Fall-to-Spring Persistence Resolution – First-Year Courses

Whereas, retention is a central issue to Wright State University, with a substantial impact on enrollment and tuition revenue as well as student success and completion outcomes (Appendix A); and

Whereas, Fall-to-Spring persistence is the first significant retention milestone and offers an early opportunity to retain students, improve academic outcomes, and ensure progress to degree; and

Whereas, early engagement and interaction with faculty is shown to improve learning and retention outcomes for students\(^1\), while the current classroom environment for many first-time students involves little direct interaction with full-time faculty and often relies on passive teaching styles that do not encourage active learning by the student; and

Whereas, faculty participation in first-year seminars and some student outcomes have declined over the last several years, as the number of seminars available and the sizes of sections with connections to faculty and academic programs have decreased (Appendix B); now, therefore, be it

Resolved, that full-time faculty be incentivized to increase their engagement in first-year courses and seminars through teaching, co-teaching, and guest visits connecting students to their intended discipline, and to apply high-impact pedagogies and evidenced-based instructional practices in their courses; and let it be further

Resolved, that teaching assignments for courses commonly taken in a student’s first year should be intentionally given to full-time faculty who have a demonstrated interest in teaching first-year students and who are highly engaged in their undergraduate degree programs; and let it be further

Resolved, that faculty, and teaching assistants when applicable, should be supported by the University with training and education on:

- high impact pedagogies and evidence-based instructional practices for first-year courses
- common first-year student issues
- campus resources and referral processes for first-year students
- the use of RAPS to support first-year students

Appendix A – Wright State Retention for First-Time, Full-Time Students

Wright State’s retention rate for first-time, full-time students was 65% from Fall 2017 to Fall 2018.

Fall-to-Spring persistence is the first significant retention milestone and offers an early opportunity to retain students, improve academic outcomes, and ensure progress to degree. At Wright State University, only 83% of first-time full-time students enrolled in classes at Wright State in Fall 2018 returned for classes in Spring 2019.

*Fall-to-Spring and Fall-to-Fall Retention Rates for Dayton Campus Fall Cohorts*

<table>
<thead>
<tr>
<th>Term</th>
<th>Headcount</th>
<th>Returned Spring</th>
<th>Returned Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>1,854</td>
<td>83%</td>
<td>TBD</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>2,208</td>
<td>84%</td>
<td>65%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>2,296</td>
<td>86%</td>
<td>66%</td>
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<tr>
<td>Fall 2015</td>
<td>2,408</td>
<td>87%</td>
<td>67%</td>
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</table>

*Note.* Dayton campus fall cohorts include full-time, first-time degree/certificate-seeking undergraduate students who were pursuing degrees offered at the Dayton campus.
### Number of first-time, degree-seeking students by FYS status

<table>
<thead>
<tr>
<th>Cohort</th>
<th>FYS</th>
<th>Non-FYS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
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<td>1,049</td>
<td>2,398</td>
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<tr>
<td>Fall 2013</td>
<td>1,159</td>
<td>1,043</td>
<td>2,202</td>
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<td>Fall 2014</td>
<td>1,056</td>
<td>1,320</td>
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<td>1,861</td>
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### Percentage of first-time, degree-seeking students by FYS status

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<th>Non-FYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>40%</td>
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<tr>
<td>Fall 2016</td>
<td>34%</td>
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<tr>
<td>Fall 2017</td>
<td>39%</td>
<td>61%</td>
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<tr>
<td>Fall 2018</td>
<td>34%</td>
<td>66%</td>
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### Number of FYS Courses Offered

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<tr>
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<th>Seat (Avg)</th>
<th>UH 1010</th>
<th>Seat (Avg)</th>
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### Average overall GPA of FYS and non-FYS students

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<tr>
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<th>FYS</th>
<th>Non-FYS</th>
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<td>2.38</td>
<td>2.25</td>
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<td>Fall 2013</td>
<td>2.47</td>
<td>2.39</td>
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<tr>
<td>Fall 2014</td>
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<td>Fall 2016</td>
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<td>2.46</td>
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<tr>
<td>Fall 2017</td>
<td>2.52</td>
<td>2.58</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>2.50</td>
<td>2.47</td>
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### Persistence (Fall to Spring) by FYS and Non-FYS Students

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<th>FYS</th>
<th>Non-FYS</th>
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<tbody>
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<td>Fall 2012</td>
<td>87.4%</td>
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</tr>
<tr>
<td>Fall 2013</td>
<td>90.4%</td>
<td>84.5%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>87.4%</td>
<td>84.5%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>87.8%</td>
<td>84.3%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>87.7%</td>
<td>84.2%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>82.9%</td>
<td>82.9%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>78.4%</td>
<td>83.0%</td>
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### Persistance (Fall to Spring) of FYS students by grade earned

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<th>Non-FYS</th>
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<tbody>
<tr>
<td>Fall 2012</td>
<td>92.6%</td>
<td>66.1%</td>
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<tr>
<td>Fall 2013</td>
<td>94.8%</td>
<td>69.1%</td>
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<tr>
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<td>92.9%</td>
<td>57.9%</td>
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<td>Fall 2015</td>
<td>94.0%</td>
<td>60.2%</td>
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<tr>
<td>Fall 2016</td>
<td>95.6%</td>
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<tr>
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<td>90.3%</td>
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</tr>
<tr>
<td>Fall 2018</td>
<td>85.30%</td>
<td>51.2%</td>
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### Average overall GPA of FYS students by grade earned

<table>
<thead>
<tr>
<th>Cohort</th>
<th>FYS</th>
<th>Non-FYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>62.3%</td>
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</tr>
<tr>
<td>Fall 2013</td>
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<td>62.6%</td>
</tr>
<tr>
<td>Fall 2014</td>
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</tr>
<tr>
<td>Fall 2015</td>
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</tr>
<tr>
<td>Fall 2016</td>
<td>65.9%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>62.6%</td>
<td>63.5%</td>
</tr>
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### Retention (Fall to Fall) by FYS and Non-FYS Students

<table>
<thead>
<tr>
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<th>FYS</th>
<th>Non-FYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>62.3%</td>
<td>58.6%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>68.3%</td>
<td>62.6%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>68.7%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>68.5%</td>
<td>62.3%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>65.9%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>62.6%</td>
<td>63.5%</td>
</tr>
</tbody>
</table>

### Retention (Fall to Fall) of FYS students by grade earned

<table>
<thead>
<tr>
<th>Cohort</th>
<th>FYS</th>
<th>Non-FYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>71.4%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>76.4%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>76.7%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>77.0%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>77.0%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>73.6%</td>
<td>19.6%</td>
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</table>
### Number of FYS and Non-FYS first-time, degree-seeking students by Pell Eligibility

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Pell Eligible</th>
<th>Not Pell Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FYS</td>
<td>Non-FYS</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>539</td>
<td>481</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>448</td>
<td>463</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>478</td>
<td>570</td>
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<tr>
<td>Fall 2015</td>
<td>394</td>
<td>605</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>353</td>
<td>596</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>360</td>
<td>497</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>264</td>
<td>455</td>
</tr>
</tbody>
</table>

### Percent of FYS and Non-FYS first-time, degree-seeking students by Pell Eligibility

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Pell Eligible</th>
<th>Not Pell Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FYS</td>
<td>Non-FYS</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>40.7%</td>
<td>42.5%</td>
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<tr>
<td>Fall 2013</td>
<td>39.2%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>44.2%</td>
<td>41.7%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>39.1%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>44.5%</td>
<td>38.1%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>41.1%</td>
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</tr>
<tr>
<td>Fall 2018</td>
<td>41.8%</td>
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</tr>
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</table>

### Number of FYS and Non-FYS first-time, degree-seeking students by Sex

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Female</th>
<th>Non-Female</th>
</tr>
</thead>
<tbody>
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<td>FYS</td>
<td>Non-FYS</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>752</td>
<td>571</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>663</td>
<td>527</td>
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<tr>
<td>Fall 2014</td>
<td>648</td>
<td>682</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>623</td>
<td>697</td>
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<td>Fall 2016</td>
<td>481</td>
<td>756</td>
</tr>
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<td>Fall 2017</td>
<td>548</td>
<td>688</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>390</td>
<td>668</td>
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<table>
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<tbody>
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<td>FYS</td>
<td>Non-FYS</td>
</tr>
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<td>Fall 2012</td>
<td>573</td>
<td>562</td>
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<td>Fall 2013</td>
<td>480</td>
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<td>685</td>
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<td>810</td>
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<td>Fall 2017</td>
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### Percent of FYS and Non-FYS first-time, degree-seeking students by Sex

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<thead>
<tr>
<th>Cohort</th>
<th>Female</th>
<th>Non-Female</th>
</tr>
</thead>
<tbody>
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<td>FYS</td>
<td>Non-FYS</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>56.8%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>58.0%</td>
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<tr>
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<td>61.8%</td>
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<td>62.6%</td>
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<tr>
<td>Fall 2018</td>
<td>61.8%</td>
<td>51.8%</td>
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### Number of FYS and Non-FYS first-time, degree-seeking students by Race/Ethnicity

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<th>American Indian or Alaskan Native</th>
<th>Asian</th>
<th>Black or African-American</th>
<th>Foreign, Non-Resident Alien</th>
<th>Hispanic</th>
<th>Native Hawaiian or Pacific Islander</th>
<th>Two or more races</th>
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### Percent of FYS and Non-FYS first-time, degree-seeking students by Race/Ethnicity

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<th>Native Hawaiian or Pacific Islander</th>
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### Number of FYS and Non-FYS first-time, degree-seeking students by HS GPA

#### High School Grade Point Average Score Ranges

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<th>2.1 to 2.5</th>
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### Percentage of FYS and Non-FYS first-time, degree-seeking students by HS GPA

#### High School Grade Point Average Score Ranges

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<th>3.1 to 3.5</th>
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<td>19.0%</td>
<td>21.2%</td>
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### Number of FYS and Non-FYS first-time, degree-seeking students by ACT range

<table>
<thead>
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<th>06-11</th>
<th>12-17</th>
<th>18-23</th>
<th>24-29</th>
<th>30-36</th>
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<td><strong>Cohort</strong></td>
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<td>FYS</td>
<td>Non-FYS</td>
<td>FYS</td>
<td>Non-FYS</td>
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### Percentage of FYS and Non-FYS first-time, degree-seeking students by ACT range

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<th>18-23</th>
<th>24-29</th>
<th>30-36</th>
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<td>FYS</td>
<td>Non-FYS</td>
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### Number of FYS and Non-FYS first-time, degree-seeking students by prior credits

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<th>45-59</th>
<th>60+</th>
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<td>FYS</td>
<td>Non-FYS</td>
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### Percentage of FYS and Non-FYS first-time, degree-seeking students by prior credits

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<th>30-44</th>
<th>45-59</th>
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<td>FYS</td>
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</tr>
<tr>
<td>Fall 2017</td>
<td>51.2%</td>
<td>49.7%</td>
<td>26.5%</td>
<td>26.3%</td>
<td>14.8%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>54.6%</td>
<td>46.5%</td>
<td>26.5%</td>
<td>29.4%</td>
<td>11.0%</td>
<td>14.8%</td>
</tr>
</tbody>
</table>