Interim Report for CLASS Grant (Round II)
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### Reflections on Progress Made

The faculty and staff of Wright State have focused on a number of strategies to contribute to the goal of increasing completion of gateway math and English courses in the students' first year of enrollment. Among these strategies are:

1) development and implementation of **co-requisite remediation models** for both English and mathematics,
2) **redesigned math and English courses** and **realignment** of math pathways and development of guidance tools for advisors and students,
3) development of educational planning tools for students that show clearly structured programs of study that provide for **clear and coherent pathways** and the implementation of Ohio Guaranteed Transfer Pathways,
4) the **centralization and development of proactive advising** campus-wide and leveraging integrated technology, and
5) the **centralization and enhancement of career services** with career advisors co-located with academic advisor in the newly formed "Student Success Suites."

Preliminary data show these strategies are making a difference. It is likely that co-requisite remediation is a primary driver; however, the proactive outreach of advisors and the development of educational planning documents may also contribute to increased student completion. Providing for clear and coherent pathways has been the focused work of academic advisor and our faculty in math and English over the last few years and is beginning to show results.

Specifically, in the last year, 57% of first-time, full-time students completed their gateway English course. This is a 5% increase over the previous year. Of significance, is underrepresented minorities who experienced gains from 51% (cohort size of 538) to 61% (cohort size of 492) in one year. Overall, all targeted areas showed an increase from the previous year (see chart A). It's worth noting that Wright State has experienced enrollment declines in the target groups (except in adults which has remained steady, but still a small cohort).

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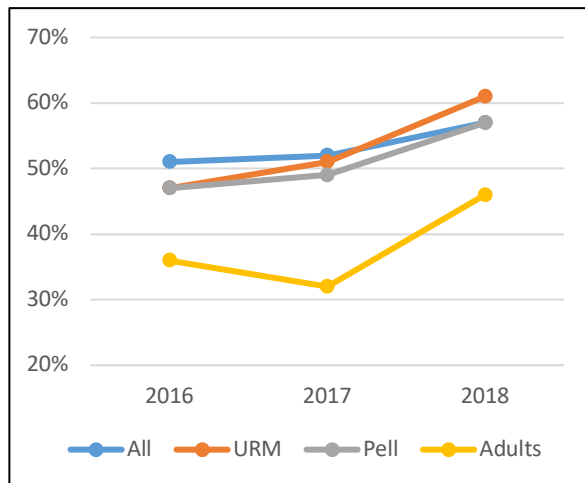
Gateway English Completion in First Year, First-time, Full-time

	2016	**2017**	**2018**	**Diff**
All	51% (2,296)	52% (2,273)	57% (2,198)	+5%
URM	47% (565)	51% (538)	61% (492)	+10%
Pell	47% (1,070)	49% (1,046)	57% (966)	+8%
Adults	36% (59)	32% (62)	46% (67)	+14%

Chart A: Gateway English Completion, % completion of the cohort, cohort size

Also in the last year, 59% of first-time, full-time students completed their gateway math course. This is a 12% increase from the previous year. Again, underrepresented minorities had significant gains: from 33% (cohort size of 538) to 47% (cohort size of 492). Like with English gateway, all targeted groups saw an increase in completion of gateway math in the last year, although cohort sizes were slightly smaller due to enrollment declines (see chart B).
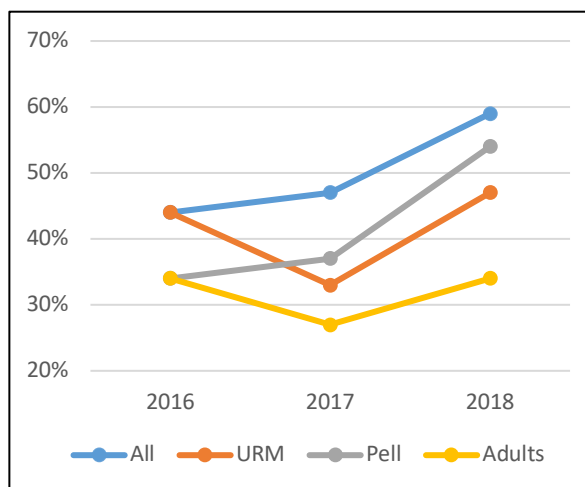
Gateway Mathematics Completion in First Year, First-time, Full-time

	2016	**2017**	**2018**	**Diff**
All	44% (2,296)	47% (2,273)	59% (2,198)	+12
URM	44% (565)	33% (538)	47% (492)	+14
Pell	34% (1,070)	37% (1,046)	54% (966)	+17
Adults	34% (59)	27% (62)	34% (67)	+7

Chart B: Gateway Mathematics Completion, % completion of the cohort, cohort size

Although the quantitative reasoning and statistics **co-requisite remediation models** were implemented at scale in Fall 2017, challenges still exist for the STEM pathway and students remediating for college algebra. The chair and faculty of the math department are strong advocates for the curricular redesign necessary for co-requisite implementation so continue to utilize professional development opportunities for faculty and others involved and will benefit from further grant support.

Additionally, although we scaled English co-requisite (ALP) in Fall 2016, we are experiencing challenges of meeting enrollment needs for all remedial writing students in their first term of enrollment. As we

see a decline in students needing the college-level English course (ENG 1100) due to College Credit Plus and transfer, the model of half remedial/half college-level in our co-requisite courses make it difficult to add more ALP seats.

In both the math and English departments, going to scale has caused challenges for faculty who are now exposed to student behavior they had not been used to previously (when developmental courses were taught in a whole other department). Students present with a number of adjustment-to-college issues and other non-cognitive behavioral issues. A challenge to morale at times can create a "it's not my job" [to deal with support systems] mentality. Opportunities for further professional development around grit and persistence is warranted for both faculty and staff (including academic advisors).

With continued use of co-requisite models, it has become necessary to **redesign stand-alone developmental math courses to align** with the appropriate pathways. In the end whether a student is remedial or college ready, all students enroll in appropriate math courses based on their placement and their major. Which are facilitated by four pathways: 1) quantitative reasoning, 2) statistics, 3) STEM, or 4) elementary education.

Advisors have implemented new term-by-term educational planning tools for students that show clearly structured programs of study that provide for **clear and coherent pathways** which have helped facilitated timely enrollment in gateway courses. In addition, the Ohio Guaranteed Transfer Pathways have helped facilitated the production of new transfer guides that have brought our faculty together with our community college faculty to map out more authentic term-by-term pathways. One of the university's strategic enrollment priorities is to increase the number of adult and transfer students, so work in this area is critical to support that goal.

The **centralization and development of proactive advising** campus-wide has been implemented around the increased use of integrated technology and implementation of the student success management system (EAB-SSC Campus). Utilization of this tool was mandated for advisors and have helped us target students in a more meaningful, productive way. We now have ways to intervene with students through early alerts and progress reports and utilizing clear and coherent educational plans. Future developments on educational planning is to explore on-line, web-based systems that integrate with the student information system.

And finally, the **centralization and enhancement of career services** with career advisors co-located with academic advisor in the newly formed "Student Success Suites" (implementation began in July 2018). The Success Suites can be found in each college across campus and are designed to provided convenience and expertise in a student's area of study. Meeting students truly where they are, the academic and career advisors help connect a student's academic program to their career goals, while guiding them to timely degree completion.

Overall, it is believed that the institutionalization of these new programs (i.e., co-requisite remediation, proactive advising, clear and coherent pathways, etc.) has not only helped rally faculty and staff from multiple units university-wide, is has also helped create a culture that goes beyond just cooperation or even collaboration, rather it has helped facilitate a culture of partnership – where we not only have shared roles and responsibilities we have shared goals for student success. However, it all starts with faculty commitment to curricular change – examining the student learning outcomes at both the programmatic and course level is the critical first step to achieving these results. Then, the staff units

through the related infrastructure (including funding for instruction, academic support and professional development) is able to provide the wrap around support needed to realize the benefits of these curricular changes. In other words, the curricular change is necessary, but not sufficient in impacting the student success outcomes.

Although people are key to the success of any program, it is also people that are oftentimes the greatest challenge. Faculty and staff who are locked in an entrenched culture, who get mired in philosophical debates on "whose job is it" to remediate university students, coupled with slim budgets and resources, have all been barriers to sustaining these initiatives. Educating and reeducating these teams to stay the course is critical to the work, in addition to communicating with the administration and campus community as a whole. Therefore, our continued need is to provide professional development to help our faculty and staff to learn and apply what they are learning in their respective roles that support these emerging initiatives that are making an impact on student success outcomes and are sustainable for years to come.