

Provost Report
Faculty meeting
June 8, 2020
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Interim Provost

Topics: Retention
 Reorganization
 Return to Campus

Faculty Questions Submitted:

What are some Retention Initiatives in progress?:

- Faculty-led Retention Grant initiative

The Student Success faculty committee facilitated the awarding of small grants to faculty for retention initiatives. This committee, chaired by Nate Klingbeil, also is working with IR to provide a comprehensive set of data available to the campus community on key student success metrics including course completion, term completion, term-to-term persistence, fall-to-fall retention, progress toward degree, and ultimate graduation.

- Stopped-Out Student initiative

Working with Learn to Earn, Dayton, we have received funds to reach out to stopped out students: Roughly 1400 students who over the past 5 years have earned credit at Wright State but not completed their degree. We will first target near-completers (105+ credit hours) and half-way-there students (60+ credit hours) with financial support from the grant to return to campus.

Faculty Questions Submitted:

How did the move to online teaching and learning impact student performance in courses in general and course completion rates in particular?

Grades	2013	2014	2015	2016	2017	2018	2019	2020
Pass	85%	88%	89%	90%	90%	91%	91%	90%
Fail	15%	12%	11%	10%	10%	9%	9%	10%

Percentage of Pass/Fail Grades for Spring Semesters, 2013-2020

Note. Pass = A, B, C, D, I, L, M, and P grades; Fail = F, K, N, NR, NU, U, W, X, and XU grades.
Retrieved from Course Grade Distribution KPI-Dashboard on June 6, 2020.

How many selected the P/U grading option?

Adoption of the P/U option was used by 1571 students for one or more courses.

I also gathered these data – they were not presented, but do answer the question of how many students that started the semester finished the semester – with historical comparisons. The % was in line with the last 5-6 years. This is an addition to the presentation from Monday.

Statistic	2013	2014	2015	2016	2017	2018	2019	2020
Completion Rate	82.11%	85.71%	86.34%	88.30%	88.89%	89.76%	90.18%	88.17%
Completers (%)	91.10%	93.02%	94.09%	93.98%	94.08%	94.46%	93.56%	94.82%

Spring Semester Completion Statistics, 2013-2020

Note. Includes students with registration activity for courses that were included in fee assessment and were gradable (e.g., excludes labs). Completion Rate = number of credits earned divided by number of credits attempted; Completers (%) = percentage of students who earned one or more A, B, C, D, I, L, M, or P grades.

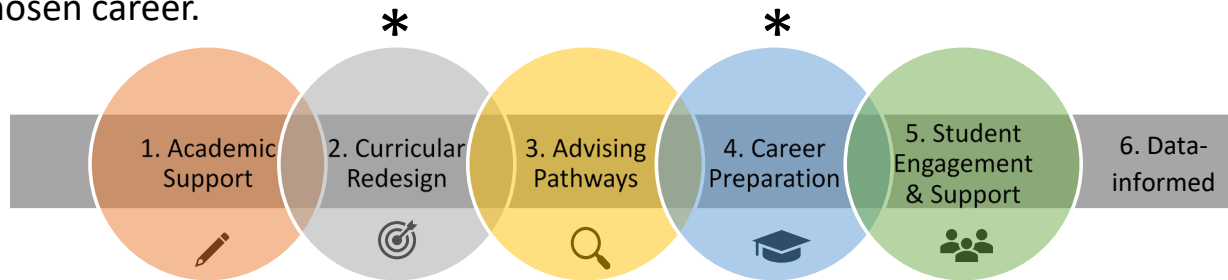
What can faculty do to help retain students?

Faculty should continue to provide feedback in the progress reports from RAPS. Ensure you are taking attendance; have a low-stakes graded activity in the first and second weeks of the term to monitor attendance.

We must assess whether gateway courses are being offered in a delivery manner and frequency needed to reach all students, particularly those at risk of stop out – curricular redesign should be considered if success metrics are not being met (DFW rates, etc.).

First year seminars designed to assist in the transition to college for direct from high school students. These are often not required here, and those offered frequently are not taught by faculty. Studies show that well-designed first year seminar courses can enhance first to second year retention by 3-5%, collectively, and are most effective when taught by faculty in the discipline.

Career preparation guidance within the program, in the form of courses geared to career opportunities, seminars that bring external speakers to campus and of course mentoring from faculty. Coupled with internships and other experiential learning opportunities offered through the program and/or career services, these are powerful retention strategies to keep students engaged with their major as they move toward their chosen career.



Academic Reorganization:

Dr. Edwards has consistently challenged us to think about the future of Wright State University. Defining who we are, what we are and what we offer will shape our path forward as a university

Our underlying financial situation has been exacerbated by the current pandemic, requiring that Wright State take decisive action to ensure that we can continue to fulfill our mission as an institution

We have initiated an effort to reduce the footprint of the academic units in order to provide a stable foundation upon which to focus on our areas of strength and the forward looking needs of the region

A preliminary plan was created with input from the college Deans and shared with Faculty Senate EC and Department Chairs across campus

The draft was then shared campus-wide on Tuesday and feedback elicited. The comment period will be open until August 4th and a committee to oversee the reorganization process will be assembled, led by Brian Rigling, CECS Dean

Important Goals/Outcomes

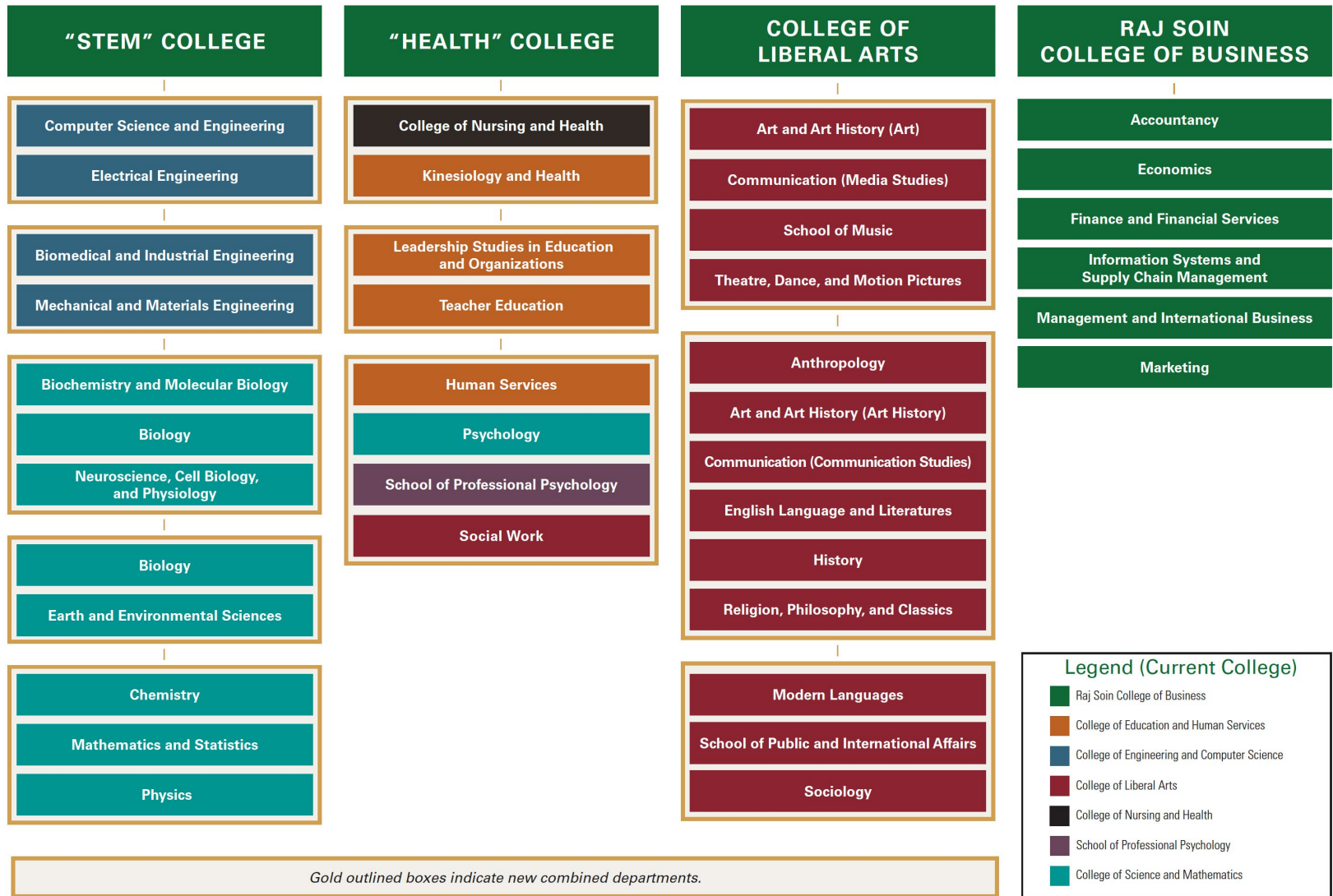
Strategic alignment of units to foster interdisciplinary collaboration in both teaching and research

A reorganization plan that will reduce our administrative structure and associated expenses within the academic units

Ensuring that Wright State can maintain our institution's areas of strength while simultaneously supporting the region's needs in science, technology, healthcare, medicine, liberal arts, education and business

Consolidating programs to enhance efficiencies and reduce duplication

Reorganization



Current/Next steps:

Establishment of the reorganization committee

Committee will be comprised of administrators, faculty, staff and students

Will integrate feedback from their respective constituents and the broader university

Charged with identifying:

- Academic structures to efficiently and effectively execute teaching and research missions
- Opportunities for multidisciplinary collaboration and programmatic cooperation
- Efficient and effective administrative structures
- Guiding principles for the implementation process: timelines, checkpoints, milestones

The chair, provost and members of the committee will be available for group discussions

The committee will then make a recommendation to the provost that would include the above items along with an implementation plan with built-in checkpoints for assessment and redirection as needed

New Health College: Status update

The new Health College is a cornerstone to our restructured academic footprint as laid out last week. It's been a long time coming and momentum has finally been reached

In my report at the April BoT meeting, I stated that we would still be targeting Fall '21 as the launch date. The pandemic has accelerated our need to get the college functioning, even if virtually

The three deans have been meeting regularly and we will be kicking off formal working groups in the coming weeks

An announcement to this effect will be out this week

A timeline will be forthcoming, along with a revised target date for implementation

Return to campus

A subgroup of the COVID task force is moving plans for campus reopening forward.

We are gradually bringing people back to campus, putting new procedures in place that align with the five general protocols for all businesses:

1. Required face coverings for employees and clients/customers.
2. Daily health assessments for employees to determine if fit for duty. Assessments should include taking temperature, monitoring for fever, and watching for cough or trouble breathing.
3. Maintain good hygiene, including hand washing and social distancing.
4. Clean and sanitize workplaces throughout the workday and at the close of business (or in between shifts).
5. Limit capacity to meet social distancing guidelines.
 - a. Maximum occupancy is 50 percent of the fire code.
 - b. Utilize appointment setting with clients/customers when possible.

Final strategies will also align with IUC guidelines and will be consistent with other state schools

Campus Reopen Schedule

- Stage 1**, April 24, 2020: Temporary access for summer term instructors to access materials on campus. Provided access at a specific time in a campus area (zone) to ensure distancing.
- Stage 2**, May 18, 2020: Second round of temporary access for employees and students who needed to access materials on campus. Conducted as above.
- Stage 3**, May 26, 2020: Research Reopen Pilot. One building (5 laboratories) initially opened on Dayton campus and one building (3 laboratories) on Lake campus. Researchers guided with appropriate safety protocols, training videos and documentation.
- Stage 4**, June 3/8, 2020: Research Reopen Scale Up – 2 step. After successful pilot, expand toward full essential research activity on campus. Will follow guidelines used for pilot groups, and incorporate changes learned from Stage 3. Adding 6 and 10 more buildings, respectively.
- June 1, 2020: Police Academy, Lake Campus. 16 Police Academy Cadets return to Lake Campus to complete in person training per OPOTC requirements.
- Stage 5**, July 1, 2020: Begin voluntary athletic practices, following NCAA and ODHE guidelines.
- Stage 6**, August 3, 2020: At this time, a portion of the employee base would begin a phased return to campus. Employees will work alternating schedules where possible as determined by the occupancy that supports adequate physical distancing.
- Stage 7**, August 24, 2020: Fall Term begins.

Fall Assumptions:

“..our ultimate goal is to welcome our students who are able and who choose to participate in an on-campus experience for the fall semester to do so, but only if it is safe to do so.”

A task force was assembled to make plans for fall opening: **A recommendation has been made**

Based on that recommendation, a communication on how to prepare for Fall will be disseminated later this week, along with a survey from CTL on your needs

Plans will involve flexible delivery modes and will follow state public health guidelines and requirements geared toward safety across campus.

Will announce the leads of a Fall curricular planning group this week. People have been volunteering to assist on that committee, and I would solicit your feedback if interested

Part of the planning requires that we have adequate technology to support the need for hybrid/blended delivery

Classroom Technology

- Camera in the back of the room
 - Will follow instructor automatically
- At least 1 golf ball mic positioned near the front of the room that picks up instructor and all students. Can add more mics to larger rooms if necessary
- Cisco Codec
 - Makes the sharing of all content seamless
 - We hope to use this to make it easier to join/start a webex session for class
- Ability to record a class session (Pilot integration)
 - Recorded sessions are closed captioned at 97% accuracy
 - Students can do a keyword search of the transcript be taken to that spot in the video.
 - Recordings can be done locally instead of to the Cloud, but captioning would not work.
 - Recorded sessions appear in Pilot for students to watch only (no download or sharing)
 - Only the faculty member can share the content beyond the class
- Ability to live stream a class (Pilot integration)

CTL Assistance

- Proposal to enhance faculty support and training, online course development, equipment support