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WRIGHT STATE
UNIVERSITY

Provost's Report

Academic Affairs Committee
September 12, 2024

Welcome Class of 2028



Good News.....

- WSU has **accepted students** into our new Aviation Science and Technology program this fall.
- Our recently created College of Graduate Programs and Honors Studies has:
 - increased overall by 169 Honors Students (17.7%) since 2023.**
 - increased total Graduate enrollment by 231 students (7.9%) compared to 2023.**
 - increased by 8.8% the number of new Graduate students who have prior WSU undergraduate degrees.**
- **18% increase in grant awards** in FY24 compared to FY23 (\$10M approximately).
- The **new search for the Dean/CAO of BSOM has kicked off** and we are on track with our timeline to complete the search by the end of fall.

Mental Health & Well-being Task Force



- September 17th at 5:30 p.m. in the Student Union Apollo Room

Academic Affairs 2024-2025 Focus Areas

1. Academic Business Planning Process - Plans Due October 18th.
2. Enhancing Research Funding and Scholarly/Creative Activity.
3. Develop an Overall Strategic Plan for the Online Enterprise and Improve Compliance.
4. Work Collaboratively with Student Success to Implement and Assess the New First Year Seminar.

Wright State University

First-Year Seminar Pilot Program Update

A Partnership Between Faculty, Academic
Affairs, and Student Success

First-Year Seminar

- Three-credit hour course part of new University Core Curriculum
- First-Year Seminar Pilot Program Development and Design for full implementation Fall 2026
 - 47 Pilot Classes Launched Fall 2024
 - Across All Colleges
 - 986 Students Enrolled

First-Year Seminar Highlights

- Comprehensive Curriculum Focused on Student Success
 - College Success Skills
 - Critical Thinking and Reasoning
 - Mental Health and Wellness
 - Campus Resources
 - Personal Development
 - Belonging and Community Building
 - Introduction to University Culture

Artificial Intelligence
Academic Affairs Taskforce
Mission and Goals

University AI Academic Affairs Committee

- Mission: “Promote the dissemination, incorporation and implementation of AI through the Academic units at the University.”
- Steering Committee: Darryl Ahner (co-chair), Don Hopkins (co-chair), Ayse Sahin, Gary Schmidt, Greg Toussaint, Subhashini Ganapathy, Jim Denniston, Andrea Faber, Valerie Shalin, and Genevieve Jomantas

University AI Academic Affairs Goals

- Develop AI-focused courses and workshops across various colleges.
- Launch AI-related faculty and student development initiatives, by providing AI tool subscriptions, training, brown bag lunches, and virtual communities of practice and learning.
- Host AI and machine learning events, including keynotes, workshops, and webinars, engaging both academic and industry participants.
- Develop AI-related internships, micro-credentials, and symposiums in collaboration with local organizations and academic departments.

- Introduce new Applied AI-related minors and courses, revise existing curricula, and ensure AI integration across all degree programs and colleges.
- Establish interdisciplinary centers and certificates focused on AI, particularly in business, engineering, healthcare, education and liberal arts.
- Insert AI courses into the WSU Core.
- Encourage AI research and paper submissions among faculty, with incentives and collaborative projects.

Next Steps

- Place emphasis on developing Faculty
 - Use of AI technologies in the classroom by students
 - Use of AI by Faculty in the classroom
 - Potential opportunities to do research related to AI in their fields
- Continue to build AI partnerships with entities like Intel and WPAFB

Faculty Development 2024-2025

- 39 new faculty—7 BSOM; 32 Dayton and Lake campuses
- All new Dayton and Lake campus faculty enrolled in Teaching Community of Practice
- All 6 new TET faculty to have Launch Committees
- RSP special orientation for new faculty
- Library special orientation for new faculty
- Center for Faculty Excellence offering robust slate of trainings and workshops for all faculty, including
 - QM, CDI, program assessment, course assessment

Provost's Faculty Fellows/CFE Affiliates

- Peggy Kelly (COSM) – Center for Faculty Excellence
- Daniel Warshawsky (COLA) – Faculty Professional Advancement
- Dusty Columbia-Embury (CHEH) – Teaching Community of Practice
- Sheri Stover (CHEH) – Quality Matters Training
- Andrew Voss (COSM) – Research Enterprise Enhancement
- Valerie Shalin (COSM) – Faculty AI Literacy
- Jonathan Winkler (COLA) – Adjunct Faculty Orientation and Department Chair Development



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“The Wright Questions”

Pathways through the Liberal Arts General Education Curriculum



CORNERSTONE
Learning for Living



Basic Facts:

- The grant provides up to \$300,000 over two years to reform general education curricula in the humanities.
- Inspired by a successful program model developed at Purdue University that has
 - ❑ helped students in pre-professional majors strengthen critical thinking and communication skills.
 - ❑ reversed the decline in credit hours at Purdue's College of Liberal Arts.

How the Liberal Arts Help Students Succeed in the Workforce:

“Technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the result that make our heart sing.” Steve Jobs, quoted in *The Fuzzy and the Techie*.

Goals:

- Align with CoLA Academic Business Plan
- Provide transferable skills in high demand by employers
- Speak to students’ interests and professional aspirations.
- Enhance student employability and professional advancement.

Nuts and Bolts

- Adds no requirements to existing core.
- Students choose one of our thematic pathways that corresponds to their interests and career goals.
 - Learning Communities
 - Transformative Texts
 - Innovative pedagogy
 - Culminating experience
 - Option to obtain larger credential after completion

The Wright Questions

- Wright Question #1: What Is a Healthy and Good Life?
- Wright Question #2: Can Humans Live in Harmony with Nature?
- Wright Question #3: Why is there War, Violence, and Injustice?
- Wright Question #4: How are Humans Different from Machines and Animals?

What the Grant Will Fund

- Course materials for students completing the pathways
- Co-curricular events to build community
- Marketing materials for the program
- Summer labor for curriculum development
- Professional development for instructors
- Student development/peer mentors

How Will This Change Wright State University?

- It will transform the experience of incoming undergraduates by making the Core more directly relevant to students and using it as an early opportunity to build a sense of belonging.
- The Core will work as an asset to students and to the university rather than a challenge for retention.

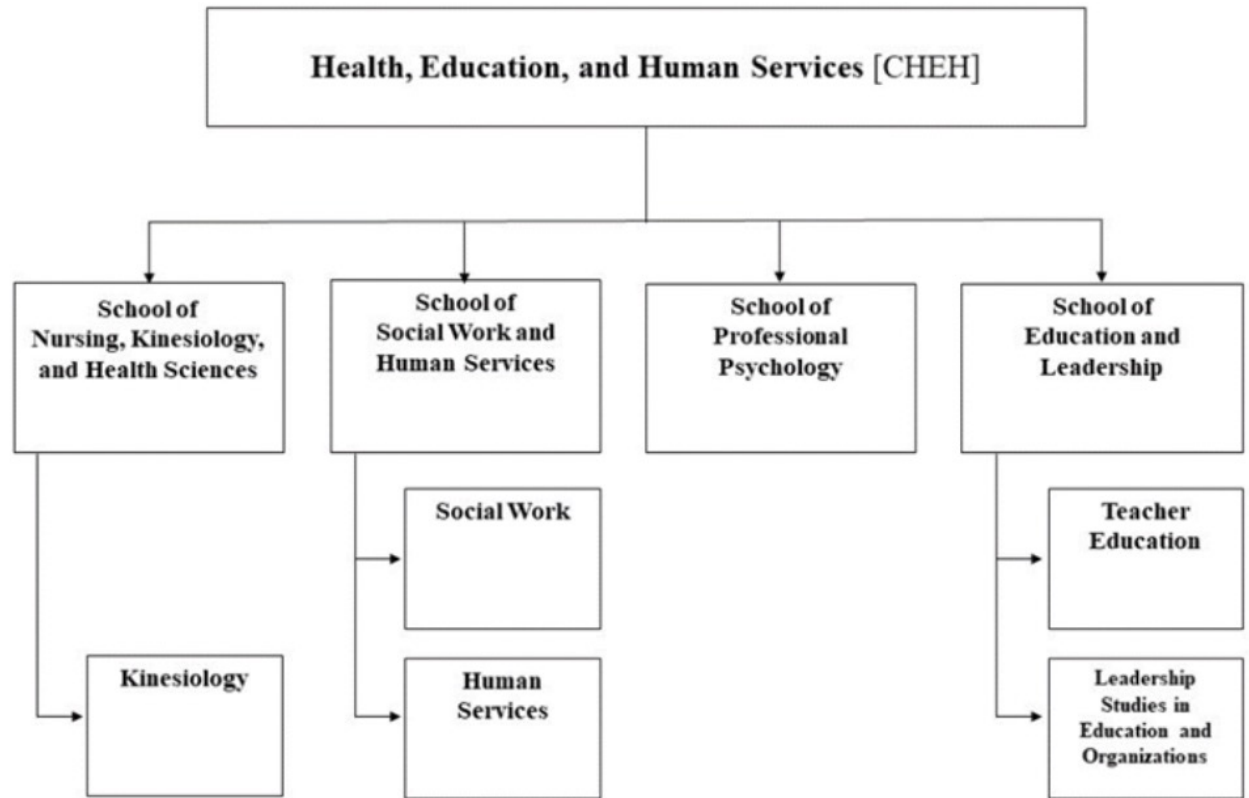


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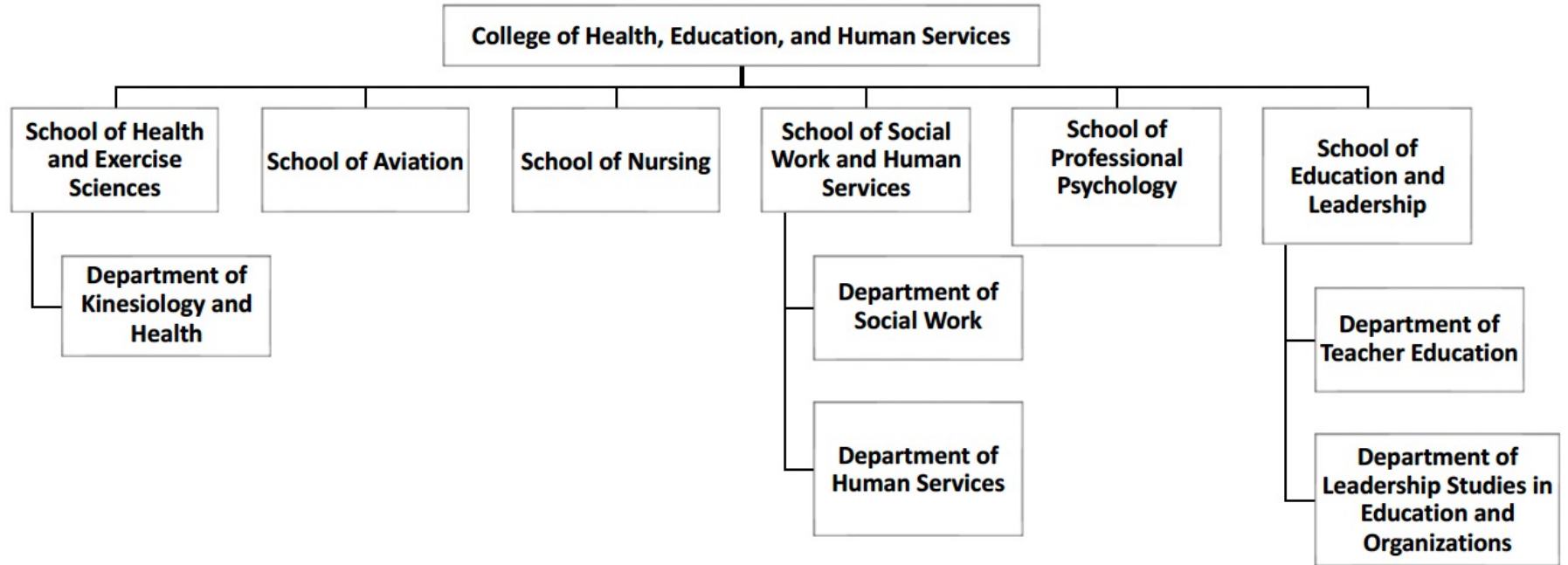


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Current Structure



Proposed Structure





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Enrollment Management Update

Academic Affairs & Student Success Committee
September 12, 2024



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7

44

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Institutional Enrollment Update

Fall 2024 Enrollment

Total Headcount: Dayton and Lake

Student Population	Fall 2023	Fall 2024	Δ YOY
College Credit Plus	973	1,089	11.9%
Undergraduate	7,163	7,602	6.1%
Graduate/Professional	2,378	2,609	9.7%
Medical (MD)	522	522	-
Total	11,036	11,822	7.1%

Note: Includes total headcount for both Dayton and Lake campuses as of Day 14 of the term indicated. *Institutional Research and Effectiveness.*

Fall 2024 First-Time Students

First-Time Student Enrollment: Dayton and Lake Campuses

Dayton and Lake Campuses						
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Δ YOY	Δ 21-24
Enrolls	1,394	1,541	1,713	2,012	17.5%	44.3%

Note: Includes new First-Time students for both Dayton and Lake campuses as of Day 14 of the term indicated. *Institutional Research and Effectiveness.*

Fall 2024 First-Time Students

First-Time Student Enrollment: By Campus

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Dayton	1,129	1,278	1,473	1,740
Lake	265	263	240	272

Note: Includes new First-Time students for the Dayton and Lake campuses as of Day 14 of the term indicated. *Institutional Research and Effectiveness.*

Fall 2024 First-Time Students

First-Time Student Enrollment: Dayton Campus

Dayton Campus				
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Domestic	1,102	1,250	1,396	1,496
International	27	28	77	244

Note: Includes new First-Time students for the Dayton campus as of Day 14 of the term indicated. *Institutional Research and Effectiveness.*

Fall 2024: First-Time Enrollment Access

Indicator	N	%
Underrepresented Minority	750	37.3
Pell Recipient	820	40.8

Note: Includes new First-Time students for the Dayton and Lake campuses as of Day 14 of the term indicated. *Institutional Research and Effectiveness.*

Fall 2024: First-Time Enrollment Access



	# Students
Fall 2022	161
Fall 2023	205
Fall 2024	245

Note: Includes new First-Time students for the Dayton campus as of Day 14 of the term indicated. *Institutional Research and Effectiveness.*

Fall 2024: First-Time Enrollment

Geographic Indicators

State	# Students
Ohio	1,682
Indiana	15
Michigan	9
Kentucky	8
Illinois	7
Pennsylvania	6

Note: Includes new, domestic First-Time students for the Dayton and Lake campuses as of Day 14 of the term indicated. *Institutional Research and Effectiveness.*

Fall 2024: First-Time Enrollment

Geographic Indicators

County	Students
Montgomery	429
Greene	191
Mercer	102
Warren	91
Miami	86
Clark	80
Franklin	74
Butler	73
Auglaize	63
Shelby	55

Note: Includes new, domestic First-Time students for the Dayton and Lake campuses as of Day 14 of the term indicated. *Institutional Research and Effectiveness.*

Fall 2024: First-Time Enrollment

Geographic Indicators

High School	Students
Beavercreek	68
Centerville	39
Kettering Fairmont	38
Celina	37
Springboro	35
Wayne	34
Fairborn	33
Northmont	31
Carroll	26
Walter E. Stebbins	26

Note: Includes new, domestic First-Time students for the Dayton and Lake campuses as of Day 14 of the term indicated. *Institutional Research and Effectiveness.*

Fall 2024: First-Time Enrollment

Academic Interest

Major	Students
Nursing	363
Computer Science	140
Mechanical Engineering	114
Psychology	107
Biological Sciences	90
Undecided	90
Elementary Education P-5	79
Marketing	48
Accountancy	47
Sports Science	47

Note: Includes new, domestic First-Time students for the Dayton and Lake campuses as of Day 14 of the term indicated. *Institutional Research and Effectiveness.*

Fall 2024: First-Time Enrollment

Academically Accomplished

- 99 Governor's Merit Scholars
- 27 Deans Scholars
- 5 Presidential Scholars



Note: Includes new First-Time students for the Dayton campus as of Day 14 of the term indicated. *Institutional Research and Effectiveness.*

Fall 2024 College Credit Plus

College Credit Plus Enrollment: Dayton and Lake Campuses

Dayton and Lake Campuses				
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Enrolls	824	789	973	1,089

Note: College Credit Plus enrollments coincide with high school calendars and may continue beyond Day 14. Includes College Credit Plus enrollments for both Dayton and Lake campuses as of Day 14 of the term indicated.
Institutional Research and Effectiveness.

Fall 2024 Transfer Students

New Transfer Enrollments: Dayton and Lake Campuses

Dayton and Lake Campuses				
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Enrolls	684	708	664	701

Note: Includes new Transfer students for both Dayton and Lake campuses as of Day 14 of the term indicated. *Institutional Research & Effectiveness.*

Fall 2024 Graduate Students

New Graduate Enrollments: By Residency Type

Dayton Campus				
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Domestic	648	527	551	576
International	443	389	419	397
Total	1,091	916	970	973

Note: Includes new Graduate students for the Dayton campus as of Day 14 of the term indicated. *Institutional Research & Effectiveness.*

Career Services Update

wrightstatecareer

EMPLOYER ON-CAMPUS
TODAY:
DAYTON VA MEDICAL
CENTER

Stop by and learn about exciting career opportunities at the Dayton VA Medical Center.

SEPTEMBER 5, 2024
12-4PM
RUSS ENGINEERING LOBBY



Liked by wrightstateu and others
wrightstatecareer Interested in learning about the role of a Biomedical Engineer in a hospital setting? Want to know more about internships or full-time roles at the Dayton VA? If so, swing by and talk with Eric and Stephanie in the Russ Engineering Lobby between 12pm—4pm today!

wrightstatecareer

HANDSHAKE PROFILE CHALLENGE

Activate profile	Upload resume	Fill out job preferences
Add experience	Follow 5 employers	Fill out past coursework
Add a headshot	Ask a question	Apply to 3 jobs

14 Q 1 1

Liked by wrightstateu and others
wrightstatecareer Not able to attend the Handshake Hacks workshop yesterday? We've got you covered. Try this challenge or schedule appointment with your Career Consultant for assistance.
[#CareerReadiness](#) [#RecruitARaider](#)

wrightstatecareer

NCAA PHOTOS
PHOTOGRAPY
INTERNSHIPS

Application closes September 18

A graphic for NCAA Photos Photography Internships. It features the NCAA logo and the text 'PHOTOS PHOTOGRAPY INTERNSHIPS'. Below the text, there is a photograph of several basketball players in action on a court.



Tuesday, Oct. 15
9:30 – 11:30 A.M.
Dicke Hall

Industry	# of Employers
Government: Local, State & Federal	10
Defense	7
Healthcare	7
Manufacturing	7
Non-Profit & Other	5
Internet & Software	3
Scientific & Technical Consulting	3
Transportation & Logistics	3
Aerospace	2
Automotive	2
Electronic & Computer Hardware	2
Financial Services	2
Insurance	2
Research	2
Retail Stores	2
Wholesale Trade	2

*Fall 2024
Career &
Internship Fair*

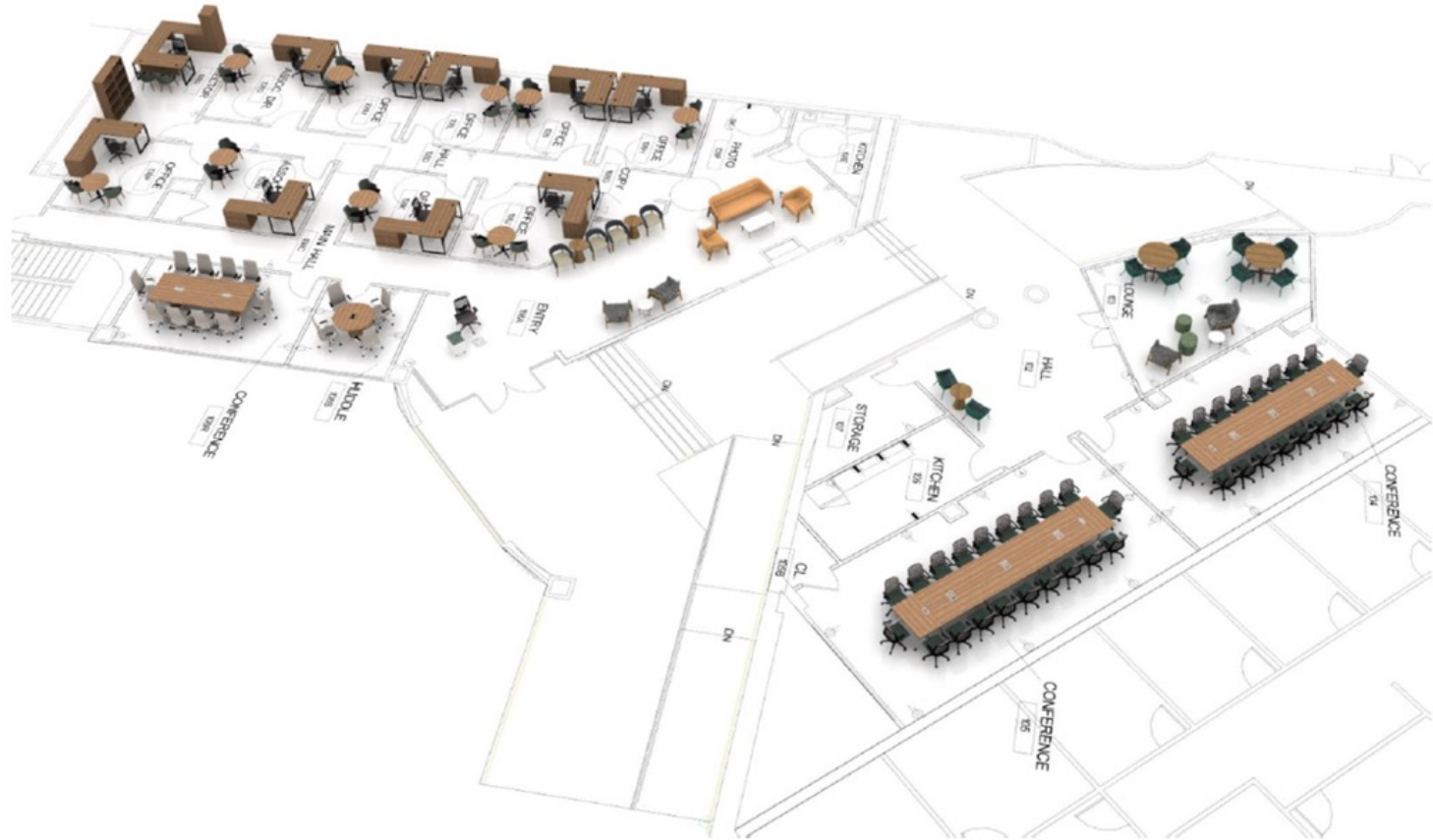
Wednesday, Oct. 16
1 – 4 P.M.
**Apollo Room,
Student Union**



Coming January 2025: The Career Hub



WRIGHT STATE UNIVERSITY



THE CAREER HUB

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WISCONSIN STATE
UNIVERSITY

Update on Annual Rankings



Questions



Retention & Student Success Update Board of Trustees Meeting: Fall 2024





Fall 2024 Retention Update

Institutional Retention Trends- Dayton

Cohort	Retention (%)	Year-Over-Year Change (%)
2014	67.5	+1.1
2015	66.3	-1.2
2016	64.2	-2.1
2017	64.9	+.7
2018	61.6	-3.4
2019	64.9	+3.3
2020	65.9	+1.0
2021	64.6	-1.2
2022	62.8	-1.8
2023	68.4	+5.6

Institutional Retention Trends- Lake

Cohort	Retention (%)	Year-Over-Year Change (%)
2014	72.7	-
2015	71	+3
2016	67.4	-3.6
2017	62.3	-5.1
2018	67.7	+5.4
2019	66.4	-1.3
2020	64.4	-2
2021	61.7	-2.7
2022	66.9	+5.2
2023	65.6	-1.3



2024-2026 Campus Completion Priorities Update

First Year Seminar
Course Redesign

Academic Probation
Degree Completion

First Year Seminar



- Fall 24 Pilot
 - 49% of incoming cohort
- Assessment Plan for Fall 2024
- Spring 2025 Development
 - Fully online sections
 - Peer mentorship incorporation
 - Revisions from Fall 2024 assessment

Academic Probation

- Prior program evaluation
- Fall semester: 40% of eligible students enrolled
- Goals
 - Increased percentage of enrolled students
 - Increased success outcomes



Course Redesign

Three-Part Model

Faculty Professional Development

- Course Design Institute- led by Office of the Provost

Academic Support

- Proactive Outreach
- Partnerships with Faculty

Course Revision

Degree Completion



- Partnership on reviewing student records for associate degree eligibility
- Future: Degree Planner/Audit Tool
 - Assessment for completion



Student Engagement Update

Welcoming Our New Students



First Weekend Student Impact

*As a result of
First Weekend...*

89%

Made a new friend

92%

Feel more
comfortable on
campus

77%

Feel more connected
to their
major/college

89%

Learned about
resources for their
success

85%

Feel like they belong
at Wright State

Campus Collaboration

- 33 First Weekend Leaders
- 18 Student Organizations
- 23 Campus Departments & all Colleges
- 100s of Faculty & Staff Volunteers





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Science of Reading Implementation Update

Teacher Education Department (TED)

September 12, 2024



COLLEGE OF
**HEALTH, EDUCATION,
AND HUMAN SERVICES**

Science of Reading in Action



Science of Reading in Action

Possible Teacher Candidate Discussion Questions

- How does this lesson align or not align with the components of explicit systematic instruction?
- What skills are being taught? How are the approaches used aligned or not aligned with the science of reading?
- What other science of reading aligned strategies would you suggest to teach and practice this skill?
- What might you do next with these students and why?

Content Background

Science of Reading

What it is...

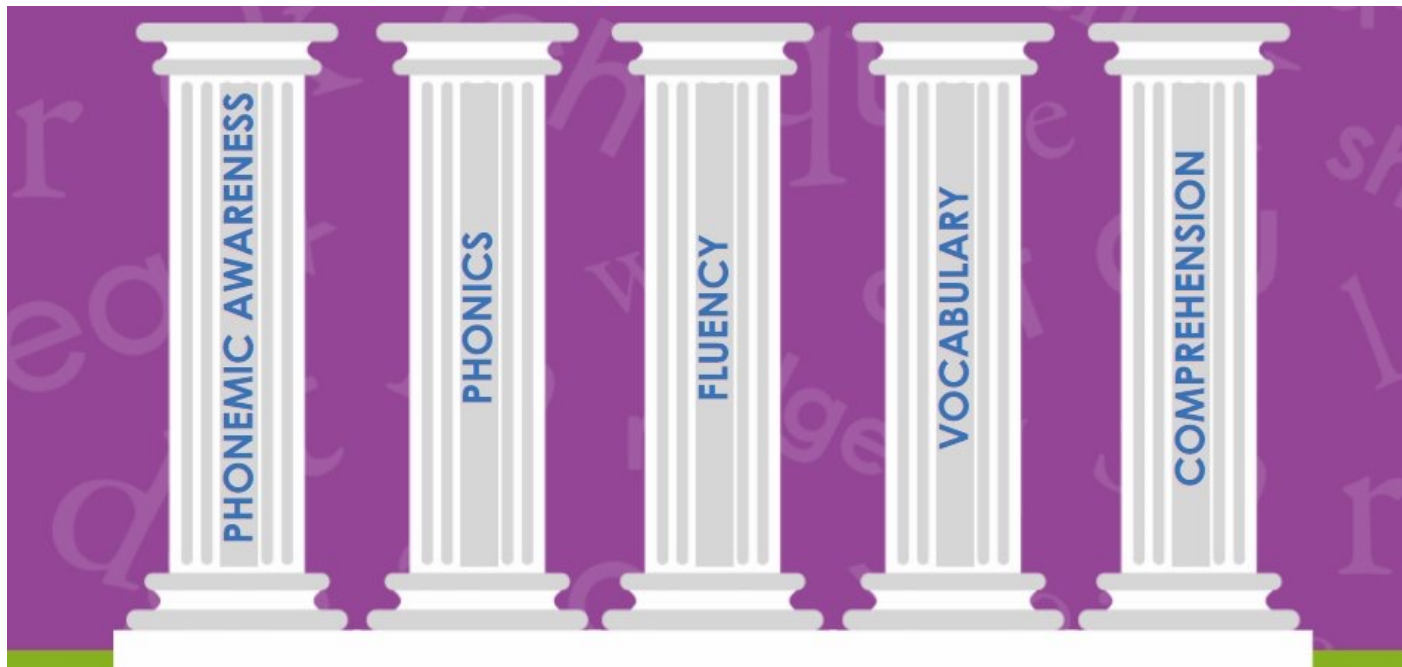
- Body of research and scientific evidence
- Addresses how students learn to read and write proficiently
- Explains why some students have difficulty with reading and writing
- Indicates that all students benefit from explicit and systematic literacy instruction

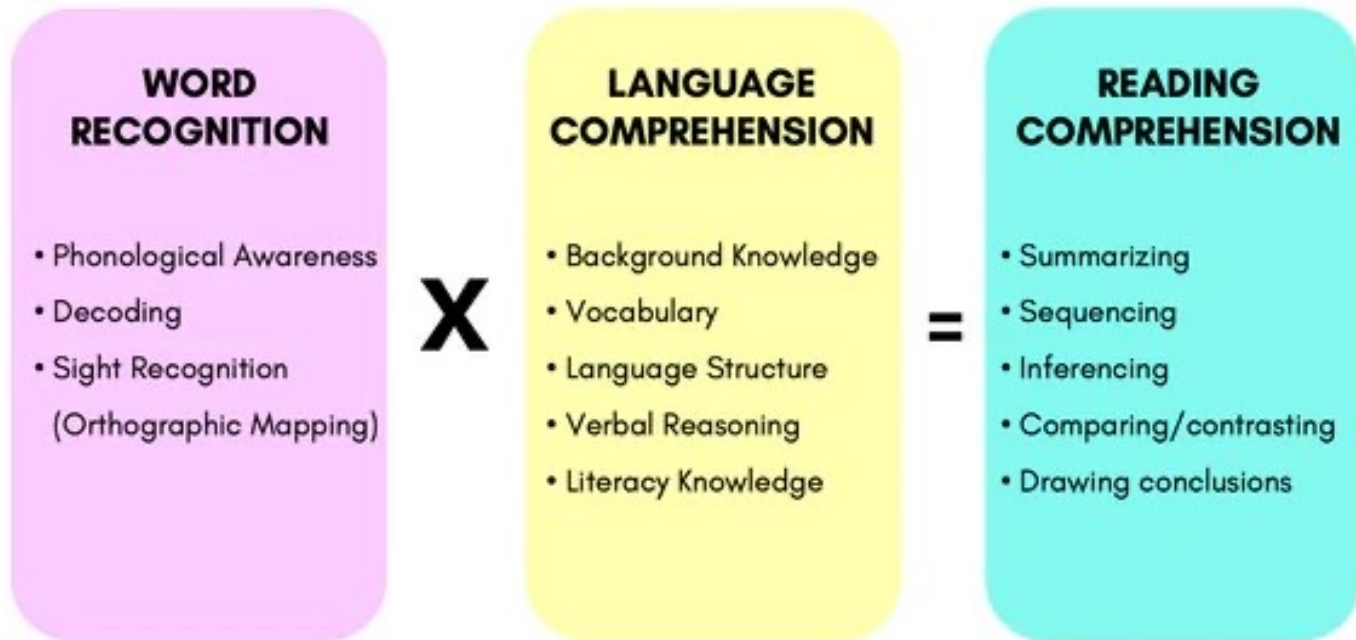
Science of Reading

What it is not...

- Not one singular teaching method
- Not a curriculum
- Not only phonics
- Does not rely on the three cueing system

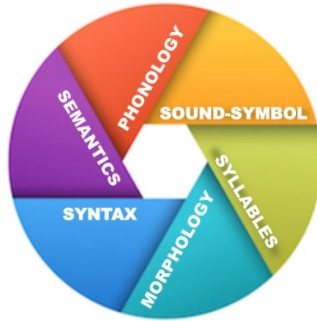
Five Pillars of Reading Instruction



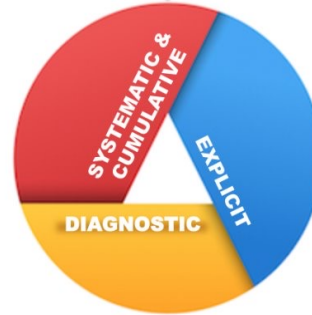


Structured Literacy

Explicit teaching of systematic word identification and decoding strategies



Evidence-based elements



Evidence-based teaching principles



Effective reading instruction

Source: © 2016 Cowen for International Dyslexia Association
<https://app.box.com/s/2yqu2ke21mxs0hz9l77owdlorgvtesyq>

Legislative Background

House Bill 33

Ensure that teacher candidates placed in classrooms where reading is taught are placed with science of reading trained teachers who use approved materials and instruction aligned with the science of reading

House Bill 33

Auditing process to document how Educator Preparation Programs (EPPs) are teaching the science of reading

- Audits begin 1/1/2025
- Review every 4 years
- Create an annual list of literacy instructional strategies and practices for all EPPs
- List of approved Professional Development vendors
- Public dashboard to report first time passage rates by IHE on the foundations of reading licensure test

Timeline and Updates

Teacher Education (TED) Initiatives

As soon as we received guidelines,
we began the curricular revision process

Fall 23	Pre-Service Teacher Training
Spring 24	Teacher Candidate Placements
Summer 24	Curriculum Updates and Alignment
Summer 24	TED Faculty Professional Development

Preservice Teacher Training

In addition to the four courses in reading instruction:

- All Elementary Education candidates who graduated Spring 24 completed Ohio's Dyslexia modules prior to graduation
- All current Teacher Education candidates are required to complete Ohio's Science of Reading modules
- Focused professional development provided for all Pre-Service Teachers
 - Third Annual Literacy Launch – October 22, 2024
 - Topics include:
 - Structured Literacy Curriculums
 - Strategies and Materials for Building Comprehension in the Content Areas.
 - Community Resources

Placement Requests

- Requirement Revisions
 - Candidate Handbooks
 - Mentor Teacher Website
 - Communication with Schools
- School Request Forms
 - Include Science of Reading Training Documentation
- Ohio Department of Higher Education Placement Grant Awarded

Curriculum Updates and Alignment

- Dyslexia Program accredited by International Dyslexia Association
- Ohio Department of Higher Education Science of Reading Alignment Grant
- Reading core course review and redesign
- Reading core syllabi completed and in curriculum approval process
- Full implementation Spring 25
- Course Modifications
 - ED 4060 Literacy Foundations and Assessment
 - ED 4070 Content Literacy, Comprehension, and Vocabulary
 - ED 4080 Phonological Awareness, Phonics and Word Study
 - ED 4090 Writing Composition and Instruction

Faculty Professional Development

Department initiative with 100% faculty participation:

- All Reading core faculty have completed Ohio's science of reading training modules
- All other faculty are in the process of completing science of reading training modules
- Faculty Training in LETRS (Language Essentials for Teachers of Reading and Spelling)
- All faculty will take part in a 3-part professional development series (Nov. 2024 – Feb. 2025) with Christine Schlater - Regional Early Literacy Specialist, State of Ohio Support Team:
 1. Introduction to Evidence Based Reading Instruction
 2. Reading Comprehension and Writing
 3. Data Collection and Supporting All Learners

What's Next?

- Submitted proposal for up to \$25,000 Ohio's Dean's Compact Grant
- Similar process to review the 3-hour reading requirement for our AYA/MA programs and our Reading Endorsement program
- Collaboration with Dunbar Library to create a science of reading resource room
- Summer 2025 Book Study with all partnership districts
- 4th Literacy Launch Event in Spring 25

Questions and Discussion



ORC 3313.60

Local Control of Curriculum

(A) The board of education of each city, exempted village, and local school district and the board of each cooperative education school district established, pursuant to section [3311.521](#) of the Revised Code, shall prescribe a curriculum for all schools under its control.

ORC 3301.079

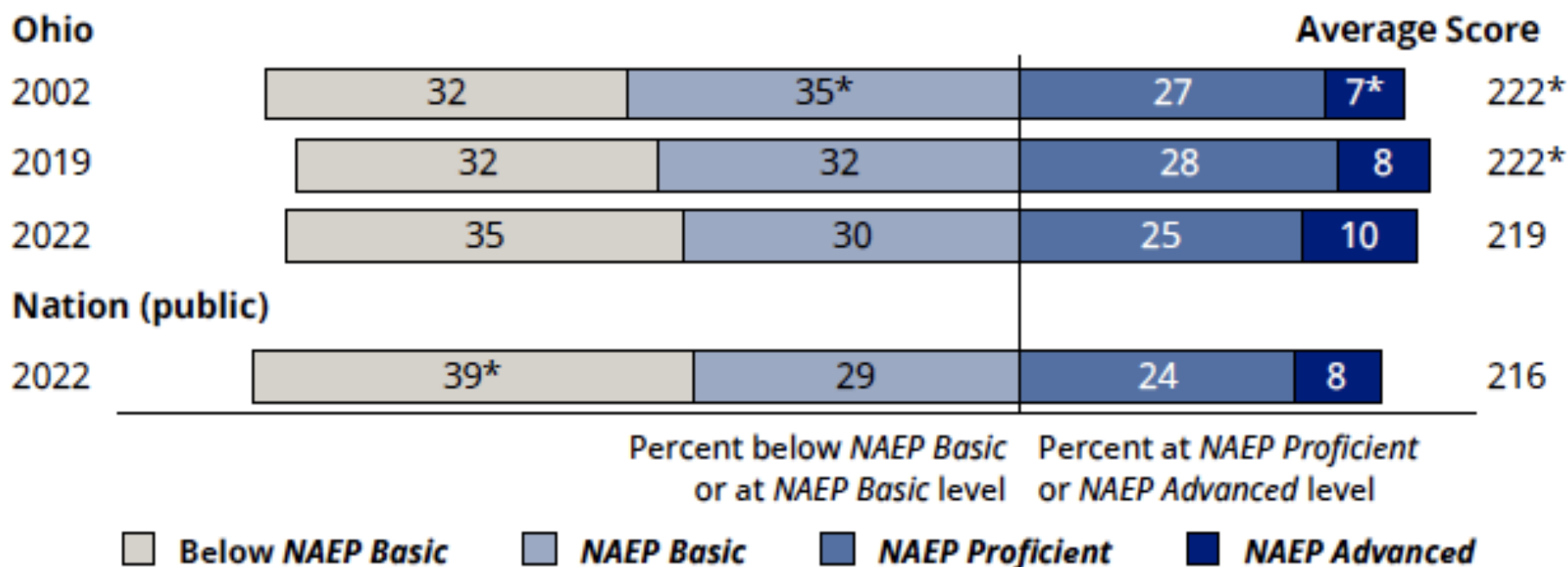
State Academic Standards

A)(1) The department of education and workforce periodically shall adopt statewide academic standards with emphasis on coherence, focus, and essential knowledge and that are more challenging and demanding when compared to international standards for each of grades kindergarten through twelve in English language arts, mathematics, science, and social studies.

2022 READING STATE SNAPSHOT REPORT

OHIO ■ GRADE 4 ■ PUBLIC SCHOOLS

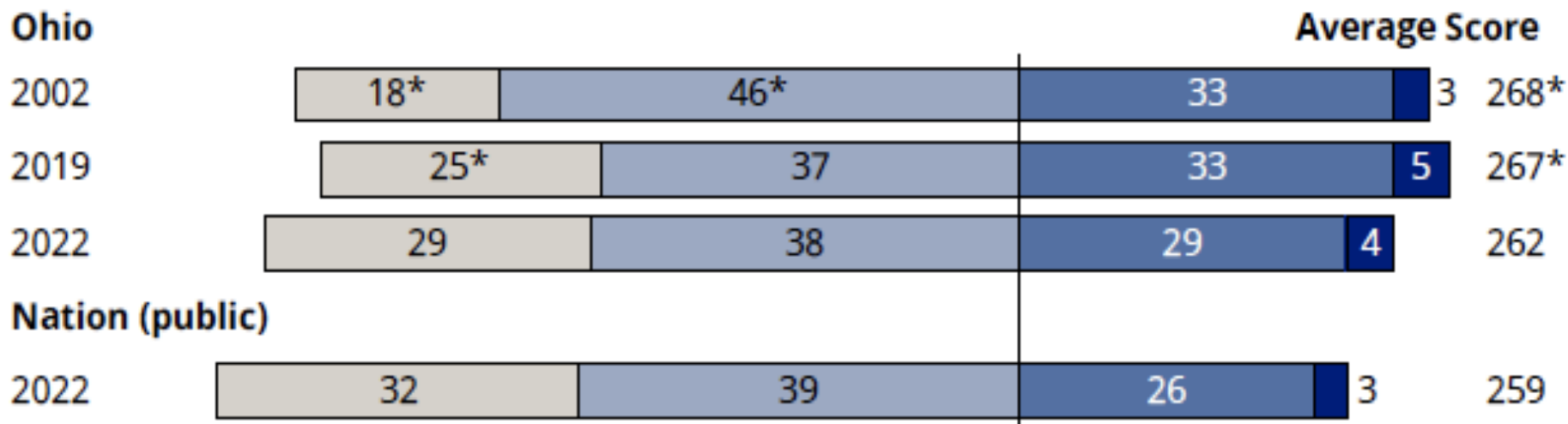
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



2022 READING STATE SNAPSHOT REPORT

OHIO ■ GRADE 8 ■ PUBLIC SCHOOLS

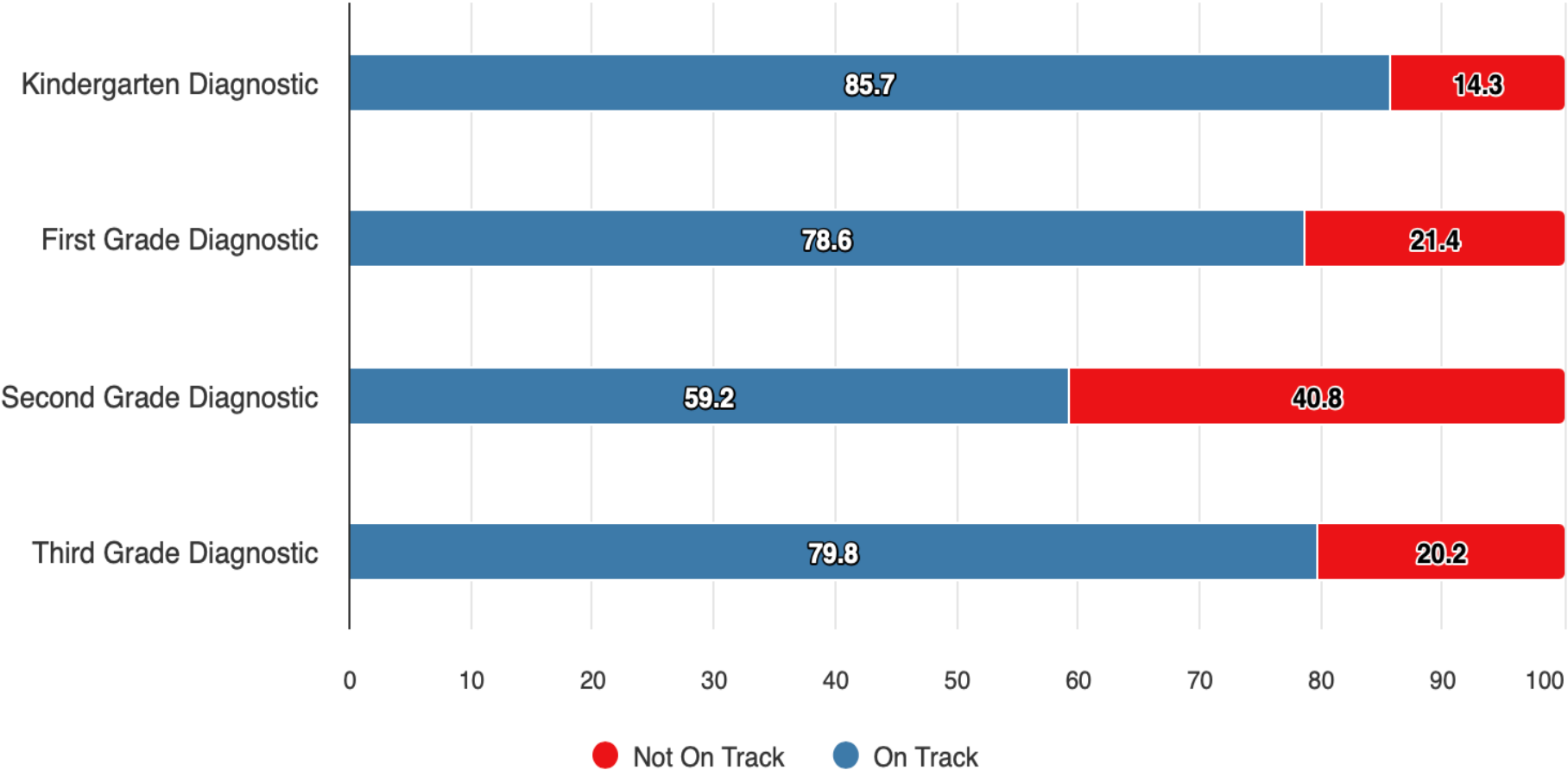
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



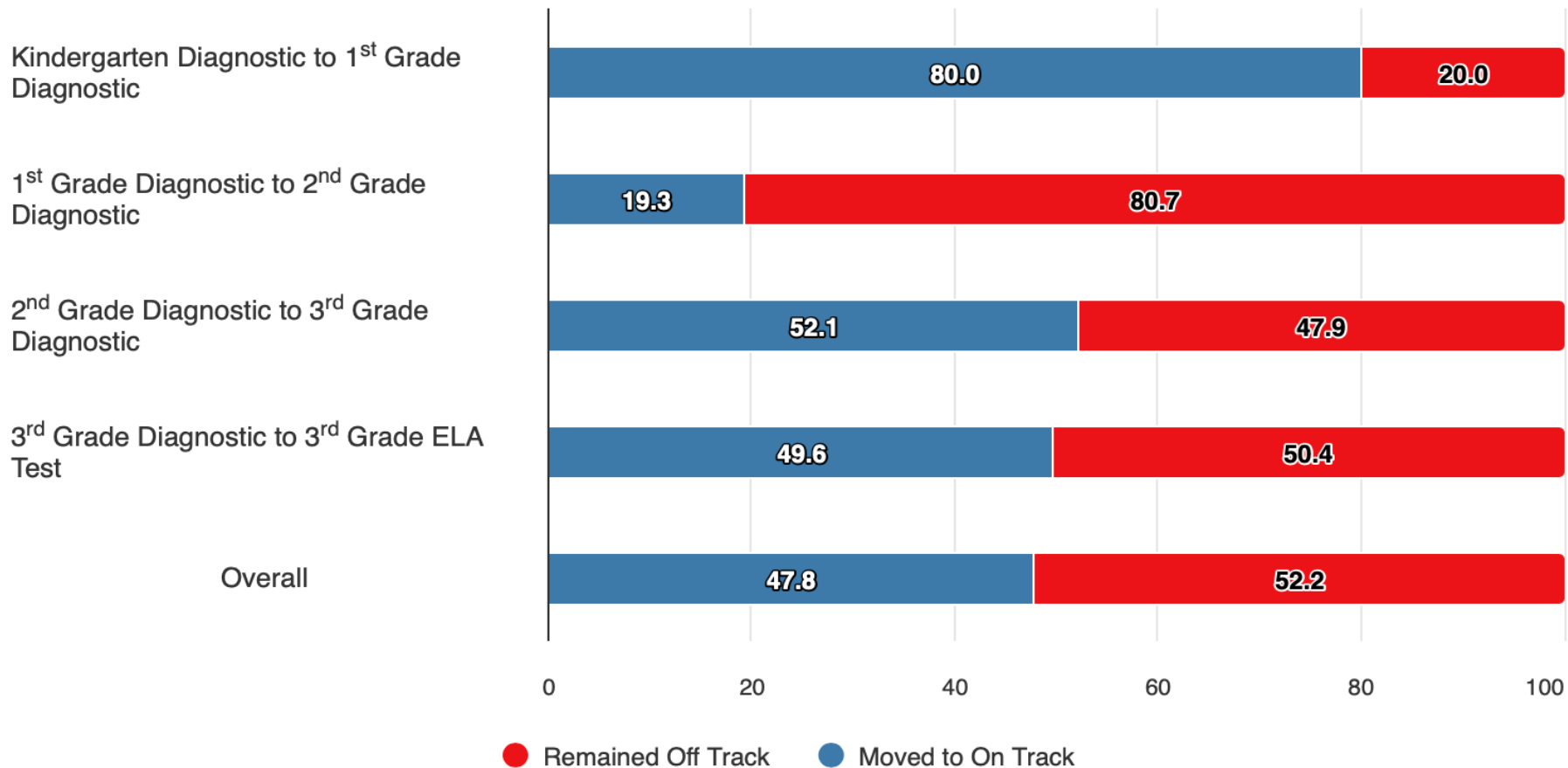
Percent below *NAEP Basic* or at *NAEP Basic* level Percent at *NAEP Proficient* or *NAEP Advanced* level

Below NAEP Basic
 NAEP Basic
 NAEP Proficient
 NAEP Advanced

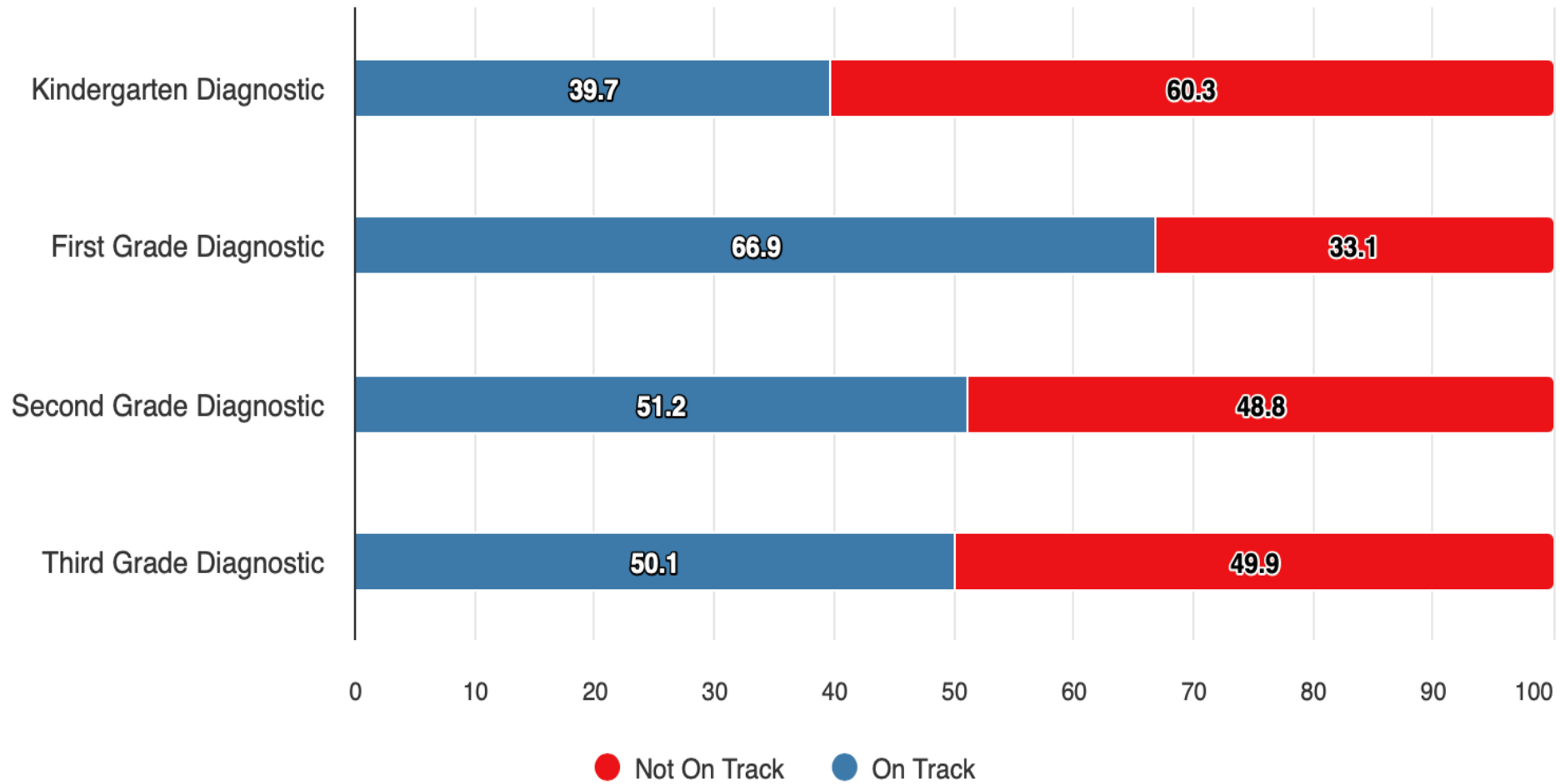
Percentage On Track Reading Diagnostic



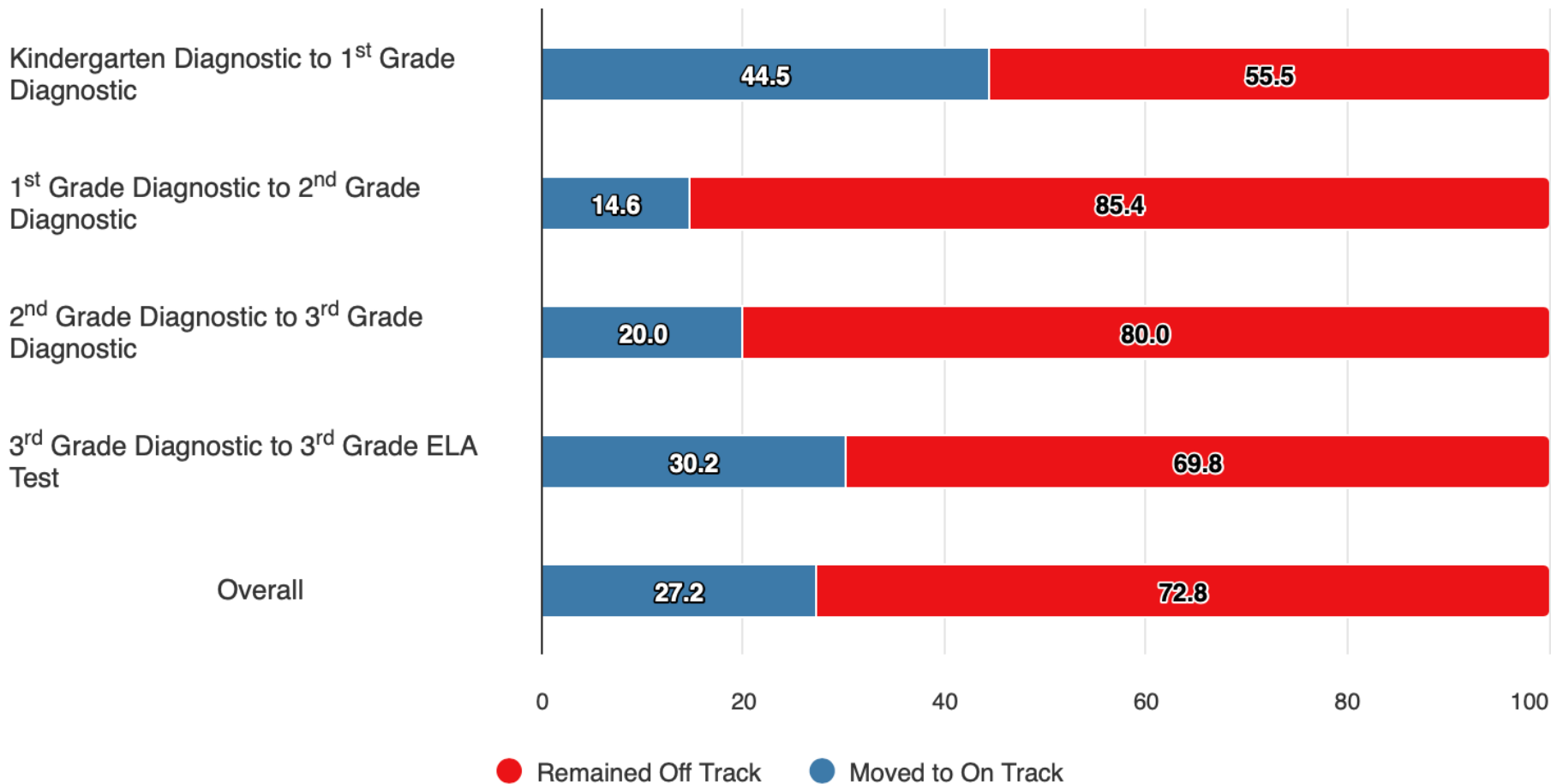
Percentage of Previously Off Track Students That Moved to On Track



Percentage On Track Reading Diagnostic



Percentage of Previously Off Track Students That Moved to On Track





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