

2014

Wright State University Campus Completion Plan





WRIGHT STATE UNIVERSITY CAMPUS COMPLETION PLAN

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WRIGHT STATE UNIVERSITY MISSION

The Vision and Mission of Wright State University, as articulated in the University's Strategic Plan, provide aspirational goals and guiding principles for the University. The University mission includes research and scholarship to contribute to the betterment of society, being an integral partner with the communities we serve, and enhancing Ohio's economy through workforce development and entrepreneurship. However the primary mission of the University, and the first goal enumerated in the Mission Statement, is to provide innovative, high-quality educational programs and an academic environment that promotes the success of our students both while they are attending Wright State and later as citizens of our global society.

WRIGHT STATE UNIVERSITY MISSION

We transform the lives of our students and the communities we serve. We will:

- *Build a solid foundation for student success at all levels through high-quality, innovative programs;*
- *Conduct scholarly research and creative endeavors that impact quality of life;*
- *Engage in meaningful community service;*
- *Drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.*

WRIGHT STATE UNIVERSITY VISION

Wright State University, inspired by the creative spirit of the Wright brothers, will be Ohio's most learning-centered and innovative university, known and admired for our inclusive culture that respects the unique value of each of our students, faculty, staff, and alumni and for the positive transformative impact we have on the lives of our students and the communities we serve.

The Wright State Strategic Plan further defines the objectives to be achieved through University projects, programs, and initiatives in the next five years. The Strategic Plan identifies five focal themes: Academic Quality and Program Distinctiveness, Student Access and Educational Attainment, Research and Innovation, Community and Economic Development, and Essential Resources needed to sustain the academic and social mission of the University. The first two themes directly address the goals for Campus Completion Plan: enhancing student learning and student success.

WRIGHT STATE STRATEGIC PLAN

Goal 1: Academic Quality and Program Distinctiveness

Enhance our distinctive learning experiences to produce talented graduates with the knowledge, skills, and dispositions essential for lifelong learning and the ability to lead and adapt in a rapidly changing world.

- *Objective A: Assess student learning and program level outcomes; gather and analyze data; and use results to improve learning.*

- *Objective B: Enrich academic and professional programs.*
- *Objective C: Recruit and retain a nationally/internationally recognized diverse, learning-centered faculty and staff.*

Goal 2: Student Access and Educational Attainment

Enhance student access and success of a diverse student body through quality and innovative instruction and student life programs that lead to graduation and career placement.

- *Objective A: Improve the enrollment and retention of direct-from-high-school, graduate, and nontraditional student populations.*
- *Objective B: Enhance degree completion.*
- *Objective C: Develop effective educational processes to assist students in meeting post-graduation career and educational goals.*

The Campus Completion Plan represents the continuation of a series of significant campus initiatives to provide academic programs and support that enhance student learning, progress, and degree completion to achieve the goals outlined in the Strategic Plan. In 2005-2006, Wright State participated in the Foundations of Excellence Program developed by the John N. Gardner Institute for Excellence in Undergraduate Education. This process included a year-long campus wide audit of university practices for supporting first year students and the incorporation of research based best practices for student retention into the first year program. The University's *Access, Progress, Success* initiative in 2011-2013 developed a student success agenda that adopted recommended practices from the Complete College America program, the High-Impact Educational Practices identified by the Association of American Colleges and Universities, and internally developed curricula and academic support programs to meet the distinctive needs of our students.

The Campus Completion Plan is the next step in Wright State University's commitment to maintaining our mission of access to higher education while enhancing the educational experience, student learning, and degree completion. The Campus Completion Plan has three major themes: innovative curricula; proactive and personalized advising; and expanded academic support services. The initiatives are designed to cover the full spectrum of the undergraduate student experience from the transition to the university level academic expectations, to progression through the curriculum, to graduation and entry into the workforce. The completion plan addresses the needs of all undergraduate students, including the students transferring to Wright State and adult learners returning to higher education. The former make up over one third of our most recent entering undergraduate students and over 21% of new undergraduate students were age 22 or above.

CAMPUS COMPLETION COMMITTEE

Successful efforts to enhance student learning, retention, and graduation require the commitment of all constituencies on campus: faculty, staff, and the students themselves. To ensure university-wide input, involvement, and oversight of our student success initiatives the Campus Completion Committee was constituted at the beginning of the Fall 2013 semester. The initial tasks of the Committee were to review current projects designed to improve student retention, progression, and completion; identify curricular, policy, and procedural barriers to student success; and craft the University Campus Completion Plan. As the university's focal point for student success, Campus Completion Committee was provided the following charge:

CAMPUS COMPLETION COMMITTEE CHARGE

Student success at Wright State University consists of the attainment of the university and programmatic learning outcomes and the achievement of the student's personal educational goals. The purpose of the Campus Completion Committee is to address student success in an intentional and university-wide coordinated manner. The responsibilities of the committee include the following:

- Identify aspects of the University that provide barriers to student progress and success. Areas to be considered include, but are not restricted to advising, curriculum, affordability, registration, admissions, and student life.
- Establish the priority to be placed on addressing each barrier.
- Review and evaluate the effectiveness of ongoing student success initiatives.
- Solicit student success initiatives from the University community to address highly prioritized barriers. The initiatives may be expansions of current programs or new programs.
- Ensure that student success initiatives are aligned with the University Mission and Strategic Plan.
- Make recommendations on University policies and procedures to address identified barriers and enhance student progression in their degree programs.
- Establish retention and graduation goals for the overall undergraduate population and selected student groups.
- Collaborate with Institutional Research to design an annual student success report to inform the campus community of progress on student success.

WRIGHT STATE UNIVERSITY CAMPUS COMPLETION PLAN

The Campus Completion Committee provides a focal point for all student success initiatives at Wright State. The identification of obstacles to student progress and the Campus Completion Plan resulted from a yearlong review of student data, demographics, current programs, and curricula by the Campus Completion Committee. The overarching themes and specific recommendations in the Campus Completion Plan reflect the areas that the committee believes can have both an immediate and long term impact on student learning, retention, and graduation at Wright State.

CAMPUS COMPLETION COMMITTEE MEMBERSHIP

Robin Adams	Bursar's Office
Mary Ellen Ashley	Vice President for Enrollment Management
Amy Barnhart	Financial Aid
Kimberly Barrett	Vice President, Multicultural Affairs & Community Engagement
Nycia Bolds	Multicultural Affairs & Community Engagement
Kary Brigger	Institutional Research
Barb Bullock	Institutional Research
Travis Doom	Faculty, College of Engineering and Computer Science
Herb Dregalla	Faculty, College of Liberal Arts
Kathy Engisch	Faculty, College of Science & Mathematics
Angie Griffith	Advisor, College of Engineering & Computer Science
Linda Hockaday	Advisor, College of Education & Human Services
Dan Krane	President: Faculty Senate, College of Science and Mathematics
Joe Law	Articulation & Transfer
Tim Littell	University College
Charles Long	Transfer Student Resource Center
Bonnie Mathies	Dean, Lake Campus
Kathy Morris	Associate Vice President, Student Affairs
Sean Pollock	Faculty, College of Liberal Arts
Kyle Powell	Student Government
Heather Rando	Disability Services
Mateen Rizki	President Elect: Faculty Senate
Bev Schieltz	Faculty, College of Science and Mathematics
Ife Shafeek	Classified Staff
Sheila Shellabarger	University Libraries
Sukhmanjit Singh	President Student Government
Sol Solomon	Raider Connect
Thomas Sudkamp	Vice President for Curriculum & Instruction
Becky Traxler	Curriculum & Instruction
Joy Wanderi	University Center for International Education

UNDERGRADUATE STUDENT POPULATION

Wright State University is committed to providing access to higher education to a diverse student population. This is both a point of pride and a necessity to meet the educational and economic needs of the Dayton region and the State of Ohio. To be successful in turning access into success, we must “meet students where they are” and to ensure that the opportunity for higher education is available to anyone who has demonstrated the potential to succeed in college.

The diversity of our students is illustrated by a comparison of Wright State’s proportion of adult students, students from minorities underrepresented in higher education, students requiring additional academic preparation, and students with financial need with those of students enrolled in all Ohio public bachelor degree granting institutions.

Student Demographic	Fall 2012: All Undergraduate Students	
	Wright State	State Wide Total (From OBR)
First Generation College	31.4%	27.1%
Pell Eligible	43.0%	35.4%
Took Remedial Courses	41.0%	34.1%
Age 25 and Older	22.9%	20.6%
Black, non-Hispanic	13.3%	10.1%
Hispanic	1.1%	2.7%

With the recent growth of the Hispanic population in the Miami Valley and our outreach to that community, the number of undergraduate Hispanic students at Wright State has increased by 89% in the past five years. We anticipate continued growth of this population both in the region and at Wright State.

As demonstrated by our undergraduate student demographics, Wright State actively reaches out to students in groups that are considered at risk because of historical retention and graduation patterns. It is precisely these students that must be encouraged and supported in their quest for higher education to produce the workforce for the 21st century that meets the future needs of the State of Ohio.

Wright State’s goal of welcoming a diverse student body extends beyond academic preparation, age, ethnicity, and financial need. The Office of Disability Services is recognized nationally for its leadership in providing services for students facing challenges due to physical or learning disabilities. In Fall 2012, over 500 students received assistance through the Office of Disability Services.

With the proximity to Wright Patterson Air Force Base and the growing number of veterans entering higher education, Wright State expanded its services to veterans, active duty military, and their spouses and children



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with the creation of the Veteran and Military Center in 2013. The Center serves as a focal point to support veterans in their transition to life on a college campus, provides academic programs to assist military related students, and works with students to overcome any obstacles that may be encountered during their time at Wright State. The Veteran and Military Center currently serves 593 undergraduate veterans and an additional 93 graduate student veterans.

To provide students with global awareness and experience, we have entered developed partnerships with institutions in Asia, Europe, and South America. Wright State is currently the home of 1500 international students of whom over 700 are undergraduates. Along with enhancing the diversity of the campus, the international relationships provide opportunities for Ohio residents to study at locations spanning the globe.

The table on the following page, compiled by the Ohio Board of Regents, provides a detailed portrait of Wright State undergraduate student population for the fall term of the 2012-2013 academic year.

WRIGHT STATE UNIVERSITY CAMPUS COMPLETION PLAN

FALL TERM 2012 (FROM OBR)

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	2,561	100.0%	9,922	100.0%	1,031	100.0%	13,514	100.0%
Enrolled Part Time	167	6.5%	2,310	23.3%	312	30.3%	2,789	20.6%
Not Degree/Certificate Seeking	6	0.2%	116	1.2%	96	9.3%	218	1.6%
First Generation College	863	33.7%	3,070	30.9%	304	29.5%	4,237	31.4%
Pell Eligible	1,083	42.3%	4,266	43.0%	461	44.7%	5,810	43.0%
Took Remedial Courses	1,058	41.3%	4,091	41.2%	387	37.5%	5,536	41.0%
Female	1,381	53.9%	5,211	52.5%	512	49.7%	7,104	52.6%
Age 18-24	2,500	97.6%	7,245	73.0%	651	63.1%	10,396	76.9%
Age 25 and Older	43	1.7%	2,676	27.0%	379	36.8%	3,098	22.9%
Race / Ethnicity								
American Indian or Alaskan Native	8	0.3%	32	0.3%	1	0.1%	41	0.3%
Asian or Pacific Islander	40	1.6%	260	2.6%	23	2.2%	323	2.4%
Black, non-Hispanic	444	17.3%	1,228	12.4%	129	12.5%	1,801	13.3%
Hispanic	15	0.6%	131	1.3%	3	0.3%	149	1.1%
White, non-Hispanic	1,826	71.3%	7,442	75.0%	776	75.3%	10,044	74.3%
Two or More Races	121	4.7%	199	2.0%	35	3.4%	355	2.6%
Nonresident Alien	96	3.7%	374	3.8%	48	4.7%	518	3.8%
Race Unknown	11	0.4%	256	2.6%	16	1.6%	283	2.1%

STUDENT PREPARATION

These initiatives are designed to help prepare students to succeed in their first year at Wright State. With a mission of providing opportunities for higher education by “meeting students where they are,” it is critical to have curricula and academic support to help students successfully bridge the gap between their preparation and college expectations. The following University initiatives are designed to address student preparation by providing opportunities to enhance their academic background in mathematics and composition and by curricular redesign reducing the need for students to take prerequisite courses that do not count toward their degree. Programs to help students address shortcomings in academic preparation are particularly critical to serve our diverse population. As seen in the table below that shows the proportion of students not meeting the State of Ohio remediation free standards, academic preparation programs will have their greatest impact on students from underrepresented minorities, first generation college students, and students with financial need.

Student Demographic	Fall 2013 New Direct From High School							
	All Students		Pell Eligible		First Generation		Underrepresented Minority	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	2118	100%	917	100%	596	100%	372	100%
Math Remediation	1054	49.7%	589	64.2%	357	59.8%	301	80.9%
Writing Remediation	526	24.8%	341	37.1%	191	32.0%	197	52.9%
Both	460	21.7%	307	33.4%	172	28.8%	189	50.8%

The preparation and retention initiatives are designed to meet the needs of new direct from high school students. However, the programs and academic support are available to all students.

PRE-ENROLLMENT PREPARATION

REVIEW AND RETEST

Proper placement in the first mathematics course is critical to initial success and timely progression in a student’s academic program. The consequences of improper placement range from taking unnecessary classes and delayed progress, to enrolling in a class without the proper background to succeed. To better assess student ability, in Fall 2014 Wright State is initiating mathematics placement testing using the ALEKS PPL (Assessment and Learning in Knowledge Spaces, Placement, Preparation, and Learning) software with online access. Along with initial placement testing, ALEKS provides an integrated 6-week learning module

and up to three re-tests for incoming students. The use of ALEKS allows students to engage in a self-paced, individually prescribed review process to prepare for and improve their placement upon retesting.

SUMMER PROGRAMS

The Wright State Math Academy is a unique opportunity offered to new students whose test scores would place them in developmental mathematics for the incoming semester. The Math Academy enables students to get a head start on or complete the course before the semester begins. The Math Academy uses ALEKS, the same individualized, web-based system used for placement and in the developmental course in the Math Studio. The mastery-learning format used in both will allow the progress made by the student in the Academy to transfer seamlessly to the subsequent developmental or for-credit course.

The Wright State Writing Academy is designed for students who would initially be placed in the developmental writing course. The Writing Academy is a four-week intensive program to introduce students to college expectations in writing and reading comprehension. At the end of the program, the English Department will assess student performance and determine the appropriate placement based on student progress in the academy.

ACADEMIC ADVANTAGE PROGRAM

The Academic Advantage Program is a one-week summer program designed to engage and challenge students at all mathematics levels. Students will review appropriate mathematical content and then retake the math placement test (using ALEKS) to potentially earn a more accurate score. The Academic Advantage Program takes place immediately prior to fall semester, making the transition into college seamless, including an early move into the student's permanent room assignment. The Academic Advantage Program has established a successful track record—70% of the students who retake the mathematics placement test at the end of the week move up at least one level.

CURRICULAR REDESIGN

DEVELOPMENTAL EDUCATION

In Fall 2012, the developmental mathematics and writing programs at Wright State underwent a comprehensive redesign. The goal was to reduce the number of students taking developmental classes and to increase the success rates of students in these redesigned courses.

The development mathematics redesign was accomplished with the creation of the Math Studio, a math emporium model for teaching developmental mathematics. Pre-algebra, elementary algebra, and intermediate algebra were combined into a single course following the five guiding principles provided by the National Center for Academic Transformation: 1) redesign the whole course, 2) encourage active learning, 3) provide students with individualized assistance, 4) build in ongoing assessment and prompt feedback, and 5) ensure sufficient time on task and monitor student progress.

The Math Studio is a high-tech student-centered learning environment designed to help students learn mathematics by interacting with the instructional team and the ALEKS web-based software. Upon completing an initial assessment, each student receives a personalized curriculum to address areas that need development. This allows each student to manage his/her study time to focus on learning only the information they do not know. ALEKS provides the advantage of one-on-one instruction and sufficient practice to promote mastery of the material. The instructional team, made up of teaching faculty and highly trained proctors, monitor student progress then proactively provide one-on-one instruction to students on an individual basis.

With the Math Studio and redesigned curriculum, passing rates for developmental mathematics went from 58% (Fall 2011) to 71% (Fall 2012). And most recently, the passing rate was 74% in fall 2013.

The developmental writing curriculum was redesigned to incorporate two new courses that provide “just in time” remediation in the expanded for-credit composition courses. The intensive course offers an additional hour of instruction to provide remediation for students who would have otherwise placed into developmental writing. The stretch approach provides a two-semester sequence to allow for student remediation while being enrolled in credit-bearing courses. The success rate, grade of C or better, for students in the redesigned for-credit classes increased to 76%, compared with a 63% success rate for students in the development course the year prior to the redesign. In addition, 213 students received credit toward their graduation who previously would have simply completed a developmental course.

ENGINEERING MATHEMATICS

The first year engineering curricula were redesigned to incorporate an introduction to engineering course, EGR 1010, that is a hands-on, application-oriented first-year engineering mathematics course replacing traditional mathematics prerequisites for core sophomore engineering courses. The result has shifted the traditional emphasis on mathematics prerequisite requirements to an emphasis on engineering motivation for mathematics. Since its inception in Fall of 2004, the approach has had an overwhelming impact on student retention, motivation, and success in engineering. The 2007 introduction of EGR 199, as a precursor to EGR 1010 for initially underprepared students, has further strengthened the approach, and has made the core engineering curriculum accessible to an extremely broad range of high school graduates. Results of a recent longitudinal study have shown that the introduction of EGR 1010 and associated prerequisite changes have substantially mitigated the effect of incoming math preparation on student success in engineering across the entire range of incoming ACT mathematics scores, which has more than *doubled* the average graduation rate of enrolled students. Moreover, it has done so without watering down the caliber of graduates, who have actually enjoyed a slight increase in graduation grade point average. Finally, the approach has been shown to have the greatest impact on members of underrepresented groups, for many of whom the traditional engineering curriculum is simply not accessible. With the help of the National Science Foundation support, various aspects of the approach are now being piloted by dozens of institutions across the country (primarily university, but also at the community college and K-12 levels).

LEARNING STRATEGIES

The UVC 1000 Learning Strategies for Student Success course was developed to reinforce study skills and provide individual study assistance based on the athletic study table model. The course is offered as a hybrid (online and traditional elements combined) in which students engage online learning modules while also meeting weekly one-on-one with a peer study coach. The online component of the course utilizes Connect, an interactive and computer adaptive program accessed through the University's course management system. A required textbook supports the 10 learning modules included in the course. Additionally, the Learn Smart system helps address the cognitive elements of the course as it measures student confidence while also assessing student competence in this mastery-based testing system.

Additional course activities include required participation in existing academic support programs such as tutoring services, supplemental instruction, the Writing Center, and the Math Help Room. The study coach meets weekly for one hour and helps the student develop effective study plans and strategies. With the combination of online learning modules and study coach strategies, the course challenges and reshapes both student thinking and behavior in a hands-on applied way. Addressing metacognitive approaches in learning are key to this course and the program overall.

Currently the course is offered only to students on probation to help them return to good academic standing. Data from nearly 500 students enrolled in Spring 2013 and Fall 2013, show that the study coach relationship has a positive effect on student success and retention. Thirty-seven percent of students who worked regularly with a study coach return to "good standing" in one term compared to 24% of the students who did not work with a study coach. Additionally, 50% of the students with study coaches were retained in Spring 2014 compared to 20% of those students who did not work with their study coach.

While the course has had a positive impact with students on probation, another application may be to help students navigate the demands of college immediately to avoid probation. As a pilot program we will employ predictive analytics to identify a cohort of students whose academic characteristics indicate that they are most in need of wrap around academic support to succeed in their first year in the University. These students will be enrolled in the Learning Strategies course and receive:

- Study skills instruction, time management instruction
- Personal weekly meetings with study coach
- Prescheduled mandatory advisor meetings
- Midterm performance analysis

The pilot program will allow us to compare the effectiveness of the personalized interventions offered by the Learning Strategies course in helping successfully make the first semester transition.

Moving Forward: We will

- Use pilot projects to identify a profile of the students who will benefit most by pre-enrollment programs. Create policies to encourage enrollment for these students.

- Pilot a Learning Strategies program for entering students identified as potentially at risk.
- Continue the development of hands-on engaging, curricula that reduce student enrollment in prerequisite courses that do not satisfy degree requirements.

Success Goals and Metrics:

- Reduction in number of students taking developmental courses.
- Increased success rate in mathematics and composition gateway courses.
- Increased first year student retention.

PROACTIVE ADVISING AND STUDENT PROGRESSION

The initiatives expand the framework and the infrastructure to support students as they progress through their academic programs at Wright State. Research has established that providing students with well-defined programmatic milestones and aggressively monitoring the achievement of the milestones increases persistence and completion. The advising initiatives are designed to utilize technology to provide personalized advising on the completion of a single course, progression through the degree program, and career selection.

PROACTIVE ADVISING

The goal of the advising initiatives is to create a university wide strategy to promote the development of personal ongoing relationships between a student and his/her advisor utilizing technology to provide essential information to both the student and the advisor in a timely manner.

EARLY ALERT INTERVENTIONS

With the transition from quarters to semesters, the extended length of the term provides sufficient time to identify students who are having difficulty in a class and provide academic support to allow them to recover before the subsequent midterm examination or the end of the term. Providing mid-term interventions on a large scale is possible with the use of early alert software. An early alert system accesses the university's learning management system to signal the advisor, the instructor, and the student when the student's grades do not meet the expectations established by the instructor. The advisor will be able to immediately contact the student to review progress and recommend academic interventions available for the remainder of the term. In addition to grade information, alerts to students and advisors can be triggered by absence from one or more classes if course attendance is recorded.

The university has licensed the Course Signals software, which was developed at Purdue University, to provide early alert capabilities. Early alert interventions will be piloted in several critical first year gateway courses in Fall 2014 with the goal of implementation across a variety of introductory courses in the following year. Working with faculty and student government, we will explore the potential of having several classrooms that support major gateway courses equipped with suitable technology to automatically record attendance. The attendance information will be uploaded daily to notify the advisor who can immediately reach out to the student and schedule an advising appointment.

MILESTONE TRACKING

WRIGHT STATE UNIVERSITY CAMPUS COMPLETION PLAN

Wright State University is one of the original partners in the development of the Education Advisory Board's Student Success Collaborative (SSC). The SSC is a software advising tool that:

- Tracks student progression through milestones of each degree program. Milestones are defined both analytically from historical student performance and directly by program faculty.
- Informs advisors when milestones are not achieved so that an advising appointment can be scheduled.
- Identifies majors that best match the student's completed coursework when a student is considering a change of major.
- In the fall, the SSC will add the capability to match a student's skills with compatible majors and current regional employment opportunities.

As part of the development of the SSC, each bachelor degree program created a four-year degree pathway with associated student success milestones. The SSC has been piloted by advisors from several colleges during its design and installation. The Wright State version will be officially rolled out in the summer of 2014 under the name Raider Academic Progress System (RAPS).

At the first meeting with an advisor, a student who has indicated a desired major will be given degree pathway and success milestones for the program. Undecided students will receive the first year of study programs suitable for liberal arts, science, business, or education. At subsequent meetings, students and advisors can measure progress through milestone completion.

Meeting milestones requires that all courses are available in the terms designated in the degree paths. In particular, it is necessary to ensure that Wright State Core, Writing Across the Curriculum, Multicultural Competency, and critical prerequisite courses are available throughout the registration process. The students most impacted by closed classes are frequently the most vulnerable, new students who are traditionally the last to register.

Moving Forward: We will

- Establish training programs for all advisors on the use of the early alert and the Raider Academic Progress System.
- Work with the Faculty Senate to ensure that all degree paths and milestones are current with program requirements by incorporating degree path review into the approval of all curricular changes.
- Combine the expertise of our Career Services professionals with first-level career information provided by advisors using RAPS to incorporate career planning from a student's selection of a major to graduation.
- Create a predictive model based on student progression and enrollment patterns to provide department chairs with anticipated enrollment in the classes to meet student demand.

Success Goals and Metrics:

- Reduction in course withdrawals and failures.
- Reduction in time to degree completion.
- Reduction of credits lost in major changes.
- Increase of career literacy in our students.

TRANSFER AND NON-TRADITIONAL STUDENT SUPPORT

Over 30% of undergraduate students entering Wright State and 40% of bachelor degree recipients do not begin their college studies at Wright State. An analysis of the performance of transfer students at Wright State showed that the retention and completion rates are lower for transfer students than for students who begin at Wright State. For example, the study compared the performance of students who begin at Wright State and accumulate 60 credit hours with that of students who enter Wright State with 60 hours of transfer credit. Within two years, 69.3% of the students who began at Wright State received a bachelor's degree, whereas only 58.5% of the transfer students complete their degree requirements and graduate in two years.

Fall 2013 Transfer Students		
	#	% of Total
Total	1204	100%
Pell Eligible	537	44.6%
First Generation	350	29.0%
Underrepresented Minority	187	15.5%

As seen in the table above, the demographics of the transfer student population mirrors that of our direct from high school population contributing significantly to our campus diversity.

TRANSFER STUDENT INITIATIVES

In Fall 2013, Wright State welcomed over 1,200 degree seeking transfer students. These initiatives are designed to provide academic support before, during, and after a student transfers to Wright State.

JOINT ENROLLMENT AND ARTICULATION

Approximately 50% of the degree seeking transfer students enrolled at Wright State entered from Ohio community colleges. The vast majority of these students began their post-secondary education at local community colleges. To help make the transition from the Clark State Community College to Wright State seamless, the two institutions established the Gateway joint enrollment program. While attending Clark State, students in the Gateway program have Wright State advisors, Wright State ID cards that permit access to most of Wright State's facilities and activities, and have the opportunity to live on Wright State's campus. The inter-campus connection is designed to provide a bachelor degree focus and an identification with Wright State to students enrolled at Clark State. The innovative Gateway program was the first in Ohio to share residence facilities between a community college and a partner four year institution.

The Gateway program serves three distinct classes of students: students originally entering Clark State with the intention of pursuing a bachelor's degree, students who applied but were not admitted to Wright State, and students who wish to continue their pursuit of higher education after academic dismissal from Wright State. In each case, admission or readmission to Wright State is guaranteed upon completion of the program requirements.

A joint enrollment program, called the Double Degree program, will be finalized with Sinclair Community College this spring. As with the Gateway program, the Double Degree program will create a link between the student and the campuses as he/she completes an associate's degree or specified program of study in an articulated bachelor degree program.

Joint enrollment programs provide an umbrella relationship between institutions, but articulation agreements between degree programs specify the precise pathway to graduation through both institutions. Two-plus-two agreements, where the student completes an associate degree at the community college and enters the two year completion curriculum at Wright State, are the most common articulation agreements. The establishment of a clear four year pathway that encompasses both institutions reduces the overall time to degree by ensuring that each course taken at the community college is included in the bachelor degree requirements. Currently we have 48 articulated programs with Sinclair Community College. To serve the growing population of students entering Wright State from local community colleges, we will develop joint enrollment programs and two-plus-two agreements with all local community colleges and community colleges across the state as determined by program.

TRANSFER STUDENT RESOURCE CENTER

In 2013, the Transfer Student Resource Center was established to provide a “one-stop shop” for transfer students. The vision of the center is to create a “transfer friendly,” student-centered university culture that promotes transfer student success. The center processes calls, emails, and web form requests from prospective transfer students and provides information about the transfer process and the academic opportunities at Wright State. The center collaborates extensively with community colleges and a variety of units, including International Gateway, Veteran and Military Center, Articulation and Transfer, and Undergraduate Admissions.

The Transfer Student Resource Center provides students the following services:

- Preadmission advising—transfer advising and course evaluations for prospective students
- Explanation of the transfer admission process
- Transfer scholarship information
- Connections to college faculty and advisors
- Referral to a variety of campus resources
- Articulation information through Transferology and transfer agreements

Wright State currently has over 7,000 undergraduate degree-seeking students who have transferred credits from other institutions. The Transfer Student Resource Center will work with units across campus to provide the transitional support, such as orientation and first year seminars that are normally available only to traditional direct from high school students.

NON-TRADITIONAL STUDENT INITIATIVES

Wright State serves a continually increasing number of working students, adult learners, and veterans returning to higher education supported by their GI benefits. In Fall 2013, 21% of the undergraduate students entering Wright State were age 22 or above. Our success initiatives for these students include increasing the opportunities for students to receive credit for prior learning and enhancing access to classes and academic support.

PRIOR LEARNING ASSESSMENT

A robust program for documenting and awarding credit for prior learning recognizes knowledge gained through experience and allows adult students entering or re-entering higher education to focus on classes that meet their disciplinary degree requirements. The most frequently employed form of prior learning assessment is credit through examination. Wright State awards college credit for College-Level Examination Program (CLEP) exams, DANTES Standardized Subject Tests (DSST), and Excelsior College Credit by Examinations (ECE). Students admitted into the Career and Technical Education bachelor's degree program can earn up to 20 technical elective credits that may be applied towards the bachelor's degree by successfully completing the National Occupational Competency Testing Institute's (NOCTI) Experienced Worker Assessment appropriate to the teacher candidate's licensure area. In addition, several departments administer examinations for advanced placement and opportunity to receive credit.

As part of our participation in the Ohio Board of Regents Prior Learning with a Purpose program, Wright State has committed to adding portfolio assessment to the evaluation of prior knowledge. Research by Council for Adult and Experiential Learning (CAEL) has established the graduation rate for students with credit for prior learning is over two times the rate of students with similar backgrounds who did not receive prior learning credit. Our intention is to seek Featured Network institution status with LearningCounts. This collaboration will provide students with training in constructing portfolios and offer opportunities to receive credit in a wide variety of courses utilizing the CAEL rubrics and faculty evaluation system.

VETERANS CENTER

The Veteran and Military Center was established to assist all Wright State University veterans and military-connected students in realizing their academic, personal, and professional goals. The scope of services includes the following:

- Processing GI Bill benefits
- Veteran academic success and advocacy

- Career and leadership development
- Community development and engagement

The Center currently process GI Bill benefits for approximately 700 individuals, including 150 dependents. The Center developed academic programming such as dedicated first year seminar courses and a Veterans only oral history course, the inclusion of a dedicated part-time study coach, and increased advocacy when working with students needing academic intervention related to military related needs, such as Ohio National Guard training. Other programming has included resume translation workshops, focus groups, finals week support services, and veteran and military safe-space training to orient staff and faculty to the needs of veterans and military-connected students. As we look towards the future, we are engaged with the State Treasurer's Office in developing a veteran specific financial literacy training, and are exploring the development of a peer-to-peer "battle-buddy" program to partner new to college veteran and military students with more experienced students.

To recognize experience and knowledge gained in service to their country, Wright State uses American Council Education (ACE) guides for awarding prior learning assessment credit for military training, experience, and course work. Using these guides, Individual Program of Study documents are reviewed by academic departments to award specific course credit (not simply elective credit) whenever appropriate. For some established equivalencies, courses are entered in the articulation tables of Wright State's degree audit system.

ACCESSIBILITY

The ability to flexibly schedule courses and student services is necessary to meet the needs of students juggling work and academics. Wright State's program for increasing accessibility includes expanding courses offered online, exploring alternate locations for course and degree completion, and expanding hours of academic support units in evenings and weekends.

In 2013 Wright State began offering upper level undergraduate courses in Organizational Leadership at the Eaton and Courseview campuses of Sinclair Community College. The Raj Soin College of Business will offer upper division marketing courses at Sinclair's Dayton and Courseview campuses. Collaborating with local community colleges expands the accessibility to bachelor degree programs for working students who are unable to commute to the Dayton or Lake Campuses.

We will provide more classes online, in the evenings, or weekends to meet the availability of students who are working and/or have family commitments during the standard daytime hours.

Moving Forward: We will

- Establish joint enrollment programs with all local community colleges.
- Work with the faculties of the partner community colleges to create two-plus-two articulated programs wherever possible.
- Develop online courses so that a student can complete the Ohio Transfer Module through distance learning.

- Expand the University footprint by offering courses at additional locations to meet the needs of the adult learners.

Success Goals and Metrics:

- Increase community college joint enrollment programs and articulation agreements
- Reduce transfer courses that do not count toward in a student's degree program
- Increase number of credits awarded for demonstrated prior knowledge

WORKFORCE DEVELOPMENT

The Wright State Mission Statement recognizes our obligation to “drive the economic revitalization of our region and our State.” As a regional leader focused on ensuring the economic vitality of the Miami Valley and the State of Ohio, Wright State is committed to developing curricula and programs that respond to both State and regional needs. Wright State’s programs contribute to workforce development by supporting students through internships, co-ops, and scholarships in JobsOhio key industries and STEM disciplines; supporting the local aerospace industry through the Aerospace Professional Development Center; and creating unique academic programs tailored to meet regional needs.

INTERNSHIP AND SCHOLARSHIPS

Wright State is leveraging funding from two Ohio Board of Regents programs to provide both financial assistance and experiential learning opportunities to students entering JobsOhio key industries: : Advanced Manufacturing; Aerospace and Aviation; Agribusiness and Food Processing; Automotive; Biohealth; Energy; Financial Services and Information Services & Software; and Polymers and Chemicals. Building on funding provided by the Ohio Board of Regents Ohio Means Internships and Co-ops program, Wright State University initiated an internship program at both the Dayton and Lake Campuses with the goals of:

- Expanding the scope of JobsOhio key industries supported by Wright State students on internships and co-op programs
- Aligning internships and co-ops with academic programs to produce graduates in the identified key JobsOhio industries
- Growing the corporate JobsOhio partner base
- Increasing for-credit internship opportunities in academic programs that support JobsOhio key industries
- Building the co-op and internship pipeline by providing career counseling throughout a student’s time at Wright State: from orientation, to advising, to career services, to graduate support for career development
- Creating a culture of internships and co-ops at Wright State University

This project will create a university-wide infrastructure to substantially increase the number of Wright State students involved with co-ops and internships in JobsOhio industries. The initial Ohio Means Internships and Co-ops funding produced the first for-credit internship program in the College of Engineering and Computer Science as well as substantially increasing the number of students involved in for-credit internship in the Raj Soin College of Business. Both colleges have since invested in these efforts by hiring internship coordinators to facilitate the bridge between academic programs and employers by providing support to both employers and students.

The Choose Ohio First Scholarship Program was established 2008 by the Ohio Board of Regents to support students majoring in Science, Technology, Engineering, and Mathematics disciplines. With the initiation of the Choose Ohio First II in July 2013, Wright State has aligned the scholarship program with the Wright State's Ohio Means Internships and Co-ops program to provide experiential learning opportunities to STEM students in JobsOhio key industries. The scholarship funding will focus on the majors supporting the JobsOhio key industries to encourage the expansion of the pipeline producing graduates needed for Ohio's economic development.

AEROSPACE PROFESSIONAL DEVELOPMENT CENTER

Wright State is home to the Aerospace Professional Development Center (APDC), housed in the Wright State Research Institute. The APDC serves residents of Ohio who are currently completing their education and preparing to start their careers, looking to change careers, or interested in advancing within the defense and aerospace fields. The APDC works with the aerospace and defense industry, government agencies, higher education institutions around Ohio, and STEM initiatives in the Dayton region to offer career coaching, match employees with job openings, identify skills gaps in the workforce, facilitate internships in aerospace, and assist students in finding STEM programs.

The APDC continuously assesses the skills of Ohio's current available workforce; works with employers to ensure Ohio's educational programs are providing the current and future workforce the skills employers need to help their businesses grow; leverages existing programs, or generates new programs, in higher education to meet that need; and connects employees with available training and professional development.

CURRICULAR DESIGN

Wright State faculty and colleges partner with local business, industry, and Wright Patterson Air Force Base to offer programs designed to meet the regional needs. Several recent examples include:

- Master's Degree in Cybersecurity: the first graduate degree in cybersecurity in Ohio to serve Wright Patterson and the supporting defense industry
- Bachelor's Degree in Technical and Applied Science: providing bachelor degree opportunities in agriculture, graphics, commerce, and food science at the Lake Campus to Western Ohio
- Biostatistics track in the Masters in Applied Statistics: serving health and pharmaceutical industries
- Actuarial track in Bachelor's degree in Statistics: meeting the demand in the Dayton area for professionals in insurance and financial sectors
- Computer Information Science Education Licensure: providing a pipeline of secondary school teachers with expertise in computer and information science

Through our advisory boards, industrial relationships, and market analysis, Wright State will continue to work with partners to create innovative programs that respond to the changing needs of the communities we serve.

AMBITIOUS BUT ATTAINABLE

The criteria for accreditation of the Higher Learning Commission of the North Central Association of Colleges and Schools, the accrediting organization for Wright State University, includes the requirement that “the institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.” The demographics of Wright State students reinforce the need to set goals and design programs that recognize the unique needs of distinct student populations.

Historically, there has been a single overarching objective of curricular design and programs to increase student learning, retention, and completion: to continually improve to meet the needs of our students and community. With continuous improvement in mind, we have not established precise numeric goals because the achievement of such goals represents only a milestone and not the end in itself. However, identifying milestones will provide both motivation and criteria by which to measure the effectiveness of our efforts.

The Campus Completion Plan recognizes the different challenges faced by students entering the university directly from high school, by students entering Wright State as transfer students from other institutions, and by students returning to higher education from the workforce. In addition, student success is impacted by other factors such as academic preparation, economic need, and family background. A single goal does not recognize the impact of these varying factors on student performance and success. With this in mind, we challenge ourselves to achieve goals that “meet the students where they are” and help them attain “where they want to be.”

Our goal is not simply to raise the typically cited six year graduation rate of the institution, but to ensure that our curricular innovation and student success programs have a positive impact on all populations in our diverse student body. Family obligations, financial necessity, and other “life issues” frequently require students to select a degree path that requires more than six years. These students should be applauded for determination rather than dropped from the statistics. We also celebrate the successes of our students who have transferred to other institutions, just as we appreciate the contribution of the institutions whose students have transferred to Wright State and completed their studies on our campus. With this in mind, we use graduation and student persistence as our benchmarks. The following four tables give the graduation and persistence rates for all new first time students, students eligible for Pell grants, students who are members of underrepresented minorities, and first generation students enrolling at Wright State in 2007.

Our ambitious but we believe attainable goal for direct from high school students is to decrease the number of students who have not graduated or not persisted at any institution. These are the students that have left higher education altogether-and our goal is to keep them active in or help them return to higher education at Wright State. The goal is to decrease the number of students who have left higher education by 20% for each category of student and level of academic preparation. This goal aligns with our mission of “meeting

students where they are”; it cannot be achieved by increasing admissions standards or limiting access. For graduation, our goal is obtained by

WSU Graduation Goal = Graduated WSU + 0.2 (100 – Graduated WSU - Graduated Other)

using the tables below.

FALL 2007 PERSISTENCE & GRADUATION

Direct from High School: ALL STUDENTS					
ACT Range	Graduated WSU	Graduated Other	Persisted WSU	Persisted Other	Total
13-15	18%	9%	5%	24%	56%
16-18	30%	13%	5%	15%	63%
19-21	35%	13%	6%	14%	69%
22-24	48%	13%	6%	9%	76%
25-27	63%	8%	6%	7%	84%
28-30	64%	11%	7%	9%	92%
31+	76%	3%	12%	3%	94%
No ACT	34%	8%	5%	14%	61%

PELL ELIGIBLE STUDENTS					
ACT Range	Graduated WSU	Graduated Other	Persisted WSU	Persisted Other	Total
13-15	13%	7%	2%	25%	47%
16-18	25%	6%	9%	13%	53%
19-21	28%	15%	7%	16%	65%
22-24	48%	7%	6%	8%	69%
25-27	64%	6%	3%	7%	81%
28-30	64%	16%	4%	4%	88%
31+	80%	0%	0%	0%	80%
No ACT	16%	4%	9%	16%	44%

UNDERREPRESENTED MINORITY STUDENTS					
ACT Range	Graduated WSU	Graduated Other	Persisted WSU	Persisted Other	Total
13-15	15%	7%	4%	29%	56%
16-18	30%	7%	5%	16%	59%
19-21	34%	10%	6%	17%	67%
22-24	47%	3%	6%	17%	72%
25-27	50%	10%	10%	0%	70%
28-30	57%	0%	29%	14%	100%
31+	100%	0%	0%	0%	100%
No ACT	19%	4%	0%	30%	52%

FIRST-GENERATION STUDENTS					
ACT Range	Graduated WSU	Graduated Other	Persisted WSU	Persisted Other	Total
13-15	17%	8%	6%	20%	50%
16-18	30%	13%	4%	12%	60%
19-21	30%	13%	5%	17%	65%
22-24	42%	11%	6%	9%	68%
25-27	68%	1%	8%	6%	84%
28-30	64%	14%	4%	4%	86%
31+	75%	0%	0%	13%	88%
No ACT	15%	5%	5%	10%	35%

The goal for students transferring to Wright State is to attain the same level of success as students whose original enrollment is at Wright State. The table below illustrates the difference in six year graduation rates between students who originally enroll at Wright State and earn 30, 60, and 90 credit hours with students transferring to Wright State with an equivalent number of credit hours.

Fall 2007 First Time Student & Transfer Student				
Credit Hours	0 – 29	30 – 59	60 – 89	90+
Transfer Student Graduation Rate	32%	53%	72%	85%
First Time Student	40%	71%	83%	91%

These are challenging and ambitious goals, but with the innovation and dedication of Wright State faculty and staff and the determination of our students we believe them to be within our reach in the next five years.