

2024-2026

Campus Completion Plan



WRIGHT STATE
UNIVERSITY

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Board of Trustees Approval

APPROVAL OF THE CAMPUS COMPLETION PLAN

RESOLUTION 24-

WHEREAS, Section 3345.81 of the Ohio Revised Code requires that the board of trustees of each institution of higher education adopt an institution-specific strategic completion plan to increase the number of degrees and certificates awarded to students; and

WHEREAS, the plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities; and

WHEREAS, the plan shall be updated at least once every two years and upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education; therefore, be it

RESOLVED that the Wright State University Board of Trustees adopts the Wright State University 2024-2026 Campus Completion Plan and instructs the Secretary to the Board of Trustees to provide a copy of the plan to the chancellor of higher education.

Institutional Overview

Wright State University is a national public university in Dayton, Ohio with more than 11,000 students. Offering over 300 degree and certificate programs taught by over 800 full- and part-time faculty (including adjuncts), the university is made up of six colleges, a medical school, and a branch campus (Lake Campus) in Celina, Ohio. Named for the Wright brothers, Wright State University is one of the most affordable institutions of higher education with its tuition among the lowest in Ohio for four-year universities. Accepting nearly all undergraduate students and with one-third of our undergraduate students receiving Pell Grants, Wright State prides itself on being recognized by U.S. News for advancing the social mobility of students and for being ranked in the top two among Ohio public universities by the Wall Street Journal for the value it provides to students.

Mission

We empower all students to excel in their lives and chosen careers through integrated learning, research, innovation, and experience.

Vision

To be a diverse, inclusive university that positively transforms the educational, economic, and social fabric of the communities we serve.

Priorities

Wright State University maintains three strategic priorities: recruitment, retention, and relationships. Guided by our mission, vision, three strategic priorities, as well as a continued commitment to fiscal sustainability, we have adopted the following five primary institutional objectives within our [2023-2025 Bridge Strategic Plan](#) to move us forward on our path over the next two years while infusing strength and adaptability throughout the institution:

1. Student success—transformational student experience;
2. Advancing knowledge through research, entrepreneurship, and creative endeavors;
3. Forging and sustaining strong, collaborative relationships;
4. Inclusive excellence; and
5. Resource management and sustainable operating budget.

Wright State's 2024-2026 Campus Completion Plan aligns with its mission, vision, and priorities.

Barriers to Student Success

Barriers to student success can be grouped into two broad categories, academic and nonacademic, and often the two intersect. During the 2021-22 academic year, and in cooperation with the Association of Public and Land-Grant Universities (APLU) and the Association for Institutional Research (AIR), Wright State University conducted four research studies to identify impediments to student persistence and completion. Statistically significant factors negatively related to timely degree completion included: (a) college readiness, (b) unmet financial need, (c) enrollment in gateway courses with high fail (DFW) rates, and (d) entering without a declared major or in "pre-major" status (i.e., not having been directly admitted into a major).

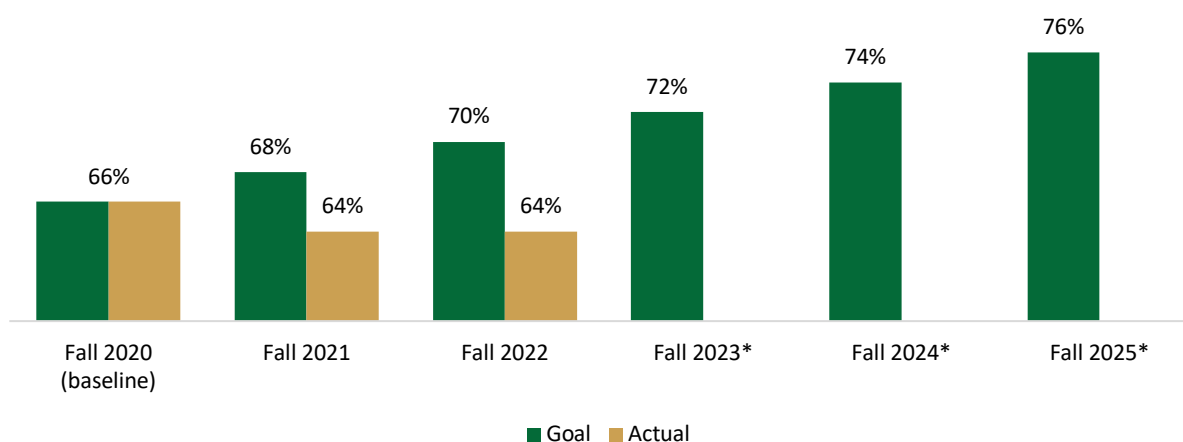
Wright State University is committed to providing access to higher education to a diverse student population. As noted earlier, nearly all undergraduate students who apply are accepted and over one-third of the undergraduate students at Wright State University receive Pell Grants to offset unmet financial need. From our internal analyses, we have learned that students from low-income backgrounds tend to require remediation more frequently than students from more affluent backgrounds. For example, in the 2022-23 academic year, 46% of first-time undergraduate students who had an expected family contribution (EFC) of zero required remediation, whereas only 18% of students with an EFC of 20,000 or more required remediation. In addition, the university also serves a significant demographic of non-traditional undergraduate students, with 16% over the age of 25 and 17% enrolled part-time. Many students balance academic pursuits with external commitments such as employment. Due to these contextual factors, it can be difficult for students to complete the 15 hours per semester correlated with higher retention and first-year GPAs.

Progress Towards Goals from Previous Plans

Wright State University has not made the intended progress toward the completion goals outlined in previous completion plans. The overarching goals of increasing new student rates of retention to 75% and graduation to 54% by the 2025-26 academic year by incrementally increasing rates at least 2% each year were not achieved (see Figure 1 and Figure 2, respectively). However, considerable progress was made with respect to various completion strategies. For example, Wright State University established the Course Design Institute to assist faculty with course (re)design, piloted a redesigned first-year seminar course for first-time students, and created several reports and dashboards for faculty to identify and track difficult courses (see Completion Strategies section for more information about current and new completion strategies).

Leadership transitions across the university have led to renewed commitment to focus on select strategies that can (a) be executed with the necessary resources and timelines, (b) be adequately assessed and retooled as appropriate, and (c) directly impact our updated goals for 2024-2026.

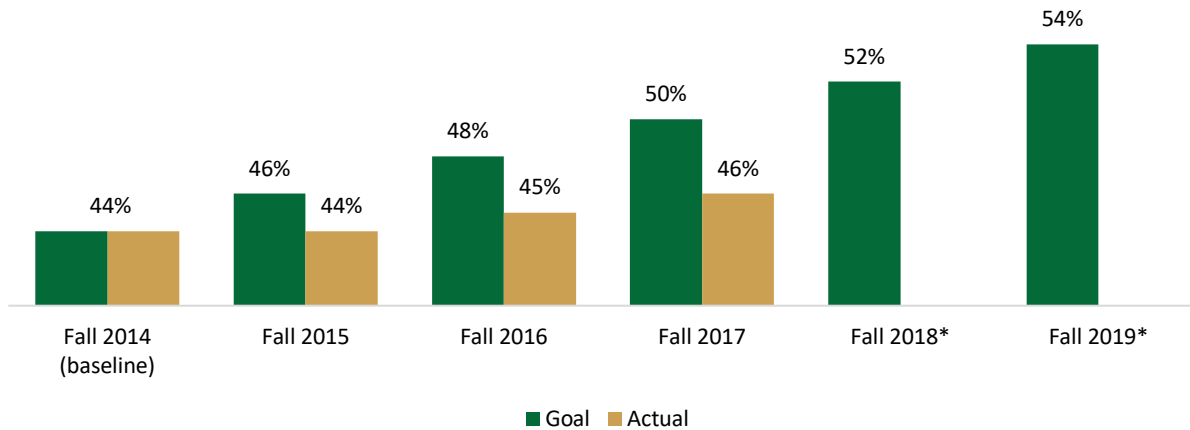
Figure 1. Fall-to-Fall Retention Rate Comparisons by Fall Cohort (Goal vs. Actual)



Note. Fall cohorts include full-time, first-time, bachelor’s-seeking students at both Dayton and Lake campuses combined.

*Actual rates are pending.

Figure 2. Six-Year Graduation Rate Comparisons by Fall Cohort (Goal vs. Actual)



Note. Fall cohorts include full-time, first-time, bachelor’s-seeking students at both Dayton and Lake campuses combined. Graduation rate is the percentage of the cohort that earned a bachelor’s degree from Wright State University within six years.

*Actual rates are pending.

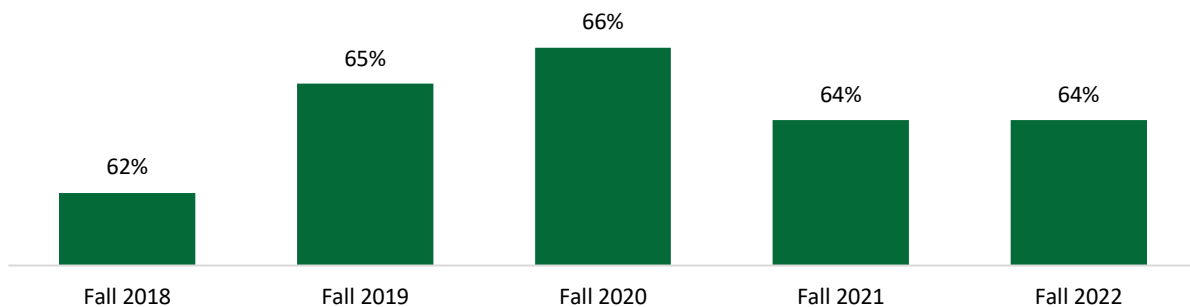
Updated Goals for 2024-2026

The updated goals for Wright State University’s 2024-2026 Campus Completion Plan align with Objective 1, Strategy 4 in the institution’s [2023-2025 Bridge Strategic Plan](#) to “improve student success and retention rates.” The updated goals for 2024-2026 are as follows:

1. Increase the fall-to-fall retention rate of first-time undergraduate students by one to two percentage points each year.
2. Increase the six-year completion rate of first-time undergraduate students by one to two percentage points each year.

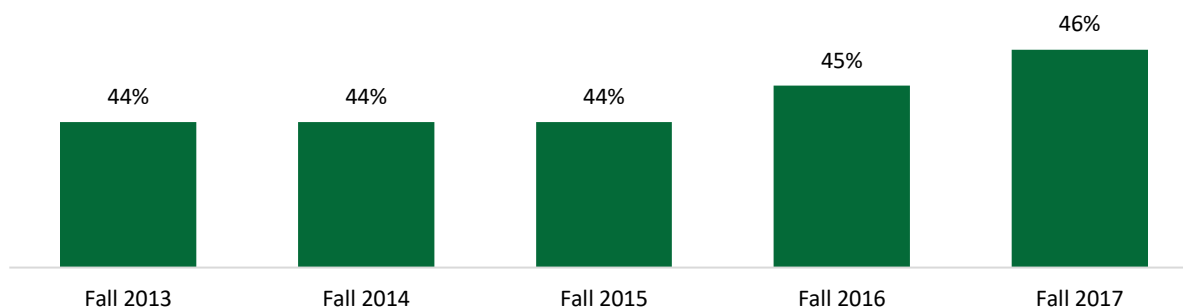
Five-year trends in Wright State’s retention and graduation rates are displayed in Figure 3 and Figure 4, respectively, which will serve as baseline data for our updated goals.

Figure 3. Fall-to-Fall Retention Rates by Fall Cohort



Note. Fall cohorts include full-time, first-time, bachelor’s-seeking students at both Dayton and Lake campuses combined.

Figure 4. Six-Year Graduation Rates by Fall Cohort



Note. Fall cohorts include full-time, first-time, bachelor’s-seeking students at both Dayton and Lake campuses combined. Graduation rate is the percentage of the cohort that earned a bachelor’s degree from Wright State University within six years.

Completion Strategies

To achieve the updated goals for 2024-2026, Wright State University will streamline the completion strategies from prior plans and focus on the following four completion strategies:

- Course Redesign
- First-Year Seminar (FYS) Course Redesign
- Academic Probation Program Redesign
- Stop-Out Initiatives

Course Redesign

As noted earlier, Wright State has learned that enrollment in courses with high fail rates (or high percentages of students who earn a D grade, F grade, or withdraw [DFW]) is negatively related to student success and persistence. Moreover, difficult courses, or those with high DFW rates, can disproportionately affect underrepresented minority, poverty-affected, and first-generation student populations and thereby increase equity gaps. However, course redesign efforts and faculty development are tools that can be employed to reduce DFW rates at the course level.

Current Strategies

During the 2022-23 academic year, Wright State University made significant strides in identifying difficult courses and distributing that information to faculty promptly. The Office of Institutional Research and Effectiveness created a series of [reports and dashboards](#) using Microsoft Power BI that enable instructors to view their DFW rates for the individual courses they taught by semester and to track trends in DFW rates over time. Deans, associate deans, and chairs can also access DFW rates for all course sections in their respective colleges or departments. In addition to providing DFW rates, the reports and dashboards also display equity gaps in DFW rates between: (a) underrepresented minority (URM) students and non-URM students, (b) non-traditional students and traditional students, and (c) Federal Pell Grant recipients and non-Pell recipients. The Power BI reports and dashboards are refreshed at the end of each semester to capture the most recent DFW rate data.

In addition, the Office of the Provost created a Course Design Institute (CDI) to support faculty development and course design and redesign. The CDI consists of several topic modules and aid faculty in creating student-centered outcomes and objectives, planning effective activities and assessments, and creating lessons that will promote student success. To date, the CDI has assisted only those faculty who opted to participate and would focus course (re)design efforts on the course the faculty member taught.

New Strategies

To address the challenges outlined and the evolving need for course redesign at Wright State University, the Course Design Institute (CDI) itself will be redesigned to build on recent gains and further enhance faculty development and student success. This redesign will incorporate a two-track strategy to provide flexibility and depth. The first track, the current opt-in model, will continue offering a broader approach to faculty development focusing on compliance and effective teaching strategies, including active learning, differentiated instruction, and inclusive teaching practices. The second track will target high DFW rate courses for in-depth redesign. This integrated approach will capitalize on past successes, utilize targeted assessments to gauge progress, and create a cohesive strategy for further enhancing both faculty and student success.

First-Year Seminar (FYS) Course Redesign

First-year seminar (FYS) courses are intended to assist first-time students with transitioning to college in their first year. When designed well, a FYS course can have a positive impact on students' success including increasing their first-year GPA, completion rates, and retention rates.

Current Strategies

Wright State University piloted a revised first-year seminar (FYS) course in Fall Semester 2023. Eight sections of LA 1020 were offered to new students in the College of Liberal Arts at Wright State's Dayton campus. Ninety-eight first-time undergraduate students enrolled in one of the revised FYS courses. Through this small pilot, much was learned on the student need for first-year seminars and critical areas that should be included when building a comprehensive impactful course.

New Strategies

Wright State University is committed to revamping its FYS course to positively impact student completion. A coordinated effort began in the Spring Semester 2024 and is now underway to design and implement a new FYS course for first-time students that will be offered every fall semester as part of Wright State's Core Curriculum beginning Fall Semester 2025. The institutional objectives of the new FYS course align with the updated goals of the 2024-2026 Campus Completion Plan and are as follows:

1. Improve academic performance and progress (GPA and credit hour completion),
2. Increase fall-to-spring retention rates,
3. Increase fall-to-fall retention rates, and
4. Increase 4-year and 6-year graduation rates.

The new FYS course will be implemented in Fall Semester 2024 for 30% of the incoming first-time, full-time freshman class with the intention of scaling to 100% of the incoming freshman class by Fall Semester 2025.

The FYS course will specifically focus on incoming first-year students and will include the following best practices from the student success literature: (a) teaching relevant academic behaviors for success, (b) increasing engagement in their academic college/major, (c) supporting the academic transition from high school to college, (d) improving the navigational capital of support resources, (e) embedding holistic well-being, (f) career exploration and engagement, (g) developing a sense of belonging through relationships with peers and faculty, and (h) providing a high impact and engaging learning environment during students’ first year. These features of the course are critical to close academic gaps of underprepared students and support the students’ successful integration into the college experience.

The new FYS course will improve student outcomes by building the academic skills and behaviors in the students’ first year. With this intentionally designed curriculum, students will be more likely to perform better academically in their other courses throughout their academic journey, persist term-to-term, and increase their likelihood of timely graduation. Furthermore, the course's pedagogical structure will emphasize evidence-based instructional practices such as active and engaged learning that will be implemented in the learning activities across all sections. By embedding teaching and learning best practices in the curriculum it will ensure a high-quality learning experience for students.

Having learned from our prior efforts, several short-term and long-term metrics have been identified to evaluate the FYS course (see Table 1). The short-term metrics will be routinely evaluated after each fall semester so that adjustments can be made for the following term. Tracking progress on the long-term metrics will also be established at the start of each semester to measure the progress of each incoming freshman class along the way and identify intermediate success indicators.

Table 1. *Short-term and Long-term Metrics to Assess the New First-Year Seminar (FYS) Course*

Short-term Metrics	Long-term Metrics
Course enrollment	Major selection
Student survey data (e.g., life skills inventory)	Fall-to-fall retention rate
Achievement of course learning outcomes	Percentage who met SAP standards
Semester GPA	4-year graduation rate
Semester credit hour completion rate	6-year graduation rate
Fall-to-spring retention rate	

Note. SAP = satisfactory academic progress (for Title IV federal student aid).

The new FYS course strategy has the highest level of support from university administration including co-sponsorship by the president, provost, vice president for student success, and chief financial officer. In addition, the new FYS course initiative has been selected to serve as Wright State’s [Open Pathway Quality Initiative](#) as required by our institutional accreditor, the [Higher Learning Commission](#). A cross-functional team of faculty and staff has been involved in designing and implementing the new FYS course, including representatives from faculty senate, each college, student success and advising, institutional research, teaching and learning, several senior leader stakeholders,

and most importantly, the FYS committee. The latter includes faculty and staff representation from each college and several student success offices.

Academic Probation Program Redesign

Students who are on academic probation are at risk of not completing their degrees. As displayed in Table 2, Table 3, and Table 4, new students who are placed on academic probation at the end of their first fall semester are less likely to enroll for their second year and complete a degree than those who are not. Being placed on academic probation can indicate that students are struggling academically to engage in effective learning strategies.

Table 2. *Fall-to-Fall Retention Rates by Students' Academic Standing at the End of Their First Semester*

Statistic	Fall 2018	Fall 2019	Fall 2020*	Fall 2021	Fall 2022
Headcount	2,026	1,595	1,326	1,287	1,432
Percent on probation	26%	28%	10%	27%	30%
Retention rate					
On probation	22%	30%	41%	33%	32%
Not on probation	77%	79%	69%	76%	77%

Note. Fall cohorts include full-time, first-time, bachelor's-seeking students at both Dayton and Lake campuses combined.

*Due to COVID, Wright State offered academic amnesty to all undergraduates.

Table 3. *Four-year Graduation Rates by Students' Academic Standing at the End of Their First Semester*

Statistic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Headcount	2,507	2,442	2,360	2,026	1,595
Percent on probation	28%	27%	25%	26%	28%
Graduation rate					
On probation	3%	3%	4%	2%	2%
Not on probation	39%	38%	40%	39%	42%

Note. Fall cohorts include full-time, first-time, bachelor's-seeking students at both Dayton and Lake campuses combined. Graduation rate is the percentage of the cohort that earned a bachelor's degree from Wright State University within four years.

Table 4. *Six-year Graduation Rates by Students' Academic Standing at the End of Their First Semester*

Statistic	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Headcount	2,285	2,467	2,507	2,442	2,360
Percent on probation	29%	28%	28%	27%	25%
Graduation rate					
On probation	9%	9%	8%	9%	9%
Not on probation	59%	57%	59%	58%	59%

Note. Fall cohorts include full-time, first-time, bachelor's-seeking students at both Dayton and Lake campuses combined. Graduation rate is the percentage of the cohort that earned a bachelor's degree from Wright State University within six years.

Current Strategies

New students who are placed on academic probation their first fall semester are encouraged to participate in UVC 1000, a learning strategies course, in the following spring semester to help them learn and adopt effective study habits. As part of the UVC 1000 course, students are assigned a peer academic coach to help develop their academic success skills and promote student connectedness.

New Strategies

Wright State University will (a) review current academic probation and dismissal policies and practices for alignment with best practices to support student success and persistence and (b) redesign the UVC 1000 course to be delivered as a comprehensive academic support program for students who enter academic probation. The UVC 1000 course is essential to support first-year students' academic recovery, thus its redesign will include a combination of peer mentorship, academic skill building, and navigational support to increase students' likelihood of success in subsequent semesters. The new course will not only act as a support mechanism for academic remediation but will also provide the wrap-around support services offered by the Student Success Center, academic advising, and other student success support services available at Wright State University. Though the course cannot be required as part of the curriculum, all students will be highly encouraged to enroll in the program by their academic advisor and college/department.

To assess the impact of the academic probation and dismissal policy review and the redesigned UVC course/program and its accompanying services, a comprehensive assessment plan will be implemented. The baseline retention rates of students on academic probation will be compared to the retention rate of students post implementation. This early indicator will be monitored continuously through graduation to measure the overall impact on the intervention on student completion. Additionally, because the UVC course is not required, there is an opportunity to compare various success outcomes (e.g., spring semester GPA, rate of academic recovery, fall-to-fall retention rate, etc.) between students who participate in the academic probation course and students who do not participate (a control group). Creating a matched control group will help reduce bias when conducting various inferential statistical techniques and help estimate the impact of the academic recovery course.

Stop-Out Initiatives

Current Strategies

In compliance with [Ohio Revised Code 3345.81\(D\)](#), Wright State University routinely collaborates with other institutions of higher education to assist students who have some college experience, but no degree, in earning an associate degree, certificate, or credential. Two examples of such collaborations include:

- Credit When It's Due
- BOLD Compact

Credit When It's Due.

Wright State University participates in [Ohio's Credit When It's Due \(CWID\) initiative](#). The CWID is a reverse transfer process that aims to assist eligible students with obtaining an associate degree.

Specifically, students who (a) earned credits at a community college but did not earn their associate degree, (b) subsequently transferred to a four-year institution, and (c) earned credits at the four-year institution that may satisfy the associate degree requirements at the community college. Wright State University partners with Clark State College and Sinclair Community College to identify eligible students for the CWID initiative.

BOLD Compact.

Wright State University participates in the [Strategic Ohio Council for Higher Education \(SOCHE\) BOLD \(Be Ohio's Latest Degree Holder\) Compact](#). Several Ohio colleges and universities have united their efforts to re-engage their stopped-out students and to assist them in returning to college to complete their degrees. Stopped-out students who have an outstanding balance at a prior college and who successfully participate in the BOLD Compact may be eligible to have up to \$5,000 of their prior balance forgiven.

New Strategies

In 2024, and in compliance with [Ohio Revised Code 3345.351](#), Wright State University identified 2,048 degree-seeking undergraduate students who:

- Had disenrolled from the Wright State within five years prior Spring Semester 2023 (i.e., five years immediately prior to the first review as required under Section 3345.321 of the Ohio Revised Code);
- Had been disenrolled for four or more semesters, including summer sessions;
- Did not complete a bachelor's degree;
- Had a grade point average of 2.0 or higher on a 4.0 scale; and
- Had completed at least 45 credit hours.

Degree audits of the eligible students determined that a total of 860 associate degrees could be awarded to students meeting the outlined criteria. Using the most recent contact information on file, Wright State has notified the students of their potential eligibility for an associate degree.

Workforce-Related Initiatives

The following workforce-related initiatives are also included in Wright State University's 2024-2026 Campus Completion Plan and align with the State of Ohio's workforce development priorities, as stipulated in [Ohio Revised Code 3345.81](#):

- Choose Ohio First Scholarship Program
- Academic Efficiency and Effectiveness Review

Choose Ohio First Scholarship Program

Wright State University participates in the [Ohio Department of Higher Education's Choose Ohio First \(COF\) Scholarship Program](#). One of the main goals of the COF Scholarship Program is to substantively improve the pipeline of Ohio graduates and educators in the fields of science, technology,

engineering, and mathematics (STEM) in a strategic effort to ensure a ready workforce in Ohio for STEM-related industries.

Wright State has participated in the COF program for several years and recently secured funds to offer additional COF scholarship awards for the next five fiscal years (FY25-FY29) to eligible undergraduate students pursuing a degree in one of the following disciplines:

- Biochemistry and Molecular Biology;
- Bioengineering and Biomedical Engineering;
- Biology/Biological Sciences, General;
- Chemistry, General;
- Clinical Laboratory Science/Medical Technology/Technologist;
- Computer and Information Sciences, General;
- Computer and Information Systems Security/Information Assurance;
- Computer Engineering, General;
- Computer Engineering Technology/Technician;
- Cytotechnology/Cytotechnologist;
- Electrical and Electronics Engineering;
- Engineering, Other;
- Engineering Physics/Applied Physics;
- Engineering Science;
- Engineering Technology, General;
- Geology/Earth Science, General;
- Information Science/Studies;
- Management Sciences and Quantitative Methods, Other;
- Materials Engineering;
- Mathematics, General;
- Mechanical Engineering;
- Pharmaceutical Sciences;
- Physical Sciences;
- Physics, Other;
- Physiology, General;
- Public Health, General;
- Registered Nursing/Registered Nurse;
- Statistics, General; and
- Theoretical and Mathematical Physics.

Academic Efficiency and Effectiveness Review

In the 2022-23 academic year, Wright State University initiated an [Academic Efficiency and Effectiveness \(AE&E\) Review](#) at the request of its Board of Trustees. The charge from the board was to thoroughly evaluate the university's academic programs to identify their relative effectiveness and efficiency with the goal of supporting more strategic resource allocation. Data about Wright State's academic programs were collected and examined internally with the aim of addressing four key questions by topic area (see Table 5).

Table 5. *Key Questions Addressed by the Academic Efficiency and Effectiveness Review by Topic Area*

Topic Area	Key Question
Margin	Is the program fiscally efficient?
Market	Is there a demand for the program?
Mission	Is the program critical to the university's mission?
Outcome	Is the program of sufficient quality?

Eleven efficiency and effectiveness indices were derived using data from internal and external sources, and each index measured an aspect of one of the four topic areas listed in Table 5. With respect to Ohio's workforce development priorities, one index, the institutional fit index, was created to measure an academic program's impact on the Ohio workforce. Specifically, whether the academic program leads to an in-demand occupation in Ohio based on [Ohio's Top Jobs List](#), and whether the academic program leads to an occupation that has been categorized as "critical" (i.e., one that supports the health and well-being of Ohioans, their families, and our communities).

Throughout the 2024-25 academic year, the Office of the Provost and the AE&E Executive Committee will be working with deans from each college to review the preliminary recommendations from the 2022-23 AE&E Review and establish next steps. Wright State University is committed to ensuring all academic programs are reviewed cyclically and resources allocated accordingly and to ensuring that Wright State's academic programs meet Ohio's workforce needs.