

Division of Academic Affairs
Weber State University
2019-20 Accomplishments and 2020-21 Goals

	Accomplishments	2020-21 Goals
SPR Discussions with Deans		<ul style="list-style-type: none"> - RK1: Develop retention and completion initiatives that will focus on interventions and checkpoints for students who have completed 75% of their program, rethinking and redesigning of gateway classes, and alternative scheduling strategies to address needs of non-traditional students. - RK2: Create a more inclusive culture through initiatives designed to address equity gaps in outcomes, increase the number of underrepresented faculty, and curriculum oriented initiatives to promote inclusion through increased awareness of social justice issues and preparation of students to engage in a diverse workforce. - RK3: Enhancing interdisciplinary program innovation between academic units by re-examining the processes to support collaborations at the course and program level, developing an inventory and marketing current interdisciplinary initiatives as a branded experience to prospective students, and identifying potential innovations with high market demand.

<p>Recruiting students</p>	<p>Accomplishments to Date: WSU began offering 4-year scholarships to non-resident students beginning fall 2018 for a total of 179 enrolled students. For fall 2019 we retained 99 (55.3%) of those students. The overall yield for incoming degree-seeking students for fall semester 2019 was 38% for new freshmen and 52% for transfer students.</p> <p>In March 2020, new student recruitment efforts showed significant progress in the number of new student applications (freshmen out-of-state applications were up nearly 20%, and in-state freshmen applications were up 10%) for fall 2020. However, as the COVID-19 pandemic evolved, the new student application trajectory 'flattened' and significant attention was diverted to yield-mitigation. Elevated attention to admitted students was shared and coordinated across campus and a herculean effort to engage and enroll students amid the pandemic ensued. Currently, application numbers remain slightly higher than last year (.065%) and new student out-of-state freshmen registrations are up 4.5% while in-state freshmen registration is 'flat' (-.07%).</p>	<p>BB1: Adjust recruitment and marketing initiatives to accommodate the new realities of attracting potential students to the university in a post-pandemic environment. Because traditional recruitment strategies are all expected to be heavily impacted (eg. travel, school visits, college fairs, campus visit programming, etc.) adapting strategy to include elevated attention to social media and more virtual programming will be paramount.</p> <p>BB2: We will continue to measure the efficacy of four-year scholarship awards. Our goal is to remain flat and not decrease in enrollment. It is expected we will need to adjust our focus to greater emphasize opportunities in other target markets such as transfer, returning students, certificate-seeking, and non-traditional degree students.</p>
<p>Student Retention</p>	<p>For fall semester 2019, 42% of the undergraduate courses had Starfish progress surveys completed. For spring 2020 it was 45% of the courses; for summer 2020 it was 47% of the courses. As of July 1st, there were 1,683 unaccounted-for students from spring 2019. All of these individuals have been contacted and we will determine how many will re-enroll by the third week census date for fall 2020.</p>	<p>BB3: We will continue to work with Deans, Department Chairs and Faculty to encourage participation in the Starfish progress surveys to identify students who are not attending class and/or performing poorly. Goal of 50% of the courses completing progress surveys and a goal of clearing 75% of the flags raised in Starfish.</p>

<p>GenEd Revision</p>	<p>AY 2019-2020 was the first year that all faculty and adjuncts teaching WSU Gen Ed classes were to use Signature Assignments (SAs) and Big Questions (BQs). A review of classes with SA in Canvas held steady at about 52.5% (fall = 52%; spring = 53%). The percentages may reflect faculty and adjuncts learning about the requirement and a failure of some faculty to label SAs in Canvas for it to be detected. Chairs who submitted biennial program reviews last year are receiving feedback on their sections without SA.</p> <p>The goal of replacing the summative renewal process of all Gen Ed classes in favor of a formative biennial review of Gen Ed courses by GEIAC for continuous improvement was passed by the Curriculum Committee and shared an information item at Faculty Senate. These reviews address student achievement of Area Learning Outcomes, as defined in Regent Policy R470. The new formative evaluation process was in place in spring 2020 and proved to be successful. Instead of the summative evaluation of Area Learning outcomes, GEIAC will rely on assessing program-level Gen Ed Learning Outcomes (GELOs) through the evaluation of Signature Assignment.</p> <p>The goal of reviewing the WSU Course program was submitted to Faculty Senate, and GEIAC was invited to prepare a full proposal to make the program a permanent addition to Gen Ed courses.</p>	<p>EA1 Increase adoption rates of SA and BQ in Gen Ed classes delivered through WSU and concurrent enrollment.</p> <p>EA2 Review of the mission and outcomes of the present Diversity requirement with representatives from relevant constituencies to assess the viability and role of GEIAC in a broader and more meaningful graduation requirement.</p> <p>EA3 Propose a permanent WSU Program to provide interdisciplinary courses option for Gen Ed students.</p> <p>EA4 Continue to work on permanent co-requisite classes to support students completing QL, COMP, and IL as quickly and efficiently as possible.</p> <p>EA5 Review results and continue to explore the experimental FAST Start program</p> <p>EA6 Continue to expand on the number of Gen Ed faculty going through Inclusive Excellence training through the Wildcat Scholars program.</p>
<p>Prepare Self-Study as part of the 7th-year NWCCU Accreditation review.</p>		<p>Weber State is committed to preparing a high-quality, meaningful, and broadly accepted seventh-year report to NWCCU by August 2021. The plan is to work in a coordinated manner on the three key components of the accreditation report – Standard</p>

		<p>2 (Governance, Resources, and Capacity), Mission Fulfillment data, Standard 1 (Student Success, and Institutional Mission and Effectiveness), and complete it by April 2021.</p> <p>Standard 2: We have solicited the help of over 50 faculty, staff, and administration to document the quality and effectiveness of our institutional governance, resources, and capacities. They are revising the narrative about and providing evidence for the quality functioning of their areas. The narratives were used in WSU's successful 2014 7th-year review. We expect to have revised narratives by August and expect that the Standard 2 document will be ready by late 2020 or early 2021 and submitted by March 15, 2021.</p> <p>Mission Fulfillment. We are also spending summer and fall, updating our mission fulfillment metrics. The 14 objectives and 27 indicators are primarily based on readily available data and then subject to more in-depth statistical analysis for assessing whether thresholds were achieved. Some metrics are solicited from offices across the campus, some other data are qualitatively derived by assessing students' graduation comments, and still other data are the result of assessing the individual course and program data. This work is necessary to identify key themes and stories that will be the basis for the report.</p> <p>Standard 1: These new standards request evidence for the breadth and depth of our commitment to student success, including our meaningful</p>
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<p>Facilitate the development of a Community Civic Action Plan</p>	<p><i>Working Goal #1 Results:</i> Four evidence-based interventions were identified by the Implementation Teams, vetted by the Steering Committee, and were approved by the Board of Directors. Health = Opioid Education Materials and ProduceRX program Education = Non-contingent Home Visits for 3rd and 8th grade classes Housing = Housing Advocacy Pilot Project and Research</p> <p><i>Working Goal #2 Results:</i> Five evidence-based interventions were identified by the Implementation Teams, vetted by the Steering Committee, and were approved by the Board of Directors. Health = Food Insecurity Assessment Education = Adult High School Diploma Pathways Housing = Net Zero Home Project, Expansion of housing advocacy to include the Ogden-Weber Community Action Partnership with a Spanish-speaking housing advocate Other = Resident Advisory Council</p>	<p>The OgdenCAN Board of Directors have approved the following goals for 2020-2021:</p> <p>BK 1: <i>Working Goal #3:</i> Continue implementation of the previously approved evidence-based interventions or systemic adaptive changes. By December 31, 2020 identify three additional interventions or systemic adaptive changes (one for each focus area – health, education and housing).</p> <p>BK 2: <i>Food Insecurity Assessment:</i> Participate in the 2020 National Leadership Academy for the Public’s Health cohort with food insecurity as the focus. A food insecurity assessment will be developed over the next two years.</p> <p>BK 3: <i>Focus Expansion:</i> Consider the potential expansion of the three focus areas (health, education, housing) to include individual financial stability.</p> <p>BK 4: <i>Focus Group Action Plan:</i> Pursue the actions from the focus groups that were completed in 2019.</p> <p>BK 5: Continue working on working goals 1 and 2</p>

<p>DOCE - Credit Programs</p>	<p>In partnership with campus departments DOCE's for-credit programming team offered new and retooled programs: Online AAS Early Childhood, Distance MTax, Online BS in Emergency Healthcare Sciences, MHA at Weber State Farmington Station (Begins fall of 2020), fully online coursework for the eMHA (formerly hybrid), and Accelerated Hybrid at WSU Davis.</p> <p>Gross revenue for self-support online credit courses increased by 13%, while gross revenue for other self-support credit programs increased by about 11%. E&G also saw growth in enrollment, but overspent in the budgeted instructional wage. A plan is being devised on how to rectify this in the future.</p>	<p>BS 1: The team intends to prepare three new self-support programs. The team aims to be within 3% of the E&G targeted budget of \$6.4 million at the end of the academic year, among other goals.</p>
<p>Professional Development/Concurrent Enrollment/Teacher Training</p>	<p><i>Professional Development</i> saw a substantial increase in enrollments from electric vehicle training, contractor partnerships and paralegal course offerings. The end result was a 66% revenue gain in that area. <i>Concurrent Enrollment</i> saw an enrollment increase of 9% from 2018-19 and a 16% increase in revenue. <i>Teacher Training</i> saw an increase for recording fee courses, but a decrease in tuition-based courses.</p>	<p>BS 2: The team intends to roll out digital badges in computer science and professional skills, add a new school district for teacher training, and incorporate Canusia academic advising for Concurrent Enrollment.</p>
<p>ChiTester/XZAM</p>	<p>The ChiTester/XZAM team has been preparing to move testing from the old system (ChiTester) to the upcoming one (XZAM). Work included successfully importing exams from the old platform to the new and successfully sending grades from XZAM to Canvas.</p>	<p>BS 3: The Chitester/XZAM team intends to have instructors use XZAM to deliver non-secure testing, create user guides for XZAM, and use XZAM to deliver secure tests for a small group of faculty.</p>
<p>Community Education Center</p>	<p>Within WSU's Community Education Center (CEC), the number of English as a Second Language (ESL) courses offered were doubled from spring 2019 to spring 2020 (three to six), which resulted in a nearly 200% increase</p>	<p>BS 4: The CEC seeks to recover pre-COVID-19 registrations in ESL, community education and global programs. The CEC also aims to improve</p>

	<p>in enrollment (62 to 185). However, COVID-19 mandated the temporary cancellation of courses, starting in the spring. Spring courses in Community Education were also cancelled due to COVID-19. The CEC reached 437 community members through its outreach activities.</p>	<p>residues in Community Education and improve monitoring of student satisfaction.</p>
<p>WSU Online (Learning Management System and Instructional Designer Teams)</p>	<p>In March 2020, <i>Learning Management System (LMS)</i> team members handled a 175% increase of support requests due to COVID-19. In addition, they implemented Zoom/Canvas integration, created a memorandum of understanding enabling third-party tools in Canvas, and increased the instances of eTutoring (200 sessions).</p> <p><i>Instructional designers</i> with the WSU Online team conducted 25 best practice course reviews, taught 43 workshops and faculty development programs, and served 463 training participants.</p>	<p>In March 2020, <i>Learning Management System (LMS)</i> team members handled a 175% increase of support requests due to COVID-19. In addition, they implemented Zoom/Canvas integration, created a memorandum of understanding enabling third-party tools in Canvas, and increased the instances of eTutoring (200 sessions).</p> <p><i>BS 5: Instructional designers</i> with the WSU Online team conducted 25 best practice course reviews, taught 43 workshops and faculty development programs, and served 463 training participants.</p>
<p>Other</p>	<p>During 2019-20, WSU's Law Enforcement Academy (LEA) sought to be more visible and user friendly. The LEA has been working with the division's marketing team to revamp the website, making it more navigable and increasing comprehension. The LEA also plans on holding town hall information sessions about the program.</p> <p>The DOCE's military outreach team continues to see success with the Hill Air Force Base MBA program, having secured \$256,686 in revenue over 2019-20. In addition, the team offered four courses in fall of 2019, two in spring of 2020 and one in summer of 2020.</p>	<p>BS 6a: The LEA seeks to use new marketing strategies to increase enrollment. The academy is also planning on using online learning to bolster attendance, among other goals.</p> <p>BS 6b: The team hopes to create two certificate programs: Accounting and Computer Science. In addition, the military outreach team seeks to establish two online professional development courses: Project Management and APICS.</p>

	<p>DOCE team members are working with the military community to determine curriculum and training needs.</p> <p>WSU's Small Business Development Center (SBDC) exceeded its goal of meeting with at least 200 entrepreneurs, meeting with 260 (an increase of 30%). Of those clients, 29% were minorities and 40% were women. Veterans and military spouses made up about 10% of clients.</p> <p>After a four-month effort involving stakeholders from across campus, state authorization compliance administrator Sherri Melton and other DOCE personnel completed a multifaceted web project that led to compliance with the 2019 Higher Education Act federal regulations. Components of the project included a database to track the state licensure compliance status of various WSU programs of study, a navigable general disclosure website for students and the implementation of a direct disclosure email that was sent to students. Of the WSU programs of study requiring disclosure, 96 percent met state licensure requirements, and 4 percent did not meet requirements or were undetermined. Implementation occurred by July 1, 2020, as required by federal mandate.</p>	<p>BS 7: The SBDC intends to meet with 225 small businesses during 2020-21, deploy \$50,000 in facade grants to Weber County small businesses, and deploy \$60,000 in COVID-19 social distancing modification grants to Weber County small businesses.</p>