Goal 1. Strengthen Liberal Education

Objective 1.1: The University will recruit and retain exceptional faculty members committed to the principles of liberal education and equity.

- Twelve new faculty were hired and started in the 2018-2019 academic year. Eight (67%) are tenure-track faculty.
- Seven of the highly sought-after scholars were offered $80,000 total in startup funds to support their research agendas over the next two to three academic years. A total of $119,833 was allocated last year to support 28 talented faculty members through recruitment or retention.
- The revamped Center for Innovative and Transformative Instruction launched its Faculty Fellows Program with two faculty members in the initial cohort.
- The Faculty Professional Development Committee (2018-2019 academic year) awarded faculty resources totaling $171,678 ($118,000 last year) to support faculty development by supporting research presentation travel, research seed funding, and colloquia.
- Digital Measures-Activity Insight was implemented.
- Sponsored Research Cumulative Activity through December (SOHS & CASBE)
  - 2018-Proposals Submitted: 40 for $25,144,954
  - 2018-Awarded Proposals: 34 for $4,070,735

Objective 1.2: Institutional Learning Outcomes (Essential Skills) will be evident across all courses in both general education and majors.

- Revived the Student Learner Outcome (SLO) Learning Communities and changed to university committees.
- Committees either reaffirmed or revised the rubric and started revising the SLO manuals.
- Connected SLO committees with CREDO (now known as NimblyWise) and started developing teaching and assessment modules.

Objective 1.3: Engaged and high impact practices will be evident across the undergraduate curriculum.

- Organizational structure is in place to support experiential education.
- Federal work-study jobs updated to include Student Learning Outcomes.
Objective 1.4: The university will cultivate a stimulating intellectual community that fosters and supports scholarship, including sponsored research and creative works.

- A record amount of NSF funding ($2.3 million) was received in the 2018 cycle.
- WSSU received $600,000 Mellon Foundation grant for humanities.
- Four design studios were established at the Center for Design Innovation.
- There were more and better professional development opportunities, including workshops, seminars, writing groups, and internal grants, offered by the Office of Sponsored Programs and Center for Innovative and Transformative Instruction (CITI).

Objective 1.5: The curriculum will be relevant, coherent, and diverse and will offer students a broad exposure to academia and the ways knowledge is produced.

- 62% of programs have engaged in formal discussions around curriculum coherence and efficiency.
- 44% of programs have taken a revised curriculum to the Academic Standards and Curriculum Committee.
- Of the reviewed programs, 63% have reduced the hours required in the major.
- Semester hour (SH) averages for the majors have gone from 52.9 SHs to 44.4 SHs.

Objective 1.6: Opportunities to become global citizens will be integrated throughout the learning experience

- There were increased and diversified study abroad opportunities.
- Global-focused curriculum and co-curricular programs increased.
- There was an increase in international partnerships over the prior year.

Objective 1.7: Advisory and academic services will be ubiquitous, proactive and collaborative to empower students to achieve success through liberal education.

- Enhanced academic support services improved successful course completion rates.
- There was an increase in student visits to the tutoring center along with an increase in student use of the UpSwing online portal, 30% and 8%, respectively.
- DFW rates for students who attended quantitative skills tutoring decreased by 10%.
- There were decreases in DFW rates for students in English/writing courses (13%) and non-English courses (10%) who attended supplemental instruction/tutoring sessions.
- The number of certified tutors increased by 14%.
- Academic Enhancement Plan (AEP) has had successes in scaling up and engaging more special populations (students below 2.0 G.P.A, Greeks, and athletic managers and trainers). There was an increase in average G.P.A from Fall ‘17 to Fall‘18, from 2.82 to 2.97.
- Created comprehensive advising approach from entry to graduation.
- EAB Navigate Student Success Collaborative roll-out:
  - Phase 1: Academic Success Counselors, centralized tutoring services, and AEP
  - Followed by Residence (Coordinated Care Network) and upper administration has been introduced.

Objective 1.8: Opportunities for co-curricular engagement focused on developing essential skills will be developed and supported across the educational experience and for all populations.

- Using the curricular approach developed by the University of Delaware and American College Personnel Association (ACPA), Housing and Residence Life began designing a
Residential Curriculum using the 10 Essential Elements to craft intentional learning opportunities for our residential community.

- University Student Activities and Engagement (USAE) established a leadership development program for students that incorporates a variety of services and programs to cultivate future leaders on and off campus.
- University Recreation (UREC) engaged students in related majors through internships, field experience, volunteer experience and part-time jobs. Majors include physical education, therapeutic recreation, sports management, occupational therapy, business, and exercise science.
- The Career Development Center increased the number of Federal Work Students (FWS) students awarded and placed in meaningful work experiences; student learning outcomes added to every FWS job description offered through the FWS program. Interest in career development professional development services and programs and students engaged in HIPs also increased.
- Fall 2018 transfer students participated in the full Ramdition experience. There were increased opportunities for engagement in co-curricular and leadership development programs for Military Students and Veterans. More opportunities were provided for non-traditional students to become engaged campus programs offered to traditional students.
- Reimagined the First Year Experience was designed to include Ramdition, FYE courses, and co-curricular initiatives.

**Objective 1.9:** The Educator Preparation Program (undergraduate and graduate) will be strengthened to accomplish social justice, equity, and urban education goals.

- Renewed the curriculum to emphasize birth to kindergarten, elementary education and special education.
- Revisited a systematic approach to early field experience.
- There was a greater focus on Community Service/Service-Learning.

**Goal 2. Enhance Quality of Graduate and Professional Programs**

**Objective 2.1:** Transformative academic experiences for all graduate and professional programs will be offered.

- BodyViz virtual anatomy hardware and software were purchased.
- IPE program was implemented in the Spring 2018 (OT, PT, Nursing).
- 3D printing of assistive devices was incorporated in OT program (added to Specialized Topic and Evidence Topic courses).
- Fall risk management in homes was added to PT and OT curriculum (screening, community care clinic, and aging in place grant via Habitat for Humanity for home safety).
- MS Fit (preventive services to promote health) were incorporated in Neuro I and II (PT).
- Neuro I – movie project was developed where students work with person and the psychosocial aspects of dealing with a chronic disease. (PT)
- VH – All nursing students completed a clinical experience using simulated mannequins.
- Supervision assist program (cloud-based supervision scheduling) was implemented in RC program.
- Self-paced learning was implemented for MHA program.
• A grant was received to implement gamification in several computer science and information technology courses.

Objective 2.2: The health equity theme will be evident throughout the health sciences programs.
• Student/faculty engagement was expanded in service learning and outreach.
• Implemented new courses that are focused on health disparities and equity.
• Submitted a new grant to build capacity for health equity research and continue participation in previous research activities.

Objective 2.3: Community engagement will be a signature aspect of graduate and professional programs.
• Engaged undergraduate research students in four community-engaged interventions plus collaboration with CSEM research fellows.
• Research was informed and driven by community partners and directly addresses community needs.
• Expanded Rams Know H.O.W. mobile clinic driven by community needs.
• Bus rider survey created impact and numerous community engagements ranging from newspaper coverage, local TV coverage and invitations from local non-profits and government.
• Additional community partners were engaged: Forsyth County Department of Public Health, Housing Authority of Winston-Salem, Carver High School, Wake Forest University, Forsyth Futures and Winston-Salem Foundation

Objective 2.4: Joint disciplinary programs within the School of Health Sciences and between the School and the College of Arts, Sciences, Business and Education will allow students to pursue novel learning opportunities.
• The DPT and MSOT programs continue to increase enrollment of early assurance students. Approximately 15% are WSSU students.
• Interdisciplinary committee for a PhD program in Health Equity and Social Justice was established. Needs assessment in progress.
• Meetings were held to explore feasibility of DPT/MHA program.

Objective 2.5: A diverse population of graduate students will be recruited, retained and graduated.
• Digital marketing campaign was launched for MBA, MHA, tDPT, MSN/DNP:
  • MBA up 50%, MSN up 50%, and tDPT up 1100%.
• DOE HBCU grant of $31,000 was received to automate graduate recruitment and admissions and enrollment processes with automation are underway.
• DOE HBCU was grant received ($2.4 million – 2017-2023) to:
  • increase African American and low socioeconomic status students in STEM and allied health graduate programs; and
  • provide tutoring services for graduate students – nursing, occupational therapy, health care management, rehabilitation counseling, computer science, and MAT – math and science.
Objective 2.6: Graduate international programs or program components will be expanded.
  • There are two international teaching/research fellows currently hosted by PT.
  • OT expanded Ecuador experience to offer 2 different Level I fieldwork experiences.
  • MOU was renewed with Hubei University of Chinese Medicine for Nursing.

Goal 3. Build Commitment to Social Justice through Enhanced Community Engagement

Objective 3.1: Institutional centers will provide opportunities for research and service that impact student learning and communities in ways that enhance social justice.
  • Student interns organized community residents for the neighborhood master plan.
  • CDI Spatial Justice Studio selected four faculty/community fellows.
  • Ninety-four students are connected to three classes in spatial justice research and the studio submitted a $397,000 NSF grant proposal.
  • CEEHD/Rams Know H.O.W. addressed healthy food access through a Diabetes Prevention Program and implemented community-based health promotion research programs with a $600,000 grant award.
  • Established the CDI HeArt (health+art) Studio with social justice focus on healthy relationships, caregiver self-care, chronic disease, and violence.
  • CSEM produced a documentary to show how transportation barriers affect employment, which has led to numerous CSEM-led community discussions in public and private organizations.

Objective 3.2: The curriculum will provide opportunities to promote social justice learning.
  • First Year Experience courses reflected all five tenets of social justice.
  • Investigation and Research co-curriculum courses in community health disparities were provided to the scholars in the MARC and RISE programs.
  • Business, History, Justice, and Health courses were facilitated through community-based centers CFE, S.G. Atkins CDC, CDI, CEEHD, CSEM, and BRIC.

Objective 3.3: Issues of social justice will be advanced through the work of faculty, students and staff.
  • Signed additional MOUs with Forsyth County Department of Public Health and Carver High School to expand the reach of mobile unit services and health promotion programs. Three students were able to enroll in the practicum course when the community-based program was moved to campus. Currently 20 community residents are participating in the program.
  • CDI Spatial Justice Studio faculty addressed access and equity issues related to the environment, infrastructure and recreational amenities.
  • Students completed research, data collection, presented posters at NC Geography Society Conference.
  • Atkins CDC partnered with the WSSU Center for Entrepreneurship faculty and students to address the needs of local entrepreneurs, food access, financial literacy and homeownership.
• Faculty CSEM Research Fellows addressed issues of economic mobility as it relates to impediments and challenges faced by residents of Forsyth County, along multi-disciplinary modes of exploration.

**Goal 4. Enhance Revenue and Stewardship of Resources**

**Objective 4.1:** All plans, policies, practices and reward structures will reflect a commitment to stewardship of resources.

• Presented new organizational structures in Student and Academic Affairs to ensure operational efficiencies that are consistent with FY 2018 plan.
• Established a baseline of 10% for annual cash reserve balances to strengthen cash flows for business and auxiliary services and to improve institutional liquidity.
• Created a customer service unit in Facilities Management to properly account for inventory and track resources (repair supplies & materials).

**Objective 4.2:** Increased funds will be available to support university priorities.

• New leadership was put in place in University Advancement.
• Funding was approved and recruitment began for new development positions for the AVC, Development Associate, and two Administrative Support Specialists.
• Fundraising goals and metrics were established for development officers.

**Objective 4.3:** Scholarships and grants will be provided to offset educational costs, especially for those with financial hardship.

• Fully implemented a Searchable Scholarship Database with 200 student applications received to date.
• Worked to revise merit scholarship program and build a sustainable model.
• Integrated financial literacy curriculum and tools (via iGrad) into all First Year Experience courses.
• Awarded 607 students $1,585,249 in Foundation and Trust scholarships.

**Objective 4.4:** Processes and procedures for the strategic application of resources will be evident.

• IT maintenance agreements for FY 2018-19 were reviewed by the Provost and Chief Information Officer for consistency with institutional priorities.
• Reduced discretionary spending to increase funding for scholarship support.
• Implemented a requirement that all out-of-state travel for non-faculty be approved by the VC for Finance and Administration.
• Evaluated copier deployment and usage, resulting in cost savings of approximately $130K annually by standardizing device models and reducing the number of machines from 110 to 96.

**Objective 4.5:** The university brand will enhance the reputation of the university among key audiences and support revenue generation opportunities in support of strategic priorities.

• Centralized communications through creation of Division of Strategic Communications and established cross-divisional teams to address strategic communications issues (Ram Ready, Student Success Technologies, Incoming Student Communications).
• Improved strategic outcomes through web analytics assessment/feedback; built audiences and improved engagement on social media; used digital technologies to drive traffic to strategic web content.
• Improved campus beauty and expanded the footprint of campus through Home Depot Retool Your School and developed a lawn sign policy as well as negotiated placement of WSSU banners in the city.
• Developed materials highlighting WSSU to distribute to lawmakers; hosted lawmakers on campus; partnered with the city on Bowman Gray proposal; created an advocacy guide; and developed a plan for a WSSU Champions pilot program.
• Improved brand perception, awareness and affinity by strategic investments in marketing and branding via digital marketing campaigns, OOH, search engine marketing, social media, and media relations.

**Goal 5. Enhance the Quality of Physical and Operational Infrastructure**

**Objective 5.1:** Information and learning technologies will be current, ubiquitous, mobile and adequate to support learning and business operations across the campus.
• Completed laptop refresh for faculty/staff with data encryption.
• Began the deployments of 2-in-1 tablets.
• Completed MYWSSU Student Portal website.
• Completed card access for academic buildings.
• Replaced surveillance camera system.
• Completed Banner 9 for Admin (Formerly INB).
• Developed infrastructure for EAB Student Success Platform.
• Completed Phase I of AV equipment refresh in 10 classroom buildings.
• Expanded Canvas implementation.
• Began Nimbywize (formerly Credo) for SLO modules and assessments.
• Launched campus wide Adobe Creative Cloud to support Digital Literacy Initiative. (309 employees have activated their accounts).
• Implemented Sharelink Collaborative Classroom technology in a number of classrooms across campus.
• Completed updated Wi-Fi assessment in residence halls, library and student union spaces.
• Replaced 75% campus Wi-Fi in residence halls
• Completed infrastructure to accommodate mobile technologies.
• Replaced aging smartphones and implemented mobile device management.

**Objective 5.2:** Technology will be used to efficiently manage transactional processes, freeing staff to focus on customer service with an equity-minded approach.
• Upgraded ERP system (Implemented BANNER 9). Phase 1 was completed.
• Graduate Recruiting and Admissions Process Streamline had begun.
• Automated travel and expense process is in the final stage of development and testing.
• Implemented Campus Workflow/BANNER and Active Directory Integration.

**Objective 5.3:** Academic facilities and learning environments will support high-impact teaching practices and student learning.
• Construction on the Science Building is 51% complete.
• Phase 1 renovations began in ten active learning classrooms.
• Campus Master Plan was updated.
• Dillard Auditorium upfit was completed (chairs, flooring, lighting, and painting)
• Covington Residence Hall was completed.

Objective 5.4: Living and learning environments within the residence halls will have facilities available for students to support and enhance learning opportunities.
• Moved staff to create additional academic/education space.
• Explored new technology and increased staffing to address issues related to infrastructure.

Objective 5.5: Staff will be highly trained and committed to excellence.
• HR enhanced the recruiting and selection process by providing training in interviewing and selection and by diversifying recruiting sources.
• There was 100 percent participation in performance management processes for the first time for both staff and management.

Objective 5.6: Operational excellence will be evidenced by results-oriented goals, policies, procedures, and assessments.
• Nineteen administrative units and 21 academic departments submitted examples and supporting documentation of how data have been used to make changes and improvements.
• A policy dashboard was created to gauge progress.

Objective 5.7: Organizational structures will be aligned to foster and sustain strategic goals.
• There was a “soft launch” of the “Office of Academic and Student Affairs” after formal approval by the Board of Trustees in September 2018.
• UNC System approved the revised position titles and job duties for five (5) positions in the restructure design.
• The Office of University and Donor Events moved from the Chancellor’s Office to Advancement.
• The Division of Strategic Communications was created to deliver a cohesive, consistent message to our constituents.
• Environmental Health and Safety was realigned from Finance and Administration to Emergency Management to create a comprehensive approach to campus health and life safety.
• A restructure of the Facilities Department was completed by establishing the Design, Construction and Operations unit and updating the operational team concept by trade skills versus zones.