



WRIGHT STATE UNIVERSITY

Access, Progress, Success



**Recommendations for Increasing Retention
and
Graduation in the Semester Transition**

WU Fall 2012
semesters

Introduction

The initial two goals in the Wright State University Strategic Plan (1) provide the framework for the academic ambitions of the University:

Wright State University Strategic Plan Goal 1: Academic Distinctiveness

Enhance our distinctive learning experience to produce talented graduates with the knowledge and skills essential for critical thinking, meaningful civic engagement, international competency, an appreciation for the arts, lifelong learning, and the ability to adapt in a rapidly changing world.

Wright State University Strategic Plan Goal 2: Educational Attainment

Enhance student access to and successful participation in higher education through quality and innovative instruction and student life programs that increase graduation rates and career placement opportunities for a diverse student body.

These academic goals combine with our commitment to be a catalyst for the expansion of cultural, economic, and research opportunities in the Dayton region and Southwestern Ohio to allow us to fulfill our mission to transform the lives of our students and the communities we serve. The achievement of these goals must align with the changing environment for higher education in Ohio and the nation that seeks to increase the overall educational attainment of its citizens.

In 2007, the University System of Ohio was created to coordinate the efforts of the thirteen Ohio public four year institutions, the 23 community colleges, and the adult literacy and adult workforce centers. At the time of its creation, Ohio ranked 37th out of the fifty states in the percent of the population with a bachelor's degree. The USO established goals of increasing enrollment in higher education by 230,000 students, and increasing the rate of graduation by 20 percent by 2017 (2).

A similar educational challenge is confronting the nation as a whole. Formerly the leader, the United States is now ninth in the world for postsecondary degree attainment. In 2009 President

Obama announced the goal of producing 10,000,000 more graduates from community colleges, colleges, and universities by the year 2020 and to increase the college degree attainment rates, the percent of the population with a college degree, from 40% to 50% (3).

The Complete College America initiative was established in 2009 to significantly increase the number of Americans with a college degree or postsecondary credential. Complete College America works with state higher education systems and legislators to:

- *Ensure all students are ready to start and succeed in freshman credit courses.*
- *Redesign remediation efforts to substantially improve success.*
- *Increase the number of students completing on-time.*
- *Develop new, shorter and faster pathways to degrees and credentials of value in the labor market.*
- *Utilize available financial resources to provide incentives to students and colleges for progress and completion (4).*

Currently 29 states, including Ohio, have committed to achieving the goals of Complete College America.

The transition to semesters provides a unique opportunity to re-examine our policies, to adopt best practices in curriculum and student support, and most importantly to provide an academic environment that enhances students' ability to progress in the degree programs and graduate in a timely manner. This report presents a series of recommendations to measurably increase student retention and success at Wright State. The fundamental principles guiding these recommendations are enrollment readiness, proactive advising and intervention, early involvement with faculty, adopting best practices in curriculum, and emphasizing innovative extra-curricular student involvement. The policies and programs are designed to impact academic progress for all students entering Wright State, from under prepared and at-risk students to top scholars. The recommendations reaffirm Wright State's commitment to access by developing alternative pathways to enrollment designed to enhance at-risk student's chance for academic success.

This report begins with a description of the changing environment of higher education and its impact on funding and on metrics of success. This is followed by a review of the current state of student retention, progress, and graduation at Wright State.

Challenges

Historically, a primary goal for post secondary education was increasing the opportunities for students to enroll in a college or university. Consequently funding models were based on enrollment and student credit hours. With this goal and supported by “attendance-based funding models,” the number of students entering colleges and universities has grown by 35% in the past forty years. During this period, however, the number of students receiving degrees has remained relatively unchanged (4). The current emphasis on student progress and degree completion has caused a reformulation of the metrics for institutional success and funding on both the state and national level.

To emphasize the importance of student success, the University System of Ohio changed the Support for Student Instruction (SSI) funding formula for state universities from an attendance based model to a formula based on course completions and graduation rates in 2008. The transition from attendance to student success will take place over a ten year period with an additional 10% attributed to student success each year. In 2009, the first year of the transition, Wright State’s allotment of SSI funds was reduced by approximately \$1.1M due to course completions not meeting the established baseline. In the second year, the SSI funding was \$700K less based on course completions (5).

The State of Ohio has also changed the funding for developmental education. Currently developmental education courses are funded in the same manner as college level courses. Beginning in 2014, funding for developmental courses will be phased out at four year institutions. Last year, over 70% of students entering Wright State were placed in remedial courses compared with 41% nationally. With our student body, establishing effective, efficient, and timely developmental writing and mathematics programs is necessary for student progress and success.

The United States Department of Education recently revised its rules for federal financial aid eligibility to ensure that only students making significant progress toward degree completion retain their eligibility for assistance. The student aid programs falling under the Satisfactory Academic Progress (SAP) guidelines include Pell Grants, Supplemental Educational

Opportunity Grants; Federal Work Study; Nursing, Perkins, Stafford, Graduate Plus, and Federal Direct Parent Loans; and Wright State Need Based Grants. To be eligible for financial aid:

- Undergraduate students with 16 or more attempted credit hours must maintain a minimum cumulative GPA of 2.0 or higher.
- Undergraduate and graduate/doctoral students must earn at least 67% of their attempted credit hours.
- Students must complete their program of study within 150% of the credit hours required to earn their degree.

In the past, when students slipped below the thresholds, the institution had considerable leeway in granting an exemption based on a student appeal. This leeway has been significantly limited under the new appeal guidelines.

The first two criteria provide a significant challenge for many at-risk students to continue at Wright State. The Office of Financial Aid estimates that over 1,300 students may become ineligible for continued financial aid when these regulations are first enforced at the end of Fall quarter 2011. After the first evaluation in January 2012, student progress and eligibility will be reviewed annually at the end of the Spring semester

Wright State Student Progress and Success

Undergraduate retention and graduation statistics are generally cohort based and given for two categories of students: first-time full-time students (FTFT) and transfer students. The FTFT statistics are those used by college rating services like the U. S. News and World Report, the Voluntary System of Accountably, and Peterson’s College Guides. In addition, the FTFT graduation rate is used in the University System of Ohio formula for SSI fund distribution.

Table 1 shows the yearly retention rate and the four, five, and six year graduation rates for first time full time students enrolling in Fall quarters from 2000 to 2009. The current 44% six year graduation rate is 1% less than that predicted for an institution with our student mix (6). The graduation rates have remained essentially constant over the past decade.

Year	Head Count	%Cont 2 nd _Yr	%Cont 3 rd _Yr	%Grad 4_Yrs	%Cont 5 th _Yr	%Grad 5_Yrs	%Cont 6 th _Yr	%Grad 6_Yrs
2000	2124	70.5%	58.5%	19.7%	30.5%	37.2%	11.9%	43.5%
2001	2117	69.8%	57.2%	18.1%	31.0%	37.5%	10.8%	43.4%
2002	2149	67.8%	55.5%	18.3%	28.3%	36.7%	9.3%	41.6%
2003	2253	70.8%	56.0%	19.3%	30.8%	38.5%	10.2%	43.8%
2004	2261	71.7%	56.7%	19.8%	30.5%	38.0%	11.8%	44.1%
2005	2302	68.0%	53.3%	17.9%	28.8%	34.4%	10.8%	
2006	2153	66.4%	53.6%	19.0%	27.6%			
2007	2352	69.7%	56.0%					
2008	2571	69.9%	52.4%					
2009	2,469	71.4%						

Table 1: First-Time Full-Time Student Graduation and Retention Rates (7)

Table 2 shows retention and graduation rates for transfer students. The data are limited to students transferring from a community college or two year institution and who transfer at least 45 credit hours. These restrictions define the student cohort reported to the Consortium for Student Retention and Data Exchange, which is used to compare graduation rates between institutions.

For these students, the three year graduation rate is approximately the same as the six year graduation rate for FTFT students. This graduation rate is attained in spite of having 20% to 30% of the cohort attending part time.

Cohort Year	Head Count	% Part_time	%Cont 2 nd _Yr	%Grad 2_Yrs	%Cont 3 rd _Yr	%Grad 3_Yrs	%Cont 4 th _Yr	%Grad 4_Yrs	%Grad 5_Yrs	%Grad 6_Yrs
2000	191	23.6%	69.1%	16.8%	41.9%	40.8%	17.3%	48.9%	52.4%	52.4%
2001	218	31.7%	73.9%	17.4%	53.7%	45.6%	20.9%	59.5%	62.8%	65.0%
2002	223	30.5%	76.7%	23.2%	45.1%	46.4%	19.2%	58.7%	62.9%	64.3%
2003	241	20.3%	74.7%	14.1%	51.5%	39.8%	21.6%	52.1%	59.2%	62.9%
2004	246	21.5%	78.0%	20.7%	50.4%	44.3%	24.8%	59.3%	64.2%	67.1%
2005	252	23.0%	72.2%	15.1%	49.6%	39.3%	25.0%	54.4%	59.9%	
2006	343	28.0%	75.8%	19.5%	50.1%	45.8%	22.7%	58.3%		
2007	354	24.0%	77.7%	19.2%	52.8%	47.2%	26.0%			
2008	402	33.3%	73.4%	15.7%	52.2%					
2009	435	32.2%	79.1%							

Table 2: Transfer Student Graduation and Retention Rates (7)

Student success at Wright State is highly correlated with pre-enrollment academic preparation, as indicated by placement testing, high school grade point average, and college entrance examination scores. Appendix I gives the annual retention and graduation rates based on student ACT scores and high school grade point average. This data is compiled for first time full time student cohorts entering Wright State as freshmen in the 2003 and 2004 academic years.

The shaded areas in Appendix I a) show combinations of ACT composite score and high school grade point average that produce a graduation rate less than 20%. The graduation rate for the 150 students admitted with a less than 2.0 high school grade point average was 12% (Appendix I e). The cumulative four and six year graduation rates based on entering mathematics and writing ACT scores are given below.

ACT Writing Score	Total Number	4-year graduation rate	6 year graduation rate
≤ 10	39	2%	19%
≤ 11	134	1%	16%
≤ 12	216	3%	21%
≤ 13	309	5%	26%
≤ 14	465	6%	29%
≤ 15	727	7%	29%
≤ 16	972	8%	30%
≤ 17	1208	8%	32%
≤ 18	1513	9%	33%
≤ 19	1810	10%	34%
≤ 20	2133	11%	36%

ACT Math Score	Total Number	4-year graduation rate	6 year graduation rate
≤ 10	1	0%	0%
≤ 11	6	0%	0%
≤ 12	23	4%	17%
≤ 13	69	3%	16%
≤ 14	176	5%	21%
≤ 15	438	5%	24%
≤ 16	818	7%	27%
≤ 17	1209	8%	30%
≤ 18	1563	9%	32%
≤ 19	1873	10%	34%
≤ 20	2128	11%	35%

Table 3: ACT Cumulative Graduation Rates

In addition to high school grade point average and entrance examination scores, college readiness is also measured by placement in college level courses. Wright State currently has two levels of remediation in writing and a three course sequence of remedial mathematics. Successful completion of either of the developmental writing courses, DEV 082 and DEV 092, permits the student to enroll in the entry college level composition course. The mathematics sequence DEV 083 or 093 → DEV 095 → MTH 126 begins with topics from junior high school algebra and, upon completion, the student satisfies the prerequisites for college level algebra. Currently, over 70% of Wright State students require remedial instruction in mathematics, writing, or both.

Year	Remedial mathematics only	Remedial writing only	Remedial mathematics and writing	Percent of FTFT students
2009	1,107	87	507	75%
2010	1,137	52	729	79%

Table 4: Developmental course placement

The lack of academic readiness adversely affects both the graduation rate and, for successful students, time to graduation. Appendix II a) gives the graduation and retention rates based upon the first developmental course that a student takes in either writing or mathematics. The six year graduation rate of students beginning with either DEV 083 or 093 in the developmental mathematics sequence is 28% compared with 44% for the average student and 50% for students who did not place into any developmental mathematics course.

The graduation rates were similar for students testing into developmental writing courses. The six year graduation rate is 29% for students requiring developmental writing compared with 48% for students not requiring remediation in writing.

Appendix II b) illustrates the additional time to graduation for students taking developmental courses. Only 28% of the students who graduate and take developmental courses at Wright State complete the degree program in four years. The comparable rate for students who do not require

developmental courses is 53%. On average students taking developmental course required 17.1 quarters to graduate while students taking only college level courses graduate in 15.7 quarters.

The newly revised Satisfactory Academic Progress regulations may have a greater impact on the ability for at-risk students to continue than the University’s academic eligibility policies. A student becomes eligible for dismissal from Wright State after being on probation (having a cumulative grade point average under 2.0) for three consecutive quarters. Wright State has adopted several “amnesty” policies designed to help students increase their grade point average to remain in good standing academically. Students are permitted to repeat up to five classes with the grade from the second attempt replacing that of the first in the calculation of the grade point average. Wright State also has a “fresh start” policy that permits a student to be readmitted after three years with no change in academic status but with a fresh grade point average that does not include the prior grades.

Under the Satisfactory Academic Progress regulations, a student will be ineligible for financial aid if his/her grade point average is less than 2.0 after completing 15 credit hours. The federal criteria consider all classes taken by a student and do not permit the use of the amnesty policies to increase the student’s grade point average.

Students will be evaluated for compliance with the Federal regulations annually at the end of the spring semester. Table 5 shows the number of students who did not satisfy the eligibility criteria for federal financial aid and their average indebtedness at the time of the review.

Year	Undergraduate Students Subject to SAP review	No. with Stafford Loan Debt	Average Loan Indebtedness	% Appeals Approved
2009	547	437	\$15,330	80%
2010	761	677	\$17,811	97%
2011	965	857	\$21,024	96%

Table 5: Failure of Satisfactory Academic Progress Criteria

Students may appeal to extend their eligibility, but the new guidelines require the student to provide documentation justifying the continuation and to be able to return to good standing in one term. Under the new appeal approval guidelines, the approval rate is expected to drop significantly.

Access for Success

The commitment to providing access to higher education to residents of the Miami Valley, and in particular first generation and minority students, is both a point of pride and a fundamental mission for Wright State. The statewide and national focus on degree completion challenges us to find innovative methods to enhance student progress and success while reaffirming this commitment to access for a diverse population.

Historically, the detrimental consequences of students entering higher education at a level for which they are not adequately prepared has included the potential of shattered aspirations, the accumulation of indebtedness, and generating a college transcript that may inhibit the student's ability to re-enter college a later point. The revised SAP regulations have significantly increased the consequences of incorrectly aligning student background with expectations. A first time full time student who fails to achieve a 2.0 grade point average using the federally specified calculation will be ineligible to receive further aid to attend Wright State until the grade point average exceeds the 2.0 threshold. In many cases, this may create a barrier that precludes the student from ever returning to Wright State. Students may attend other institutions to make up background deficiencies or wish to use the Fresh Start program to return to Wright State and resume the quest for a bachelor's degree. In either case, the original Wright State grade point is used for the determination of federal financial aid eligibility.

It is in the best interest of our students that we review our admissions criteria to help ensure that students entering Wright State have the academic preparation that provides them every opportunity to succeed. In this section we consider the admissions process and remediation prior to enrollment at Wright State. The considerations include

- establishing admission criteria based on student success,
- early identification of academic deficiency and pre-enrollment remediation, and
- developing alternative pathways to enrollment at Wright State.

The next section proposes curriculum, advising, and intervention strategies to assist students after matriculation.

Early Identification and Pre-enrollment Remediation

University initiatives for student success should begin at the time of admission or before, rather than at orientation in the summer or the start of the student's first academic year. The application to Wright State provides ACT or SAT scores and the student's high school grade point average. In addition to test scores and grade point average, a key component to student progress and success is the initial placement in mathematics and writing courses. However, at the time of admission we currently do not have information for placement in mathematics since this is determined by placement testing. Pre-enrollment remediation requires that student placement be determined at a time that provides the student opportunities to make up background deficiencies. The ideal time is at the time of admission.

The Ohio Board of Regents has recommended an ACT Writing score of 18 or higher for placement in college composition and an ACT Mathematics score of 22 or higher for placement in college algebra (8). Using these ACT scores as a preliminary screening mechanism will permit us to alert students at the time of admission of the need to improve their background. In addition we will provide them with options such as taking an additional course in their final semester of high school, taking courses at a community college that articulates to the Wright State developmental course, or taking part in a summer program at Wright State.

The writing placement strategy initially assigns students not meeting the 18 ACT standard to a developmental writing course (9). Students may challenge the ACT based placement by submitting an essay for review.

The mathematics placement policy (10) requires students with an ACT score of less than 27 to take the eCOMPASS examination to determine placement. The majority of students take the mathematics placement examination in the summer prior to their attending orientation. Taking the placement examination at that time precludes many pre-enrollment remediation opportunities.

Recommendation: Adopt a strategy similar to the writing placement examination where an ACT score less than the Ohio Board of Regents recommendation for college readiness is used to

initially place students into a developmental mathematics course and provide students the opportunity to challenge the initial placement by taking the eCOMPASS examination.

Current Status: It has been agreed that beginning in Fall 2012, placement in developmental mathematics will be based on the ACT mathematics score as follows:

- Students with an ACT score of 21 or less will be initially assigned to developmental mathematics.
- A student with a score of 22 or above will follow the current policy for placement.
- An initial placement into developmental mathematics using the ACT score can be changed (improved) by
 - taking the placement test,
 - taking part in and successfully completing a mathematics summer bridge program at WSU, or
 - taking a course at another institution (most likely a community college) that articulates to the initially assigned class.

Summer Bridge Programs

The summer prior to the freshman year provides a unique opportunity for students to make up deficiencies in their background, to learn study skills for college success, and to acclimate to a university setting in an environment less stressful than when taking a full schedule of classes in the Fall. Students needing remediation in mathematics or writing can make up deficiencies in a focused and student friendly setting and put themselves into a position to enter their freshman year having experienced college expectations and at a more advanced placement.

The importance of pre-enrollment remediation is being recognized as an important component for student preparedness. This summer the Ohio Board of Regents sponsored a summer “Boot Camp” at four campuses that provided a free summer remediation program in mathematics, writing, and reading (11). The California State University system mandated that each member institution offer an Early Start summer program to provide remediation for mathematics and English (12). The executive order establishing these programs states, “As of summer 2012, incoming freshmen who have not demonstrated proficiency in English and/or mathematics will

be required to begin remediation prior to the term for which they have been admitted, e.g., summer prior to fall. All students will be required to have achieved proficiency in English and/or mathematics on or before the end of their first year of enrollment at a CSU campus.”

Current Status: This year the English Department, supported by the Office of Provost, offered a pilot summer bridge writing program called the Wright State Writing Academy. The students invited to the pilot would have placed in the lowest level of remediation based on the ACT scores. The participants attended the program three hours a day for four weeks. The curriculum focused on helping students improve core academic skills, including reading, writing, self-assessment, digital literacy, and understanding of academic expectations and the college environment. At the end of the program the students submitted the writing placement essay and all were evaluated as being ready for college level English composition.

A nominal fee of \$120 was charged for participation in the Writing Academy. This is in contrast to tuition of \$1215 that would be assessed for enrollment in the five credit hour DEV 082 Developmental Writing course. Since the Academy is offered in preparation for the Fall term, the fees can be covered by the student’s financial aid package.

Recommendation: Establish a four week Wright State Mathematics Academy following the model of the Writing Academy. Have the Mathematics Academy run in the half-day opposite the Writing Academy so that at risk students are able to enroll in both if necessary.

Dual Admission Collaborative Programs

One of the accountability measures in the University System of Ohio Strategic Plan is to increase the percentage of bachelor degree recipients with a least one year of college credit from a community college. The objective of this goal is to utilize the strengths of the community colleges in remedial education and to provide an affordable path to a bachelor’s degree.

With these goals in mind, Clark State Community College and Wright State University recently established the dual enrollment Gateway Program (Appendix III). The Gateway Program with

Clark State will help students move seamlessly between the institutions and facilitate student entry or reentry into a bachelor's degree program at Wright State.

To enter the Gateway Program, students must declare the intention to enroll at Wright State following the completion of a specified program of study at Clark State. Students must maintain satisfactory academic progress at Clark State to continue in the program. Upon successful completion of the Gateway Program, students will be guaranteed admission to Wright State. While in the program, students will be jointly advised by Clark State and Wright State advisors to ensure that all courses will help the student progress to the bachelor's degree. In addition, Gateway students will have access to many Wright State activities and facilities and will be encouraged to become members of the Wright State community.

The program is designed for three types of students: students who wish to begin their studies at Clark State because it is closer to home or because of the affordability of community colleges, students who are not admitted to Wright State because they require additional academic preparation, and Wright State students who are dismissed because of lack of academic progress. For admission or readmission to Wright State through the Gateway program, students must complete a minimum of 30 semester hours at Clark State, including all required developmental course work and all high school deficiencies. At least 24 hours must be in college-level courses, with a cumulative GPA of 2.25 or higher.

Recommendation: Develop dual enrollment, collaborative programs with all local community colleges.

Current Status: We are working with Sinclair Community College, the institution that provides the greatest number of transfer students to Wright State, to develop a dual enrollment program. Subsequently, this type of program should be extended to Edison Community College and Southern State Community College.

Admission Requirements and Success

The requirements from the Admissions web page for unconditional admission for instate undergraduate students at Wright State are

- 2.0 or higher high school GPA
- Completion of a college preparatory curriculum
- 18 ACT composite or 840 SAT critical reading and math only

Non-Ohio residents 2.5 GPA, 20 ACT composite or 960 SAT critical reading and mathematics only, and a college preparatory curriculum. The six year graduation rate for students meeting or exceeding the ACT and GPA admissions standards is 56%.

However, students are admitted to Wright State if they satisfy two of the three criteria. In the 2003 and 2004 FTFT student cohorts, 813 students enrolled with composite ACT scores of less than 18 and 150 students enrolled with high school grade point averages less than 2.0. Students admitted with a high school grade point average of less than 2.0 are placed on probation their first term. Generally students with ACT scores lower than the 18 composite, students requiring multiple developmental classes, or students not completing the college preparatory curriculum are simply admitted in good standing.

The six year graduation rate for FTFT students is 56% for students meeting the ACT and grade point average admissions criteria, 58% for students who do not require remedial classes, and 44% for the general FTFT population. Pre-enrollment remediation should be considered when levels of academic admissions requirements predict a 20% or less six year graduation rate. This rate is more than 50% less than the standard graduation rate and approximately 1/3 of that college ready freshman. The number of students and the graduation rates cited below are from the 2003, 2004 FTFT student cohorts described in Appendix I.

Grade Point Average: The 150 students admitted with a grade point average less than 2.0 had a six year graduation rate of 12%. Students with a grade point average below 2.0 should be recommended for dual enrollment with a collaborating community college to demonstrate their ability to obtain the grade point average necessary to maintain good standing at Wright State and retain their eligibility for financial aid.

Writing ACT Score: The 134 students admitted with a writing ACT score of 11 or less had a six year graduation rate of 16%. Students with a writing ACT score of 11 or less should be admitted conditionally based upon their enrollment and successful completion of the Wright State Writing Academy summer bridge program or recommended for a dual enrollment program.

Mathematics ACT Score: The 69 students with admitted with a mathematics ACT score of 13 or less had a six year graduation rate of 16%. Students with a mathematics ACT score of 13 or less should be admitted conditionally based upon their enrollment and successful completion of the proposed Wright State Mathematics Academy summer bridge program or recommended for a dual enrollment program

Progress for Success

Along with admission to Wright State comes our commitment and responsibility to provide academic support, advising, and co-curricular activities that enhance every student's ability to progress and to graduate in a timely manner. The initial recommendations outline strategies to encourage early interaction between students and faculty and to hasten the movement of students into their majors. The second set of recommendations outlines academic support, advising, and intervention strategies for at-risk students. Finally, recommendations for growing the Honors Program, increasing minority student success, and increasing opportunities for student engagement on campus are presented.

With few exceptions, freshman and transfer students entering Wright State are initially admitted to University College. Students entering University College either identify an intending major or are undeclared. University College is the largest academic unit in the University with over 5,000 students of which over 1200 have not declared an intending major. With the exception of the College of Nursing and Health, all colleges have criteria for admitting students directly to the college based on a student's high school grade point average and entrance examination score. For example, the Raj Soin College of Business will accept a first year student who has a 3.25 high school grade point average and a 25 ACT score. In 2009 and 2010, 14.4% and 12.3% of the first year full time students were directly admitted to a college, respectively.

The goal of University College is to provide advising and academic support to help students successfully make the transition from high school into their major. The academic support is provided by University College's Writing Center, Supplemental Instruction, the Math Learning Center, and Tutoring Services. In addition, the University's first year seminar and learning communities are coordinated by University College.

The University College is unique in that its advisors provide information on all undergraduate programs and help students identify suitable majors. In addition to the undeclared students, many students who declare intended majors upon enrollment do not eventually pursue that major either because they are unable to satisfy the admission requirements for the particular program or

their academic interests have changed. An objective of the University College/Academic College structure is to have a single home for students until they are admitted into a major.

Appendix IV tracks the 2009 cohort of first time full time students entering University College from Fall 2009 to Fall 2011. Slightly more than 50% of these FTFT students were not retained at the University. This reflects the academic background of the students: Table 6 gives the average ACT scores of first time full time students directly admitted to the academic colleges compared with the ACT of students entering University College.

College	UC	RSCOB	CEHS	CECS	COLA	CONH	COSM
Average ACT: Direct Admits	21.1	28.7	25.2	27.7	25.6	-	27.3
Average ACT: Intending	-	19.9	19.6	21.7	20.4	20.5	20.4

Table 6: ACT of Direct Admit students and University College students

Only 27% of students who entered University College in Fall 2009 and declared an intended major had satisfied the admission requirements and entered the program within two years. However, 35% of the students who were undeclared when they entered University College had identified a major and entered an academic college in that same time period. The difference may be attributable to the advising in University College in which the advisors work with the students to identify an appropriate major based on the student’s performance and aptitude.

The benefits of University College include advising that considers all majors and disciplines, coordination with academic support, and being able to provide a single academic home until the student satisfies college admission requirements. However, students in University College may have little interaction with faculty in their intended discipline. The first recommendation ensures that there is contact between all intended majors and faculty in the discipline during the student’s first semester.

Freshman Seminar and Learning Communities

High Impact Educational Practices (14) identified ten curricular and co-curricular practices that have significantly increased student retention and success. First year seminars and learning communities are two such practices that seek to engage students in their freshman year. In describing first year seminars George Kuh notes, “The highest quality first year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research (14).”

Current Status: A two quarter hour First Year Seminar, UVC 101, is offered by University College to entering freshman each Fall quarter. The UVC 101 course learning objectives are to help students adjust to college, achieve academic success, develop and grow personally, and to explore career development. Because of the structure of course instruction and enrollment, students are not necessarily introduced to careers or topics related to their major or academic interests. In Fall 2011 there are 78 sections of UVC 101 led by University College advisors, volunteers from across the University, and student peer instructors. In addition there are 10 honors first year seminars (UH 101) and five offered by the College of Liberal Arts (LA 101) that follow the same model.

Recommendation: As we redesign the first year seminar for semesters, the first year seminar classes should be linked to the student’s intended academic major or college and have substantial faculty involvement. Along with traditional topics for students transitioning from high school, the seminars should be designed to inform and excite students about their chosen major, to highlight career opportunities, and to introduce students to research and scholarship in the discipline.

The University College will continue to train and oversee peer instructors to team with college personnel. A faculty member/peer instructor team will provide incoming freshmen both a student and faculty perspective on how to successfully progress in a degree program. University

College will also continue to coordinate general programming to be made available to the first year seminars and organize learning communities based on the first year seminars.

Implementing this recommendation will require the academic colleges to encourage or incentivize faculty to participate. With the new RCM budgeting model, the tuition associated with these courses will provide revenue to the colleges that can be used to support the seminars. Several successful strategies for developing faculty led first year seminars, including compensation for faculty, are described in (15).

Along with the desire to increase faculty interaction with students, the current staffing model of the first year seminar must be reconsidered in light of the new Higher Learning Commission minimum standards that require, “Faculty members possess an academic degree at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process.” The current staffing model does not ensure compliance with this requirement.

Entrance into Colleges

Every college or major prescribes criteria consisting of required courses and grade point average for students to be admitted into the college from University College or to transfer from other colleges (Appendix VI). As previously noted, most colleges also have criteria that will allow students to enter the program directly from high school. To link students to their disciplines and to provide more directed academic and career advising, students should be admitted to their major as soon as possible after their academic performance has demonstrated their ability to succeed in the discipline.

Recommendation: All colleges and programs should specify entrance requirements that can be achieved by a student completing at most 30 semester hours of credit that count toward the degree program. The objective is that all students not requiring remedial work be admitted to an

academic college by the end of the freshman year. Students requiring remedial courses should be admitted to a major after the completion of three semesters at the latest.

Recommendation: Each college with direct admission criteria should review these criteria based on the historical data on progress and graduation rates of entering students.

Proactive Intervention for At-Risk Students

The transition to the semester academic calendar offers an opportunity to revise our advising procedures to identify and proactively assist students at risk. The six year graduation rate for students who were placed on academic probation, even for a single quarter, is 18%. Once reaching the level of academic probation, most students are unable to reverse the course sufficiently to return to good academic standing, enter a major, and graduate. The first objective of the recommendations in this section is to engage students upon the earliest warnings of academic difficulties to help them remain in good standing. The second objective is to provide mandatory programming for students who are at risk of dismissal for lack of academic progress.

With the low success rate for students on probation, the first goal should be to provide academic support and advising prior to a student reaching that point. Under the quarter system with 10 week terms, it is often too late for students to recover after they recognize that they are not doing well in their courses. Frequently the recognition does not come until the final grade is received because of students' overconfidence in their ability improve on subsequent examinations and projects. Advisors generally do not learn of poor performance until final grades are posted and probation notices are sent—that may be too late. Classroom technology and the fifteen week semester term allow us to identify students in need of academic support and advising during the term and prescribe corrective midterm activities.

Recommendation: The University course management system, Pilot, is based on the Desire to Learn software. Pilot allows each instructor to post course materials, communicate with students, and record student grades online. Faculty members can grant permission for online grade information to be made available to advisors.

The University should encourage all instructors of general education courses and courses identified as critical to student progress to use Pilot for recording grades and to make the course grade book available to the appropriate University College and college advisors. Between the fifth and seventh week (after the first mid-term examination), advisors will review the performance of each student whose academic profile indicates that he/she may be at-risk. For first term freshmen, the high school grade point average, placement examinations, and ACT or SAT scores will be used to identify at risk students. Any continuing student with a grade point average of 2.5 or less will be considered at-risk. Advisor appointments will be scheduled for students whose midterm grades indicate that they are performing at a C or lower level. Students doing poorly in a single class will be contacted, invited to meet with an advisor, and made aware of tutoring, supplemental instruction, or other support available to students in that class.

Recommendation: Numerous studies on freshman retention have shown that for many students the first indication of academic difficulties is lack of attendance at class (13). Historically it has been difficult to track attendance and provide the information to advisors in a timely manner in large classes. Manually taking attendance lessens the time available to cover the topics in the course syllabus and requires additional reporting by faculty.

With advances in technology, it is possible to record attendance without encroaching on instruction time or disrupting classes. Card swipes or RFID readers outside of classrooms or clickers in the classroom can record and transmit attendance to both advisors and faculty. The University should invest in technology to monitor student attendance in a number of the larger classrooms used for general education and critical freshman courses. With the permission of the instructor, attendance information should be forwarded to advisors and students contacted immediately upon establishing a nonattendance pattern.

Mandatory Intervention for Probation Students

On the quarter academic calendar, a student is eligible for dismissal from the University after three consecutive quarters on probation. Under the semester calendar, a student will be eligible for dismissal after two semesters. Since a student on probation has a single term to regain good

academic standing, a mandatory intervention program is recommended to ensure that all possible efforts by the University are expended to assist the student.

An example of a successful mandatory academic assistance program is the “study table” concept used by athletic teams to help student-athletes maintain their eligibility to compete. Every Wright State freshman athlete is required to attend a minimum of six hours per week at the Athlete Academic Resource Center and other athletes must attend as required by their coaches. Student attendance is recorded and provided to the coaches and academic advisors.

The enhanced advising provided by the Athletic Department has paid dividends for at-risk students. Table 7 compares the graduation rates athletes enrolling at Wright State between 2001 and 2007 with the general student population. The student cohort was extended to obtain a sufficient sample size of athletes. The table gives the number of students by ACT score and the per cent of the group that graduated by Fall 2011. The standard measure of six year graduation rates was not used since six years have not passed for students entering in Fall 2006 and Fall 2007. Table 7 shows that athletes with lower ACT scores are retained and graduate at a significantly higher rate than the general student population.

ACT	Athletic Graduation Rate		General Student Rate	
	#	%	#	%
< 15	0	-	202	12%
15	6	40%	474	16%
16	11	55%	662	20%
17	28	57%	1003	25%
18	39	33%	1245	28%
19	39	56%	1234	29%
20	36	61%	1200	37%

Table 7: 2001 to 2007 Athlete Graduation Data

Recommendation: University College will create a one credit hour class required for all students on probation. This class, entitled UVC Recovery, will require students to attend a study table environment two times a week for two hours. A student in UVC Recovery will meet weekly with his/her advisor to preview upcoming tests, assignments, and projects and outline appropriate study plans. In addition to supervised studying, the course curriculum will cover study skills, time management, and how to effectively utilize available resources to improve academic performance. While four hours of weekly study barely scratches the surface of that needed for students to succeed, the objective of UVC Recovery is to help students develop the study habits necessary that extend beyond the study table environment.

Athletic study table programs use eligibility to compete as the motivation for student attendance. UVC Recovery will use eligibility to remain at Wright State as its motivation. Students who do not attend the course and do not attain academic good standing at the end of the term will forfeit their ability to appeal dismissal from the University.

Streamlining Student Remediation

Over 70% of incoming first year students require some level of remedial instruction. Currently mathematics students can place into a sequence of remedial courses that require a year before they are able to enroll in the first course at the college level. In developmental writing, students enroll in the college level English Composition class after successfully completing one developmental writing class. The success rates for students in our remedial classes are approximately 50% for remedial mathematics classes and slightly over 60% for developmental writing. With the upcoming change in State of Ohio funding for remedial education at four year institutions, the remedial curriculum and pedagogy must be redesigned for increased effectiveness and efficiency.

The growing number of students entering collage requiring remediation nationally, currently over 40%, has generated significant research into identifying strategies for successful remedial education. The recommendations for remedial instruction adopt these best practices and are guided by two fundamental principles:

- The remedial curriculum should be designed with the objective of having students enroll in college credit bearing courses at the earliest possible time.
- Students should be able to complete all remediation in a single semester.

The first principle advocates employing co-requisite remediation or developing stretch or expanded courses that parallel the first college credit bearing course in mathematics or English composition. In co-requisite remediation, the students simultaneously enroll for the college credit bearing course and a concurrent parallel remedial course (14). Co-requisite remediation has been shown to be successful in both mathematics and writing where the background topics are covered “just in time” for the college level course. Stretch course remediation combines the remedial and college level topics in a two course sequence, both of which are offered for college credit. Arizona State University has followed the stretch model for students requiring remediation in writing. Using this strategy, they have eliminated their developmental writing courses altogether and increased the success rate of students through the English Composition requirement. Expanded course remediation follows of the stretch course model, but uses additional instructional time and credit hours in a single term rather than extending the course to a two term sequence.

The second principle does not require students to complete their remedial courses in their first semester. Some degree programs may find it beneficial to delay a remedial class to the second semester to permit students to enroll in program specific required classes in the first semester. The principle asserts that there should be a path by which a student with the appropriate academic ability can complete all remedial requirements in a semester. Two components are necessary to make second principle achievable: pre-enrollment requirements as described previously and curricular redesign more closely linking Developmental Education and associated academic units.

Current Status: The English Department has developed a stretch course for English Composition to be offered under semesters. The stretch class will be available for students whose placement examinations indicate that they are close to being prepared for English Composition.

Recommendation: The Mathematics Department should consider the feasibility of a co-requisite remedial course or expanded course remediation for their entry college level courses, *College Algebra* and *Mathematics and the Modern World*.

Recommendation: The semester equivalents of DEV 095 and MTH 126, both of which are remedial courses, should be designed and offered using a technology-based, modular, self-paced curriculum using software such as ALEKS or KNEWTON and the “math emporium” model of instruction. The math emporium model has been used successfully for remedial mathematics course redesign at numerous institutions and has consistently improved student performance in these courses (15). A student following the modular curriculum may complete the topics in both courses in a single term.

Enhanced Scholarly and Co-Curricular Activities

Participation in scholarship outside of the classroom, community engagement, and co-curricular activities build connections that expand the educational experience and improve retention and success (16). Wright State is currently active in developing student opportunities in all of these areas. Wright State has been recognized as one of the top ten universities in community service and has been named to the President’s Higher Education Community Service Honor Roll with distinction for the past two years. The Service Learning Program is increasing the opportunities for students to incorporate field based experiential learning into the courses and programs. The Undergraduate Research Opportunities Program links students with research opportunities across the campus and sponsors an annual celebration of student research.

There are 136 recognized student organizations on campus providing opportunities for co-curricular student involvement and leadership. The scope of interests covered by these organizations includes academic, faith-based, social, and athletic activities.

Recommendation: The University should create a comprehensive three year plan to increase opportunities for students to engage in service learning, community engagement, and undergraduate research. The plan should be developed by the coordinators of these activities in

collaboration with the academic colleges and include strategies for increasing participation, anticipated funding needs and revenue (where applicable), and performance measures.

Expanding Opportunities for Top Scholars

Many of the preceding recommendations focused raising the retention and graduation rates of at-risk students and students needing remediation. The University Honors Program students comprise the academic upper echelon of students entering Wright State. First year students are eligible for admission to the Honors Program if they meet at least two of the following criteria:

- GPA of 3.25 or better in high school
- Rank in top 10 percent of their high school graduating class
- Score at 90th percentile on ACT (27 Composite) or SAT (1300 Verbal and Math).

Continuing Wright State students and transfer students can also enter the Honors Program based on their college grade point average and faculty recommendations. Honors students participate in the honors curriculum in which they take specialized courses and seminars, participate in service learning and community engagement, and complete an honors project under the supervision of a faculty member in their discipline.

The quality of the students entering the honors program is demonstrated by the academic achievements of the most recent entering classes.

Fall 2008

Total entering class: 330

Valedictorians: 55 (16.6%)

Salutatorians: 20 (6%)

Total Val/Sal: 22.7%

Total on scholarship: 323 (98%)

Nat'l Merit Scholarship recipients: 12 (3.6%)

Fall 2009

Total entering class: 331

Valedictorians: 43 (13%)

Salutatorians: 17 (5%)

Total Val/Sal: 18%

Total on scholarship: 314 (95%)

Nat'l Merit Scholarship recipients: 13 (3.9%)

Fall 2010

Total entering class: 331
 Valedictorians: 47 (14%)
 Salutatorians: 12 (3.6%)
 Total Val/Sal: 17.8%
 Total on scholarship: 316 (95%)
 Nat'l Merit Scholarship recipients: 13 (3.9%)

National Merit scholars in the preceding class summaries include finalists, semifinalists, and commended students.

Participation in the Honors Program has increased by 40% in the past four years, from 867 to 1212 students. Over the same time, the number of Honors courses has essentially remained constant going from 86 in the 2007-2008 academic year to 88 in the 2010-2011 academic year.

Table 8 a) gives the Wright State grade point average for first time full time students entering the Honors Program and the number of honors graduates for the past four years. The number of students who complete the requirements and graduate with honors has remained essentially constant over this time. Many students who enter the program do not complete the honors requirements but remain at Wright State and graduate. This is due, in part, to the difficulty in registering for the number of honors classes needed to complete the program. The graduation rates for all students who enter the Honors program are given in Table 8 b).

	2007	2008	2009	2010
WSU GPA	3.73	3.73	3.81	3.74
Number of Honors Graduates	114	103	92	103

Table 8 a): Honor Student Grade Point Average and Graduates

	2003	2004	2005	2006
Four Year Graduation Rate	80%	76%	79%	79%
Six Year Graduation Rate	81%	78%	81%	-

Table 8 a): Entering Honors Student Graduation Rates

Recommendation: The Honors Program is a magnet that attracts academically superior students to Wright State. Attracting and graduating outstanding students raises the stature of the University and aligns with our efforts to increase graduation rates and reduce average time to graduation. The Honors Program, in conjunction with Enrollment Management and the colleges, should develop an extensive recruiting program to attract Honors eligible students from High Schools throughout the Dayton region. Interaction with the Colleges and faculty with prospective students must be a center point of the campaign.

Recommendation: To provide the support for the growth in the Honors Program, the University should adopt a budgeting model that recognizes and encourages growth in the program by ensuring that funding is available to provide the courses and support needed by the increasing number of Honors students.

Enhancing Success for Minority Students

Our University commitment to serving a diverse population must have as its objective student success and not simply access. The Wright State Strategic Plan recognizes this by including among its goals to “increase graduation rates and career placement for a diverse student body (1).” Reviewing the data in Table 9, the number of African American, Hispanic, and Caucasian first time full time students and associated graduation rates, it is clear that we are still challenged to meet this goal.

Year	African American		Hispanic		Caucasian	
	#	%	#	%	#	%
2002	256	27%	10	20%	1714	45%
2003	346	33%	23	38%	1723	46%
2004	398	28%	21	52%	1640	48%

Table 9: Six Year Graduation Rates by Ethnicity

The data in Appendix I show that student success is highly correlated with the ACT scores. While the overall graduation rates of African American and Caucasian students differ considerably, Table 10 illustrates that for students with comparable entering academic background as measured by the ACT score, African American students succeed at slightly higher rates than their Caucasian counterparts. The table also explains the difference in the overall graduation rate: students with ACT scores of 25 or above make up 21% and 28% of the female and male Caucasian student population respectively, but only 2% of the African American students.

Female	African American			Caucasian		
ACT	Graduation rate	Number	% of students in cohort	Graduation rate	Number	% of students in cohort
14-10	35%	49	17%	22%	41	2%
17-15	39%	105	36%	36%	193	11%
18-24	51%	134	46%	51%	1179	66%
<= 25	NA	6	2%	72%	381	21%

Male	African American			Caucasian		
ACT	Graduation rate	Number	% of students in cohort	Graduation rate	Number	% of students in cohort
14-10	12%	25	20%	11%	19	1%
17-15	26%	35	28%	20%	155	11%
18-24	38%	63	51%	42%	875	60%
<= 25	NA	2	2%	56%	398	28%

Table 10: African American and Caucasian Graduation Rates: 2000, 2001 First Time Full Time Students.

Recommendation: Data indicate that academic background and preparedness is the primary factor in student success. However, minority students frequently have additional challenges in transitioning to life in a predominantly Caucasian campus environment. The University organizations that provide support to minority students, and in particular those in the

Multicultural Center, should take the lead in ensuring that minority students are aware of and utilize all of the academic support services available. This effort should include facilitating student interactions with advisors from the colleges and staff of the Student Academic Success Center.

Recommendation: Enrollment Management, in collaboration with the academic colleges, should design an aggressive plan to recruit minority students with ACT scores 22 or more and high school grade point averages of 3.2 or above. Because of the geographical distribution of our students and our commitment to serve the local community, this effort should focus on Montgomery, Clark, Green, and Miami counties, which provide over 50% of the students entering Wright State. The University should commit sufficient funds to make financial aid packages more than competitive with other local institutions. The goal: make Wright State the school of choice for top performing minority students in the Dayton region.

Facilities

Many of the preceding recommendations involved the adoption of new policies, procedures, or curriculum development. However several will require additional facilities, and consequently University resources.

The recommendations for proactive intervention for at-risk students combine technology, advising, the Recovery course, and access to the support services provided by the Student Academic Success Center: tutoring, supplemental instruction, the Writing Center, and the Math Help Center. The Student Academic Success Center and first year advising, both part of University College, are currently located across campus from each other. The proposed Recovery course will need study space sufficient to house the over 1200 probation students four hours per week each. Ideally, all of the student support activities should be collocated, creating a “one stop shop” for student support.

The development of self-paced technology based developmental mathematics curriculum will require the construction a computer laboratory, adjoining lecture hall for review and help sessions, and tutoring space sufficient to serve over 1000 students annually.

Summary

A comprehensive program to increase student success, decrease time to graduation, and increase the University's undergraduate graduation rates must begin prior to admission and continue throughout the students' time at Wright State. The recommendations in this report can be summarized by their location in a student's admission and progression through their degree program.

Pre-admission:

- Recruitment campaign for academically successful minority students from the Dayton region
- Marketing and recruitment campaign for students eligible for the Honors program

Admission:

- Revision of admission requirements
- Recommendations for dual enrollment
- Initial placement based on ACT/SAT score with student having the ability to challenge by testing
- Conditional admission based on satisfying pre-enrollment requirements
- Review of college criteria for direct admission

Post-admission, pre-enrollment:

- Establishment of WSU Mathematics Academy and continuation of WSU Writing Academy summer bridge programs
- Notification to all students placing in development classes of opportunities for remediation prior to Fall enrollment

First year programs:

- Faculty and discipline based first year seminars
- Proactive advising using mid-term grades and attendance
- Mandatory Recovery class for students on academic probation
- Revised developmental curriculum

Throughout the undergraduate program:

- Expanded opportunities for service learning, community engagement, undergraduate research, and involvement and leadership in student activities

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Appendices

- I. Student Success by Composite ACT Score and High School Grade Point Average
 - a. Student Success by Composite ACT Score and High School Grade Point Average
 - b. Student Success by ACT Mathematics Score
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**Appendix I. Student Success by Composite ACT Score
and High School Grade Point Average**

a) Student Success by Composite ACT Score and High School Grade Point Average

High School Grade Point Average

ACT Comp	1.0 to 1.49		1.5 to 1.99		2.0 to 2.49		2.5 to 2.99		3.0 to 3.49		3.5 to 3.99		4.0 and above		No HSGPA		Grand Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
10							2	0%	1	0%							3	0%
11					2	0%	3	0%	1	0%							6	0%
12					9	11%	8	0%									17	6%
13			1	0%	9	11%	11	27%	4	25%	2	50%			1	0%	28	21%
14			3	33%	34	6%	35	31%	17	35%	3	33%			1	0%	93	23%
15			8	0%	56	18%	44	23%	23	17%	2	50%	1	0%	3	33%	137	19%
16			9	22%	85	20%	71	35%	35	40%	10	30%			1	0%	211	29%
17	1	0%	21	10%	70	24%	108	34%	92	37%	22	55%	3	33%	1	0%	318	32%
18	2	0%	23	17%	71	23%	154	29%	122	47%	24	58%	1	0%	1	0%	398	34%
19			23	13%	61	20%	120	38%	108	44%	39	46%	6	83%	1	0%	358	37%
20	2	0%	7	0%	49	16%	96	38%	129	57%	67	63%	4	100%	2	0%	356	46%
21	1	0%	7	14%	35	26%	85	38%	123	47%	95	62%	6	100%	1	100%	353	47%
22			4	25%	28	32%	63	32%	114	54%	88	78%	17	71%			314	55%
23			3	0%	13	31%	53	28%	99	45%	101	64%	23	78%	2	50%	294	50%
24			1	0%	8	13%	41	24%	56	55%	94	72%	23	91%			223	59%
25			2	0%	12	42%	22	27%	47	64%	93	68%	22	95%			198	63%
26			1	0%	1	0%	13	31%	44	61%	69	71%	31	81%			159	66%
27					5	20%	6	33%	26	38%	65	71%	28	71%	1	0%	131	60%
28	1	0%	1	0%	1	0%	5	0%	18	39%	33	70%	21	81%			80	59%
29					1	100%	2	0%	13	46%	24	79%	22	95%			62	76%
30							2	0%	3	33%	16	75%	19	95%			40	78%
31					2	0%	2	0%	1	100%	11	64%	20	95%			36	75%
32							1	0%			2	50%	11	91%			14	79%
33									1	0%	3	100%	5	80%	1	100%	10	80%
34													2	100%			2	100%
Grand Total	7	0%	114	12%	552	21%	947	32%	1077	48%	863	67%	265	85%	16	25%	3841	46%

b) Student Success by ACT Mathematics Score

Count of SSN#	Headcount	Return to 2nd Yr	Return to 3yr	Return to 4yr	Grad within 4 yrs	Grad within 5 yrs	Grad within 6yrs
7	1	100%	100%	0%	0%	0%	0%
11	5	60%	0%	0%	0%	0%	0%
12	17	53%	35%	35%	6%	24%	24%
13	46	63%	30%	26%	2%	9%	15%
14	107	65%	42%	32%	6%	19%	24%
15	262	61%	39%	34%	5%	20%	27%
16	380	65%	46%	39%	10%	24%	31%
17	391	67%	49%	44%	10%	28%	34%
18	354	68%	50%	51%	14%	35%	42%
19	310	71%	54%	50%	14%	35%	41%
20	255	75%	58%	53%	19%	40%	45%
21	243	71%	59%	55%	22%	46%	49%
22	253	75%	60%	55%	22%	41%	47%
23	193	77%	65%	61%	30%	54%	57%
24	250	76%	66%	64%	30%	54%	59%
25	201	78%	69%	65%	29%	54%	60%
26	171	82%	73%	62%	39%	58%	64%
27	143	85%	76%	71%	36%	55%	63%
28	85	88%	86%	76%	56%	69%	73%
29	54	85%	78%	69%	56%	69%	72%
30	36	83%	64%	61%	39%	56%	56%
31	38	95%	92%	87%	74%	87%	87%
32	22	91%	91%	86%	55%	82%	86%
33	12	92%	92%	92%	75%	83%	92%
34	9	78%	56%	56%	44%	44%	44%
35	3	100%	67%	67%	67%	67%	67%
No ACT Data	475	72%	58%	53%	17%	34%	44%
Grand Total	4316	72%	57%	53%	21%	40%	45%

c) Student Success by ACT Writing Score

Count of SSN#		Headcount	Return to 2nd Yr	Return to 3yr	Return to 4yr	Grad within 4 yrs	Grad within 5 yrs	Grad within 6 yrs
5	0	1	100%	0%	0%	0%	0%	0%
6		3	67%	67%	33%	0%	0%	0%
7		5	60%	20%	20%	0%	0%	0%
8		17	47%	24%	29%	0%	24%	24%
9		26	73%	38%	27%	8%	12%	19%
10		39	56%	38%	28%	0%	8%	21%
11		43	63%	28%	19%	0%	9%	12%
12		82	62%	38%	40%	5%	20%	28%
13		93	70%	49%	46%	11%	31%	37%
14		156	69%	50%	42%	6%	27%	35%
15		262	61%	47%	42%	8%	27%	30%
16		245	64%	42%	39%	10%	26%	32%
17		236	70%	53%	47%	11%	34%	39%
18		305	64%	49%	49%	13%	33%	38%
19		297	68%	55%	49%	13%	35%	42%
20		323	71%	52%	48%	17%	37%	42%
21		341	78%	64%	57%	26%	45%	51%
22		230	74%	64%	57%	25%	44%	50%
23		223	79%	66%	63%	25%	50%	57%
24		197	75%	65%	60%	32%	48%	55%
25		179	81%	69%	63%	28%	50%	55%
26		155	85%	74%	72%	43%	62%	68%
27		100	85%	71%	65%	34%	54%	59%
28		81	84%	79%	74%	57%	68%	69%
29		62	87%	73%	69%	44%	63%	68%
30		50	80%	78%	72%	56%	66%	68%
31		26	92%	88%	81%	62%	81%	81%
32		18	89%	83%	67%	50%	72%	72%
33		19	84%	74%	68%	58%	74%	79%
34		18	89%	89%	83%	67%	89%	89%
35		8	63%	63%	38%	50%	50%	50%
36		1	100%	100%	100%	100%	100%	100%
No ACT Data		475	72%	58%	53%	17%	34%	44%
Grand Total		4316	72%	57%	53%	21%	40%	45%

d) Student Success by ACT Composite Score

ACT Score	Headcount	Return to 2nd Yr	Return to 3 yr	Return to 4 yr	Grad within 4 yrs	Grad within 5 yrs	Grad within 6 yrs
10	3	67%	0%	0%	0%	0%	0%
11	6	50%	50%	50%	0%	0%	0%
12	17	65%	24%	12%	0%	0%	6%
13	28	64%	32%	36%	0%	18%	21%
14	93	67%	35%	31%	5%	16%	23%
15	137	55%	37%	26%	3%	12%	19%
16	211	69%	43%	38%	6%	22%	29%
17	318	62%	45%	40%	8%	27%	32%
18	398	65%	48%	44%	9%	27%	34%
19	358	63%	50%	47%	11%	31%	37%
20	356	75%	57%	53%	18%	41%	46%
21	353	73%	59%	54%	17%	43%	47%
22	314	79%	65%	59%	27%	50%	55%
23	294	73%	60%	54%	30%	48%	50%
24	223	76%	66%	64%	27%	48%	59%
25	198	87%	74%	71%	34%	56%	63%
26	159	83%	78%	72%	43%	64%	66%
27	131	81%	74%	66%	37%	55%	60%
28	80	84%	75%	68%	44%	56%	59%
29	62	90%	84%	76%	55%	74%	76%
30	40	90%	75%	70%	58%	78%	78%
31	36	89%	86%	75%	75%	75%	75%
32	14	86%	79%	79%	64%	79%	79%
33	10	80%	80%	80%	70%	80%	80%
34	2	100%	100%	100%	100%	100%	100%
35							
No ACT Data	475	72%	58%	53%	17%	34%	44%
Grand Total	4316	72%	57%	53%	21%	40%	45%

e) Student Success by High School Grade Point Average

HSGPA Range	Headcount	Return to 2nd yr	Return to 3 yr	Return to 4 yr	Grad within 4 yrs	Grad within 5 yrs	Grad within 6 yrs
1.0 to 1.49	9	67%	33%	33%	0%	0%	11%
1.5 to 1.99	141	56%	34%	27%	2%	9%	13%
2.0 to 2.49	652	62%	40%	33%	2%	14%	21%
2.5 to 2.99	1071	66%	47%	42%	8%	26%	33%
3.0 to 3.49	1195	73%	58%	55%	19%	42%	48%
3.5 to 3.99	934	83%	75%	71%	40%	63%	67%
4.0 and above	289	90%	86%	79%	61%	81%	83%
N/A	25	60%	48%	40%	20%	24%	32%
Grand Total	4316	72%	57%	53%	21%	40%	45%

Appendix II. Developmental Courses

Graduation Rates by First Developmental Course

		Returned to:			Graduated within:		
DEV Math Course	Headcount	Second Year	Third Year	Fourth Year	Four Years	Five Years	Six Years
DEV 083	214	66%	36%	31%	2%	18%	22%
DEV 093	262	67%	49%	43%	8%	26%	33%
DEV 095	952	78%	56%	51%	13%	32%	40%
DEV MTH Total	1428	74%	52%	47%	10%	29%	36%
No DEV Mth Course	2888	71%	60%	55%	29%	45%	50%
DEV Writing Course	Headcount						
DEV 082	261	73%	47%	38%	3%	23%	28%
DEV 092	412	68%	46%	43%	8%	25%	31%
DEV WRI Total	673	70%	47%	41%	7%	24%	30%
No Dev Writing	3643	73%	59%	55%	23%	42%	48%
No DEV Placement	1816	80%	70%	64%	34%	55%	60%

Time to Graduation by Number of Developmental Courses

Degree Term	# of qtrs to graduate	One Course		Two Courses		Three Courses		Four Courses		Grand Total	
		#	%	#	%	#	%	#	%	#	%
Spring 2006	10	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Summer 2006	11	1	0.5%	0	0.0%	0	0.0%	0	0.0%	1	0.3%
Fall 2006	12	3	1.5%	1	0.9%	0	0.0%	0	0.0%	4	1.1%
Winter 2007	13	5	2.5%	1	0.9%	0	0.0%	0	0.0%	6	1.7%
Spring 2007	14	50	24.5%	12	10.3%	4	17.4%	1	12.5%	67	19.0%
Summer 2007	15	12	5.9%	8	6.8%	2	8.7%	0	0.0%	22	6.3%
Grad in 4 years or less		71	34.8%	22	18.8%	6	26.1%	1	12.5%	100	28.4%
Fall 2007	16	31	15.2%	10	8.5%	3	13.0%	0	0.0%	44	12.5%
Winter 2008	17	18	8.8%	18	15.4%	1	4.3%	0	0.0%	37	10.5%
Spring 2008	18	39	19.1%	39	33.3%	7	30.4%	3	37.5%	88	25.0%
Summer 2008	19	13	6.4%	5	4.3%	1	4.3%	2	25.0%	21	6.0%
Grad in 4 to 5 years		101	49.5%	72	61.5%	12	52.2%	5	62.5%	190	54.0%
Fall 2008	20	10	4.9%	9	7.7%	3	13.0%	1	12.5%	23	6.5%
Winter 2009	21	7	3.4%	2	1.7%	0	0.0%	1	12.5%	10	2.8%
Spring 2009	22	12	5.9%	9	7.7%	1	4.3%	0	0.0%	22	6.3%
Summer 2009	23	3	1.5%	3	2.6%	1	4.3%	0	0.0%	7	2.0%
Grad in 5 to 6 years		32	15.7%	23	19.7%	5	21.7%	2	25.0%	62	17.6%
Grand Total		204	100.0%	117	100.0%	23	100.0%	8	100.0%	352	100.0%

	One Course		Two Courses		Three Courses		Four Courses		Grand Total	
	#	% grad	#	% grad	#	% grad	#	% grad	#	% grad
Total # DEV in cohort:	531	38.4%	313	37.4%	92	25.0%	28	28.60%	964	36.50%

- ◆ 966* students (44.5%) in the cohort took at least one developmental course their first year; 36.5% of those students graduated in 6 years

**Appendix III. Clark State Community College - Wright State
University
Gateway Program**

Memorandum of Agreement “Gateway” Program

Clark State Community College and Wright State University

The University System of Ohio’s *Strategic Plan for Higher Education for 2008-2017* calls for increasing the number of bachelor’s degrees awarded and increasing the number of bachelor’s degree recipients with at least one year of credit from a community college. To help achieve these goals and to enhance access and affordability of bachelor degree programs for students in the Dayton-Springfield region, Wright State University and Clark State Community College are entering into this agreement to provide a “gateway” to bachelor degree programs.

The Gateway Program formalizes links between Wright State and Clark State to provide seamless student movement between the institutions. The objective is to facilitate student entry or reentry into a bachelor degree program at Wright State. The program has three paths: Gateway Pathway; Gateway to Recovery; and Gateway in Residence

Goals of all of the Gateway components include

- Eliminating barriers for students in attaining their educational goals.
- Promoting student success and baccalaureate degree attainment.
- Expanding student options for college services.
- Improving academic program articulation.
- Using resources at both institutions efficiently and effectively.

To enter the Gateway Program, students must declare the intention to enroll at Wright State following the completion of a specified program of study at Clark State. Students will concurrently enroll in a zero credit hour “Gateway” course at Wright State to become eligible for the Wright 1 card needed to obtain services on Wright State’s campus. Students must maintain the satisfactory academic progress at Clark State to continue in the program.

Upon completion of the Gateway Program, students will be guaranteed admission to Wright State. While in the program, students will be jointly advised by Clark State and Wright State’s University College. All college-level courses taken at Clark State will transfer to Wright State and be applied as appropriate toward degree requirements.

Benefits of the Gateway Program: The Gateway Pathway will provide students a unique environment in which they will receive support from both institutions to ensure a seamless transition from Clark State to Wright State. In addition to joint advising, students in the Gateway Program will be provided the opportunity to use Wright State facilities and become part of the Wright State community. Benefits available include

- Wright State library privileges,
- Admission to selected Wright State athletic and cultural events,
- Access to Wright State fitness and student recreation programs,
- Access to Wright State computer network and support, and
- Additional Wright State student life activities.

Students in the Gateway Program will be assessed fees equivalent to those of Wright State students for extramural activities.

Gateway Pathway: The Gateway Pathway Program is designed for students entering Clark State with the intention of obtaining a bachelor's degree at Wright State upon completion of their program of study at Clark State.

Gateway to Recovery: The Gateway Recovery Program is designed for students who are ineligible to continue at Wright State because of a lack of academic progress. Gateway Recovery students will meet with advisors from both Clark State and Wright State's University College to develop a program of study that will enable the student to be readmitted to Wright State. The program of study will consist of a minimum of 24 semester hours and include all of the developmental courses required to support the given student's success in preparing to return to Wright State.

Gateway in Residence: The Gateway Residence Program is designed for students who apply to Wright State but do not initially meet the University's entrance requirements but wish to begin their studies in residence on Wright State's campus. Students in the residence program will enroll at Clark State's Greene Center campus and will be integrated into the Wright State community by utilizing university housing and facilities.

Students who live in Wright State housing must provide all information required by Wright State, including proof of insurance, criminal record and background check, etc. The housing application will be completed with the Gateway application.

Students participating in the Gateway Residence Program will comply with the conduct standards at both institutions. Clark State Community College and Wright State University may each intervene in cases of misconduct, particularly when cases involve health and safety. Students found in violation of conduct codes may receive sanctions from each institution. Clark State and Wright State reserve the option to decide that only one institution will process a case of misconduct. Clark State and Wright State will create a process for reporting to the other when the institution has undertaken student conduct actions.

Clark State agrees that no complaint or grievance by a student solely against or solely involving Wright State and/or its administration, faculty, staff, services or facilities will be addressed through Clark State grievance procedures and all such complaints or grievances shall be referred to the appropriate Wright State institutional process or grievance procedures. Wright State agrees that students will not be allowed to use Wright State grievance procedures to pursue complaints solely involving Clark State.

Recruitment and Retention: Clark State and Wright State will be jointly responsible for recruitment, retention, and for providing student support services.

- Wright State will make Gateway residence program information available to students who do not meet Wright State's admissions criteria.
- Wright State will make Gateway recovery program information available to students who are academically ineligible to return to Wright State.
- Clark State will make the Gateway Pathway program information available to students entering designated programs at Clark State.
- Gateway in Residence and Gateway to Recovery students will be referred by Wright State University to Clark State Community College for admission consideration. Students who enter Clark State will be referred to Wright State University for concurrent enrollment in the zero credit Gateway course.
- The admission deadline will be determined by Clark State.
- Student records and advising will be shared between both institutions.
- To remain in good standing in the Gateway program, students must successfully complete 8 hours each semester with a cumulative GPA of 2.25 or higher. Students in the residence program must complete a minimum of 12 hours each semester with the 2.25 GPA.
- For admission to Wright State through the Gateway program, students must complete a minimum of 30 semester hours at Clark State, including all required developmental course work and all high school deficiencies. At least 24 hours must be in college-level courses, with a cumulative GPA of 2.25 or higher.
- After qualifying for admission to Wright State, Gateway students may choose to remain in the Gateway program and complete an associate of arts or associate of science degree at Clark State before being admitted to Wright State. Students electing to do so must successfully complete 8 hours each semester with a cumulative GPA of 2.25 or higher.

Tuition and Fees: Clark State will assess tuition and fees for courses taken at Clark State. Fees for Wright State services will be assessed by Wright State and collected by Clark State. This includes housing and food plans fees for students in the residence program.

Registration, Records, and Financial Aid: Students will register for courses through the regular registration processes at Clark State. Clark State will maintain student records for Gateway students until they matriculate at Wright State. For advising purposes, information will be shared between institutions. The institutions will work together to develop a secure, efficient process of information/data interchange.

Financial aid will be available at the institution where the student is enrolled in classes. Wright State will assist Clark State in determining the appropriate housing and fee allowance to be factored into its estimated cost of attendance. Applications for scholarships will be available at the institution where the student is enrolled in classes.

Marketing : Promotional plans and materials will be subject to approval by each institution.

The following understandings will guide this effort, until modified or amended. This agreement will expire two years from the date signed.

Date: August 15, 2011

Steven Angle, Ph.D.
Provost
Wright State University

David H. Devier, Ph.D.
Vice President of Academic and Student Affairs
Clark State Community College

Appendix IV. University College Student Progress

Wright State University

Main Campus, Direct from High School Full-Time Degree Freshmen
Two Year Student Movement to Degree Colleges
(Direct Admits NOT included)

Intended College	Fall 2009 Students		Not Returning Fall 2011		Returned Fall 2011 Academic College								Total Returning to WSU		Total Returning to Original Intending College	
	No.	%	No.	%	BA	ED	EG	LA	N	SM	UC	LC	No.	%	No.	%
Business & Admin.	245	12.6%	109	44.5%	73	5	1	16	0	7	33	1	136	55.5%	73	29.8%
Education	168	8.6%	86	51.2%	0	32	1	7	2	5	34	1	82	48.8%	32	19.0%
Engineering & CS	217	11.1%	83	38.2%	14	1	70	17	0	7	25	0	134	61.8%	70	32.3%
Liberal Arts	345	17.7%	169	49.0%	3	4	1	127	0	7	34	0	176	51.0%	127	36.8%
Nursing & Health	346	17.8%	198	57.2%	5	18	0	13	54	22	36	0	148	42.8%	54	15.6%
Science & Math	253	13.0%	128	50.6%	5	9	2	15	4	68	22	0	125	49.4%	68	26.9%
Undeclared	374	19.2%	206	55.1%	29	10	17	51	1	21	39	0	168	44.9%	39	10.4%
Total	1,948		979	50.3%	129	79	92	246	61	137	223	2	969	49.7%	463	23.8%

**Total Fall 2009 NDFHS Students Moving into a College by Fall 2011: 746 38.3% of original F09 cohort
77.0% of returning F09 cohort**

Appendix V. Program Admission Requirements

SUMMARY OF PROGRAM ADMISSION REQUIREMENTS

College of Education and Human Services
(Benchmark: Students in the CEHS majors are expected to be in their college by the end of their fifth quarter, except as noted.)

Athletic Training
 2.5 GPA

For information about the formal application process go to URL:
http://www.cehs.wright.edu/studentinfo/student_services/application_ted.php

Early Childhood Education, Health & Physical Education
 2.5 GPA
 45 hours earned
 Acceptable scores on the Praxis I

Following found at:
http://www.cehs.wright.edu/studentinfo/student_services/application_ted.php

Formal Application
 Writing Sample
 2 Recommendations
 Middle Childhood Education
 2.5 GPA
 45 hours earned
 Statement of Good Moral Character

Rehabilitation Services
 2.35 GPA
 24 hours earned

Organizational Leadership
 2.0 GPA
 90 hours earned
 Completion of 2 from different areas:
 ACC, EC, MKT, FIN, or STT

(Benchmark: Students in the OL major are expected to be in their college by the end of their seventh quarter.)

Raj Sooin College of Business
 2.5 cumulative GPA from all schools
 45 hours earned
 Grade of "C" or higher in ENG 101 and 102
 Grade of "C" or higher in MTH 128/129 or in a higher level math

(Benchmark: Students in the RSCB majors are expected to be in their college by the end of their fifth quarter.)

College of Engineering and Computer Science
(Benchmark: Students in the CECS majors are expected to be in their college by the end of their sixth quarter.)

2.25 GPA
 24 hours earned
 Grade of "C" or higher in ENG 101 and 102

Additional requirements:
 Biomedical Engineering or Industrial & Systems Engineering (ISE)
 Grade of "C" or higher in EGR 101 (or MTH 229, 230)
 Grade of "C" or higher in CEG 220 (or CS240 for ISE majors only)
 Grade of "C" or higher in CHM 121/125 or PHY 240/200

Computer Science
 Grade of "C" or higher MTH 257
 2.25 GPA in all CS and CEG courses
 Grade of "C" or higher in CS 240

College of Engineering & CS cont.

Computer Engineering
 Grade of "C" or higher MTH 257
 Grade of "C" or higher in CS 240

Electrical Engineering
 Grade of "C" or higher in EGR 101 (or MTH 229, 230)
 Grade of "C" or higher in CEG 220 or CS 240
 Grade of "C" or higher in CHM 121/125 or PHY 240/200

Engineering Physics
 Grade of "C" or higher in EGR 101 (or MTH 229, 230)
 Grade of "C" or higher in one of the following: CEG 220, EGR 153 or CS 240
 Grade of "C" or higher in CHM 121/125 or PHY 240/200

Mechanical Engineering or Materials & Science Engineering
 Grade of "C" or higher in EGR 101 (or MTH 229, 230)
 Grade of "C" or higher in ME 102
 Grade of "C" or higher in CHM 121/125 or PHY 240/200

College of Liberal Arts

- 2.0 GPA
- 24 hours earned
- Grade of "C" or higher in ENG 101 and ENG 102
- Three additional General Education courses from Areas 2, 3, or 4.

(Benchmark: Students in most COLA majors are expected to be in their college by the end of their third quarter. Exceptions are noted.)

Additional Requirements:
Communication and Social Science Education

- 2.5 GPA

Criminal Justice and Urban Affairs

- 2.3 GPA

Economics

- Grade of "C" or higher in MTH 128/129 or in a higher-level math course

(Benchmark: Students in the Economics B.A. major are expected to be in their college by the end of their fourth quarter.)

English Education/Integrated Lang Arts

- 2.5 GPA
- 48 hours earned

(Benchmark: Students in the English Education major are expected to be in their college by the end of their sixth quarter.)

Modern Language

- 2.5 cumulative GPA (or 3.0 GPA in foreign language courses)

College of Liberal Arts cont.

Motion Picture Production B.A.

- 2.25 GPA

Special Admission Requirements:
B.F.A. in Art or Theatre (except for Motion Picture Production)

- 2.0 GPA
- 24 hours
- Audition required for Acting, Musical Theatre, and Dance

Motion Picture Production B.F.A.

- 2.25 GPA
- 24 hours earned
- Grade of "A" or "B" in MP 131 and 180

Music

- Audition
- Three outside recommendations
- Formal application

College of Nursing and Health

- 2.5 GPA*
- 48 hours in prescribed courses
- 2.5 GPA and grade of "C" or higher in all prerequisite courses – ENG 101 & 102, PSY 105 & 110, CHM 102, ANT 310, M&I 220, SOC 200, STT 160
- Formal application

***This program is competitive admission!**

(Benchmark: Students in the Nursing major are expected to be in their college by the end of their sixth quarter.)

College of Science and Mathematics

- 2.0 GPA
- 24 hours earned
- Grade of "C" or higher in 2 courses in chosen major

(Benchmark: Students in the COSM majors are expected to be in their college by the end of their third quarter, except Math majors by the end of their sixth quarter.)

Additional requirements:

Math

- MTH 229 and 230 with grade of "C" or higher in each
- 2.5 GPA or higher for the average of MTH 229 and 230

Psychology

- 2.25 GPA
- 30 hours earned
- 2.25 GPA courses in major (min 2)

Biological Sciences

- 2.25 GPA
- 2.25 GPA courses in major (min 2)