

# Strategic Planning Template

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## Academic Climate

June 8, 2021



# Committee Charge

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This analysis should examine student academic performance and teaching methodology. Review and assess and the quality of instructional delivery to students and achieving Student Learning Outcomes. Review current metrics and student feedback to determine how well liberal education and high-impact practices interwoven into the curriculum facilitate student learning and achievement of essential skills. Utilize information from best-in-class organizations to identify innovative and strategic approaches in instructional methodology. Consider recommendations that will enhance student learning and responsiveness to student instructional needs.



# Data Collection / Analysis

## ***Student Performance Learning Outcomes/ Program Evaluation & Accred.***

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- % of DFWI for Undergraduate and Graduate per Department 2018-2020
- 4-Year Graduation Rates (Traditional and Transfer Students)
- Infographics for all Gen. Ed Outcomes 2018-2020 [Critical Reading, Critical Thinking, Info. Literacy, Quantitative Literacy, Scientific Literacy, Oral, and Written Communication]
- UNC Graduate Student & Graduating Senior Exit Survey Reports
- Accreditation Inventory/Findings
- Academic Assessment Audit Data for Nuventive Improve
- National Survey of Student Engagement (NSSE)
- Student Success Measures Report (retention and graduation rates for AY between 2015-2020)
- Gen. Educ. Outcomes Rubric Performance Data
- US DOE College Scorecard



# Data Collection / Analysis

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## ***Teaching and Instruction Methodology; HIPS, Liberal Education Goals***

- CIRP Freshman Survey Infographic 2019-2020
- FSSE-NSSE Combined Multiyear Report
- NSSE High-Impact Practices AY 2018-2020
- UNC Graduating Senior Exit Survey
- Higher Education Research Institute Survey (HERI)



# Data Collection / Analysis

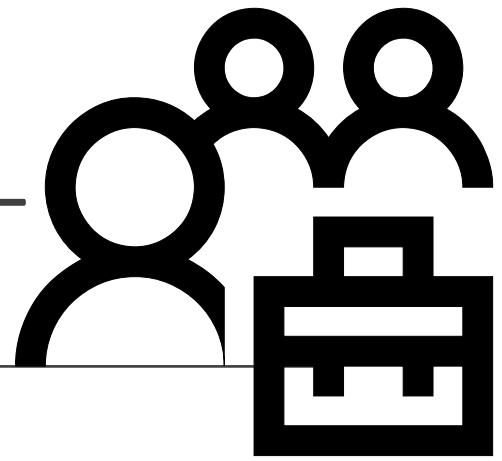
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## ***Student Feedback***

- UNC Graduate Student Exit Survey Reports
- UNC Graduating Senior Exit Surveys
- National Survey of Student Engagement (NSSE)



# Data Analysis – INTERNAL/EXTERNAL



## •Academic Climate

The data indicate that WSSU have strong areas as evidenced by

- Above average graduation rates.
- Critical Thinking is consistently reported as high
- The 3-year participation average in a service-learning experience by freshman was 76.3% and for seniors 88%.
- 87% of students are confident in their ability to apply things learned in the major on the job

However, there are opportunities for improvement in

- Recruitment and retention of transfer students.
- Statistical data related to teaching methodology and its impact on student success is needed.
- Strengthening Institutional-wide operational and organizational improvement and efficiency initiatives to improve student retention.





# Strength

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64-92% of students participate in a Service Learning Experience prior to graduation.

Critical Thinking is consistently reported as high among the students and faculty. For example, in years 2018-2019;2019-2020 68% of graduating seniors in 2018-2019 and 73% of graduating seniors in 2019-2020 indicated an increased in their ability to critically think.

Number of undergraduate students with 6 or more DFWs is decreasing Spring 2020-794; Fall 2020-610; and Spring 2021- 471 (at midterm)

87% of students are confident in their ability to apply things learned in the major on the job.

Graduate Enrollment trending upward 449 in 2018;465 in 2019, and 480 in 2020

Academic Assessment Audit: The audit process is working as evidenced by 100% participation of major-level units for the last 3 cycles (2018, 2019, 2020)

University does well with Service Learning. Both Freshman and seniors reported high participation in service- learning activities across the three years. The 3-year participation average for freshman was 76.3% and for seniors 88% (NSSE/FSSE, 2018,2019,2020)

58% graduation rate within 8 years of enrolling.





# Weaknesses

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- Transfer student enrollments trending down. UNC data-mart 2015-2019 554-421
- Four-year transfer student graduation rate dropped to 53.6% in 2018/19 from 66.1% in 2017/18 (data after this point is not available)
- Low reports of senior culminating experiences. Over a 3-year period less than half (38.3%) of the university's units reported offering a senior culminating experience (Nuventive Improve Ad Hoc Report WSSU Capstone Assessment Survey 2018,;2019;2020)
- Faculty stressed the importance of research 77% and internship experiences 91% but participation over a 3-year period was reported low percentages i.e. 57.33% research and 28.33% internship experiences (NSSE/FSSE High Impact Practices, 2018;2019;2020)
- Lack of statistical data related to teaching methodology and its impact on student success.



# Opportunities

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- Accreditation: Continue defining a better process to collect, report on, and store accreditation information.
- Consider expanding view of Global opportunities to reflect global components within the United States
- Creating a sharing system for successful teaching methodology



# Threats

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- COVID-19, chance for inaccurate data
- DFWI Rates: COVID-19, chance for inconsistent data as a lot of vendors (EAB, Gateway to Completion) supply information, what happens if WSSU severs ties with the vendors and/or the vendors no longer provide the information?
- Faculty readiness to employ different strategies
- Technology infrastructure to effectively assess achievement of SLO because there may be a disconnect between what is being taught and what is being measured.
- Difference in reporting successes: General perception of students' ability is higher than that of faculty.



# Priorities or Areas of Focus

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- **Short-Term Priorities (Years 1-2)**

- **Discipline specific recruitment enrollment:** Because enrollment for some programs are trending upward or has been consistently high. Based on data found on Institution: WSSU Post-Secondary Completions Awards and Degrees Conferred JULY 1, 2019 - JUNE 30, 2020. Completions CIP Data
- <https://www.wssu.edu/about/assessment-and-research/Files/documents/completions-2019-2020.pdf>
- **Establish transfer student success pathway:** Because transfer student enrollments are trending down. According to the UNC data-mart, the total transfer enrollments dropped from 554 in 2015 to 421 in 2019
- Address faculty stress level (integrate appreciation initiatives)



# Priorities or Areas of Focus

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- **Intermediate Priorities (Years 3-4)**
- **Increase and/or enhance senior culminating experiences:** Because less than half (38.3%) of the university's units reported offering a senior culminating experience (Nuventive Improve Ad Hoc Report WSSU Capstone Assessment Survey 2018;2019;2020)
- **Graduation rates:** Because graduation enrollment is trending upward 449 in 2018; 465 in 2019, and 480 in 2020 determine why and continue the momentum. Also, because we have a 58% graduation rate within 8 years of enrolling
- **Develop process for collecting accreditation results:** Because there is no single repository for accreditation outcomes for the purpose of determining general themes for improvement or what is going well.



# Priorities or Areas of Focus

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- **Long-Term Priorities (Years 5+)**
- **Develop a systematic way to collect statistical data related to teaching methodology and its impact on student success.** Because there is a lack of data on the impact of different teaching methodologies used.

