# TABLE OF CONTENTS

**INTRODUCTION** .......................................................................................................................................... 2

**UNIVERSITY COLLEGE MISSION & VALUES** ................................................................................................. 3

**UNIVERSITY COLLEGE & STUDENT SUCCESS** ............................................................................................... 3

**STRATEGIC INITIATIVES: FOUNDATION STUDIES** ...................................................................................... 4

1. **RAIDER ACADEMY**
2. **DEVELOPMENTAL EDUCATION COREQUISITE MODELS**

**STRATEGIC INITIATIVES: FIRST-YEAR PROGRAMS** .................................................................................... 5

3. **FIRST-YEAR SEMINAR COURSE REDESIGN**

**STRATEGIC INITIATIVES: ACADEMIC ADVISING** ....................................................................................... 6

4. **PROACTIVE INTRUSIVE ADVISING**
5. **CAREER EDUCATION**

**STRATEGIC INITIATIVES: ACADEMIC SUCCESS CENTERS** .......................................................................... 7

6. **CORE COURSE COMPLETION**
7. **PEER LEADER CERTIFICATION**

**STRATEGIC INITIATIVES: ADMINISTRATION** .............................................................................................. 7

8. **STUDENT SUCCESS RESEARCH**
9. **INTEGRATED TECHNOLOGIES**

**CONCLUSION** .............................................................................................................................................. 8

**REFERENCES** ............................................................................................................................................... 8
Introduction

The Completion Roadmap is a strategic document for University College that represents the on-going efforts of student success strategies that grew from a 2012 vision document Access, Progress, Success authored by Dr. Thomas Sudkamp, Provost and Vice President for Curriculum & Instruction, 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. That document in turn led to the formation of the Ad Hoc Faculty Committee on Student Success which endorsed 16 initiatives focused on persistence, retention, and completion. Later, the 2014 Campus Completion Plan, endorsed by our Board of Trustees and submitted to the Ohio Department of Higher Education, built on these and other initiatives to support Student Success. The updated 2016 Campus Completion Plan was recently submitted to the state. The culmination is a university-wide Student Success strategy that is outlined in this report. The Completion Roadmap encompasses faculty, advisors, facilities, and technology to make significant progress on increasing retention and graduation rates. These initiatives, coupled with the opening of the Student Success Center, a $17M facility dedicated to academic support and active learning, represents a major step toward achieving that vision.

The Student Success Center is the hub of student success initiatives and programming on the Wright State Campus and has been provided financial support through a grant to the Rise Shine Campaign. The Center houses the core academic units that provide proactive advising, academic support, and outreach to prepare students entering college with the academic and social background to succeed. No single program provides a ‘silver bullet’ solution to improving student performance, but rather the synergies created by multiple support initiatives that “wrap around” the student are required. The heart of student success initiatives are:

1. Creating a culture of high expectations.
2. Providing wrap-around academic and social support for students throughout their academic careers.
3. Redesigning courses and curricula to support best practices that engage students.

The key components of the student success strategy are programs and personnel supported by state of the art technology and research. The facilities in the Student Success Center have a critical role supporting student success programming. From its inception, the building was designed to serve as a one-stop center to facilitate student access to the academic support programs. Students, particularly freshman, take classes in the same location as the academic support for those classes: advising, mathematics and writing assistance, tutoring, and supplemental instruction.

The design of the building intentionally provides a direct flow from classroom to advisor to academic support. The building was also designed to provide comfortable individual and group meeting space for students to study in proximity to the academic support units. The classrooms themselves, supporting active learning pedagogy, are designed to engage students in the learning process. An overall design strategy of the Student Success Center is to create and facilitate cultures of learning among students, faculty, and staff.
UNIVERSITY COLLEGE MISSION & VALUES

The Student Success Center is the home of University College with a key focus on supporting student success measured by course completion, persistence, retention, and graduation rates.

UNIVERSITY COLLEGE MISSION

University College supports the students, faculty, and staff of the undergraduate programs of the academic colleges through programs and services in academic advising and transfer services, student academic success centers, developmental education and first year programs.

University College provides access, guidance, and academic support to first-year, transfer, and adult students in a nurturing, diverse, respectful, and supportive environment; assisting students in making a successful transition to college and appropriate majors. Additionally, University College provides ongoing academic support to all undergraduate students throughout their college career at Wright State University while developing the foundations for civic engagement and lifelong learning.

UNIVERSITY COLLEGE VALUES

Collaboration
We collaborate with students, faculty, and staff of the undergraduate programs of the academic colleges to help ensure a successful and fulfilling academic experience for all students at the university.

Diversity
We recruit a staff rich in diverse experiences and perspectives. Because we value this diversity among ourselves, we embrace the diverse experiences and perspectives of Wright State’s students, faculty, and staff. We believe diverse perspectives produce better results.

Innovation
We commit ourselves to lifelong learning. We stay abreast of best practices in advising, academic support, and student development. We utilize our diversity and our commitment to lifelong learning to cultivate curiosity and experimentation in our methods in search of even better solutions to the problems of education.

UNIVERSITY COLLEGE & STUDENT SUCCESS

University College is comprised of four units: 1) Foundations Studies, 2) First-Year Programs, 3) Academic Advising, and 4) Academic Success Centers. Within these areas, a number of programs and services provide support to students both in University College and university-wide. Foundation Studies provides coursework and programming that prepare students for success. Developmental courses in math (provided through the Math Studio) and writing help prepare students for college-level work. And First-Year Seminars (UVC 1010) and Learning Strategies (UVC 1000) give students an opportunity to develop skills that help them transition to university academic work and careers. Academic programming is provided through First-Year Programs including Learning Communities, Peer Mentors, and the Common Text.
Academic Advising in University College provides proactive advising services to intending majors and exploring and undecided students as well as administer placement tests aimed at getting students their best start in their first semester. The Academic Success Centers are made up by 3 centers: Tutoring Center, Math Learning Center, and the University Writing Center. Within those centers, certified peer leaders provide academic support through walk-in, scheduled appointments, and through in-class support as tutors, study coaches, supplemental instruction (SI) leaders, learning assistants, peer advocates, math tutors, and writing coaches.

The major university initiatives supported by the Student Success Center are briefly reviewed below and organized by the different areas in University College that has primary oversight of, or play a significant role in, those initiatives.

**STRATEGIC INITIATIVES: FOUNDATION STUDIES**

1. **RAIDER ACADEMY**
   Raider Academy, held in the early part of summer, is designed to help students who are projected to enroll in developmental coursework and provide academic preparation prior to the traditional beginning of their freshman year. Raider Academy is a two-week preparation program for students who are identified as at risk based upon their preparation entering college. Raider Academy enables students to get a head start on or complete their developmental coursework before the semester begins. At the end of the program, the student performance is reassessed to determine the appropriate placement based on student progress in the academy. The time on campus prior to the beginning of the freshman year serves as a transition period and an intensive introduction to the expectations and rigor of college. In addition to the academic preparation, students in the academy will work with their advisors to create a detailed plan for developing study skills, time management, and utilizing academic support resources in preparation for the Fall semester.

   In June 2016, the inaugural two-week residential summer bridge program enrolled 47 students with a primary target of enrolling academically underprepared students. Content teams from University College, College of Liberal Arts, College of Science and Math, and the Library and Career Center developed curriculum in writing (27 hours), information literacy (27 hours), math and critical thinking (24 hours), college skills and career exploration (16 hours), and entrepreneurship and mindset (18 hours). Strategies to encourage enrollment through admission criteria and polices will be examined for future academies.

   These programs are particularly critical to serve Wright State’s diverse student population: the academic preparation programs will have their greatest impact on students from underrepresented minorities, first generation college students, and students with financial need.

2. **DEVELOPMENTAL EDUCATION COREQUISITE MODELS**
   The University has a goal of developing hands-on engaging, curricula that reduces student enrollment in prerequisite courses that do not satisfy degree requirements.

   The Accelerated Learning Program (ALP) co-requisite model for remediation in college writing was piloted in Fall 2015 and Spring 2016. Students in the ALP model outperformed their counterparts in standard developmental writing courses (74% pass rate versus 58%). The ALP co-requisite model enrolls students concurrently in a section of ENG 1100 (the college-level composition course) and linked developmental writing course. The same instructor teaches both courses, and so is able to provide just in time instruction to the students needing remediation. Beginning Fall 2016, all incoming students were able to enroll in a college-level English composition course that will apply toward the degree. Placement test scores and review of
student essays are used to determine the appropriate student placement in one of three introductory composition courses: ALP co-requisite combination (DEV 0920+ENG 1100), the intensive “just-in-time remediation” version (ENG 1140), or the standard English Composition (ENG 1100). The introduction of intensive writing course in which an additional hour of class-time is used for remediation cut in half the number of students enrolled in developmental writing. The ALP model results in 100% of entering students placing in developmental writing being eligible to enroll in the college-level composition course.

Co-requisite remediation models are being explored for mathematics with a pilot set for implementation in Spring 2017 with MTH 1450 Math in the Modern World. In June 2016, Wright State was awarded a grant from the Ohio Mathematics Bridges to Success (“B2S”) Initiative with the purpose to design and pilot redesigned degree pathways that incorporate mathematics gateway courses and co-requisite strategies for remediation.

STRATEGIC INITIATIVES: FIRST-YEAR PROGRAMS

3. FIRST-YEAR SEMINAR COURSE REDISEIGN

A Learning Strategies course for entering students identified as potentially at risk was piloted in Fall 2015. The Learning Strategies pilot resulted in a major course redesign for UVC 1010 First-Year Seminar. After convening a core group of faculty and staff familiar with first-year student barriers, themes and learning objectives were identified (Table A). These themes informed the new learning outcomes for the UVC 1010 redesigned course as well as provided guidance for orientation and programming goals for first-year students. The new course was introduced in Fall 2016.

First Year Learning Themes > Learning Objectives > Learning Outcomes

1. Campus Engagement
   • Academic relationships
   • Campus culture

2. Course Planning
   • Academic advising
   • Major exploration

3. Sense of Self
   • Collegiate identity
   • Values clarification

4. Goal Setting
   • Time management
   • Financial literacy*

5. Learning Strategies
   • Notetaking
   • Test taking
   • Memory
   • Textbook reading

6. Diversity
   • Gender-based violence intervention*

7. Wellness & Health Promotion
   • Stress management
   • Suicide prevention & mental health education*
   • Gender-based violence intervention*

8. Communication
   • Written & oral
   • Information literacy

9. Career Development*
   • Career exploration

10. Academic integrity*

11. Civic Engagement

12. Technology
   • Campus systems

*required by university, state, or federal mandate

Table A.

All UVC 1010 First Year Seminar course are taught by faculty or credentialed masters-level staff. In most instances, instructors are provided a highly-trained peer mentor to help facilitate course objectives both in- and out-of-class. Effective Fall 2017, all University College advisors will teach UVC 1010 and peer mentors will participate in a comprehensive training process that will lead to certification.
4. **Proactive Intrusive Advising**

Proactive intrusive advising at Wright State is an action-orientated model in which faculty and professional advisors proactively reach out to students to provide personalized advice to assist in the completion of a course, selection of a major, or progression through their degree program. Proactive advising is made possible by the effective and efficient use of technology and predictive analytics to alert the advisor of student performance and needs. A key to a proactive model is to maintain advisor caseloads at no more than the NACADA recommendation of 300:1. Another key is a commitment to ongoing professional development for advisors.

University College Advisors are implementing Appreciative Advising to provide the necessary framework proactive advising and continuous improvement in the service provided to students and to overall student success. One of the key strategies for improving student success and retention is for academic advisors to actively engage students in the learning process by creating an environment that positively encourages students to take ownership of their academic career by acknowledging and utilizing their strengths and skills and by creating action steps to achieve their long term academic goals.

Appreciative Advising is a constructivist way of thinking that provides a theoretical infrastructure and practical framework for advisors to optimize their interaction with students and colleagues in individual and group settings. Appreciative Advising’s six phase model provides a fluid nonlinear scaffold for advisors to “intentionally use positive, active, and attentive listening and questioning strategies to build trust and rapport with students (disarm); uncover students’ strengths and skills (discover); encourage and be inspired by students’ dreams (design); co-construct action plans with students to make their goals a reality (design); support students as they carry out their plans (deliver); and challenge both themselves and the students to do and become even better (don’t settle).”

Integrated technology (reference later in this document) is a centerpiece to implementing a proactive intrusive advising model that ensures that advisors have easy access to timely information that help them serve students in a coordinated effort. Additionally, this technology helps advising administrators case manage students to optimize resources and allow for timely response to critical student issues.

5. **Career Education**

A strategic goal is to 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. New students are contacted by the Career Center with career assessment, career exploration and in-demand information.

Students are invited to an individual career advising session in the Career Center. Additionally students are provided with basic requirements for resume development, and instructions on how to complete a Career Login profile and post a resume in preparation for internship and other experiential opportunities. Each semester, students receive alerts to review instructional videos and career preparation materials, and receive invitations to attend Career Talk workshops.

Undecided and intending majors are admitted to University College while other new students who meet specific criteria are admitted directly into the degree-granting college of their choice. In addition, the Career Center and University College academic advisors established a partnership to provide joint programs and services to undecided and exploring students to help facilitate career planning and major selection.
In Fall 2016, the curriculum for First-Year Seminars was strengthened to include student learning outcomes related to career development in all seminar courses, not just the sections targeted to exploring or undecided students. FYS instructors and peer mentors will work in partnership with Career Services to optimize career-related resources.

### STRATEGIC INITIATIVES: ACADEMIC SUCCESS CENTERS

#### 6. Core Course Completion
The Wright State Core is an important foundation for all Wright State University students. Removing barriers to and providing support for student success in the Core is a key strategic initiative. The Academic Success Centers have addressed these goals in a number of ways.

To reduce financial barriers, one-to-one and group Tutoring Services are offered free of charge to students. To enhance availability of support for Core and other key courses, walk-in tutoring has been made available in Tutoring Services. The Math Learning Center now offers support for all math-related Core courses, including EC 1050, EGR 1010, STT 1600, and STT 2640. The University Writing Center has enhanced its support for Core and other key courses by partnering with the University Library to provide on-site research assistance in a newly designated Research Corner within the center where students can meet with trained library research assistants.

New programs such as Learning Assistants to support the University’s active learning strategy are also among the ways the Academic Success Centers are contributing to increased core course completion.

#### 7. Peer Leader Certification
Students employed as tutors, mentors, and study coaches are the centerpiece of the academic support units in the Student Success Center. These peer-to-peer relationships have shown to lead to successful outcomes in student retention and overall student success. In addition to assisting students in the courses, students employed in the Center benefit socially, academically, and economically from their contributions as tutors and mentors. Nearly 450 upper level students per year will contribute to the success of their fellow students and the Center.

An intensive training and certification program will ensure that our student mentors are prepared both pedagogically and socially to assist the wide variety of students who will seek help in the Student Success Center. This program will focus on special needs of first generation students, students from varied economic and social backgrounds, students with disabilities, and nontraditional students returning to higher education. On-going training beyond the initial certificate will provide tutors growth and be rewarded with higher levels in pay and responsibilities in order to ensure the provision of top-notch student-centered services.

### STRATEGIC INITIATIVES: ADMINISTRATION

#### 8. Integrated Technologies
Integrated technology has been an important part of the student success initiatives at Wright State. The EAB platform (RAPS) has been an essential tool for advisors in their work with students.

These systems include the SSC (Student Success Collaborative) Campus early alert system, the SSC milestone tracking system, the AccuClass system that records student attendance in class and at other activities across campus, and the University’s new Customer Relations Management System that will be used to integrate student information from multiple sources to provide a holistic view of student activities and engagement.
The Raider Academic Progress System (RAPS) will be expanded into RAPS Campus. RAPS Campus encompasses career and academic exploration, academic risk assessment, and academic progress indicators. In addition, the new RAPS Campus integrates an early alert system and provides for case management should it be determined that a student is in academic difficulty and requires assistance in exploring alternate career and/or academic goals. A case may be opened by any University party involved in the advising process (advisor, faculty, tutor, etc.) at any time during the academic term when specific interventions are deemed appropriate for that student.

For 2016-17, Wright State’s commitment to establishing proactive advising continues with the expansion of the technology infrastructure to support our faculty and advising staff. The active learning classrooms in the Student Success Center are equipped with card readers that permit attendance tracking in large classes. This information can be provided to students and advisors for early interventions when students miss class. The classroom modernization project will expand attendance tracking technology to additional classrooms across campus.

Another step toward that technological integration is the deployment of RAPS Guide, a smartphone app that provide information directly to students’ phones that will help them access services and information and stay on track toward degree completion. A unique feature of the app is the use of “journeys” that provide individualized and personalized push notifications to students with a call for action. These journeys help facilitate student tasks that in turn supports their academic success.

9. **Student Success Research**

An overarching goal of the Completion Roadmap is to positively impact student success by 4 key metrics:

1. course completion,
2. student persistence (Fall-to-Spring enrollment),
3. retention (Fall-to-Fall enrollment), and
4. graduation rate.

As such, an objective is to create a Student Success Research Center that would conduct and disseminate research on current high-impact practices in student success; create and review the procedure and technology needed to establish and maintain an efficient and sustainable data collection system; coordinate the collection of and analyze Wright State University’s student success data; and establish reporting requirements and standardize metrics for student success. Using a strong data-driven approach helps ensure a continuous improvement process that will provide agility in the strategic process aimed at student success.

**CONCLUSION**

The Completion Roadmap document serves as a guide for the work of University College. All of the initiatives supported by University College and the Student Success Center are designed to serve all Wright State students, and not simply students who are classically considered at risk. The goal of the student success initiatives is to provide pathways for ‘B’ students to become ‘A’ students, ‘C’ students to become ‘B’ students, and at-risk students to become graduates. University College’s staff and faculty are well-positioned to focus efforts toward achieving the goals of these initiatives and helping students to the “finish line.”
REFERENCES

1. Access, Progress, Success: Recommendations for Increasing Retention and Graduation in the Semester Transition, 2011

2. Report of the Wright State University Faculty Senate ad hoc committee on Student Success, January 2012

3. Wright State University Campus Completion Plan, 2014

4. Wright State University Campus Completion Plan, 2016

5. University College By-Laws, Fall 2016