

Undergraduate Student Success Committee

Charge

Undergraduate Student Success Committee Charge: The Committee shall plan, develop, provide ongoing evaluation and improve the effectiveness of first year seminars, and learning communities, as well as other aspects of the first-year experience. This includes, but is not limited to, long-term oversight of first-year outcomes and remediation strategies for conditionally admitted students. The Committee will also review and assess outcomes to increase the preparedness of students from local and area high schools to enter Wright State University.

Committee responsibilities include meeting at least once per term, keeping minutes and attendance, providing Faculty Senate Executive Committee with a copy of meeting minutes within seven working days of meetings, and submitting other reports to the Faculty Senate as requested. Committees must meet face to face at least once per term. Otherwise, routine committee business may be conducted either by e-mail or through a secure web page. At the discretion of the committee chair or at the request of a majority of committee members, the committee will meet face to face to conduct business. Electronic votes shall be treated as roll call votes and sufficient members must vote on each item of business to constitute a quorum of the committee. Members shall be given five (5) business days in which to cast a vote. The committee chair shall maintain a record of each vote cast.

Membership

One faculty member from each undergraduate college (appointed by the Faculty Senate) and up to three University College faculty/staff directly involved with the first-year experience (appointed by the Dean of University College). A faculty representative may designate an alternate faculty representative who has voting privileges when the regular member is absent. Committee members shall serve two-year staggered terms.

Student Success

CECS	Subhashini Ganapathy
CEHS	Romena Holbert
CONH	Kathy Keister
COLA	Thomas Fenton
COSM	Doug Petkie, chair
LAKE	Mark Cubberley
RSCOB	Burhan Kawosa
University College	Marsha Henderson
University College	Shamon Green
University College	David Bringhurst

Undergraduate Student Success Committee (USSC)
2014-15 Report and Recommendations

While not stated explicitly in the charge of the committee, the USSC serves as communication forum between University College and the degree granting colleges and academic units. Approximately 3,000 of the 12,000 Dayton campus-degree seeking undergraduate students at WSU (25% at the Dayton campus and 33% at Lake Campus) are in UC with goals to transfer into one of the other colleges to attain an undergraduate degree. Both UC, the colleges, and many departments have advisors and many resources aimed at improving student success. As WSU is a 'city' with a vast ecosystem of students support services, it is important to maintain and enhance the communications channels as well as collaborations between UC and the other academic units to provide support to student.

The committee received and expanded charge from the Faculty President to include students beyond those in UC and first year students and to consider any other emerging topics that have an impact on student success. Related to this, there are several significant changes to the campus environment that may affect student success. This report includes general observations of changes that impact student advising and student support services both in UC and in academic units.

- University College Resources and Services: The advising and service components of University College have been spread throughout campus. For instance, most UC Academic Advisors are located in University Hall while most Services are located in the Dunbar Library (<http://www.wright.edu/university-college/about/service-locations-contacts>). The New Classroom Building (NCB) will integrate both advisors and services into new innovative spaces.

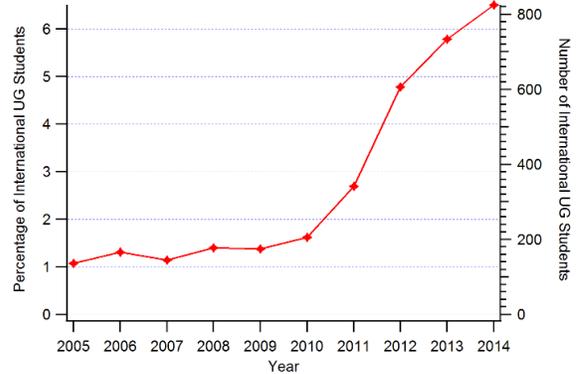
Recommendation: Academic units should take time in the fall of 2015 to visit and tour the New Classroom Building and consider additional ways to leverage University College services.

- Active Learning Pedagogy/Techniques: The New Classroom Building will host four large active learning classrooms to expand what is currently available on campus. Collaborative student learning is at the core of many active learning techniques that can create a blurred distinction between what is considered collaborative learning and what is considered an academic integrity violation. Students will certainly have a mixture of collaborative learning courses with more traditional lecture courses. Clear, concise, and frequent communication regarding academic integrity expectations at the course level is important to implement and maintain. With this increase of pedagogical techniques associated with collaborative, active learning, encouraged by some faculty, students will need additional definitions of academic integrity and acceptable codes of conduct.

Recommendation: Academic units should review syllabi and instructors should clearly

communicate (in syllabi and verbally in courses) what are acceptable collaborative activities and what would be considered academic integrity violations.

- International Student Population: The Dayton campus has a diverse population of students. Of these student cohorts, the number of international students has increased greatly over the past ten years, from approximately ~1.5% (~150 students) to 6+% (800+ students) this past year. Academic units, in coordination with UCIE and UC, should make pro-active efforts to account for different cultural aspects of the increasing diverse student populations in the classroom, particularly the international student population. Not only should student academic orientations be emphasized, faculty workshops can also be developed.



Recommendation: Establish workshops for both students and faculty regarding social and cultural aspects of academic behaviors. Mention the MC Office Workshop being planned (need to look up details).

Recommendation: Reach out to student government and student groups to establish better channels of communication to each unique cohort of students.

- Direct Admit Criteria and Advising: Given the change in the State funding model for Higher Education, the decreasing population in Ohio, and the new WSU budget incentivization model (Mission Driven Allocation, MDA), there is an increased focus on student retention. This has resulted in changes in the criteria for direct admission from high school into colleges with the criteria being lowered to increase the number of direct admits. CECS previously changed the direct admit criteria (Fall 2011) and both CoLA and CoSM have just received Senate approved to change criteria that will result in approximately 550 (500 in CoLA and 50 from CoSM) students that would have been admitted and advised by University College to be advised by academic colleges or departments (see Faculty Senate Meeting Minutes from February 23, 2015). This is in line with the previous USSC recommendations from last year (recommendation 2) and overall goals to transition students from University College to an academic unit. However, it is not clear these new requirements were data-driven (recommendation 2c from last year's USSC report). If student support services are not in place and the students transitioning to academic units are underprepared, the overall effect could be to reduce retention of students. Consequently, retention of all cohorts of students should be monitored, particular those that transition earlier into an academic year due to

these new criteria. Overall, since each college will be hiring additional advisors, the student-to-advisor ratio will decrease as a while. However, underprepared students being advised by college units may still need the University College student services and the utilization of these services may go down due to the decentralization of advising of this cohort of students.

Recommendation: There should be period university-wide academic advisors meetings to promote communication between all advisors and the shared utilization of student support services.

Recommendation: Use data analytics, such as those being provided by Institution Research and the Educational Advisory Board (<https://www.wright.edu/academic-affairs/campus-completion/student-success-reports-data-and-workbooks>) to monitor student retention and persistence.

The table below was compiled from the annual Student Fact Books to show overall retention in University College and the transition of students from University College. The percentage of students retained to the 2nd year that started in University College has increased by close to 10% since last year.

Student Fact Book (Fall)	% Returned 2 nd Year (WSU average), returned to UC	% Graduated within 6 years, rate (WSU average)
2014	58.6 (65.9), 13	27.6 (38.9)
2013	49.9 (61.5), 15	31.9 (41.0)
2012	48.2 (56.4), 7	30.5 (40.3)
2011	50.2 (62.4), 10	32.7 (40.3)

Main Recommendation: In pursuit of the Faculty Senate charge and in light of the recommendations above and the premises presented below, the USSC recommends an enhanced and collaborative approach to student academic success initiatives. We call for the Student Academic Success Centers (and University College more broadly) to collaborate with willing colleges, departments, and programs to craft strategic responses to student academic support needs.

To achieve optimal efficiency, peer-to-peer academic support should be coordinated through the Student Academic Success Centers. Such centralization reduces the financial and administrative overhead required to stand up and maintain support services in each college, department, or program. Furthermore, it allows the university to capitalize on the staff's expertise in hiring and training qualified personnel, in developing and managing academic support programs, and in the student affairs issues that often underlie students' academic support needs.

The Student Academic Success Centers should develop robust training for their peer staff and certify that student peer leaders meet the standards that will help ensure excellent student academic support. The Student Academic Success Centers should collaborate with colleges, departments, programs, and/or individual faculty members to identify potentially qualified peer leaders and coordinate appropriate services for undergraduate students. These services may be delivered within the spaces allocated to the

Student Academic Success Centers in the new Student Success / Classroom Building, but may also be delivered in spaces indicated as appropriate or preferred by the college, department, or program.

We believe clear and consistent communication is a key to the successful implementation of this recommendation; we encourage all involved to designate personnel to coordinate these efforts. We also encourage departments to set aside time, perhaps at designated department meetings, to share insights with representative members of the Student Success Centers and to gather information about the services available.

Premises

Student-centered

- Peer-to-peer academic support¹ is critical to the academic success of students².
- Any student of any ability level should have access to peer-to-peer academic support.
- In line with our mission³, our desire to retain students, and in order to enhance course completion and graduation rates, cost of service should not present a barrier to any student seeking peer-to-peer academic support.

Spheres of Expertise

- Successful student academic support is about more than subject matter expertise; an understanding of student development theory is crucial.
- The Student Academic Success Centers already have the administrative expertise necessary to successfully coordinate services and to hire, train, and supervise qualified personnel.
- Colleges, departments, and programs may have discrete strategies that require tailored approaches to supporting their students.
- Faculty are in an excellent position to recommend qualified tutors and to provide insight into student academic support needs.
- Student employees who provide peer-to-peer academic support should meet rigorous initial qualifications and receive training sufficient to provide excellent academic and student support.

Administrative and Budgetary Efficiency

- Highly qualified and trained student employees who provide peer-to-peer academic support are among our most valuable assets and should be compensated accordingly. Competitive hourly wages for such students are an efficient and strategic investment, not only for the students they assist, but for the student employees themselves.
- Budgetary realities and our responsibility to students and the state to spend wisely and control costs dictate that any initiative be undertaken in the most efficient manner possible.
- Administratively decentralized provision of peer-to-peer academic support services would create cost and service inefficiencies and would lead to student confusion about where best to obtain assistance.

¹ Peer-to-peer academic support can include one-on-one tutoring (either content tutoring, writing support in the University Writing Center, or Math support in the Math Learning Center), Supplemental Instruction, and/or Study Coaching.

² For the purposes of this document, “students” should be understood as referring to *undergraduate* students.

³ “We will build a solid foundation for student success at all levels through high-quality, innovative programs.” (University Mission Statement).