The Math Learning Center’s goal is to be the focal point of mathematics tutoring. To support this goal, we will expand our hours and provide tutoring until 8 p.m. Monday–Thursday and 4 p.m. Fridays. Also new this fall, students will be able to make payments for the rental of graphing calculators online with a credit or debit card.

To coordinate appropriate student assistance, the Math Learning Center collaborates with academic departments such as the Department of Mathematics and Statistics to improve training of tutors and ensure proper support of courses. We also support the Bolinga Black Cultural Resources Center and the athletic department and continue to focus on student accessibility.

The Math Learning Center is designed to ensure students have the knowledge they need to become mathematically literate and achieve academic success.

Staff Development Day and the Teaching for Student Success Symposium while looking forward to the October 9 Grand Opening. Please join us for this exciting event, including a ribbon-cutting ceremony, refreshments, and building tours.

As Dr. Hopkins mentioned at Convocation, “Student success is our No. 1 priority at Wright State University,” and the new building is supporting new initiatives for academic success. Facilitating wraparound services for students, it creates synergy by bringing students, classes, and support services together and building bridges between pedagogy, people, and technology.

Faculty members have begun utilizing the new active learning classrooms, with 522 total seats, six laptops per table, and multiple projection screens. University College has launched a new service providing Scale-Up assistants to facilitate small-group work and active learning. We’ve also expanded hours in our Academic Support Centers and are collaborating with academic departments across campus to innovate new programs.

New technology is also powering student success. In collaboration with our partners at the Education Advisory Board, we are implementing the Student Success Campus (SSC), a comprehensive platform designed to connect predictive analytics on student risk with critical support services. Composed of early alerts, targeted advising, campus resource referrals, and communication services, SSC will improve our ability to proactively engage students and help them achieve their academic goals. The Wright State implementation is called RAPS, the Raider Academic Progress System.

We anticipate building upon the achievement recently acknowledged by the National Honor Society for First-Year Students, Alpha Lambda Delta (ALD), in their letter awarding Wright State the 2015 Delta Gold Award for our 283 percent increase in membership from 2013–14 to 2014–15. Our First-Year Programs office skillfully manages the chapter of ALD responsible for recruiting and identifying Wright State’s top scholars while they are still in their first year, encouraging future success.

Reflecting on a busy summer, we’d like to acknowledge our academic advisors, who met with more than 1,000 incoming Wright State students and more than 200 College Credit Plus students during orientation sessions, along with our placement testing services personnel, who served more than 1,600 students from May to August. University College has also launched the successful redesign of all of our printed publications with the help of the Office of Marketing and is excited to have completed a professional video series highlighting all of our services. We invite you to view them on our website at wright.edu/uc.

In closing, we’d like to extend our gratitude for your support and wish everyone a successful and productive Fall Semester.
Distinction Award Returns

The 2015–16 academic year marks the third year the Learning Communities Advisory Board (LCAB) has offered First-Year Student Distinction Awards (FYSDA). These awards are given to first-year students who actively participate in Wright State’s academic world during the 2015 fall semester by connecting with faculty, engaging with the common text, and familiarizing themselves with academic resources in the Dunbar Library and Student Success Center. Students may apply by the January 11 deadline for awards up to $250. The LCAB awarded $3,000 in the last FYSDA contest. For more information, see wright.edu/fysda.

Cellist of Sarajevo Author Visit Nov. 16

Author STEVEN GALLOWAY will speak with Wright State students on November 16, the 20th anniversary week of the Dayton Peace Accords that ended the war in Bosnia. Galloway’s presentation is part of Wright State’s common text program for new students. His acclaimed book The Cellist of Sarajevo was given to all new students attending Orientation this summer along with information about the essay contest, author visit, and common text events. The Cellist of Sarajevo is a fictional account of a real incident from the siege of Sarajevo and will be used in First-Year Seminar and composition classes this fall. Members of the Wright State community and the public are also invited to Galloway’s presentation at 6:30 p.m. in the Student Union Apollo Room. Attendees may also:

- Hear a cellist play “Albinoni’s Adagio,” from the story
- See informative displays about Bosnian politics, religion, and ethnic tensions
- Attend the Big Read November 17, 9 a.m. to 4 p.m., in the Educational Resource Center, 116 Allyn Hall.

Math Studio Team

The Math Studio team, along with instructors and student proctors, oversees the high-tech student-centered classroom that has helped produce dramatic improvements in student pass rates. Students are becoming more successful in their basic algebra course and have also built solid foundations for success in subsequent math courses. Members of the team include (from left) Nicole Gordon, Cynthia Fleck, Al Florentine, and Nimmi Pujara.
Academic Advising

University College has a comprehensive and proactive approach to academic advising. We believe students are most successful when synergy exists between the classroom experience, academic advising, and academic success centers. The new Student Success Center provides an excellent opportunity to merge multiple support levels for all students. The proximity of the academic advising unit to the classroom allows advisors to meet students where they are, while the closeness of the academic success centers encourages students to utilize all of the available academic resources.

We are also excited about the many opportunities that will be provided by upcoming technology enhancements. Grades First, a student support system, will provide advisors across campus the necessary tools to more proactively administer academic support while also providing students access to text messaging and scheduling features designed to enhance their connection with academic advisors. We look forward to these exciting enhancements to advising services.

University Writing Center

We in the University Writing Center anticipate the new Student Success Center will generate excitement, and its central location and appealing design will draw more students to our doors than ever before. To help meet the expected demand, the Academic Success Centers have expanded seating and extended hours. Services will be offered Monday–Thursday from 9 a.m. to 8 p.m. and Fridays from 9 a.m. to 4 p.m.

We are partnering with the University Libraries to help provide service to students in the new center. A reference librarian will be available in the Writing Center from 11 a.m. to 3 p.m. each Monday through Thursday to assist students with their research needs.

The Writing Center will also continue its support of the Bolinga Black Cultural Resources Center and athlete study tables. A writing coach will be available in the Bolinga Center each week. Hours are still being determined.

Now that the athlete study tables are located right upstairs from the Writing Center, we look forward to supporting even more athletes as they meet their required study hours. Our extended hours should make this partnership even more helpful.

The Writing Center has added some materials to its website that we hope our faculty partners will find useful. We have created a Faculty tab that includes language faculty can use in their syllabuses (or syllabi, if you prefer). We’ve also included information on how to schedule a peer presentation and well as links to our referral form and an explanation of the items on that form and our session report.
Tutoring Services is adding Scale-UP assistants to their offerings of peer-based academic support. Students recommended by faculty members will serve as Scale-UP assistants who will facilitate small-group work and active learning exercises. The University of Colorado–Boulder’s Learning Assistant program inspired Scale-UP. Assistants will focus on supporting faculty by helping create “environments in which students can interact with one another [and] engage in collaborative problem solving.” In collaboration with College of Science and Mathematics Interim Dean Kathy Engisch, assistants have been trained on how to facilitate group learning through redirecting questions and checking for understanding. This program, coordinated by Tutoring Services and Supplemental Instruction Specialist Valerie Brown, will support at least 11 courses from multiple campus departments in the new Student Success Center with plans to expand in the following terms.

Tutoring Services helps students achieve their individual academic goals and become independent and successful learners. Offerings include one-on-one, group, and walk-in tutors for most 1000 and 2000 level courses. Study coaches, supplemental instruction leaders and, of course, the new Scale-UP assistants are also available. First-year (by credit hour) and first-year transfer students are eligible to receive one hour of free tutoring per week for each course.

Developmental Writing

Academic Director of Developmental Writing Jerry Nelms has built on the success of the redesigned writing curriculum by implementing a pilot program that allows students in DEV 0920, Foundations of College Reading and Writing, to co-enroll in ENG 1100, Academic Reading and Writing. “Taking these courses as co-requisites instead of prerequisites has shown to be effective for student success,” Nelms said. “Not only do students do better in both courses, they perform better in their subsequent writing courses.”

Wright State’s co-requisite model for developmental writing is based on the highly successful Accelerated Learning Program (ALP) at the Community College of Baltimore County (CCBC). Since beginning as a faculty initiative there in 2007, CCBC’s ALP and similar programs at other institutions of higher education have shown significant improvements in student success rates. Wide-scale ALPs have been launched in at least six other states.

For Fall 2015, four sections of DEV 0920 have been designated as ALP for the pilot semester. Plans are under way to fully implement Wright State’s ALP for Fall 2016. “Nearly 200 incoming students will be able to complete the college-level writing course in their first semester,” Nelms said.