**The Wright Path to 2025**

**Leadership Meeting**

**July 24, 2018 Summary**

Teaching, Learning, and Programming

**Collaboration on Curriculum Development**

Presenters: Ryan Rigling and Carol Loranger

Overview of 4 Ideas

* Modular Intercollegiate Undergrad Program
  + Start with WSU core
  + Select modules from across campus
  + Students build their own program
  + Need structure so programs are not random
  + Need to overcome silos
  + Need to keep degree accreditation
* 3 over 12 academic year
  + Restructure calendar for 3 req. semester
    - Departments would be required to have summer courses
  + Students could complete in 3 years (Grad in 16 months)
  + It would help with flexibility and scheduling
  + It would help with using campus year round
* More flexible delivery modes
  + Students would have more flexibility for courses and material
  + Need more resources for F2F
  + More hybrid/online/etc.
  + Need consistent time blocks with Lake Campus
  + More night and weekend
  + Restructure F2F courses to 2 days per week
    - Weird/long courses on Fridays
    - Increase access for students
* Provide more options/flexibility
  + More mini-majors or certificates
  + Flexible pricing models

Questions/Comments

* More 7-week courses?
  + It could work with 3 over 12.
* Does 2 day a week classes with Friday include grad courses?
  + Grad courses would still be in the evening. Undergrad seminars/recitation/lab on Friday.
* How do we get students’ input on schedule they want?
  + Survey is possible, but we do need to do that.
* 3 over 12 would require experiential learning part
* Labs need to be all week but can fit into normal class schedule.
* Why are there students here not going to college but could? How do we draw them in?
* Common meeting time block (for faculty meeting, etc.)?
  + Friday would be good for that.
* Would 3 over 12 help with graduation rate?
  + Wouldn’t get rid of four year program
  + Flexibility may help with retention and graduation
  + Legislature would like this one
* Financial aid would need to be discussed.

**Experiential Learning**

Presenters: Wayne Stark and Melissa Guffie

Overview of 3 ideas

Current good things are leadership, internships, and service learning programs. There is a good variety. We need comprehensive, strategically-oriented experiential learning experience.

* Experiential learning program (needs to be comprehensive)
  + Every student has meaningful experiential learning
  + Options – classic internships/on-campus partnerships
  + Need to take stock of what the university currently has
  + Coordinated, organized and assessed for student goals
* Scholarship for 3 credit hours of experiential learning
  + Funding will come as program develops advancement/industry
* Experiential learning hub
  + One place for all data and assessment to come through
  + It will encourage collaboration around campus
  + Should connect to curriculum without adding time to students who have life experience
  + Use student experience to move them to a leadership role

Questions/Comments

* K-12 moving to project-based learning. Can we use this and tie it to experiential learning?
  + Each department could create experiential learning options applicable for them
  + Flexibility is needed
  + Experiences could be “stacked” or over 4 years
* But in potential from the industry
* Links well with other initiatives
* Other universities doing it. How do we stand out?
  + Our student bod is different. We would be strategic to our students
* Resources necessary for faculty?
  + Faculty need training
  + Sweat equity in building infrastructure (contracts, relationships, legalese)
  + Hub will facilitate this

**Online Classes**

Presenters: Sheri Stover and Mika Carr

Overview of 3 Ideas

Robust Online System that increases enrollment and retention, fosters degree completion, and leads to higher enrollment and funding.

* Course Integrity
  + Online courses need some integrity as F2F
  + We need: on-the-ground assessment center, proctoring software, additional proctoring center
* Robust offering of core courses
  + “Multiple unique pathways that are consistently offered”
  + Flexibility offline
    - Increase enrollment and retention (students stay on track)
    - Increase transient students
* Develop an eCampus
  + Need infrastructure for faculty/staff/student
  + Pay faculty to develop courses
  + Intellectual copyrights
  + Contracts
  + Distance Education needs staff
  + Student support services need to move online

Summary: Robust online offering would increase enrollment and retention, investment would be returned if not increased.

Questions/Comments

* Impact of online courses on housing/food services?
  + We are not going entirely online. It shouldn’t impact much. The eCampus can help students here be better engaged.
* Is enrollment going to grow if a student’s only touchpoint is a single class?
  + It will draw students in
  + Could help retention
  + Sinclair is taking online students
* Can you define core classes
  + 12 required for all degrees
  + 115 elective core (gen ed.)
* SNHU and WGU are being drawn her for a reason. How can ours be unique?
  + WSU is regional
  + Quality – value added – WSU experience
  + People still want brick and mortar, hybrid experience.
  + WSU brand
* Percent of students in online courses at WSU or other schools, effect of recruiting for core courses?
  + If developed right, online will work just the same as F2F