

Undergraduate Student Success Committee

Charge

Undergraduate Student Success Committee Charge: The Committee shall plan, develop, and provide ongoing evaluation and improve the effectiveness of first year seminars, and learning communities, as well as other aspects of the first-year experience. This includes, but is not limited to, long-term oversight of first-year outcomes and remediation strategies for conditionally admitted students. The Committee will also review and assess outcomes to increase the preparedness of students from local and area high schools to enter Wright State University.

Membership

One faculty member from each undergraduate college (appointed by the Faculty Senate) and up to three University College faculty/staff directly involved with the first-year experience (appointed by the Dean of University College). A faculty representative may designate an alternate faculty representative who has voting privileges when the regular member is absent. Committee members shall serve two-year staggered terms.

Undergraduate Student Success Committee 2015-2016 Roster

RSCOB – Kevin Duffy (18)

CEHS - Romena Holbert (18)

CECS - Craig Baudendistel (17)

LAKE – Jamon Flowers (17)

COLA - Thomas Fenton (18) (Chair)

CONH – Cindra Holland (18)

COSM - Peggy Kelly (17)

SGA – Jean Kalima

UC – Tim Littell

UC – Jennifer Lobo

UC - David Bringhurst

Undergraduate Student Success Committee (USSC)

2016-2017 Report and Recommendations

While continuing to function as a forum between University College (UC) and faculty from Wright State colleges and academic units, the USSC has fostered collaborative partnerships with other groups invested in undergraduate student success including college advisors, the University Undergraduate Academic Advising Council (UUAAC), the Student Government Association (SGA), Student Support Services, Enrollment Management, the International Education Advisory Committee (IEAC), and University Center for International Education (UCIE).

The committee has built upon the work it has done over the past several years in analyzing and evaluating several priorities related to undergraduate student success that reflect significant and ongoing changes to campus environment, policy and infrastructure. This report includes the USSC's observations, findings, and recommendations with regards these priorities.

1. Student Success Center (SSC) and Scale-up Classrooms

In the Fall 2016 semester, a total of 74 courses were offered in the SSC, and 10 courses offered in SCALE-UP/active learning classrooms at Lake campus. Faculty were surveyed regarding their experiences teaching in classrooms and were asked for input for a student survey. In collaboration with CTL, the USSC implemented a survey of all students enrolled in courses in the SSC during the Spring semester of 2017 (Appendix A). The survey focused on the students' experiences in the following areas:

1. SCALE-UP/Active Learning classroom features
2. Teaching practices
3. Class length/duration
4. Classroom activities
5. Learning Assistants
6. Comparison of active learning settings with traditional learning settings

Survey Results:

As of the date of this report, a total of 216 enrolled in the Student Success Center have submitted responses to the survey questions. In general, there were some concerns expressed about class size, access to instructor aid, group work, and the levels of distraction. Several responses indicated a lack of willingness and preparation to engage in the active learning environment.

In addition, other concerns were expressed over the need to learn certain types of course content from lecture-based instruction, and whether certain courses (1st year, general education) are more appropriate for traditional classroom formats. It is also notable that

many comments and questions relate to the purpose and value of the SCALE-UP classrooms and active learning environment.

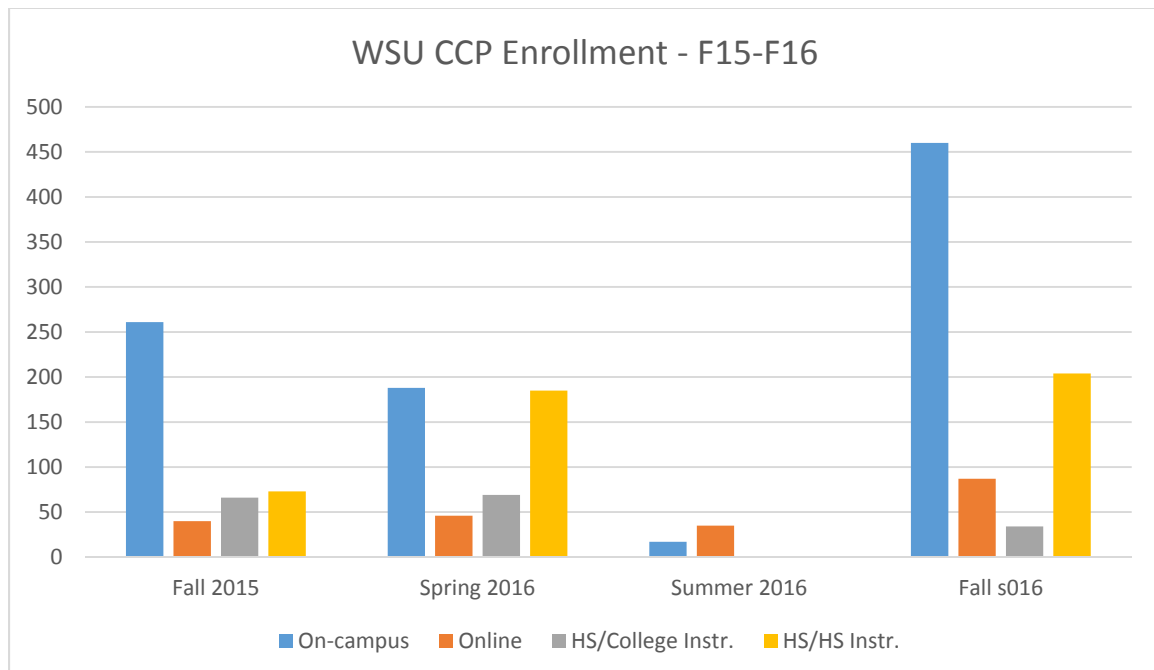
Despite these concerns, there were many positive responses to survey questions and, with the exception of a few slow laptops, no complaints over the functioning of classroom technology. Furthermore, many respondents expressed satisfaction with the active learning environment's features, activities, teaching practices, and with the support of the learning assistants.

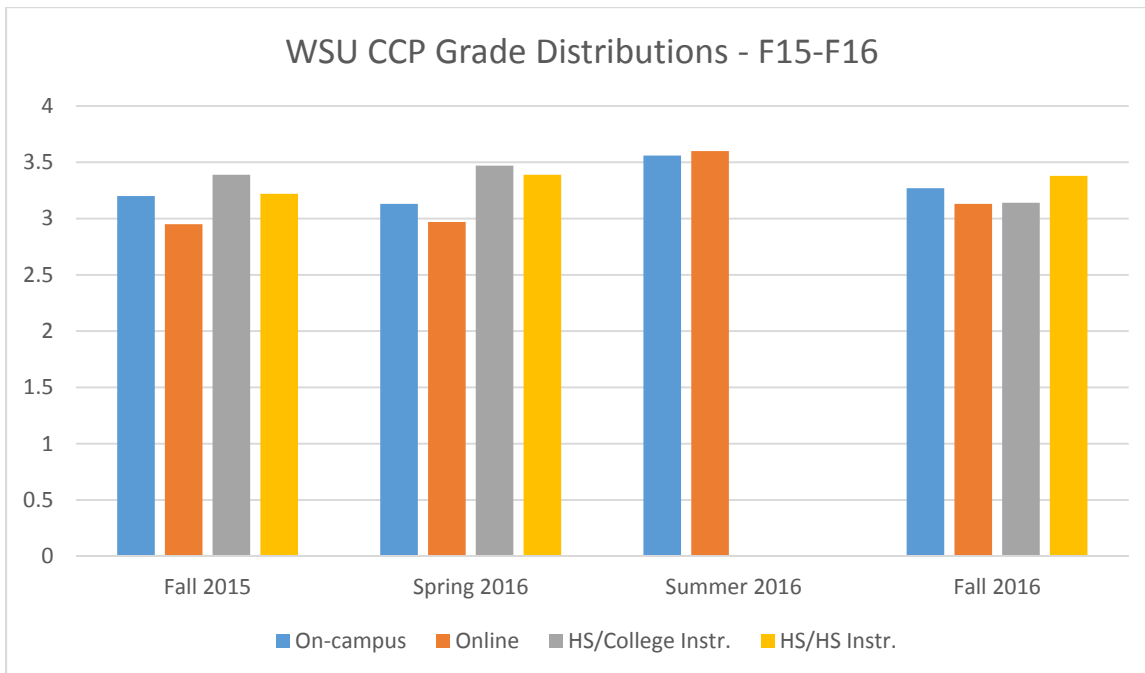
Recommendations:

- **Ensure that the active-learning sections of courses are clearly indicated in the university catalog**
- **In addition to ongoing faculty development and learning assistant training, orientation resources related to the function, process, expectations, and rationale of the active learning classroom should be developed for all students who enroll in SCALE-UP courses.**
- **Develop resources for faculty, learning assistants, and students regarding group-based learning, organization, facilitation, and participation.**
- **Develop an analytical framework to study variables in learning, instruction, and performance**

2. College Credit Plus

College Credit Plus (CCP) course enrollment continued its increase in the fall semester 2016 with a total of 785 high school students taking courses on-campus (460), online (87), in a high school with a college instructor (34), or in a high school with a high school instructor (204).





In addition to data on CC+ achievement, there are several other potential areas of interest related to increasing enrollment and multiple modes of course delivery. In particular, the cost in course fees absorbed by Wright State in relation to long term retention of these students in degree seeking programs, and the variables of instruction, learning, and achievement across the different course modes are both topics worthy of attention.

Recommendations:

- **Continue collaborating with undergraduate admissions, enrollment management, and IR to monitor CC+ student enrollment and achievement**
- **Develop a longitudinal framework for gathering data on CC+ HS enrollment and post HS graduate retention in WSU degree seeking programs**
- **Develop an analytical framework to study variables in learning, instruction, and performance across the four modes of course delivery**

3. International Undergraduate Student Success

International student enrollment at Wright State decreased for the first time since 2009. A 30.2% decrease in undergraduate enrollment and a 16.5% decrease in graduate students has been attributed to a number of factors. Namely, a reduction in the number of sponsored students from Saudi Arabia and Kuwait, as well as a reduction of applications from students in target overseas markets have been contributive to the decline in international student numbers.

WSU International Student Enrollment (2003-2016)

Year	Undergraduate	% of growth	Graduate	% of growth	Total	% of growth
2003	115		421		625	
2004	134	16.5%	395	-6.2%	615	-1.6%
2005	132	-1.5%	342	-13.4%	563	-8.4%
2006	162	22.7%	383	+11.9%	635	+12.7%
2007	149	-8%	360	-6%	607	-4.4%
2008	182	22.1%	367	+1.9%	636	+4.8%
2009	206	13.2%	335	-8.7%	627	-1.4%
2010	257	24.7%	285	-14.9%	629	+0.3%
2011	417	62%	257	-9.8%	777	+23.5%
2012	646	54.9%	301	+17%	1039	+33.7%
2013*	740	14.5%	749	+148%	1489	+42.2%
2014*	825	11.5%	975	+30.2%	1889	+20.4%
2015*	744	-9.8%	1145	+17.4%	1889	+6.2%
2016*	519	-30.2%	956	-16.5%	1475	-21.9%

*ODHE 14th Day of Fall Term

The USSC has worked over the past two years to support the success of international students on campus. This semester, the USSC presented its findings and recommendations in a report to the IEAC and the International Student Services Committee. The report (Appendix B) includes several models representing operational-level frameworks for the provision of academic support for international students. It is the USSC's belief that international student enrollment does not end at admission, but is an ongoing process that follows the academic life cycle of an international student through, to, and beyond graduation.

Recommendations:

- **Continue to collaborate with the IEAC in supporting international student success and achievement.**

4. Quadrennial Review – USSC Recommendations

The USSC submitted recommendations (Appendix C) to the QR committee in relation to the USSC's charge and membership. The proposed changes reflect the committee's scope and inclusion with regards to student success, and the collaborative partnerships the committee is able to foster in order to facilitate achievement.

5. Textbook Proposal

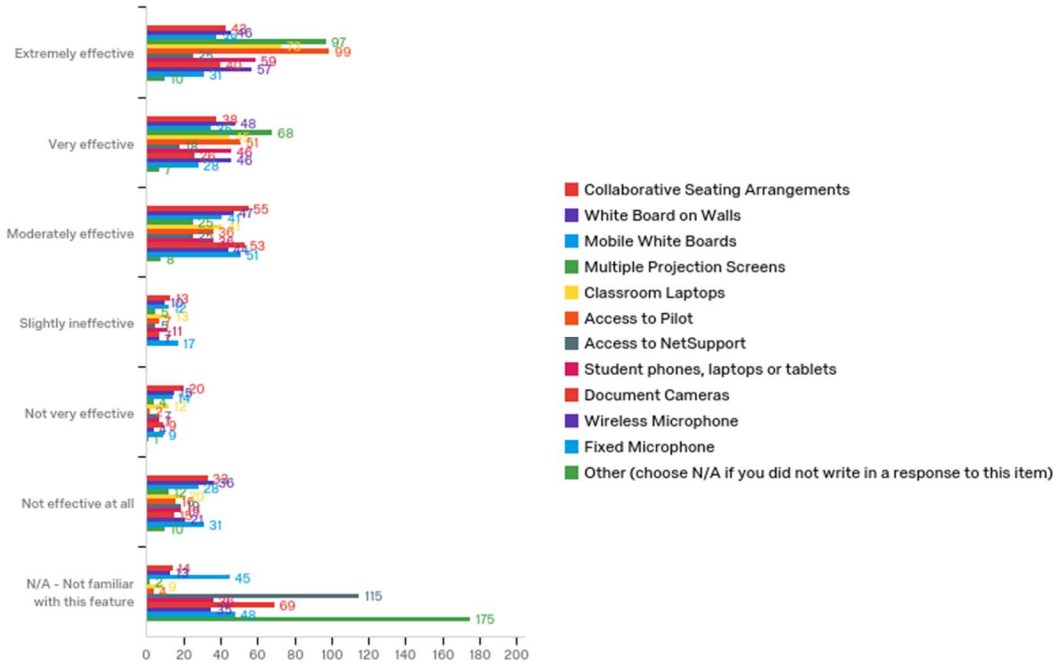
The USSC, in collaboration with Senator Dan Krane, submitted a textbook resolution (Appendix D) to the faculty senate which advocated for the timely adoption of textbooks. Since its proposal, the committee has heard from a number of faculty and staff regarding the issue of textbook affordability. Committee members have also met with the Director for Strategic Initiatives and Stakeholder Relations to discuss collaboration in developing strategies for reducing the costs of textbooks.

Recommendations:

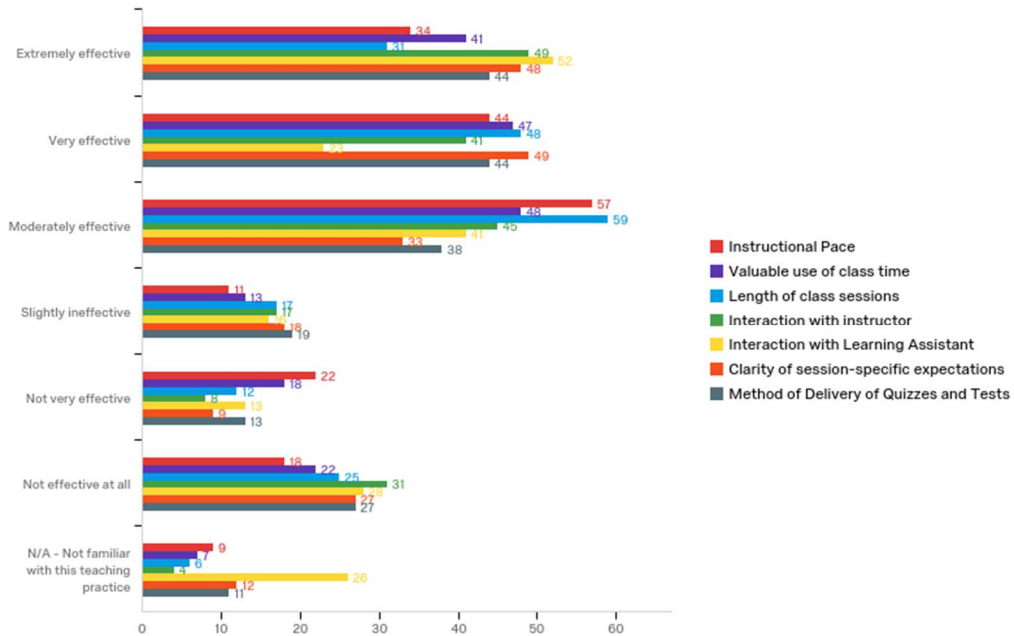
- **Explore incentive structures that will encourage broader cooperation with the textbook resolution**
- **Collaborate with the Faculty Senate, the Task Force on Affordability and Efficiency, the University bookstore, and other relevant committees and stakeholders to develop a report on strategies for textbook cost reduction to be submitted to the Faculty Senate at its first meeting of the 2017-18 academic year.**

Appendix A – SCALE-UP/Active Learning Survey Results

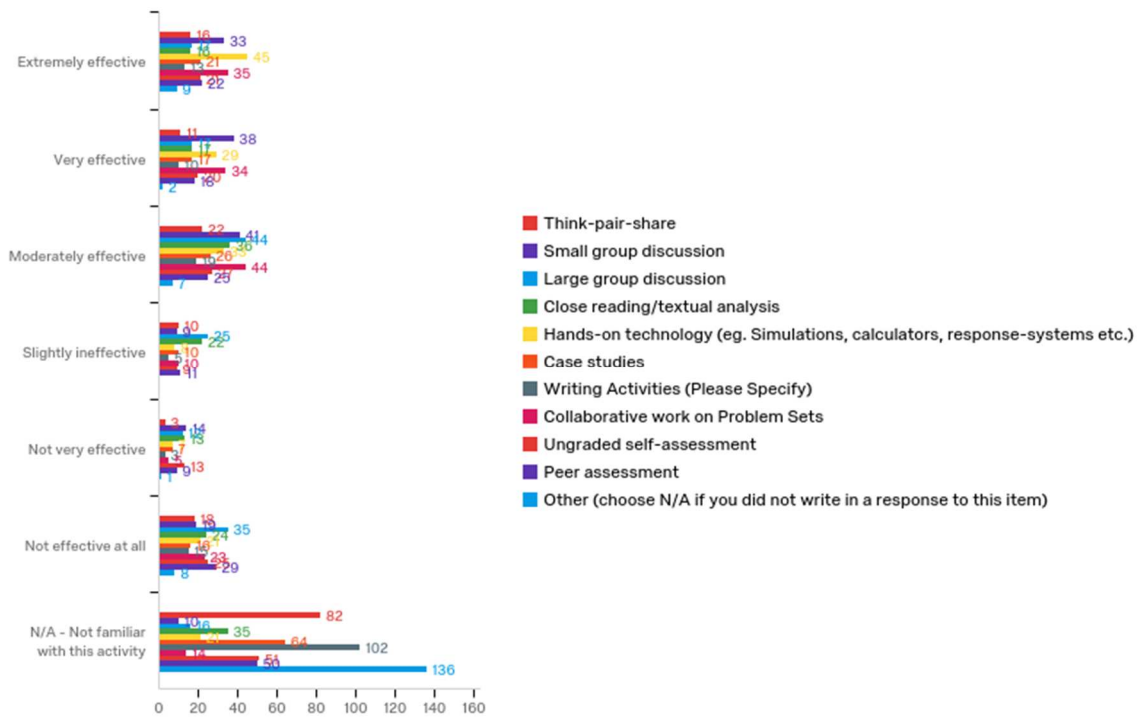
Q2 - How effective is each feature at helping you learn in this SCALE-UP/Active Learning course?



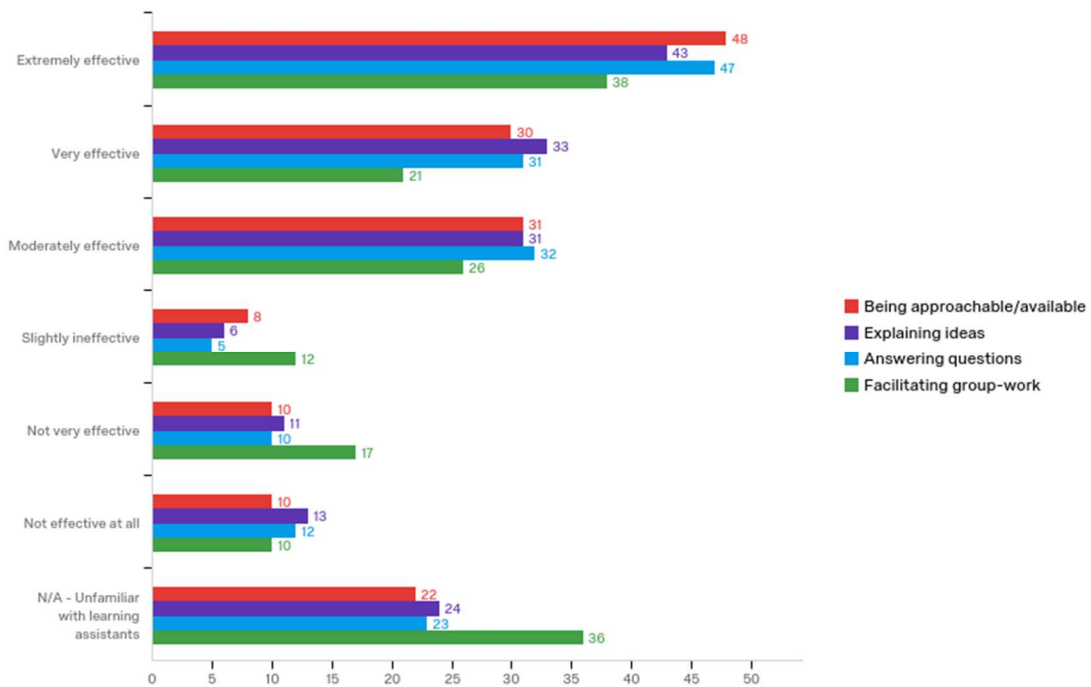
Q4 - How effective is each teaching practice at helping you learn in this SCALE-UP/Active Learning course?



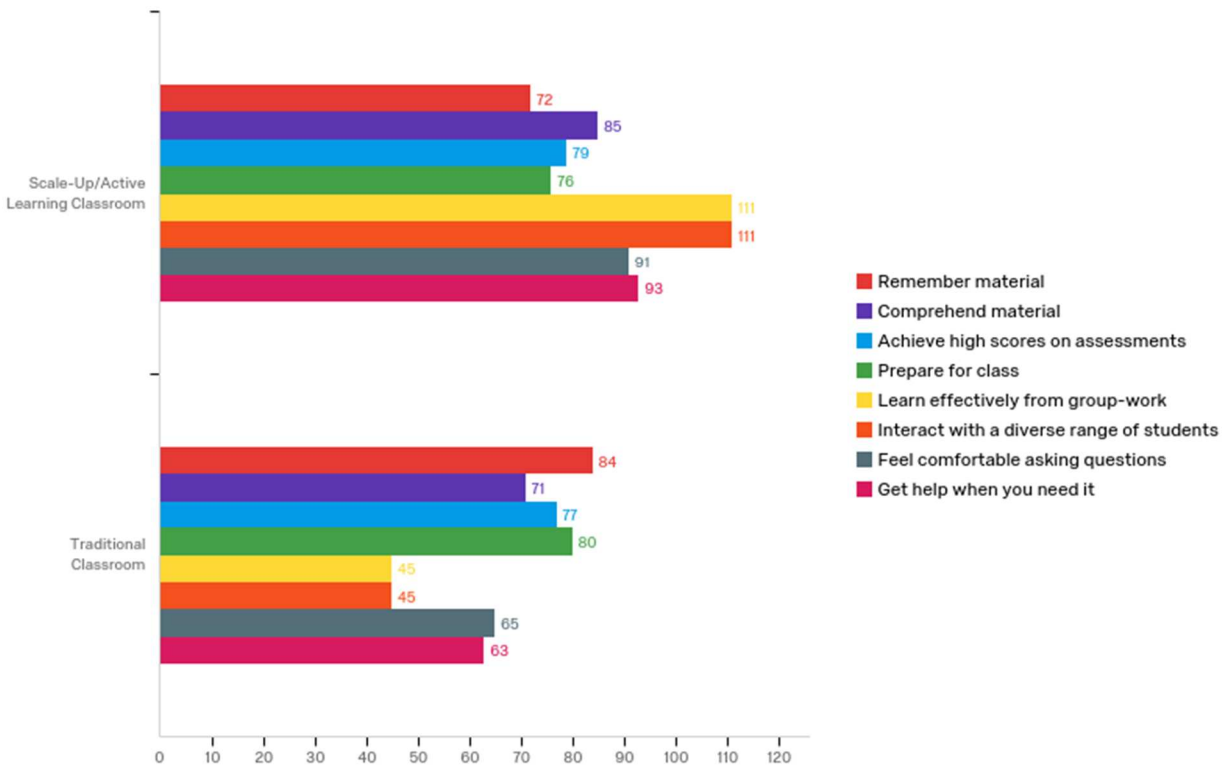
Q6 - How effective are the SCALE-UP/Active Learning classroom activities in your learning experience?



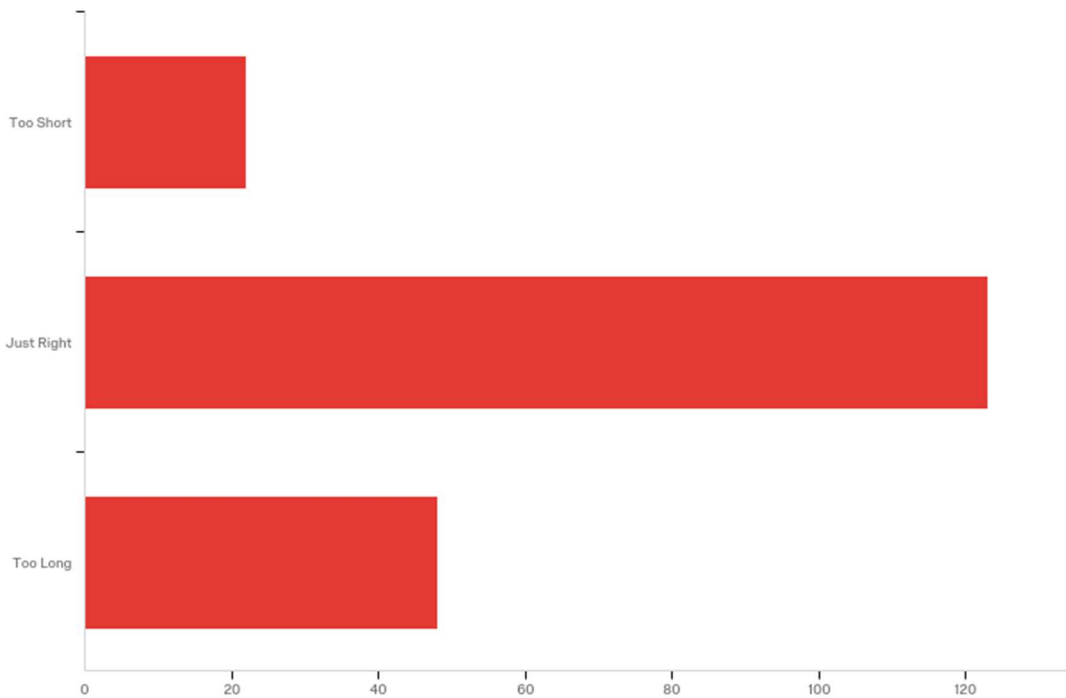
Q8 - How effective were Learning Assistants at...



Q10 - Choose the learning setting that makes it easier to...



Q13 - How do you feel about the length of class sessions?



Appendix B – USSC Proposal for International Student Support Services

Faculty Senate – Undergraduate Student Success Committee

International Student Academic Support Services

Report/Proposal Draft

Last Updated: January 11, 2017

Updated By: Thomas Fenton

Rationale:

- Current investment in campus internationalization (recruitment/admissions/enrollment) should contribute to international student success and achievement.
- International students have specific and unique needs, and face academic and cultural barriers to success.
- Addressing these needs and assisting students in overcoming these barriers requires identification of particular, discipline/major specific learning/teaching gaps, and focusing/organizing available resources into a collaborative framework/infrastructure

WSU Enrollment Data:

State of Ohio International Student Enrollment (2010-2016)

Year	# of Foreign Students	% of growth
2010	22,370	+7.9%
2011	24,709	+10.5%
2012	26,427	+7.0%
2013	28,401	+7.5%
2014	32,498	+14.4%
2015	35,761	+10%
2016	37,752	+5.6%

WSU International Student Enrollment (2003-2016)

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OHIO Enrollment and Economic Data:

From the NAFA "Ohio Report" - Economic Analysis for Academic Year 2013-2014:

Institution*	# of Foreign Students	% of Enrollment**
1. Ohio State University - Main Campus, Columbus	6800	11.6
2. University of Cincinnati, Cincinnati	3407	9.5
3. Kent State University - Kent Campus, Kent	2644	8.4
4. University of Dayton, Dayton	2046	27.4
5. Ohio University - Main Campus, Athens	2002	6.9
6. University of Toledo, Toledo	1940	9.3
7. Case Western Reserve University, Cleveland	1854	17.9
8. Wright State University - Main Campus, Dayton	1757	10.7
9. University of Akron - Main Campus, Akron	1557	6.0
10. Cleveland State University, Cleveland	1422	8.0

*out of 72 institutions studied

**State Average = 4.5%

State of Ohio – Economic Benefits 2013-2014

Tuition and Fees	680,606,000\$
Living Expenses and Dependents	546,381,000\$
Total Contribution*	37,215,300\$
# of Jobs Created/Supported	911,591,000\$

*Less U.S. Support

Wright State University – Economic Benefits 2013-2014

Tuition and Fees	27,206,400\$
Living Expenses and Dependents	26,919,600\$
Total Contribution*	37,215,300\$
# of Jobs Created/Supported	527

*Less U.S. Support

Best Practices:

Based on the “Seminar: Comprehensive Strategic International Enrollment Management: Recruitment, Retention, and Reentry” presented at the 2012 NAFSA Annual Conference in Houston, Texas, the following models represent operational-level frameworks for the provision of student academic support.

Model #1 – Dedicated Physical Space (Michigan U, Oregon State U)

- University level
- Walk-in hours/appointment for tutoring/workshops and academic support
- Focus on language proficiency

Paid tutors are available on a walk-in, appointment, or faculty/adviser referral basis to assist students with language proficiency and comprehension issues. Faculty or administrative oversight.

Model #2 – Online Preparation (Michigan State, Rice U)

- University level
- Online orientation and workshop (iPREP)
- Mandatory for new/transfer international students

Required online check-in, orientation programming for new and transfer students to review immigration regulations, university policies and procedures, and contact available resources and support apparatuses.

Model #3 – Localized Support (U of Portland, Rice U)

- College and Department level
- Student led (paid stipend)
- Involvement in orientation, e-mail lists, small group advising/tutoring

Senior student leaders are enlisted to reach out to new students through orientation activities and e-mail. Leaders provide resources, act as informal mentors, and organize smaller discussion, tutoring and workshop sessions to address specific academic challenges

Model #4 – Academic Workshop Support

- University, College, and Department level
- Faculty and/or Student led

- Scheduled workshops and academic modules

Workshops and modules designed specifically to address study and language skills, as well as strategies and methods for fulfilling department-specific academic course requirements.

Faculty Senate – Undergraduate Student Success Committee

Quadrennial Review

Proposed Changes to Committee Charge and Membership

Last Updated: February 2, 2017

Updated By: Thomas Fenton (chair)

Rationale:

The Undergraduate Student Success Committee membership recognizes and affirms the import of its charge and membership as defined by the 2013 Faculty Constitution. The proposed changes to the charge reflect current institutional organization and practices, and to encourage consistency in the committee's commitment to including the perspectives and insights of stakeholders in Wright State University's undergraduate students success.

Proposed Amendments:

1. Committee Charge

a. Original Charge

Undergraduate Student Success Committee Charge: The Committee shall plan, develop, and provide ongoing evaluation and improve the effectiveness of first year seminars, and learning communities, as well as other aspects of the first-year experience. This includes, but is not limited to, long-term oversight of first-year outcomes and remediation strategies for conditionally admitted students. The Committee will also review and assess outcomes to increase the preparedness of students from local and area high schools to enter Wright State University.

b. Proposed Changes

Undergraduate Student Success Committee Charge: The Committee shall plan, develop, and provide ongoing analysis, evaluation, and policy recommendations designed to improve the effectiveness of campus programs and resources, as well as other aspects of the undergraduate student experience. This includes, but is not limited to, long-term oversight of undergraduate student outcomes and remediation strategies for undergraduate students.

2. Committee Membership

a. Original Membership

Undergraduate Student Success Committee Membership: One faculty member from each undergraduate college (appointed by the Faculty Senate) and up to three University College faculty/staff directly involved with undergraduate student experience (appointed by the Dean of University College). A faculty representative may designate an alternate faculty representative who has voting privileges when the regular member is absent. Committee members shall serve two-year staggered terms.

b. Proposed Changes

It is recommended that a representative from the following groups be included in regular committee membership:

- Student Government Association
- University Undergraduate Academic Adviser Committee

Appendix D – Textbook Resolution

TIMELY ADOPTION OF TEXTBOOKS

Whereas, The Governor’s Task Force on Affordability and Efficiency in Higher Education¹ has recommended that all institutions of higher education in Ohio explore means of reducing the cost of textbooks and report annually on their progress in that area;

Whereas, Title I, Section 133 of the federally enacted Higher Education Opportunity Act (2008)² requires institutions receiving federal financial aid to disclose required and recommended textbooks as soon as practicable upon the request of a contractually affiliated college bookstore and not later than the time at which students can first begin to register for a course;

Whereas, The Wright State Student Government Association (SGA) recently adopted a resolution that specifically “urges the Wright State University faculty to consider less-expensive course materials without compromising the quality of instruction”;

Whereas, The timely adoption of textbooks, can allow students to purchase textbooks at a significantly lower cost (e.g. by affecting the supply of used textbooks through the purchase of used books from Wright State University students) without reducing revenue to the University or compromising quality of instruction;

Whereas, Barnes & Noble – The Wright State University Bookstore (B&N – WSU) receives a large fraction of textbook orders long after the time when students can first begin to register for courses;

Whereas, B&N – WSU estimates that Wright State students saved approximately \$1.2 million in the 2015-16 academic year by choosing to use used, rented, or digital options rather than new textbooks and estimates that an additional \$550,000 would have been saved if all textbook adoptions were made prior to the time when students could first enroll in classes;

Whereas, The timely ordering of textbooks would complement other efforts by faculty to reduce textbook costs (e.g. the adoption of open source/on-line textbooks, the use of earlier editions of textbooks, making textbooks on course reserve through the University Library more accessible, maximizing the possibility that a student could use the same textbook for multiple courses); now, therefore, be it

Resolved, The Wright State Faculty Senate encourages faculty to make textbook adoptions prior to the time when students can first register for their courses and recommends the exploration of appropriate incentives structures to ensure broad cooperation; and let it further be

¹ <https://www.ohiohighered.org/affordability-efficiency/task-force>

² <https://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>

Resolved, The Wright State Faculty Senate Executive Committee should create an ad hoc committee or charge a standing committee with the task of developing additional strategies to reduce the cost of textbooks so that a report can be made to the Faculty Senate at its first meeting of the 2017-18 academic year.