

2020

Wright State University
Campus Completion Plan



WRIGHT STATE
UNIVERSITY

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EXECUTIVE SUMMARY

The **Campus Completion Plan** represents strategic initiatives targeted to enhance student learning, progress, and degree completion at Wright State University. The initiatives, programs, and services detailed in the Plan align with the University mission to expand access to students underrepresented in higher education and our commitment to facilitating a successful transition to college through strong curricular programs, proactive advising, and a comprehensive academic and social support infrastructure. The plan refines and augments previous initiatives with the goal of synergistically using curriculum, faculty, advising, facilities, and technology to make significant progress on increasing course completion, persistence, retention and graduation.

The completion agenda for the 2020-22 period includes the following initiatives are focused on twenty-two priorities across six key areas of of 1) academic support, 2) curricular redesign, 3) advising pathways, 4) career planning, 5) student engagement and support, and 6) data informed & integrated technology.

A. Academic Support

1. Data dashboards: Data gathering and reporting: creation of data sets and dashboards
2. Equity gaps: outreach and proactive interventions to underrepresented minorities
3. Investigate information literacy certificate

B. Curricular Redesign

4. Equity gaps: completion rates in gateway math and English; provide for professional development for faculty and staff and address curricular barriers
5. Course placement policy: examine and implement a multiple measures strategy through national Strong Start to Finish initiative on academic preparation in partnership with Association of Public and Land Grant Universities (APLU)
6. Barrier courses: review and analysis of courses that are barriers to student persistence
7. First-year seminar: consideration of required first-year seminar or equivalent curricular intervention
8. Best practices pedagogy: continued expansion

C. Advising Pathways

9. Proactive advising: targeted outreach campaigns
10. Educational planning: clear and coherent pathways
11. Movement to major: undecided/exploratory, College Credit Plus

D. Career Planning

12. Career education: early exposure
13. Experiential learning: collect and report data on participation in experiential learning & undergraduate research
14. Student-employer engagement
15. First-destination outcomes: survey of post-graduate activity of students
16. Financial literacy: access to programming

E. Student Engagement & Support

17. Coordinated care network: enlarging and enhancing
18. Orientation & first-year programs: enhanced on-boarding; peer mentoring
19. Summer bridge: Jump Start Program

20. Stop-out initiative: Raider Completion Project, Strive Partnership grant for completion scholarships

F. Data-Informed & Integrated Technology

21. APLU Data Literacy Institute: increase the use of data to boost student success and the number of graduates

22. Integrated technology: continue expansion, continue review of educational planning platforms

MISSION, VISION, & VALUES

Mission

In the spirit of the Wright brothers, we empower all students to excel in their lives and chosen careers through integrated learning, research, innovation, and experience.

Vision

To be a diverse, inclusive university that transforms the educational, economic, and social fabric of the communities we serve.

Values that Define our Mission

- Foster student success: Students are our top priority.
- Create new knowledge: We are a community engaged research university.
- Transform our world: We bring world-class ideas, solutions, and services to our communities.

Values that Define our People

- Principled: We act with transparency and integrity.
- Visionary: We are strategic, courageous, and forward-thinking.
- Innovative: We are creative, resilient, and bold.
- Collaborative: We work together.
- Inclusive: We affirm, appreciate, and leverage the power of our diversity.

Strategy Statement

By 2025, The Wright State Experience will provide a premium return on the investments of students and partners through a student-first system that leverages the unique strengths and resources of Raider Country.

STUDENT PROFILE

As an institution with the goal of enhancing “student access and success of a diverse student body”, Wright State’s student success initiatives are designed to meet the needs of students from a variety of backgrounds and abilities. The makeup students, shown in Table I, illustrates the academic, social, and ethnic diversity of the student population.

Table I: Enrollment by Group, 2019

Group	Number of Students	Percent of Student Body
Men	6,292	45.8%
Women	7,450	54.2%
Full-time	10,443	76.0%
Part-time	3,299	24.0%

Undergraduates	10,699	77.9%
Graduate Students	2,180	15.97%
Doctoral/Professional Students	863	6.3%
Out-of-State Domestic Students	328	2.4%
International Students	641	4.7%
Countries Represented	64	
Mean Age of All Students	23.8	
Students 25 and Over	3,381	27.9%

Table II: Minority Student Enrollment, Fall 2019

Group	Number of Students	Percent of Student Body
African American	1,375	10.0%
Two or more races	569	4.1%
Asian American	477	3.5%
Hispanic American	464	3.4%
American Indian or Alaskan Native	23	0.2%
Native Hawaiian or Pacific Islander	11	0.1%
Total Minority Student Enrollment	2,919	21.2%

Wright State provides specialized services and programs to meet the needs of students from diverse populations. These services create a welcoming and supportive environment that complements and extends the university-wide academic and student success programs. The university's identity centers – The Bolinga Black Cultural Resources Center; the Office of Latino, Asian, and Native American Affairs; the Women's Center; and the Office of Lesbian, Gay, Bisexual, Transgender, Questioning, and Ally Affairs – provide social services to a broad range of undergraduate and graduate students.

Wright State is the home to over 800 students with disabilities and the Office of Disability Services is recognized as a national leader in supporting students with disabilities. The Veteran's and Military Center supports over 850 veterans and active duty military and their families. Center activities include processing GI benefits, advising to support the academic progress of students, finals week support services, and providing a place for study and connecting with other veterans and military personnel.

The diversity of the Wright State campus is enhanced by the presence of international students from over 60 countries. The University Center for International Education collaborates with the colleges to provide cultural and academic support to international students to aid in the transition to life and studies in the United States. Along with adding to the diversity of the campus, the international programs and relationships provide opportunities for Ohio residents to study at locations spanning the globe.

BARRIERS TO PERSISTENCE AND COMPLETION

As an institution committed to providing higher education to a diverse student population, many students enter Wright State needing additional academic and transitional support to succeed in their first year in college. As seen in Table III, 54% of new students enrolling in Fall 2019 did not meet the State of Ohio remediation-free standards.

The impact of academic preparation and remedial instruction illustrates the critical need for innovative curricula and a comprehensive support infrastructure to assist students in the transition to college. Wright State’s leadership in co-requisite remediation and its success in raising student performance in initial English composition and mathematics courses will be detailed in the presentation on the Wright State’s co-curricular remediation initiatives later in this report.

Table III: Remediation Profile: FY 2019

The number of enrolled students that require remedial education (FY19 actual).	
Number of Students	Description (if needed)
1373	Students entering Wright State in FY 19 needing remediation as defined by the State’s Remediation free standards. That is 54% of students enrolling at Wright State.
1303	Students requiring remediation in mathematics based on failure to meet the ACT Mathematics remediation free standard of 22. That is 51% of students enrolling at Wright State.
792	Students requiring remediation in English based upon failure to meet the ACT English remediation free standard of 18.
722	Students requiring remediation in both Mathematics and English.

In the 2018-19 academic year, 51% of the new direct from high school students entering Wright State required remediation based on the state’s remediation-free standards. Of the entering students, 48% required mathematics remediation and 27% required English remediation. All (100%) of the students who deferred entry into higher education (entering at age 23 or greater) required mathematics remediation. Data gleaned from FAFSA submissions showed that of the 21% of entering students that had an expected family contribution of \$0 and of these students, 78% required remediation. Of the 20% of the entering students that had an expected family contribution of \$20,000 or more and of these students, 40% required remediation. Finally, 61% of first-generation college students required remediation.

Although most recent retention data shows a slight increase, Table IV illustrates the equity gap in the retention of underrepresented minorities that still remains.

Table IV: Retention of underrepresented minorities (the cohorts referenced are the IPEDS full-time, first-time, bachelor's-seeking fall cohorts for the Dayton campus)

	2015 Cohort, % to 2nd year Retention	2016 Cohort, % to 2nd year Retention	2017 Cohort, % to 2nd year Retention	2018 Cohort, % to 2nd year Retention	2019 Cohort, % to 2nd year Retention
All First-time, Full-Time, Degree Seeking	66.0% (1507/2282)	63.7% (1397/2194)	64.3% (1346/2094)	61.0% (1089/1786)	64.9% (885/1364)
Black	47.7 (166/348)	46.0 (151/328)	49.0 (142/290)	45.7 (111/243)	47.7 (113/237)
Hispanic	67.0 (61/91)	60.2 (50/83)	60.3 (35/58)	61.7 (37/60)	67.3 (37/55)
Asian	86.0 (43/50)	63.6 (35/55)	71.1 (32/45)	80.4 (37/46)	75.0 (33/44)

American Indian	0.0 (0/3)	0.0 (0/3)	100.0 (5/5)	80.0 (4/5)	N/A (0/0)
White	70.1 (1141/1628)	68.6 (1086/1583)	68.1 (1064/1563)	63.5 (819/1289)	69.2 (639/923)

PROGRESS TOWARDS GOALS (from 2018-2020 plan)

The following tables show key performance indicators (KPIs) from the Division of Student Success program effectiveness report and provide a longitudinal view of the progress made in course completion, persistence, retention, and graduation through the initiatives of the campus completion plans.

Highlights include:

- Students are enrolling in 15+ hours at a higher rate, which is a high-impact practice of increased progress toward degree.
- Although overall enrollment is down, retention is trending up with the most recent cohort (from 61% last Fall to 65% in Fall 2020).
- 4- and 6-year graduation rates remain stagnant.

Course Completion, Persistence & Retention

Table V (SSP-KPI 1.1): Course Completion, rate at which students who begin enrollment complete their coursework in a term. Source: Office of Institutional Research and Effectiveness

Term	Dayton Campus, Full-time, First-time, Bachelor's Cohort	Adjusted Headcount ¹	First Term		
			Credit Hrs. Attempted		Completed 80% or More of Credits Hrs. Attempted
			12-14.9	15+	
Fall 2019	1,364	1,364	498 (36.5%)	866 (63.5%)	899 (65.9%)
Fall 2018	1,786	1,784	697 (39.1%)	1,087 (60.9%)	1,186 (66.5%)
Fall 2017	2,094	2,077	948 (45.6%)	1,129 (54.4%)	1,470 (70.8%)
Fall 2016	2,194	2,174	914 (42.0%)	1,260 (58.0%)	1,519 (69.9%)
Fall 2015	2,282	2,265	900 (39.7%)	1,365 (60.3%)	1,515 (66.9%)

¹Includes only those students who attempted 12 or more hours at WSU in the fall term

Table VI (SSP-KPI 1.2): Persistence, rate at which students who are enrolled in Fall term continue to enroll in the following Spring term. Source: Office of Institutional Research and Effectiveness

Term	Dayton Campus, Full-time, First-time, Bachelor's Cohort	Fall to Spring Persistence	
		N	%
Fall 2019	1,364	1,134	83.1%
Fall 2018	1,786	1,470	82.3%
Fall 2017	2,094	1,768	84.4%
Fall 2016	2,194	1,906	86.9%
Fall 2015	2,282	1,993	87.3%

Table VII (KPI 1.3): Retention, rate at which students who are enrolled in Fall term are enrolled the following Fall term. Source: IPEDS Fall Enrollment Survey prepared by Office of Institutional Research and Effectiveness

Term	Dayton Campus, Full-time, First-time, Bachelor's Cohort	Fall to Fall Retention (%)
Fall 2019	1,364	64.9%
Fall 2018	1,786	61.0%
Fall 2017	2,094	64.3%
Fall 2016	2,194	63.7%
Fall 2015	2,282	66.0%

Graduation

Table VIII (SSP-KPI 2.1): Four-year and six-year graduation rates of new direct from high school and transfer students. Source: IPEDS Outcomes Measures Survey prepared by Office of Institutional Research and Effectiveness

2011-12 Entering Undergraduate Cohort	Cohort Size ¹	4 Year Award Rate	6 Year Award Rate	8 Year Award Rate	Still Enrolled ²	Transferred Out ³
Full-time, First-time	2,893	518 (17.9%)	1,040 (35.9%)	1,095 (37.8%)	30 (1.0%)	1,205 (41.7%)
Part-time, First-time	128	14 (10.9%)	19 (14.8%)	19 (14.8%)	2 (1.6%)	69 (53.9%)
Full-time, Non-first-time	1,419	573 (40.4%)	668 (47.1%)	692 (48.8%)	13 (0.9%)	452 (31.9%)
Part-time, Non-first-time	592	191 (32.3%)	234 (39.5%)	244 (41.2%)	9 (1.5%)	218 (36.8%)

2010-11 Entering Undergraduate Cohort	Cohort Size ¹	4 Year Award Rate	6 Year Award Rate	8 Year Award Rate	Still Enrolled ²	Transferred Out ³
Full-time, First-time	2,874	523 (18.2%)	984 (34.2%)	1,059 (36.8%)	38 (1.3%)	1,278 (44.5%)
Part-time, First-time	190	15 (7.9%)	25 (13.2%)	33 (17.4%)	2 (1.1%)	117 (61.6%)

Full-time, Non-first-time	1,473	635 (43.1%)	748 (50.8%)	773 (52.5%)	9 (0.6%)	436 (29.6%)
Part-time, Non-first-time	597	218 (36.5%)	254 (42.5%)	262 (43.9%)	8 (1.3%)	212 (35.5%)

2009-10 Entering Undergraduate Cohort	Cohort Size ¹	4 Year Award Rate	6 Year Award Rate	8 Year Award Rate	Still Enrolled ²	Transferred Out ³
Full-time, First-time	2,632	511 (19.4%)	1,002 (38.1%)	1,068 (40.6%)	19 (0.7%)	1,114 (42.3%)
Part-time, First-time	156	5 (3.2%)	12 (7.7%)	14 (9.0%)	4 (2.6%)	80 (51.3%)
Full-time, Non-first-time	1,383	594 (43.0%)	708 (51.2%)	734 (53.1%)	13 (0.9%)	422 (30.5%)
Part-time, Non-first-time	594	232 (39.1%)	269 (45.3%)	278 (46.8%)	8 (1.3%)	199 (33.5%)

2008-09 Entering Undergraduate Cohort	Cohort Size ¹	4 Year Award Rate	6 Year Award Rate	8 Year Award Rate	Still Enrolled ²	Transferred Out ³
Full-time, First-time	2,728	556 (20.4%)	1,022 (37.5%)	1,083 (39.7%)	39 (1.4%)	1,149 (42.1%)
Part-time, First-time	111	6 (5.4%)	17 (15.3%)	19 (17.1%)	1 (0.9%)	60 (54.1%)
Full-time, Non-first-time	1,265	581 (45.9%)	673 (53.2%)	699 (55.3%)	9 (0.7%)	361 (28.5%)
Part-time, Non-first-time	456	156 (34.2%)	192 (42.1%)	202 (44.3%)	6 (1.3%)	146 (32.0%)

2007-08 Entering Undergraduate Cohort	Cohort Size ¹	4 Year Award Rate	6 Year Award Rate	8 Year Award Rate	Still Enrolled ²	Transferred Out ³
Full-time, First-time	2,505	446 (17.8%)	996 (39.8%)	1,070 (42.7%)	39 (1.6%)	967 (38.6%)
Part-time, First-time	72	9 (12.5%)	19 (26.4%)	19 (26.4%)	0 (0.0%)	29 (40.3%)
Full-time, Non-first-time	1,189	561 (47.2%)	681 (57.3%)	699 (58.8%)	16 (1.3%)	311 (26.2%)
Part-time, Non-first-time	468	161 (34.4%)	209 (44.7%)	219 (46.8%)	3 (0.6%)	130 (27.8%)

¹Uses a full-year cohort of first-time and transfer-in students, as well as part-time and full-time. Includes all students pursuing an award of certificate, associate's, or bachelors. ²Eight years after entry. ³From entry to eight years later, after leaving the Dayton campus.

Update on previous plan

The previous Campus Completion Plans identified five major focus areas for student success program development: A) student preparation, B) proactive advising, C) integrated technology, D) transfer and

non-traditional student support, and E) career education and financial literacy. Brief descriptions of accomplishments, and highlights in these areas are provided below.

A. Student Preparation

Student preparation initiatives focused primarily on bringing co-requisite remediation to scale in mathematics and English.

As a member of the Ohio Department of Higher Education’s Strong Start to Finish grant, we participated with partners from across the state to meet the state-wide goal of increasing student completion of gateway mathematics and English courses. As the National Strong Start to Finish guided Ohio in defining completion, our Institutional Research office have updated our outcomes reporting and provided the following data.

Gateway Mathematics Completion

Since implementing co-requisite remediation in mathematics to scale, current data from AY19 show that 56% of first-time, full-time students completed their gateway math course in the first year of enrollment compared to the previous 3-year average of 47% (+8 points). Underrepresented minorities had similar gains: from a 33% 3-year average to 41% in AY19, yet the equity gap has remained the same. Overall, all targeted areas showed an increase since the implementation of a co-requisite strategy (Table IX).

Table IX (DEV-KPI 1.2a): Gateway Math Completion, First-time, Full-time, % completion of the cohort, cohort size

Academic Year	2015	2016	2017	2018*	2019**
All First-time, Full-time	47%	48%	52%	58%	56%
	2913	2831	2758	2740	2377
Underrepresented	32%	32%	35%	41%	41%
	847	809	736	725	642
Pell-eligible	36%	35%	41%	46%	45%
	1250	1096	1066	992	869
Adults, 25 and older	39%	41%	29%	44%	44%
	155	131	118	146	117

*co-requisite pilot

**co-requisite scale (in quantitative reasoning and statistics)

Gateway English Completion

Current data from AY19, show that 78% of first-time, full-time students completed their gateway English course in the first year of enrollment. This is on par with the previous year but represents a 9 point increase from prior to implementing co-requisite remediation. Underrepresented minorities who experienced similar gains, yet the equity gap has remained the same. Overall, all targeted areas showed an increase from the previous year (table X).

Table X (DEV-KPI 1.2b): Gateway English Completion, First-time, Full-time, % completion of the cohort, cohort size

Academic Year	2015	2016*	2017**	2018	2019
All First-time, Full-time	69%	70%	73%	77%	78%
	2913	2831	2758	2740	2377
Underrepresented	60%	58%	61%	64%	68%
	847	809	736	725	642

Pell-eligible	60%	60%	63%	68%	69%
	1250	1096	1066	992	869
Adults, 25 and older	41%	41%	39%	49%	51%
	155	131	118	146	117

**co-requisite pilot*

***co-requisite scale*

B. Proactive Advising

An essential component of proactive advising is to have explicit degree paths readily accessible to all students. All undergraduate degree programs have complete two- or four-year degree maps available.

Most recent data show a higher rate of first-year students are taking 15 or more hours in their first semester of enrollment, which is a general indication of decreased time to degree. From 54% of first-time, full-time students taking 15+ hours in their first term in Fall 2017, to 64% of first-time, full-time students taking 15+ hours in Fall 2019. However, the completion rate (at 80% of attempted hours) fell from 71% to 66%.

As an extension to proactive and intrusive outreach has been the development of the Student Retention Team. In the Summer of 2019, the Student Retention Team was formed whose primary purpose was to support students who had been identified as having academic or other personal issues by faculty through the Early Alert system in RAPS. The team included four “Retention Managers” plus a half-time Associate Director and half-time Director. The early alert system was piloted in Summer 2019 and fully implement in Fall 2019. The Student Retention Team began responding to alerts targeting students most at risk for retention - New Director from High School Students, Students Athletes, Students on Probation, and new Transfer students.

In May of 2020 the Student Concern Committee received the 2019 Outstanding Collaborative Unit Award for its efforts to support students in crisis. A joint collaboration from across multiple departments such as housing, veterans’ services, disability services, academic advising, equity and inclusion, housing, international student services and counseling and wellness meet weekly to share stories of students whose needs transcend a single offices ability to assist. It is a long-standing committee and has served as one of foundational elements of Coordinated Care Network at Wright State. It is currently chaired by a newly appointed Dean of Students and managed by the Assistant Director of the Office of Student Conduct.

The transformation of the Student Support Office into Student Advocacy and Wellness (SAWC) coupled with the creation of the Student Retention Team (SRT) greatly expanded WSU’s capacity to support students in need. These two offices have greatly expanded the reach and scope of the Coordinated Care Network by providing direct service and to reach out to students identified as having psycho-social issues and/or academic issues. In addition to leadership attendance at the Student Concern Committee, the two offices coordinate weekly meetings with all of the Success Coaches and Advocates for additional coordination regarding specific student cases and the discussion of any trends that are being witnessed.

A specific example of the effect of this coordinated care network was the implementation of RaiderStrong, an outreach initiative where volunteers were able to call all undergraduate and graduate students to gauge their level of challenges with an abrupt shift to remote learning during the initial phase of the COVID-19 pandemic. This was possible because the Student Retention Team and Student Advocates were available to assist with triaging the resulting referrals that volunteers uncovered. We were able to better manage emergency funds, distribute laptops and hotspots to students, and to explain the Pass/Unsatisfactory options to students who may have not understood.

C. Integrated Technology

With the information provided through the RAPS system, advisors are able to monitor student engagement with advising and academic support including supplemental instruction, tutoring appointments, walk-in tutoring in the math learning center and the university writing center.

Advisors utilize appointment campaign feature of RAPSs to provide proactive outreach to students in their caseload. They utilize predictive analytics to target student populations who might otherwise not meet high-risk metrics in their first year, but are vulnerable in their second year of enrollment. Additionally, advisors developed formal educational plans for each entering student to ensure they stay on track for completion of remediation, completion of the gateway mathematics and English courses, and that full-time students enroll in at least 15 hours each term to make progress to timely degree completion.

In summer 2019, progress reports were initiated that seek faculty feedback on targeted students at multiple times throughout the term. These early interventions have been effective in identifying student issues early and often throughout the term. Alerts are triaged by success coaches from the Student Retention Team who facilitate solutions to student issues. Academic advisors are also able to view the alerts raised by faculty and the resulting interactions with success coaches from the Student Retention Team.

D. Transfer and Nontraditional Student Support

Wright State has partnership programs with Sinclair Community College, Clark State Community College, Edison Community College, and Southern State Community College. The agreements provide joint advising for students at the community college, access to Wright State information and activities, and, for local community colleges, the ability for students to live on Wright State's campus. The Wright Path partnership with Sinclair Community College continues to strengthen communication among admissions and advising staff at the two institutions yielding an increase in transfer enrollments.

E. Career Education and Financial Literacy

Effective July 1, 2018, Career Services was reorganized under the Division of Student Success. As a result, all career-related personnel and programs are centralized to provide for more targeted career services to students earlier and throughout their Wright State experience. The partnership between the University Career Center and the academic units engages staff and faculty in the career development process creating intentional opportunities for our students to explore career opportunities. This comprehensive, centrally managed, campus system of career services provides students with individualized career attention. The model encourages career and professional development as a part of a student's overall experience rather than a resource sought as the student approaches graduation.

With these enhanced services, the newly centralized Career Center delivered a comprehensive series of career education and training programs to specific student populations through a team of career advisors. Career development assessments have been provided early in the student experience to develop academic and career plans based on individual academic goals, career interest, and work values. Trained career advisors provided interpretations and individualized guidance, working side-by-side with academic advisors to develop an educational plan that not only keeps students on track for degree completion, but also prepares them for the world of work or graduate study.

Dedicated career managers focus on employer development and not only help students obtain employment upon graduation; they will also help students gain valuable career-related experience through their enrollment at Wright State, whether in internships, co-ops, practicums, or part-time employment.

COMPLETION GOALS & STRATEGIES for 2020-2022

The Higher Learning Commission, Wright State’s regional accrediting agency, requires that each institution “has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.” First-year retention rates provide an intermediate metric of the impact on increasing graduation rates and degrees awarded. Last year, our overarching goal was aimed at increasing the fall-to-fall retention by 2% each year for the next 5 years to reach an overall retention of first-time, full-time students to 71% by Fall 2024. Table XI below shows the annual goal.

Table XI: Retention goals for underrepresented minorities (the cohorts referenced are the IPEDS full-time, first-time, bachelor's-seeking fall cohorts for the Dayton campus)

	Actual 2019 Cohort, % to 2nd year Retention	Goal 2019 Cohort, % to 2nd year Retention	Goal 2020 Cohort, % to 2nd year Retention	Goal 2021 Cohort, % to 2nd year Retention	Goal 2022 Cohort, % to 2nd year Retention	Goal 2023 Cohort, % to 2nd year Retention
All First-time, Full-Time, Degree Seeking	64.9% (885/1364)	63.0	65.0	67.0	69.0	71.0
Black	47.7% (113/237)	47.7	49.7	51.7	53.7	55.7
Hispanic	67.3% (37/55)	63.7	65.7	67.7	69.7	71.7
Asian	75.0% (33/44)	82.4	84.4	86.4	88.4	90.4
American Indian	N/A (0/0)	82.0	84.0	86.0	88.0	90.0
White	69.2% (639/923)	65.5	67.5	69.5	71.5	73.5

This updated Campus Completion Plan initiatives are focused on twenty-two priorities across six key areas of A) academic support, B) curricular redesign, C) advising pathways, D) career preparation, E) student engagement and support, and F) data informed & integrated technology. Building on the success of previous work, the university will continue to enhance existing and develop new programs and services to meet the persistence and completion goals of our students. The new strategies are described below.

A. Academic Support

Data Dashboards

Academic support is provided by the Academic Support Centers, including the Math Learning Center, Supplemental Instruction, Tutoring Services, the University Writing Center, and the Retention Team, and the University Libraries. Providing comprehensive academic support includes ensuring students are aware and can avail themselves of all these services.

With the successful implementation of the CRLA certification and training improvements, quality of services is high in the Academic Success Centers. For the Academic Success Centers, the main priorities are two-fold. First, enhance our data gathering and reporting in order to confirm gains and to identify

areas of weakness to address. Second, enhance outreach to students, both generally and in a targeted fashion to help address the ongoing achievement gap for underrepresented minority groups.

Effective outreach takes a consistent effort. It is the hope that effective data gathering and reporting and inclusive excellence work will help support more students and that the enhanced data tools will free up resources to respond appropriately with messaging and outreach. More incisive data will allow for more targeted and customized communication in addressing groups implicated by both historical trend data and emerging issues happening in real time. The challenge will be acquiring or even maintaining the resources for the kinds of sustained outreach needed and figuring out how to successfully compete for students' attention in a communication environment filled with static and other voices who desperately want to reach students. A strength lies in an excellent and dedicated staff and in the integrated nature of goals, which makes it easier to focus efforts on providing students with the very best academic support.

The University Libraries will partner more directly with the Academic Success Centers to streamline awareness of and access to academic support in all its forms. The University Libraries will work with the Academic Success Centers and Institutional Research to collect and contribute appropriate data to dashboards for student success analysis and reporting. The Libraries will also partner with the Academic Success Centers to use those data in outreach efforts.

Equity Gaps

Working closely with our Institutional Research, the Academic Success Centers are identifying appropriate metrics and building dashboards and tools to more quickly gather and analyze the data and have allocated internal resources to data reporting and analysis. Additionally, an Inclusive Excellence initiative is being aligned with the division's larger initiative and those of the university to directly address the equity gap for Black students and other underrepresented groups.

Information Literacy Certificate

The University Libraries have a long tradition of high-quality academic support for students learning to navigate the academic research process. The Libraries have collected data on their services and use thereof for several years. As such, their main priorities will diverge from the Academic Success Centers' goals but move toward a final goal of more integrated support to students. The University Libraries' first priority will be to respond to data already collected about access to the Research Toolkit, general information literacy workshops that have been offered since 2014. These workshops have had a demonstrably significant positive effect of undergraduate persistence, with students who attended a workshop 24% more likely to return the following semester than their matched peers who did not. The University Libraries will investigate options for an information literacy certificate through the completion of these workshops. This will include partnering with Inclusive Excellence initiatives to promote these workshops to underrepresented minorities as part of efforts to address achievement gaps.

B. Curricular Redesign

Equity Gaps

The data show that the co-requisite remediation model is making a difference in the completion of gateway math and English in the students' first year; however, the equity gap among underrepresented minorities and the overall completion rates remains stable. The work ahead must focus on understanding those equity gaps and providing for curricular and academic support strategies that make a difference to underrepresented minorities, students in poverty, and adult learners. In the current culture, this issue could not be more important to address. As Wright State continues to re-envision its inclusive excellence leadership, the Division of Student Success has put together a task force identify opportunities for professional development around equity and to also work closely with the academic directors for developmental writing and developmental math to examine the curricular implications.

Course Placement: Multiple Measures

An additional way to address the equity gap will be the examination of multiple measures to facilitate proper placement into English and mathematics coursework. As the university contemplates making ACT/SAT tests optional for admission to Wright State, the time is optimum for considering other measures like high school GPA, high school course grades, non-cognitive measures, and work experience as predictors of readiness for college-level work in math and English. Taking guidance from the Ohio Strong Start to Finish (SSTF) report on placement and working with a program from the National Strong Start to Finish on successful implementation of multiple measure, the university will explore these with a targeted implementation of a new placement policy utilizing multiple measures to begin for Summer 2021 enrollment.

Barrier Courses

With guidance from the Undergraduate Student Success Committee (USSC), program and course leaders will conduct a comprehensive review and analysis of courses that are barriers to student completion and persistence. Such a program-specific analysis will result in recommendations for curricular flexibilities and efficiencies that address completion barriers. Examining quantitative and qualitative data will help identify barriers to course success. A number of faculty-led retention projects are currently underway that are looking at course-level outcomes and supported by the USSC.

First-year Seminar

Additionally, the Undergraduate Student Success Committee will continue to review effectiveness and consideration of a required first-year seminar or equivalent curricular general education intervention that engage students with program faculty. The USSC has already submitted a resolution that was subsequently passed by the Faculty Senate to support increased faculty participation in first-year seminars.

Best Practices Pedagogy

Faculty should continue expansion of best practices in pedagogy (e.g. flipped classroom). In particular, Wright State University has made substantial investments in classroom re-design and faculty professional development to support Student Centered Active Learning (SCALE-UP) pedagogies, which have been shown to enhance student learning and increase student persistence across a variety of disciplines. With the COVID-19 pandemic and associated transition to remote learning, the Center for Teaching and Learning has also provided faculty development workshops to support best practices in online teaching and learning. It is expected that implementation of these best practices may extend beyond the conclusion of the pandemic, so that improved online curriculum, course materials and student support structures – in concert with traditional face-to-face classroom experiences – will enable more flexible learning opportunities for all students in the months and years to come.

C. Advising Pathways

Proactive Targeted Outreach Campaigns

Advisors will continue to utilize the appointment and communication campaign feature in RAPS multiple times throughout the academic year to provide proactive outreach to students in their caseload. They will utilize predictive analytics to target student populations who might otherwise not meet high-risk metrics in their first year but are vulnerable in their second year of enrollment.

Having advisors' caseloads at the National Association of Academic Advising (NACADA) recommended level of 300 students to one full-time academic advisor helps to ensure optimal service to students and supports a proactive advising model. University Academic Advising administration will continue to work

with Institutional Research and Division of Student Success administration to analyze student enrollment and caseload data to work to ensure balanced advisor caseload numbers across the university.

Clear and coherent pathways: Educational Planning

Advisors will develop formal educational plans for each entering student to ensure they stay on track for completion of remediation, completion of the gateway mathematics and English courses, and that full-time students enroll in at least 30 hours each academic year to make progress to timely degree completion. Students will be assigned an educational plan by academic program that maps out the courses to be taken each semester.

Undecided Movement to Major

The academic advising unit serving Undecided and Exploratory students will continue to work closely with career advisors to craft customized major selection plans for each student. The major selection plan will walk students through the steps of major exploration. Major selection leads to persistence and timely progression to degree completion.

D. Career Planning

Early Exposure to Career Education

Undecided students will be contacted directly by a team of career professionals to help them begin exploring career paths early in their academic careers. In addition to their academic advisors, undecided students will meet individually with career professionals to utilize the TypeFocus career assessment tool as well as develop an individualized career plan that will include major selection. Undecided students will also be invited to attend career education programming specifically designed to enhance the career exploration phase of career planning. RAPS and Handshake will be utilized to develop reporting shared in comparison with previous year's reporting.

Participation in Experiential Learning & Undergraduate Research

Dedicated Career Consultants will prepare students for experiential learning and undergraduate research. Through individual career advising sessions students will be taught how to develop personalized career planning documents such as resumes as well as detailed instructions on how to create their own career profiles. These professional career profiles will be used to source internship, experiential learning and career opportunities. Students will be invited to participate in specialized group career education workshops and events. These in-person, virtual and on-demand career education events will enhance the career learning process by focusing on specific career topics related to the student's individual goals. Through these career education initiatives, students will be encouraged and coached on how to engage in experiential learning experiences. Career Consultants will focus on connecting students with employers and employment opportunities throughout their academic course of study. Annual reporting developed in partnership with Institutional Research and Effectiveness will be utilized to compare with previous year's reporting.

Student-Employer Engagement

Career Services will conduct outreach to increase the number of employers recruiting at Wright State. Career Services will provide activities and services for student-employer engagement: job postings, events, and interviews. Job postings will include a variety of opportunities for multiple stages of student career planning. Job postings include part-time on-campus and off-campus jobs for students seeking a work situation that supports their college commitment. Internship, co-op, and career position job postings representing a diversity of locations and industries will be reported separately from Student Employment. Activities and services will be managed through Handshake and promoted through Handshake channels, emails, the university calendar, other university channels and personal contact. Some activities will be originated by employers and others will be originated by Career Services. Activities may be virtual or

face-to-face, depending on the ongoing response to COVID-19. Career Services has promoted virtual events in response to COVID-19 and virtual event submissions have increased. Virtual events facilitate employer offerings of multiple events on different days, repeating the same event during different time frames, and targeting events for specific audiences. The anticipated increase and summary profile of events will be reported with comparison to the previous year's reporting.

First Destination Outcomes

Partnering with Institutional Research and Effectiveness to identify eligible students, Career Services will provide First Destination Survey access via Handshake to graduating students/recent graduates to gather outcomes data. The First Destination Survey will be promoted through email to students, inside each student's Handshake account, in advisor interactions with students and at events. Raw data will be shared with Institutional Research and Effectiveness, who will verify student graduation status and clean the response data. Career Services will collaborate with Institutional Research and Effectiveness to combine Handshake First Destination Survey student-reported data with data from university-purchased State of Ohio employment information (to be identified as Knowledge Rate). Institutional Research and Effectiveness will organize the data into aggregate form appropriate for public reporting. Public reporting of outcomes will include the combined data. Outcomes will be published on the Career Services website. Outcomes will be shared with the National Association for Colleges and Employers. Public reporting will fulfill compliance requirements for outcomes reporting. Institutional Research and Effectiveness will warehouse outcomes data and respond to college-level requests. Combining Self-Reported + Knowledge Rate datasets may increase the number of records in the outcomes report, to be determined via reporting and comparison to the previous year's reporting.

Access to Financial Literacy Programming

The financial literacy program created by the Office of Financial Aid will continue to provide access to useful tools for students. Key components include:

- financial aid communications,
- a website highlighting financial literacy programs,
- an online financial literacy tool (GradReady),
- a comprehensive financial literacy curriculum that includes seminars for budgeting, credit, saving money, debt/loans, student loans, and identity protection, and
- presentations given by financial aid staff or staff from RaiderConnect through various student programs.

C. Student Engagement & Support

Enlarging and Enhancing the Coordinated Care Network & Peer Mentoring

Wright State approach to student success is built on the premise that a holistic approach to student support is critical to persistence and retention. This includes meeting students where they are and creating an environment where all students can feel like they belong. This is especially critical for students of color and other underrepresented groups and protected minorities.

Coordination of scope, policy and procedure between the offices has been aided by full implementation of the Early Alert system within RAPS. Progress reports are sent to faculty that target close to one quarter of all undergraduate students each semester. Progress reports are sent to faculty at specific times in the semester requesting alerts on any student not performing or in need of assistance. Additionally, faculty can issue an "Anytime Alert" through the system when they identify a concern for any student at any level.

The use of RAPS and the Early Alert system, the expansion of frontline staff meeting with students to assist with academic and other personal issues plus the increased communication between units will allow for more timely removal of barriers to success addressed at a more global level across the institution.

Part of the imagining of the Student Retention Team includes the use of peer mentors to augment the scope of what is possible. This has resulted in a Peer Retention Associate program. Students who may have been identified as having ongoing academic challenges may meet with a Peer Associate on a weekly basis to connect and discuss strategies for success or simply to share and normalize the challenges of being a student.

Success in the implementation of the coordinated care network will 1) increase faculty participation in Progress Report referrals (currently around 18%); 2) record and increase student satisfaction with their experience; and 3) record and improve the success rate of students who have been issued alerts (as measured by course completion, term GPA, and persistence to enroll the following term).

Both the Student Retention Team and the Office of Student Advocacy and Wellness are still in the formative stages of development having started in earnest in 2020. Student wellbeing is placed at the center of the work and outreach. Primary to the effort is consideration for the student's mental and physical health; their overall academic progress; and the financial liabilities students may take on as part of their college experience. A student-first orientation considers the students ability to complete their college education *at some point*, allowing staff to have candid conversations with students about their current situations and needs.

Enhanced On-boarding: Orientation & First-year Programs

One major realignment is that the orientation program is now housed within the Division of Student Success. This program will incorporate into a First-year Program and Retention Department that houses the Student Retention Team, Placement Testing, Orientation, and the First-Year Seminar. A key measure of success for orientation will be summer melt; that is, what percent of students who attended the orientation program did not go on to enroll the following term.

In reimagining the first-year program, there will be an expansion of the Peer Program that includes Orientation Host, first-year seminar mentors and Peer Retention Associates. All three of these programs are now coordinating with each other hoping to cross-train student leaders who would work with students during orientation – follow them through their UVC course and then offer to provide ongoing support once they complete the course. This peer relationship contributes to a sense of belonging to students by providing a familiar upper-class student to answer questions about college. Given the large number of peer programs on campus – there has also been initiated a campus-wide peer association.

Summer Bridge: Jump Start

Close to half of all entering students require some sort of remediation. Given Wright State's current fiscal challenges, this has made space within developmental courses at a premium and slots are often filled by early June. An experiment called *Jump Start* may provide some relief. Offered to 100 students this program provided a scholarship for students to start college early by taking a "B" term summer course. The enthusiastic response and success of these students may allow us to build on the program by offering co-requisite courses in Math and English over the summer to those students who may want to get a "Jump Start" on college. Placing more students in classes over the summer will provide more open seats for developmental course offerings in the Fall, allowing those students who come to the college process later to begin college in the Fall with a more developmentally appropriate slate of courses.

Raider Completion Project, Stop-out Initiative

Strive Partnership has provided grant funding, along with matching university funds, to support completion scholarships. The goal is to provide re-enrollment counseling and ongoing coaching support for near completers through graduation. The target groups from stop-outs in the last three years are tiered as follows:

First-tier target for this stop-out outreach campaign have the following criteria:

- A. No obvious barriers to re-entry: no Academic holds; no bursar holds; has not been referred to the attorney general for collections.
- B. GPA above 2.0
- C. The *nearest completers* (those students who have earned at least 105 credit hours)

Second Tier: Same as A & B above and are the *near completers* students (those students earning 60-104 hours).

Third Tier & Four Tiers

- A. Third - *nearest completers* (Greater than 105 credits); Fourth – *near completers* (60-104 hours)
- B. GPA above 1.8 and salvageable within two semesters; evidence of academic success (i.e., a semester or two above 2.5)
- C. Barriers to re-entry are manageable: Balance under \$1500; other holds could be lifted

This tiered approach will prioritize time-to-degree and allow all the funding to be optimized for completion scholarships or grants.

D. Data-Informed & Integrated Technology

APLU Data Literacy Institute

Wright State was selected to take part in the APLU Data Literacy Institute initiative designed to increase the use of data to boost student success and the number of graduates. A team from Wright State will participate in the initiative along with 11 other public universities over two years (starting in Summer 2021 due to the COVID-19 pandemic). The institute will use a peer-learning model to provide in-person and virtual training on effective practices and tools to improve data literacy skills. The goal is to develop a data literacy program model that can be continued at participating institutions and available for adoption by other colleges and universities across the country. About 20 participants from across the campus, representing a variety of departments, will complete coursework through the institute developed by the Association for Institutional Research.

Continue Expansion of Integrated Technology

Wright State will continue to leverage existing student success data management platforms to integrate the data and use data and reporting to help meet the student success goals. Key to the existing systems are RAPS and Handshake. There is continued interest in exploring educational planning systems that would integrate with the SIS and the degree audit system. A cross-functional team, including representation from advising and the registrar, should be convened to determine viability.

WORKFORCE DEVELOPMENT PRIORITIES

The Wright State University Mission recognizes the University's role in driving "the economic revitalization of our region and our State." Wright State helps identify the workforce needs of the community by hosting Regional Summits, first begun in 2007, to engage thought leaders from across the Dayton and West Central Ohio to identify ways in which Wright State can serve the region. With input from employers and local industry, Wright State is creating academic opportunities and leveraging funds from Ohio Department of Higher Education programs to develop the workforce of the future. The Choose Ohio First Scholarship program supports student in a wide range of STEM disciplines producing graduates for the leading employers in the Dayton region: Wright Patterson Air Force Base and its

supporting contractors; regional hospitals and health care related industries; and local high end manufacturing; and the higher education sector. Curricular development is informed by the Regional Summits, interaction with local business and industry, and disciplinary advisory boards. Table XII below shows the Fall 2019 enrollment, and the degrees awarded in the academic year 2018-19, for the in-demand jobs from the Ohio Means Job data base.

Table XII: In-demand Program Enrollment (Fall 2019), Degrees Awarded (Summer 2018 – Spring 2019)
Headcounts of Enrolled Students and Degree Recipients in Bachelor's Degree Programs Mapped to In-Demand Jobs

CIP Code	CIP Description	Fall 2019 Headcount*	2018-19 Bachelor's Degree Recipients**
090101	Communication Studs/Speech Com	105	14
110101	Computer and Information Scis,	434	78
111003	Computer and Info Sys Security	68	
140101	Engineering, General	2	
140501	Biomedical/Medical Engineering	152	16
140901	Computer Engineering, General	170	28
141001	Electrical, Elctrncs, Communic	222	50
141301	Engineering Science	66	7
141801	Materials Engineering	47	5
141901	Mechanical Engineering	621	82
260101	Biology/Biological Sciences, G	435	11
260210	Biochem and Molecular Bio	61	1
261501	Neuroscience	82	1
270101	Mathematics, General	60	4
270501	Statistics, General	36	5
300101	Biological and Physical Scienc	8	
400101	Physical Sciences	26	1
400501	Chemistry, General	62	
400601	Geology/Earth Science, General	90	9
400801	Physics, General	22	1
400899	Physics, Other	3	
420101	Psychology, General	582	68
440701	Social Work	190	36
450201	Anthropology	27	1
450401	Criminology	250	17
450601	Economics, General	7	2
450701	Geography	10	1
451001	Political Science and Governme	106	12
451101	Sociology	32	4
451201	Urban Studies/Affairs	10	1
511005	Clinical Lab Science/Med Tech/	50	27
512201	Public Health, General (Mph, D	74	7

513801	Nursing/Registered Nurse	1085	57
520101	Business/Commerce, General	257	73
520201	Business Administration and Mg	444	125
520203	Logistics and Materials Manage	58	31
520301	Accounting	275	53
520601	Business/Managerial Economics	126	16
520701	Entrepreneurship/Entrepreneuri	47	6
520801	Finance, General	208	68
521001	Human Resource Mgt/Personnel A	92	21
521101	International Business/Trade/C	42	5
521201	Management Information Systems	92	20
521301	Management Science, General	1	
521401	Marketing/Marketing Management	238	36
540101	History, General	83	4

*Note. CIP = Classification of Instruction. *Based upon census date enrollments and students' primary programs (first majors). **Based upon students' first bachelor's degree awarded in 2018-19 provided the program's CIP code mapped to one or more of the Standard Occupation Codes (SOC) published in the 2019 Ohio Means Jobs' list of in-demand jobs for bachelor's degree recipients.*

Through collaboration and consultation with regional leaders, industries, and employers, Wright State will continue to develop academic programs and experiential learning opportunities to provide the workforce needed for the Miami Valley and Western Ohio.