Winthrop University Board of Trustees

Provost Report

October 25, 2019

2019-2020 Priorities

- Increased efficiencies across Academic Affairs:
  - Restructuring to advance priorities
  - New budget development model
  - Comprehensive review of Academic Affairs policies
  - Academic Affairs Work Plan with key goals in each area driven by Winthrop Plan
- Academic Master Plan development
- Wildly Important Goal: Student retention and success initiative

What is an Academic Master Plan?

An academic master plan is <u>a central driver</u> of integrated planning and decision-making that links mission, vision, and goals to people, services, and resources in a flexible process of evaluation, action, and improvement.
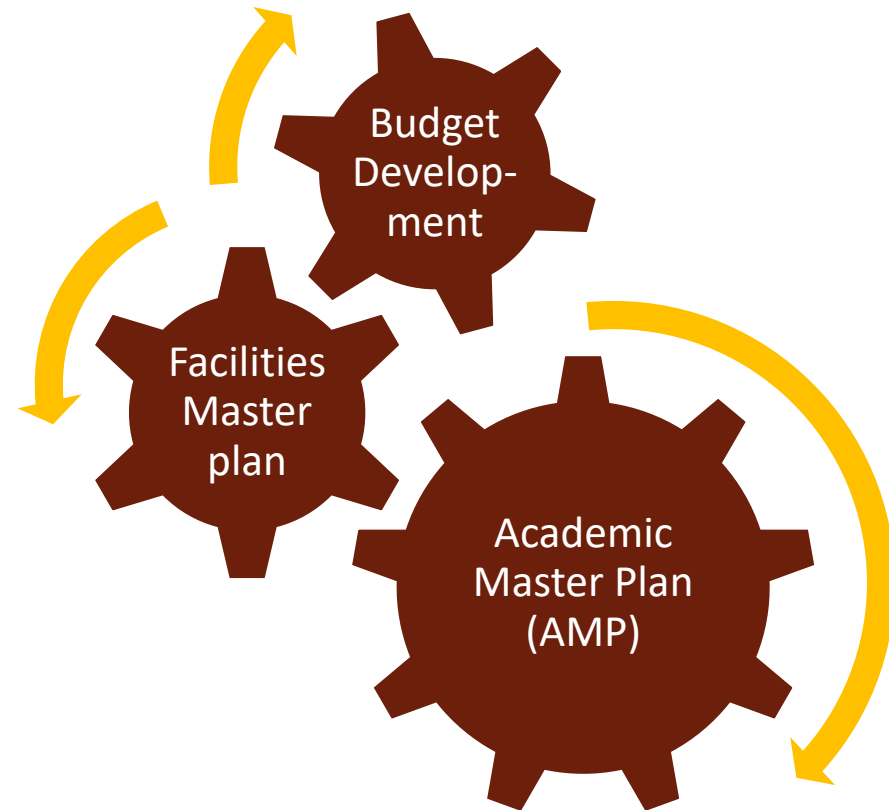
What Types of Questions are Asked in an Academic Master Plan (AMP)?

1. Where are we now, in terms of an academic mission & current practices? If we don't make any changes, where are we heading?

2. Where do we want to be in 5 -10 years? What will make us distinctive, competitive, and resilient in the face of coming demographic changes?

3. What steps must we take to get there?

2016 Academic Mix Report

TABLE OF CONTENTS

Academic Master Planning at Winthrop:

- Build on 2016 Academic Mix Report
- Generate clear priorities for new program development that will advance the Winthrop Plan and identify any resulting program revision or sunsetting/ elimination plans
- Provide program refresh needs analyses
- Align professional development supports through Center for Professional Excellence
- Produce 2020-2025 Academic Master Plan, and look forward to 2030 as well

Decision Inputs:

- Alignment with mission, vision, institutional, and college strategic goals

- Alignment with regional economic development goals/forecasts

- Full review through shared governance (BOT, administration, faculty, and staff)

- Faculty town halls (in colleges, interdisciplinary)

- Student surveys and admissions data

- EAB Market Analyses

- Cost/Benefit Analyses

Sample Rubric for Decisions:

Part B				
Category	Zero (0)	Low (1)	Medium (2)	High (3)
Mission Fit and/or WU Distinctiveness (fits current mission and/or sustains/creates a distinctive WU offering)		Poor to fair fit with both mission and potential to sustain/create a distinctive WU offering	Good fit with either mission or potential to sustain/create a distinctive WU offering (or both)	Great fit with either mission or potential to sustain/create a distinctive WU offering (or both)
Market Match (expressed interest by potential students and professional options for graduates)		Poor to fair student interest and poor to fair professional options for graduates	Either good student interest or good professional options for graduates exist, but at mixed strengths	Strong interest by potential students and strong professional options for graduates
Existing Capacity, Infrastructure (i.e. expertise, staffing levels, other services to support at WU)		Poor to fair support for this currently exists within WU resources	Good support on which we could build already exists within WU resources	WU has excellent capacity already in place to support this academic program mix change
Cost/Benefit (i.e. anticipated resources needed for program change to be more than offset by direct or indirect financial benefit)		Low value compared to cost	Medium value compared to cost	High value compared to cost
Data Informed Rationale		Little data suggests the need for this academic program mix change	Some data suggests the need for this academic program mix change	A lot of data suggests the need for this academic program mix change
Add by Column, Then Insert Total Score Here:				

Current program development:

College of Arts and Sciences:

- BPS launch

- Data Science proposal

- Human Nutrition MS Online proposal

College of Business Administration:

- Applied Software Development proposal

- Creating a Minor in Finance for a Fintech option

- Exploring Online MS in Accounting & Data Analytics

Current program development:

College of Education:

- Proposed BS in Educational Studies (adult focus)

- Developing MAT teacher residency program

- Finalize preparations for blended (3+2) MSAT (Athletic Training) program w/exercise science track

College of Visual and Performing Arts:

- Developing BA in Integrated Arts

- Converting BFA in Visual Comm to Bachelor of Design

- Complete program change proposal converting Master of Fine Arts from three-year to two-year program
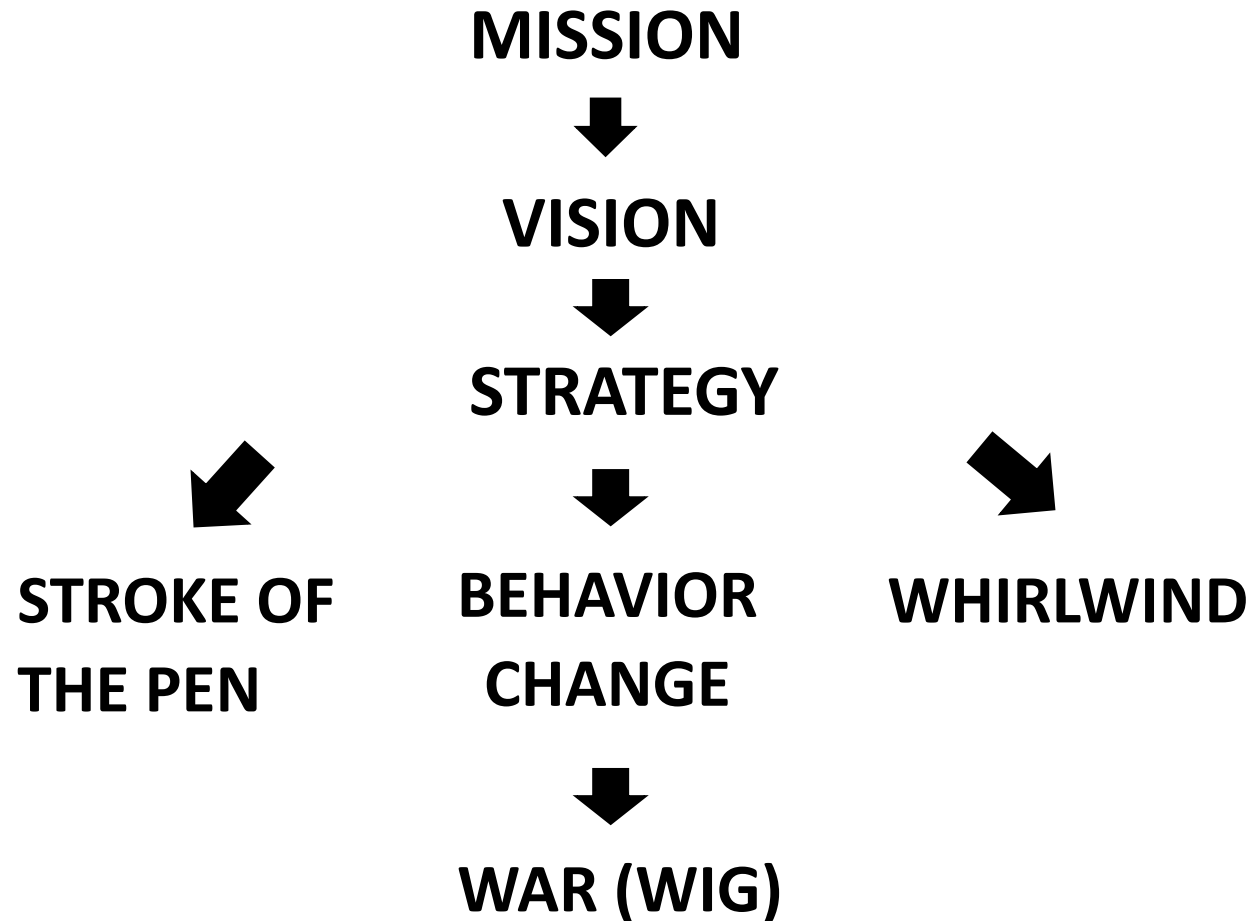
Next round of online course development:

- **Considering proposal of existing Human Nutrition MS in online format**
- **Considering expanding markets for existing online programs through broader Wiley partnership:**
  - **Literacy M.Ed.**
  - **Sport and Fitness Administration M.S.**

Questions at this point?

Wildly Important Goal: Retention!

Using Four Disciplines of Execution model from Franklin Covey

MISSION

⬇️

VISION

⬇️

STRATEGY

↙️   ⬇️   ↘️

STROKE OF THE PEN   **BEHAVIOR CHANGE**   **WHIRLWIND**

⬇️

WAR (WIG)

2019-2020 WIG: Retention

Increase Fall-to-Fall retention for all degree-seeking students from 80.9 to 82 percent by Fall 2020.

Degree-Seeking Students	Fall 2017	Fall 2018	Fall 2019
UG	4710	4545	4440
G	701	715	831
Total	5411	5260	5271
Less completers	4085	4014	4006*
Percent/# completed	25/1326	24/1246	24/1265*
Retained to next Fall	3338	3249	3285*
Percent retained	81.7	80.9	82
# Non-completers, not retained	747	765	721

*Projected completion/retention numbers based on 24-25% completion over past three years. 3285 = 82% of 4006

Increasing Student Retention:
contexts and challenges

- reduced scholarship aid as we reset our financial aid model

- larger number of students with greater and changing support needs

- strong completion rates

Wildly Important Goal: Increase Student Retention!

- Build a coordinated, intentional student success initiative
- Strengthen cross-divisional collaborations
- Put institution-wide and college-specific goals in place
- Use lead measures that are predictive of success and within our power to create an impact

2019-2020 Retention Efforts
Selected Initiatives

- CAS:
  - o Curriculum maps, Registration Remedies
- CBA:
  - o Retention bootcamp, experiential learning
- COE:
  - o Retention committee, advising toolkit
- CVPA:
  - o Advising one-on-ones, midterm follow up
- Graduate School/Extended Learning:
  - o Summer persistence push, provisional advising

2019-2020 Retention Efforts
Selected Initiatives

- University College:
  - Advising center pilot, resiliency in ACAD
- Dacus:
  - Research HIPs, open access
- Records and Registration:
  - Course scheduling, AACRAO review
- AAAS:
  - Data support
- Center for Professional Excellence:
  - Customer service training, guest speakers

Retention as Coordinated Care: