MATH and MATH faculty about the co-requisite model. Make the co-requisite COMP and QL courses a hallmark of the Wildcat Scholars program and prepare students for co-requisite classes.	a) Two sections of a 6-credit co-requisite ENG 1010 enrolled 35 with 25 (71%) students passing b) One section of a 5-credit co-requisite Math 1030 enrolled 28 with 21 (75%) students passing. c) Passing rates are well above those for students enrolled in the multiple courses taken separately	Expand the number of Co-requisite course offerings to Wildcat Scholars and other students, including: a) 4 sections of a 6-credit co-requisite ENGL 1010 class will be offered in Fall 2019 b) 3 sections of 6-credit co-requisite MATH 1030 class will be offered in Spring 2020 semester.
Embed High Impact Educational Experiences (HIEE) into curriculum and co-curriculum so students experience 2 HIEEs before graduating from WSU.	Define HIEE language that is measurable and commonly understood by faculty, staff and students. Work with faculty and staff to identify where HIEEs already exist and encourage them to evaluate both the quality and quantity of HIEEs offered. Develop a mechanism for tracking and reporting HIEEs.	Involved 80 faculty/staff in a two-part working group to use the language and taxonomy. Interviewed 38 individuals (31 AA, 7 SA) and recorded 76 HIEE activities (59 AA, 17 SA). Most common HIEEs = CEL, Evidence-based teaching practices, Pre-professional career development & undergraduate research.	Promote campus-wide use of HIEE taxonomy. Create a systematic mechanism to track HIEEs and record them on the transcript.

		Conducted 6 focus groups with 25+ faculty/staff and used feedback to refine language in taxonomy.	
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COMMUNITY			
Facilitate development of a Community Civic Action Plan	Convene a coalition of anchor institutions with a supported infrastructure to address health, education and housing issues in East Central Ogden.	<p>Developed a Resident Council and a Faith Leaders Council both of which met 4 times over the course of the year.</p> <p>Used results of two research efforts to inform the development of interventions in each focus area: Health = Opioid Education Materials and ProduceRX Education = Non-contingent Student Home Visits Housing = Housing Advocacy Pilot Project and Research</p>	Establish metrics of success and carry out the implementation of the three interventions approved by the board on June 26, 2019. Facilitate a health and education fair for residents of East Central Ogden.
Respond to regional workforce demands by offering coursework and degrees in needed areas.	Paying attention to state and regionally-identified areas of growth, develop coursework and degrees	New areas of study approved in 2018-19: Minors in Data Analytics, Sound Production; AA/AS in Workplace Communication & Writing, Theatre Tech, Biological Sciences; BA/BS in Spanish Translation, Film Studies,	We will propose a PA (Physicians' Assistant) as well as other programs responsive to regional demands.

		Manufacturing Systems Engineering, Computational Statistics and Data Science; MS in Electrical Engineering, Computer Science; Doctorate--Nurse Practitioner.	
ACADEMIC MASTER PLAN			
Develop and implement a process for determining WSU's academic future.	Work collaboratively to get buy-in on Planning process. Move through second year of the Strategic Plan Reports (submission and analysis) in May-June of 2019.	Last year (spr 2018) 50 programs submitted reports; this year (spr 2019), using a new, more concise template, 64 programs submitted SPRs (Strategic Plan Reports). These SPRs were more forward-looking, more specific, and more thoughtful about our academic future than last year's. After reading the SPRs, deans allocated \$275K in salary funds to programs making the best cases for current/future needs.	Urge the incoming Provost to continue to use and revise the SPRs to develop a somewhat more centralized process for supporting programs across the university.