

Undergraduate Student Success Committee

Charge

Undergraduate Student Success Committee Charge: The Committee shall plan, develop, and 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.

Undergraduate Student Success Committee 2015-2016 Roster

RSCOB - Burhan Kawosa (16)

CEHS - Romena Holbert (16)

CECS - Craig Baudendistel (17)

LAKE - Christine Wilson (17)

COLA - Thomas Fenton (16) (Chair)

CONH - Kathy Keister (16)

COSM - Peggy Kelly (17)

UC - Marsha Henderson

UC - Shamon Green

UC - David Bringhurst

Undergraduate Student Success Committee (USSC)

2015-2016 Report and Recommendations

Following the model that has developed over the past several academic years, the USSC has continued to serve as a communication forum between University College (UC) and degree granting colleges and academic units. The committee has also endeavored to include other stakeholders and resources for student success in its discussions and deliberations including college advisors and the University Undergraduate Advising Council (UUAC), the Student Government Association (SGA), Student Support Services, Enrollment Management, and University Center for International Studies (UCIE).

The committee received and expanded the charge from the Faculty President to include undergraduate students beyond those in UC and first year students¹. The committee has considered several priorities related to undergraduate student success that reflect significant and ongoing changes to campus environment, policy and infrastructure. This report includes the USSC's observations, findings, and recommendations with regards to four of these priorities.

1. Student Success Center (SSC) and Scale-up Classrooms

In the Fall 2015 semester, a total of 75 courses were offered in the SSC². Several committee members were among the faculty who had classes in the SSC during this semester. Committee discussions related to concerns about class time vs. flipped class lesson implementation (55 minutes being too short) as well as classroom accessibility and design. The committee also elicited anecdotal feedback from faculty teaching in the SSC and collaborated with SGA in their survey of the SSC and student satisfaction.

Overall, responses have been generally positive with regards to faculty experiences with SSC classrooms.

Recommendations:

- **Coordinate with SGA and systematize a collaborative feedback loop of faculty use and student experience of SSC classrooms and facilities**
- **Support ongoing faculty training and workshops**
- **Support the creation of a system to evaluate new facilities**

¹ Fall Semester 2015 OR/ODHE 14th Day Summary Report - 12,722 Dayton Campus undergraduate students, 1096 Lake Campus undergraduate students

² RSCOB – 9, CECS – 14, COLA – 12, CONH – 3, COSM – 10, UC - 27

2. Direct Admit Students and Inter-College Transfer

The committee members deliberated on several issues that have arisen as a result of college direct admission policies. The focal point of deliberation was the issue of inter-college transfer. Direct admit students intending to transfer to a department in a new college experience an advising gap in that they are not technically able to utilize UC advising services. This is of particular concern for students who are undecided and require career exploratory counseling that is not necessarily offered from college level advising services.

Directly admitted students intending to transfer to a new college also face barriers in terms of college and department specific admission policies and access to points of referral for advising resources in prospective colleges and departments. Based on data provided to us by CECS advisors (direct admit students intending to transfer, n=40), the committee determined that direct admit students intending to transfer to a new college fall into one of four categories:

- a. Transfer eligible
- b. College transfer eligible, department transfer ineligible
- c. Transfer ineligible (low academic standing)
- d. Transfer ineligible (non-academic dismissal)³

Colleges (COLA, COSM, CECS) have already articulated admissions policies and guidelines for students transferring from other colleges⁴, and have created a new class of Pre-major students (COLA). However, in the absence of UC support, decentralized college advising units are not situated to address the advising needs of transfer ineligible students (c.), and may lack coordination to receive eligible prospective (a.), and refer non-prospective students (b.).

It is the finding of this committee that implementation of direct admission policies by WSU colleges has created an advising gap. Furthermore, UC advisors face limitations in regards to transfer ineligible students' particular advising needs. An effective retention strategy would involve coordination between UC and the Transfer and Non-Traditional Center in regards of counselling and advising strategies for these students, in addition to long term tracking of their retention and performance.

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https://www.wright.edu/sites/default/files/uploads/2016/Jan/meeting/UAPC_NonAcademicCollegeDismissalPolicy%28v6%29_2016_01Jan_22.pdf

4

https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/CoLA_Direct_Admit_Policy_2015_10Oct.pdf

Recommendations:

- **Transfer and admission procedures and policies need to be transparent and accessible. Advisors and students alike should have easy access to all colleges transfer and admission requirements and guidelines.**
- **Directly admitted students intending to transfer colleges but are ineligible due to low academic standing should be granted the same access to UC advising as outlined in the UAPC Non Academic College Dismissal Policy**

3. College Credit Plus Enrollment

There was a sharp increase in College Credit Plus (CCP) course enrollment in the Fall 2015 Semester. The committee, in collaboration with undergraduate admissions and enrollment management, was able to gather data regarding student achievement:

CCP summary Fall 2015

Grade distributions of CCP students

Taking class at WSU, Total = 715

A = 335 B = 175 C = 76 D = 31 F = 28 X = 4 I = 1 P = 8 Drop = 47 N = 1 W = 9
82% ABC

Taking class at HS (with HS instructor), Total = 179

A = 73 B = 72 C = 25 D = 5 F = 0 X = 0 I = 0 P = 0 Drop = 0 N = 0 W = 1 K = 3
95% ABC

Taking class at HS (with WSU instructor), Total = 123

A = 66 B = 43 C = 9 D = 2 F = 2 X = 0 I = 0 P = 0 Drop = 0 N = 0 W = 0 K = 1
96% ABC

All students, Total = 1017

A = 474 B = 290 C = 110 D = 38 F = 30 X = 4 I = 1 P = 8 Drop = 47 N = 1 W = 10
K = 4
86% ABC

Average GPA for those CCP students taking classes at WSU = 3.2

Approximately 13 CCP students taking class at WSU were more than one point *below* the average grade of their non-CCP classmates in the same class and section.

Approximately 87 CCP students taking class at WSU were more than one point *above* the average grade of their non-CCP classmates in the same class and section.

Recommendations:

- **Continue collaborating with undergraduate admissions and enrollment management to monitor CCP student achievement**

4. International Undergraduate Student Success

International student enrollment at Wright State continues to grow with 1889 students registered for the Fall 2015 semester, an increase of 6.2%. This growth is significantly smaller than the previous 4 academic years. While this rate is still above the national average of 4.8%, it is below the state average of 10%⁵. Top countries of origin are India (807), Saudi Arabia (480), Kuwait (175) and China (145). Overall, international students comprised 10.7% of Wright State's total student population.

Undergraduate international students comprised 783 students and 5.7 % of the undergraduate population. The majority (49%) of enrollment was within the College of Engineering (391 students).

WSU International Student Enrollment (2003-2015)

Year	Undergraduate	% of growth	Graduate	% of growth	Total	% of growth
2003	115		421		625	
2004	134	+16.5%	395	-6.2%	615	-1.6%
2005	132	-1.5%	342	-13.4%	563	-8.4%
2006	162	+22.7%	383	+11.9%	635	+12.7%
2007	149	-8.0%	360	-6.0%	607	-4.4%
2008	182	+22.1%	367	+1.9%	636	+4.8%
2009	206	+13.2%	335	-8.7%	627	-1.4%
2010	257	+24.7%	285	-14.9%	629	+0.3%
2011	417	+62.3%	257	-2.8%	777	+23.5%
2012	646	+54.9%	301	+17.1%	1039	+33.7%
2013	749	+15.9%	635	+110.9%	1477	+42.2%
2014	834	+11.3%	849	+33.7%	1779	+20.4%
2015	783	-6.1%	998	+17.6%	1889	+6.2%

There has been a university wide struggle with the surge in international student enrollment over the past 5 years. There have been many collaborations and college and department level initiatives to address the unique needs and challenges associated with international undergraduate students. However, to assist these students in overcoming the academic and cultural barriers to success, there are many steps faculty and administration can take to contribute more robustly towards international student success and

⁵ International Institute of Education (IIE) Open Doors Report 2015 – State of Ohio

achievement. These steps would involve a more systematic and data-driven analysis of the international undergraduate student population. This, in turn, would inform coherent and collaborative university, college and department level strategies to address achievement gaps among this student population.

Recommendations:

- **Data on international undergraduate student performance and retention needs to be routinely and systematically gathered (i.e. Institutional Research Annual Success Reports)**
- **A task force should be created to focus on academic support service for undergraduate international students. The task force would function to:**
 - **Gather information regarding current support services within the university.**
 - **Analyze the best practices of other institutions**
 - **Inform faculty governance and administration on the strategies, resources, and practices best suited for WSU to academically support international undergraduate students**

Additional Recommendations:

The USSC was fortunate to have SGA representatives attend several of our meetings throughout the academic year. The SGA is involved on many levels with campus infrastructure and governance, and their presence in USSC proceedings has been a valuable source of insight for faculty, in addition to providing an important student voice in the committee's deliberations. As such, it is the recommendation of the 2015-2016 USSC members and chair that a representative of SGA be assigned to future committee rosters.