Fall-to-Spring Persistence Resolution – RAPS

Whereas, retention is a central issue to Wright State University, with a substantial impact on enrollment and tuition revenue as well as student success and completion outcomes (Appendix A); and

Whereas, Fall-to-Spring persistence is the first significant retention milestone and offers an early opportunity to retain students, improve academic outcomes, and ensure progress to degree; and

Whereas, high-level buy-in and commitment from deans, chairs, and all administrators is recommended to actively support persistence initiatives and communicate the importance of participation by faculty, advisors, students, and all relevant Wright State University employees; and

Whereas, while RAPS currently logs student visits to academic support services, the details around the perception of student engagement and learning are not captured and assistance provided in areas without swipe stations, such a department help rooms, are not logged; now, therefore, be it

Resolved, that the University should launch a communication campaign for faculty and staff to raise awareness of retention tools such as Raider Academic Progress System (RAPS) Progress Reports and Early Alert (Appendix B), which would help to convey the benefits of their use by faculty and staff and encourage maximum participation; and let it be further

Resolved, that more note capacity should be added in RAPS for use by those administering help sessions, along with simple reports to allow faculty and staff to review students' academic support and engagement outside of class, and that all academic help areas should be outfitted with swipe stations to capture visits; and let it be further

Resolved, that text message alerts through RAPS be adopted as a primary channel for outreach to students to improve the likelihood of student follow-up. This feature is a component of RAPS, but it is currently offline for enhancements. In planning for implementation of text communication, steps should be taken to ensure FERPA compliance and consideration of user preferences.

Wright State's retention rate for first-time, full-time students was 65% from Fall 2017 to Fall 2018.

Fall-to-Spring persistence is the first significant retention milestone and offers an early   opportunity to retain students, improve academic outcomes, and ensure progress to degree. At   Wright State University, only 83% of first-time full-time students enrolled in classes at Wright   State in Fall 2018 returned for classes in Spring 2019.

Fall-to-Spring and Fall-to-Fall Retention Rates
for Dayton Campus Fall Cohorts

Term	Headcount	Returned Spring	Returned Fall
Fall 2018	1,854	83%	TBD
Fall 2017	2,208	84%	65%
Fall 2016	2,296	86%	66%
Fall 2015	2,408	87%	67%

Note. Dayton campus fall cohorts include full-time, first-time degree/certificate-seeking undergraduate students who were pursuing degrees offered at the Dayton campus.

Greetings,

In response to faculty feedback and the university's retention strategy, we are launching an integrated Progress Report system to enable faculty to issue early alerts for students through the Raider Academic Progress System (RAPS). Early-alert programs have been shown to help boost student motivation, grades, and persistence by allowing faculty to identify students who might benefit from additional support outside the classroom.

As a person with an Advisor role in RAPS, we wanted to let you know that we will be piloting this new initiative in Summer semester. The first progress report email to faculty will be next week. The campus-wide launch is scheduled for Fall 2019. As we transition to the new early alerts process within RAPS, the existing system you may already be familiar with will remain in place. Once fully implemented, RAPS will provide a student support tool designed to close the feedback loop, by enabling faculty and advisors to stay informed of the assistance the student has received.

The process is easy to use and intuitive. It is set to send an email to each participating faculty member 2-3 times a semester. These emails will serve as a prompt for faculty to provide an update on students in their classes and include a web link to access the system. They will have the option of selecting the students for whom they have concerns based on grades, attendance, or other factors. A notes field allows them to provide academic advisors and other advisors with additional information to guide students to the appropriate resources. After issuing an alert, the faculty member will be able to return to RAPS and view the steps being taken to assist the student.

At this time, advisors will only receive an email when they are assigned to a student case generated from an alert (the exception is when a faculty alerts the system for a "behavioral non-emergency"). Students will not receive automatic emails when alert is issued on them. The primary advisor will be responsible for managing the assigned case within RAPS. You can check the status of an alert and case on a student by logging into RAPS and clicking on the cases icon.

The attached document details the early alert and progress report process in RAPS.

Advisors play a vital role in the success of our students. We look forward to providing you additional information about the continued development of this project and welcome your feedback.

Best regards, Tim

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RAPS Progress Reports and Alerts

Early Academic Alerts in Banner (WINGS Express) will be upgraded to include both
Alerts and Progress Reports utilizing RAPS starting in Fall 2019

Progress Reports and Alerts allow us to gather feedback on student performance and identify potential barriers to success. Often used in tandem, **Progress Reports** proactively request feedback from faculty, while anyone with the correct permission can enter **Alerts** when they notice a student in need and want to connect them with the appropriate resources.

Progress Reports: Emailed to faculty at *pre-determined times* in the semester to solicit   feedback from faculty to understand individual student performance in each course.
Progress reports are targeted to certain courses and/or student populations.

- Collect information on:
    - A student's likelihood of failing a class
    - Their current or anticipated grade
    - Current absences
    - The need for a potential Alert
- From Progress Reports, an advisor can:
    - Intervene with students early and understand the reasons for risk
    - If necessary, create an Alert for thorough follow-up from another office
    - Guide students to relevant resources

Administration Initiates Progress Report Request	→	Professor completes Progress Report	→	Advisor Receives Email Regarding Outcome	→	Advisor Follows Up on Progress Report Concerns

Alerts: Faculty flag a student who may be in need of additional attention by simply clicking on the "Issue an Alert" button *at any time*.

- Through Alerts, administrators and advisors understand what types of services students require most.
- Faculty and other campus constituents can use Alerts to feel more empowered to report their concerns and be informed on the follow up.
- Through triage settings, institutions can create a thorough coordinated care network where individuals receive alerts base on their expertise and the resources they provide students.

Information Sources that lead to Alerts:
- Progress Reports
- Student Interactions
- Attendance Records
- Notes from other faculty or staff
- Tutoring Reports

Faculty member, advisor, or other user notices a student may be at-risk based on an observation, interaction, or received information.
Submits an Early Alert.

Auto-assigned user receives the Alert

Case is created to manage the Alert

Action taken based on Alert context

Case is closed once follow-up complete

Initial Alert reporter informed of action steps and resolution