

## Undergraduate Student Success Committee (USSC)

### Committee 2013/2014:

University College - David Bringham, Shamon Green, Tim Littell, Marsha Henderson (guest)

Faculty - Richard Bullock, Romena Holbert, Brian Rigling, Tamera Schneider (Chair)

### Committee 2012/2013:

University College – Lynn Ford, Tim Littell, Catherine Queener

Faculty – Brian Boyd, Richard Bullock, Steve Fortson, Tamera Schneider (Chair)

**Committee Charge (per faculty ad hoc committee) - College placement by sophomore year [Access, Progress, Success Report, pages 22-23]** (see 1/2012 report from faculty senate ad hoc committee on student success; Recommendation 5 (p.7):

The role of University College should be to provide an outstanding first-year experience for students. University College provides advising and remediation for students who are not able to enter the academic college of their choice or who have not chosen an academic college. Students must leave University College for academic colleges in a timely fashion in order to graduate without unnecessary delay.

The committee recommends that University College have all remediation completed in one semester and place all students in academic colleges by the end of their freshman year. Students who are not placed in an academic college by the end of their first term as sophomores at WSU should be placed on academic probation. Students who have not selected or do not qualify for an academic college at the end of their second term as a sophomore must be considered for dismissal. The committee recommends that all academic colleges review their direct and regular admissions processes for college entrance with these goals in mind.

### **Policy: Placement in academic colleges by the sophomore year**

*Students must be accepted to an academic college by no later than the end of their first semester at WSU with sophomore status (or higher). Students who fail to apply and qualify for admission to an academic college by the end of their first semester at WSU as a sophomore (or higher) shall be placed on academic probation.*

### **USSC Report and recommendations:**

In our early meetings it became apparent that many faculty (and staff and students) are not aware of the various functions of University College, which is often the first advising point for our students. There are four primary functions of University College (UC), clarified below.

#### 1. Advising

- a. Most students advised by University College are first-year non-direct admits, continuing, or transfer students.

In the Fall of 2013, 2,993 students on the Dayton campus were advised by University College. Of these, most were new first-time direct from high school (n = 1,264; 42%), followed by continuing students (n = 972; 32%), and transfer students (n = 290; 10%). (Data were obtained for the UCSS from Institutional Research, the Table was entitled, “WSU Fall 2013 University College Student Demographics, 14<sup>th</sup> Day Census Date”)

- b. Most new, direct from high school students advised by UC remain there across the first year, and most remain in UC at the beginning of their second year.
        - i. In the Fall of 2012, 1,453 new direct from high school students were advised by UC. Of these, 82% (n = 1,190) returned in the Spring, 2013. Among those who returned, 92% (n = 1,095) were advised by UC and 8% (n = 95) transferred to one of the six academic colleges (COLA, CECS, RSCB, CEHS, COSM, or CONH, respectively). (Data obtained from IR, Table “WSU UC New Student “Movement into Major” Rate Fall 2012 to Spring 2013, Dayton Campus”)
        - ii. Of the Fall 2012 cohort of new direct from high school students advised by UC (N = 1,453), 52% (n = 748) returned in the Fall of 2013. Of those, 62% were advised by UC and 39% transferred to one of the six academic colleges (COLA, RSCB, CEHS, COSM, CONH, or CECS, respectively). (Data obtained from IR, Table “WSU UC New Student “Movement into Major” Rate Fall 2013 to Fall 2013, Dayton Campus”)
      - c. Most transfer students advised by UC remain there across the first year, but transfer into an academic college by the Fall of their second year.
        - i. In the Fall of 2012, 284 transfer students were advised by UC. Of these, 79% (n = 225) returned in the Spring, 2013. Among those who returned, 75% (n = 168) were advised by UC and 25% (n = 57) transferred to one of five academic colleges (COLA, RSCB, COSM, or CEHS, respectively; none transferred into CONH). (Data obtained from IR, Table “WSU UC Transfer Student “Movement into Major” Rate Fall 2012 to Spring 2013, Dayton Campus”)
        - ii. Of the Fall 2012 cohort of transfer students advised by UC (N = 284), 53% (n = 149) returned in the Fall of 2013. Of those, 35% were advised by UC and 65% transferred to one of the six academic colleges (CEHS, COLA, RSCB, COSM, CONH, or CECS, respectively). (Data obtained from IR, “WSU UC Transfer Student “Movement into Major” Rate Fall 2013 to Fall 2013, Dayton Campus”)
      - d. Over 70% of incoming first-year students require either developmental writing, developmental math, or both (the national average is about 40%) (see Access, Progress, Success Report, p. 9). This affects both advising and remediation, considered next.
    - 2. Remediation (University-wide)
      - a. Developmental writing courses (DEV 0920)
      - b. Developmental math courses (DEV 0970)
    - 3. Student success (University-wide)
      - a. Supplemental Instruction and coordination
      - b. University Writing Center
      - c. Math Learning Center
      - d. Individual tutoring and study coaching
      - e. Learning strategies (UVC 1000)
    - 4. Connectivity (University-wide)
      - a. Learning communities (students engage in linked courses) and first-year seminars (UVC 1010)
      - b. Common text program

The recommendations of the Undergraduate Student Success Committee advanced below focus on the Advising function of UC. There are several interrelated barriers that may prevent students from leaving University College in a timely fashion, some of which include student preparedness, inadequate course offerings, and college entrance requirements. Recommendations center on these and other issues.

1. Tutoring is offered for freshman and new 1<sup>st</sup> year transfer students. To facilitate meeting college entrance requirements, UC should examine the impact of offering free tutoring services to students beyond their freshman year.
2. Academic colleges have varied entrance requirements, and in some cases these requirements prevent students from exiting UC by the middle of the sophomore year.
  - a. Academic colleges should ensure that courses required for college admission are offered to students to facilitate their movement out of UC and into an academic college. For example, it may be the case that a required course is offered, but sections may quickly close (in Spring) so that students entering in the Summer or Fall (new and/or transfer students) are unable to register for required courses. Offering additional sections of such courses to meet college requirements should be a priority for all colleges.
  - b. Academic colleges should specify entrance requirements that can be achieved by students within 30 semester hours that count toward the degree program. However, this may depend upon the major. For example, nursing students may require two full years to meet entrance requirements (courses taken & GPA).
  - c. A committee should be convened to examine the varied academic college entrance requirements, and to request data-driven approaches for the entrance requirements into academic colleges.
    - i. A rationale for entrance requirements (e.g., accreditation body, supply and demand, data supporting student success) should be offered.
    - ii. There are different GPA, course, and credit hour requirements; enhanced standardization across departments within an academic college will allow for clearer and efficient communication to students, faculty, and staff.
  - d. Advising is spread across campus (UC and academic colleges), consequently, the University Academic Advising Committee should be responsible for ensuring the ongoing coordination of services to support student success across areas (e.g., UC, financial aid, registrar, admissions)
3. Talented students should be directly admitted into academic colleges. However, the profile of a talented student should be clearly delineated. The student profile should be data-driven and indicate a high probability of graduating in the major. Criteria for the profile should include academic aptitude and student interest/choice and career goals, as both are likely to contribute to success in the college.
4. Advising should focus even more on getting students get into the 'right' major, distinguishing between student interest and career goals and student aptitude. Advising examples include:
  - a. First year seminars: UC should connect students to career interests through first-year seminars focusing on particular careers.
  - b. Aptitude tools: All advisors should use aptitude tools, such as the student success collaborative advising tool, to facilitate student-college fit. These tools should help to, for example, discern benchmark courses to facilitate advising for student success, may be used to help match skills and interests, and provide career coaching.
5. There are unique needs of transfer and international students that should be understood and addressed.
  - a. UC and the transfer student resource center should partner to clarify the admission process for transfer students, including those admitted conditionally.
  - b. Additional coordination for international students who are advised in UC should address potential negative impacts of policies and procedures. For example, there may be

divergence between embassy requirements and academic college hour requirements. These areas of concern should be examined and clarified.

- c. Have a “Welcome” event (rather than a “Freshman” convocation) which includes all new students.
6. Hold an annual summit for all academic advisors on campus to enhance the uniformity and understanding of best practices for advising our students. This summit could provide a much-needed venue for sharing updates (e.g., new tools; procedures), requirements, points of emphasis for the university, challenges and successes.
7. Identify ways to assess the success of these recommendations toward fostering student success.

Assessment:

1. Assess the impact of advising and career matching from students who 1) change their major within the first year, 2) leave UC for an academic college, and 3) switch majors from one college to another (i.e., exit surveys), graduate.
  - a. Examine comparable institutions – What are best practices for advising our demographic well and using our resources wisely?
  - b. Conduct a pilot study to examine the effects of advising. As resources are displaced across campus, we need to ensure that UC and academic college advising provide opportunities for student agility and success. What are the implications for students switch colleges, are advised by UC versus an academic college, etc.