

1. **Adoption of Wright State 2016 Campus Completion Plan**

The following resolution is presented for approval to the Board of Trustees.

**RESOLUTION 16-**

WHEREAS, Section 3345.81 of the Ohio Revised Code requires that each institution of higher education adopt an institution-specific completion plan consistent with the mission and strategic priorities of the institution that includes measureable student completion goals; and

WHEREAS, the Higher Learning Commission of the North Central Association of Colleges and Schools, which accredits Wright State University, requires that each institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings; and

WHEREAS, the Ohio Revised Code requires that the board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption; and

WHEREAS, the initial Wright State Campus Completion Plan was approved by the Board of Trustees and submitted to the Ohio Department of Higher Education in 2014; and

WHEREAS, the University's Campus Completion Committee has reviewed the 2014 Campus Completion Plan and recommended the initiatives and programs in the 2016 Campus Completion Plan;

BE IT RESOLVED, that the Wright State University Board of Trustees adopts the Wright State University 2016 Campus Completion Plan.



**Office of the Provost**  
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July 1, 2016

Chancellor John Carey  
Ohio Department of Higher Education  
25 South Front Street  
Columbus, OH 43215

RE: Wright State University 2016 Campus Completion Plan

Dear Chancellor Carey:

Wright State University submits the enclosed 2016 Campus Completion Plan as required by Ohio Revised Code 3345.81. Also enclosed is the Board of Trustees Resolution adopting this plan. This resolution will be acted upon by the Wright State Board of Trustees at their October 6, 2016, public meeting. The approved resolution with the Board of Trustees vote will be submitted following that meeting.

Sincerely,

*Thomas Sudkamp*

Thomas Sudkamp, Ph.D.  
Provost

Enclosures (2)

2016

# Wright State University Campus Completion Plan



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### INTRODUCTION

The 2016 Campus Completion Plan represents the continuation of a series of initiatives to enhance student learning, progress, and degree completion at Wright State University. These initiatives include participation in the Foundations of Excellence Program developed by the John N. Gardner Institute for Excellence in Undergraduate Education, the Wright State 2012 *Access, Progress, Success* program, and the 2014 *Campus Completion Plan*. These programs align with the University to mission expand access to students underrepresented in higher education and the commitment to “meet the students where they are” by providing curricular and co-curricular programs, academic support and proactive advising to facilitate a successful transition to college. The University’s *Access, Progress, Success* initiative adopted 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. The 2014 Campus Completion Plan refined and augmented these initiatives with the goal of synergistically using faculty, advisors, facilities, and technology to make significant progress on increasing retention and graduation. The October, 2015, opening of the Student Success Center, a \$17M facility dedicated to student support and active learning, represented a major step toward achieving that vision.

The 2016 Campus Completion Plan continues Wright State’s commitment to maintaining our mission of access to higher education while enhancing the educational experience, student learning, and degree completion. This report reviews the status of programs and initiatives introduced in the *Access, Progress, Success* report and the 2014 Campus Completion Plan, reiterates the five year goals established in that report, and outlines future steps for student success.

The Campus Completion Committee serves as the focal point for university-wide student success initiatives at Wright State. The committee consists of faculty from each college and representatives from the Bursar’s Office, Enrollment Management, Financial Aid, Institutional Research, Transfer Student Resource Center, Student Government, University Library, the Office of Multicultural and Community Engagement, and the University Center for International Education. The charge of the Committee is to recommend and assess university-wide student success programs. The recommendations for new initiatives presented in the report resulted from this year’s Campus Completion Committee focus on sophomore year retention.

### UNIVERSITY MISSION

The Wright State Mission defines the priorities of the institution: student centered high quality academic programs, community engagement, and contributing to the economic, social, and cultural needs of the Dayton region and the State of Ohio.

#### WRIGHT STATE UNIVERSITY MISSION

*We transform the lives of our students and the communities we serve. We will:*

- *Build a solid foundation for student success at all levels through high-quality, innovative programs;*

- *Conduct scholarly research and creative endeavors that impact quality of life;*
- *Engage in meaningful community service;*
- *Drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.*

As indicated in the Mission Statement, a commitment to public service and community engagement is an integral component of Wright State's educational and co-curricular programs. Wright State has been named to the President's Higher Education Community Service Honor Roll each year since 2010 for its support of volunteering, service-learning, and civic engagement. In 2014-15, Wright State faculty, staff, and students provided 119,000 hours of service to the community. In 2015 the University was awarded the Carnegie Foundation Classification for Community Engagement

The University mission aligns with and complements the University's Vision:

### **WRIGHT STATE UNIVERSITY VISION**

*Wright State University, inspired by the creative spirit of the Wright brothers, will be Ohio's most learning-centered and innovative university, known and admired for our inclusive culture that respects the unique value of each of our students, faculty, staff, and alumni and for the positive transformative impact we have on the lives of our students and the communities we serve.*

The Wright State Strategic Plan, adopted in 2014, outlines the University's goals for 2014-2018. The Strategic Plan identifies five focal areas: Academic Quality and Program Distinctiveness, Student Access and Educational Attainment, Research and Innovation, Community and Economic Development, and Essential Resources needed to sustain the academic and social mission of the University. The second goal directly addresses the objectives for Campus Completion Plan: enhancing student learning and student success.

### **WRIGHT STATE STRATEGIC PLAN**

#### ***Goal 2: Student Access and Educational Attainment***

*Enhance student access and success of a diverse student body through quality and innovative instruction and student life programs that lead to graduation and career placement.*

- *Objective A: Improve the enrollment and retention of direct-from-high-school, graduate, and nontraditional student populations.*
- *Objective B: Enhance degree completion.*
- *Objective C: Develop effective educational processes to assist students in meeting post-graduation career and educational goals.*

**UNDERGRADUATE STUDENT DEMOGRAPHICS**

As an institution with the goal of providing access to higher education to a diverse student population, Wright State’s student success initiatives are designed to proactively meet the needs of students from a variety of backgrounds and abilities. The makeup of the 2014 entering class, shown Table I provided by the Ohio Department of Higher Education, illustrates the academic, social, and ethnic diversity of the student population.

**Table I: Undergraduate Enrollment at Wright State University  
Fall Term 2014**

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	2,598	100.0%	9,339	100.0%	1,021	100.0%	12,958	100.0%
Enrolled Part Time	105	4.0%	2,068	22.1%	307	30.1%	2,480	19.1%
Not Degree/Certificate Seeking	3	0.1%	138	1.5%	103	10.1%	244	1.9%
First Generation College	758	29.2%	2,541	27.2%	300	29.4%	3,599	27.8%
Pell Eligible	1,104	42.5%	3,594	38.5%	431	42.2%	5,129	39.6%
Took Remedial Courses	999	38.5%	3,756	40.2%	377	36.9%	5,132	39.6%
Female	1,403	54.0%	4,695	50.3%	529	51.8%	6,627	51.1%
Age 18-24	2,553	98.3%	6,988	74.8%	647	63.4%	10,188	78.6%
Age 25 and Older	29	1.1%	2,349	25.2%	374	36.6%	2,752	21.2%
<b>Race / Ethnicity</b>								
<i>American Indian or Alaskan Native</i>	11	0.4%	27	0.3%	8	0.8%	46	0.4%
<i>Asian or Pacific Islander</i>	57	2.2%	245	2.6%	20	2.0%	322	2.5%
<i>Black, non-Hispanic</i>	420	16.2%	1,003	10.7%	126	12.3%	1,549	12.0%
<i>Hispanic</i>	28	1.1%	80	0.9%	6	0.6%	114	0.9%
<i>White, non-Hispanic</i>	1,843	70.9%	6,916	74.1%	752	73.7%	9,511	73.4%
<i>Two or More Races</i>	143	5.5%	286	3.1%	43	4.2%	472	3.6%
<i>Nonresident Alien</i>	79	3.0%	643	6.9%	50	4.9%	772	6.0%
<i>Race Unknown</i>	17	0.7%	139	1.5%	16	1.6%	172	1.3%

\*In order to ensure student confidentiality, data are suppressed when there are fewer than 10 students

Wright State is recognized for specialized services and programs for students with disabilities, veterans, international students, and students from groups underrepresented in higher education. These services create a welcoming and supportive environment that complements and extends the university-wide student success programs



The Campus Completion Committee identified significant obstacles to student success and completion: academic preparation, financial need, and major/career focus. The impact of academic preparation and financial need on completion are illustrated by the graduation rates shown in Table II.

For students enrolling at Wright State in 2009, the six year graduation rate for first-time full-time students is 38%. A more complete view of the class of 2009 is given by the persistence rate, where persistence is defined by students who have graduated or are still enrolled in higher education at Wright State or at another institution. For the students enrolling in 2009, the persistence rate is 67%; 50% have completed bachelor degrees (38% at Wright State and 12% at other institutions) and 17% are currently enrolled in degree programs.

**Table II: Six-Year Outcomes for Fall 2009 Cohort of First-Time Degree Seeking Students at Wright State University**

	Number in Cohort	Year 6 Outcomes					
		Associate Degree			Bachelor's Degree or Higher		
		Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total
<b>Full-Time</b>							
Total	2553	0.4%	0.7%	1.1%	23.7%	14.3%	38.0%
First Generation College	989	0.8%	1.0%	1.8%	17.5%	13.5%	31.0%
Pell Eligible	979	0.8%	1.0%	1.8%	16.6%	10.3%	27.0%
Took Remedial Courses	1133	0.4%	0.7%	1.1%	14.2%	10.9%	25.2%
Female	1432	0.6%	0.6%	1.2%	24.7%	15.6%	40.2%
Age 18-24	2492	0.4%	0.6%	1.0%	24.0%	14.4%	38.4%
Age 25 and Older	46	4.3%	4.3%	8.7%	6.5%	8.7%	15.2%
<b>By Race/Ethnicity</b>							
American Indian or Alaskan Native	14	0.0%	0.0%	0.0%	0.0%	7.1%	7.1%
Asian or Pacific Islander	58	0.0%	0.0%	0.0%	29.3%	22.4%	51.7%
Black, non-Hispanic	451	0.0%	0.0%	0.0%	12.2%	7.8%	20.0%
Hispanic	48	0.0%	0.0%	0.0%	25.0%	10.4%	35.4%
White, non-Hispanic	1888	0.6%	0.8%	1.4%	26.3%	15.8%	42.2%

\*In order to ensure student confidentiality, data are suppressed when there are fewer than 10 students

The Bolinga Black Cultural Resources Center; the Asian and Native American Center; the Office of Latino Affairs; the Women's Center; and the Office of Lesbian, Gay, Bisexual, Transgender, Questioning, and Ally Affairs provide academic and social services to a broad range of undergraduate and graduate students.

Wright State is the home to over 700 students with disabilities and the Office of Disability Services has been recognized as a national leader in supporting students with disabilities. With funding from the National Science Foundation and the Choose Ohio First Scholarship program, the Ohio STEM Ability Alliance has provided professional development/career preparation experiences, incentive awards in support of student STEM research activities, facilitation of internships, and a transition bridge program for new students to over 150 disabled students in the STEM fields.

In 2015, the \$1.2M Veteran's and Military Center was opened to support the over 750 veterans and active duty military at Wright State and their families. Center activities include processing GI benefits, advising to support the academic progress of students, providing a first year seminar course and finals week support services, and providing a place for study and connecting with other veterans and military personnel.

The diversity of the Wright State is enriched by the over 1900 international students from 65 countries enrolled in our undergraduate and graduate programs. The University Center for International Education collaborates with the colleges to provide cultural and academic support to international students making the transition to life and studies in the United States. Along with enhancing the diversity of the campus, the international programs and relationships provide opportunities for Ohio residents to study at locations spanning the globe.

### BARRIERS TO PERSISTENCE AND COMPLETION

The graduation rates illustrate the effect of various factors on student success. Students requiring remedial education completed their degrees at a rate 13% less than the university average. Similarly students eligible for Pell grants had a significant reduction in six year graduation rate. Financial need and lack of expected academic preparation had a similar impact on time to graduation. On the average, these students required an additional semester to complete the degree requirements as shown in Table III.

**Table III: Bachelor's Degrees Awarded  
in 2014-2015 at Wright State University**

	Bachelor's Degree		
	Number Awarded	Average Credits Earned	Median Time to Completion (Years)
<b>Native</b>			
Total	1,414	121.7	4.3
<b>By Other Characteristics</b>			
First Generation College	472	118.2	4.3
Pell Eligible	775	120.7	4.7
Took Remedial Courses	486	123.1	4.7
Female	767	121.6	4.3
<b>By Race / Ethnicity</b>			
Asian or Pacific Islander	37	128.2	4.7
Black, non-Hispanic	152	117.8	4.7
Hispanic	21	130.5	4.7
White, non-Hispanic	1,113	121.6	4.3
Two or More Races	29	121.1	4.0
Nonresident Alien	28	128.1	3.7

Another significant barrier to degree completion is delay in selecting a major. Table IV compares second year retention for students who have identified a major with those who enter the university as undecided. Undecided students have a second year retention rate approximately 10% less than students who have indicated an intending major or have been admitted directly into a major. The decrease in retention persists across all levels of student preparation as measured by ACT scores. Delay in selecting a major also impacts students in their time to degree completion, as they frequently take courses during their exploration that ultimately will not count in their degree program.

**Table IV: Second Year Retention  
Major Undecided**

**First-Time, Full-Time, Undergraduate Degree-Seeking Students, Dayton Campus**

	2012 Cohort		2013 Cohort		2014 Cohort	
<b>Direct Admits/Intending Majors</b>						
<b>ACT Range</b>	<b>#</b>	<b>% Retained</b>	<b>#</b>	<b>% Retained</b>	<b>#</b>	<b>% Retained</b>
13-15	94	38%	88	48%	96	44%
16-18	341	47%	281	52%	351	53%
19-21	472	60%	448	62%	460	61%
22-24	429	66%	419	72%	471	72%
25-27	289	80%	292	79%	325	82%
28-30	138	78%	144	81%	178	87%
31+	65	91%	76	87%	70	86%
<b>Total</b>	<b>1946</b>	<b>64%</b>	<b>1889</b>	<b>67%</b>	<b>2022</b>	<b>68%</b>
<b>Undecided</b>						
<b>ACT Range</b>	<b>#</b>	<b>% Retained</b>	<b>#</b>	<b>% Retained</b>	<b>#</b>	<b>% Retained</b>
13-15	31	29%	14	29%	22	45%
16-18	118	43%	48	44%	71	46%
19-21	92	59%	79	66%	79	58%
22-24	74	47%	67	58%	50	62%
25-27	30	70%	27	78%	37	78%
28-30	15	73%	*	88%	16	75%
<b>Total</b>	<b>379</b>	<b>50%</b>	<b>251</b>	<b>59%</b>	<b>285</b>	<b>58%</b>

\* Indicates number removed due to FERPA; number less than 10

**PROGRESS TOWARDS GOALS ESTABLISHED IN THE INITIAL  
COMPLETION PLANS**

The 2014 Campus Completion Plan identified focal areas for student success program development: student preparation, proactive advising, transfer and non-traditional student support, and career education. A number of initiatives were outlined for each of these focal areas in the Campus Completion Plan and in the Wright State Career Services Review provided to the Ohio Department of Higher Education in December 2015. A gift of \$2.2 million from the Mathile Family Foundation has helped support many of these student success

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initiatives. Brief descriptions of accomplishments, highlights, and ongoing efforts in these areas is provided below.

### Student Preparation

**2014 Campus Completion Plan:** *We will use pilot projects to identify a profile of the students who will benefit most by pre-enrollment programs. Create policies to encourage enrollment for these students.*

**Current State:** In June 2016, the inaugural two-week residential summer bridge program, Raider Academy, enrolled 47 students with a primary goal of strengthening background skills in writing and mathematics and preparing them for the expectations of college academic performance. 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 policies will be examined for future academics.

**2014 Campus Completion Plan:** *We will pilot a Learning Strategies program for entering students identified as potentially at risk.*

**Current State:** 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. 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 will be introduced in Fall 2016.

**2014 Campus Completion Plan:** *Continue the development of hands-on engaging, curricula that reduce student enrollment in prerequisite courses that do not satisfy degree requirements.*

**Current State:** 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 with a 74% pass rate versus 58% in the traditional model. The ALP co-requisite model enrolls students concurrently in a section of the college level English Composition course ENG 1100 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 will be able to enroll in a college-level English composition course that will apply toward the degree. Placement test scores and a 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 an 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 will result in 100% of entering students placing in developmental writing eligible to enroll in the college-level composition course.

Co-requisite remediation models are being explored for mathematics with a target set for implementation in Spring 2017. In June 2016, we were awarded a grant from the Ohio Mathematics Bridges to Success Initiative with the goal of designing and piloting degree pathways that incorporate mathematics gateway courses with co-requisite strategies for remediation.

### Proactive Advising

**2014 Campus Completion Plan:** *We will establish training programs for all advisors on the use of the early alert and the Raider Academic Progress System.*

**Current State:** The Student Success Collaborative, branded RAPS - Raider Academic Progress System on the Wright State campus, is a web-based system that uses predictive analytics with formative data to prioritize student interventions from advisors, faculty, and academic support units to provide just-in-time support and facilitate student success. Currently, the University is deploying RAPS Campus, an upgrade that integrates more robust scheduling and early alert system. Advisors have been trained to utilize this integrated technology to monitor early alerts, class attendance, tutor referral attendance, and degree course milestones to facilitate case management that emphasizes an intrusive, proactive model of advising.

**2014 Campus Completion Plan:** *We will work with the Faculty Senate to ensure that all degree paths and milestones are current with program requirements by incorporating degree path review into the approval of all curricular changes.*

**Current State:** Wright State has licensed the curricular workflow software Curriculog from Digital Architectures. The use of this process for curricular changes and new program approvals will begin in the Fall 2016 semester. With this roll-out, all program changes will require review, approval, and updating of the degree completion mapping with any program modification.

**2014 Campus Completion Plan:** *We will 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.*

**Current State:** Effective Fall 2016, the 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. 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.

### **Transfer and Nontraditional Student Support**

**2014 Campus Completion Plan:** *Establish joint enrollment programs with all local community colleges.*

**Current State:** Joint enrollment programs have been established at Sinclair Community College, Clark State Community College, Edison Community College, and Southern State Community College. The agreements provide joint advising for students at the community college, access to Wright State information and activities, and, for local community colleges, the ability for students to live on Wright State's campus.

**2014 Campus Completion Plan:** *Work with the faculties of the partner community colleges to create two-plus-two articulated programs wherever possible.*

**Current State:** Since June 2015, 39 articulation agreements have been updated, 50 new 2+2 articulation agreements have been established, and more than a dozen course equivalency guides for majors where 2+2 articulation is not possible have been created. Currently, Wright State has articulation agreements with the following community colleges: Chatfield College, Cincinnati State Technical and Community College, Clark State Community College, Columbus State Community College, Cuyahoga Community College, Edison Community College, Lorain County Community College, Northwest State Community College, Rhodes State College, Sinclair Community College, Southern State Community College.

**2014 Campus Completion Plan:** We will develop online courses so that a student can complete the Ohio Transfer Module through distance learning.

**Current State:** As of June 2016, the necessary course work to complete the Ohio Transfer Module can be achieved through distance learning with the exception of courses to satisfy the mathematics requirement. Online math and quantitative reasoning courses are in development with completion projected for a Fall 2017 offering.

### **Career Education**

**2015 Career Services Review:** *100% of new students are contacted by the Career Center with career assessment, career exploration and in-demand information.*

**Current State:** All students are invited to an individual career advising session. 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.

**2015 Career Services Review:** *Undecided students are engaged in career development through seminar and learning community courses, academic advising, and career exploration.*

**Current State:** For undecided students, University College advisors utilize career exploration tools, including the Raider Academic Progress System (RAPS), to assist students in identifying a major/career path and schedule courses accordingly. The Career Center provides individual advising sessions including the administration of TypeFocus career assessment and interpretation to help guide undecided students in career and major selection.

**2015 Career Services Review:** *Over 70% of first year students are in first-year seminar courses to build connections with other students, learn success skills and begin the career development process.*

**Current State:** In Fall 2016, the curriculum for First-Year Seminars is strengthening student learning outcomes related to career development in all seminar courses, not just the sections targeted to exploring or undecided students. First Year Seminar instructors and peer mentors will work in partnership with Career Services to optimize career-related resources.

### UPDATED COMPLETION GOALS

Wright State’s accrediting agency, the Higher Learning Commission, requires that each institution “has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.” The 2014 Campus Completion Plan introduced ambitious goals for graduation rates to be achieved by 2020. We are currently two years into the plan and 2020 goals remain the same. The following paragraphs from the 2014 describe these goals.

*The Campus Completion Plan recognizes the different challenges faced by students entering the university directly from high school, by students entering Wright State as transfer students from other institutions, and by students returning to higher education from the workforce. In addition, student success is impacted by other factors such as academic preparation, economic need, and family background. A single goal does not recognize the impact of these varying factors on student performance and success. With this in mind, we challenge ourselves to achieve goals that “meet the students where they are” and help them attain “where they want to be.”*

*Our goal is not simply to raise the typically cited six year graduation rate of the institution, but to ensure that our curricular innovation and student success programs have a positive impact on all populations in*

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our diverse student body. Family obligations, financial necessity, and other “life issues” frequently require students to select a degree path that requires more than six years. These students should be applauded for determination rather than dropped from the statistics. We also celebrate the successes of our students who have transferred to other institutions, just as we appreciate the contribution of the institutions whose students have transferred to Wright State and completed their studies on our campus. With this in mind, we use graduation and student persistence as our benchmarks. The following four tables give the graduation and persistence rates for all new first time students, students eligible for Pell grants, students who are members of underrepresented minorities, and first generation students enrolling at Wright State in 2007.

Our ambitious but we believe attainable goal for direct from high school students is to decrease the number of students who have not graduated or not persisted at any institution. These are the students that have left higher education altogether-and our goal is to keep them active in or help them return to higher education at Wright State. The goal is to decrease the number of students who have left higher education by 20% for each category of student and level of academic preparation. This goal aligns with our mission of “meeting students where they are”; it cannot be achieved by increasing admissions standards or limiting access. For graduation, our goal is obtained by

$$\text{WSU Graduation Goal} = \text{Graduated WSU} + 0.2 (100 - \text{Graduated WSU} - \text{Graduated Other})$$

and shown in the tables below.

**Table V: Fall 2007 Persistence, Graduation Data, and Goal**

**Direct from High School: All Students**

ACT Range	Graduated WSU	Graduated Other	Retained WSU	Retained Other	Total	WSU Grad Goal
13-15	18%	9%	5%	24%	56%	32%
16-18	30%	13%	5%	15%	63%	42%
19-21	35%	13%	6%	14%	69%	46%
22-24	48%	13%	6%	9%	76%	56%
25-27	63%	8%	6%	7%	84%	69%
28-30	64%	11%	7%	9%	92%	69%
31+	76%	3%	12%	3%	94%	80%
No ACT	34%	8%	5%	14%	61%	46%

**Pell Eligible Students**

ACT Range	Graduated WSU	Graduated Other	Retained WSU	Retained Other	Total	WSU Grad Goal
13-15	13%	7%	2%	25%	47%	29%
16-18	25%	6%	9%	13%	53%	38%
19-21	28%	15%	7%	16%	65%	39%
22-24	48%	7%	6%	8%	69%	57%
25-27	64%	6%	3%	7%	81%	70%
28-30	64%	16%	4%	4%	88%	68%
31+	80%	0%	0%	0%	80%	84%
No ACT	16%	4%	9%	16%	44%	32%

**Underrepresented Minority Students**

ACT Range	Graduated WSU	Graduated Other	Retained WSU	Retained Other	Total	WSU Grad Goal
13-15	15%	7%	4%	29%	56%	31%
16-18	30%	7%	5%	16%	59%	43%
19-21	34%	10%	6%	17%	67%	45%
22-24	47%	3%	6%	17%	72%	57%
25-27	50%	10%	10%	0%	70%	58%
28-30	57%	0%	29%	14%	100%	66%
No ACT	19%	4%	0%	30%	52%	34%

**First-Generation Students**

ACT Range	Graduated WSU	Graduated Other	Retained WSU	Retained Other	Total	WSU Grad Goal
13-15	17%	8%	6%	20%	50%	32%
16-18	30%	13%	4%	12%	60%	42%
19-21	30%	13%	5%	17%	65%	42%
22-24	42%	11%	6%	9%	68%	52%
25-27	68%	1%	8%	6%	84%	74%
28-30	64%	14%	4%	4%	86%	69%
31+	75%	0%	0%	13%	88%	80%
No ACT	15%	5%	5%	10%	35%	31%

Since the student success goals are defined by six year graduation rates and the programs initiated in response to the Wright State *Access, Progress, Success* project began in 2013, the effect will not be immediately recognized in the number of graduates or graduation rates. However, retention rates provide an intermediate metric of the impact of the programs. As seen in Table VI, there has been a five percent increase in the second year retention rates. Most impressively, the most significant gains were with students with ACT scores between 16 and 24 indicating the impact of the academic preparation and advising components of the student success plan.

**Table VI: Second Year Retention**

**New Direct from High School Second Year Retention Rates**

ACT Range	2012 Cohort		2013 Cohort		2014 Cohort	
	#	% Retained	#	% Retained	#	% Retained
13-15	125	36%	102	45%	118	44%
16-18	459	46%	329	50%	422	52%
19-21	564	60%	527	62%	539	61%
22-24	503	63%	486	70%	521	71%
25-27	319	79%	319	79%	362	82%
28-30	153	78%	152	82%	194	86%
31+	66	91%	78	87%	75	87%
No ACT	124	66%	140	59%	72	67%
<b>Total</b>	<b>2325</b>	<b>62%</b>	<b>2140</b>	<b>66%</b>	<b>2307</b>	<b>67%</b>

The goal articulated for transfer student success in the 2014 Campus Completion Plan is that students transferring to Wright State attain the same level of success as students whose original enrollment was at Wright State. Table VII illustrates the difference in six year graduation rates between students who originally enroll at Wright State and earn 30, 60, and 90 credit hours with students transferring to Wright State with an equivalent number of credit hours.

**Table VII: Six Year Transfer Student Graduation Rate**

Fall 2007 First Time Student & Transfer Student				
Credit Hours	0 – 29	30 – 59	60 – 89	90+
<b>Transfer Student Graduation Rate</b>	<b>32%</b>	<b>53%</b>	<b>72%</b>	<b>85%</b>
<b>First Time Student</b>	<b>40%</b>	<b>71%</b>	<b>83%</b>	<b>91%</b>

Key efforts in increasing the success for transfer students include the outreach to community college students through joint enrollment programs, articulation agreements, and enhanced advising through the Transfer and Nontraditional Student Center and the college advising programs.

## CAMPUS COMPLETION PLAN

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 ability to track student attendance and intervene when necessary will be extended through a two year classroom modernization project.

- We will install attendance tracking capability to an additional forty classrooms on campus.
- We will integrate the attendance tracking software with the EAB RAPS advising system.

Integrated technology has been an important part of the student success initiatives at Wright State. The RAPS platform has been an essential tool providing scheduling, predictive analytics, early alert information to facilitate proactive advising. Another step toward that technological integration is the deployment of *RAPS Guide*, a smartphone app that provides information directly to a student's phone to help them access services and time critical information. A unique feature of the app is the use of "journeys" that provide personalized push notifications to students with a call for action. These journeys help facilitate student tasks that keep them on track and support academic success.

- We will deploy RAPS Guide smartphone app to facilitate student communication.

While many student programs focus on pre-enrollment and first year students, the second year is critical to retention/completion. At Wright State, students earning 60 credit hours have an 83% graduation rate. The Campus Completion Committee has identified three projects to support sophomore retention that will be undertaken in the 2016-2017 academic year.

As an extension of the proactive advising model implemented for first-year students, a common advising framework for second-year students will have a positive impact on student persistence and retention. The University Undergraduate Academic Advising Council helps ensure consistency, accuracy and quality of academic university-wide and works among the advising staff of the university and other stakeholder partners.

- We will establish a common university-wide advising framework for second-year students.

The creation of an organized and intentional communication campaign should, among other things, include financial literacy components as well as important financial information and procedures including deadlines and detailed instructions for applying for aid. Students having accurate, personalized, and time-specific task-related information will help facilitate student persistence.

- We will create a financial literacy campaign and outreach plan to rising sophomores.

The final component of the sophomore initiative is the production of a second year program guide that will be presented to students prior to the beginning of their sophomore year. The guide will include key information, deadlines, and expectations for the student's second year. In addition, it will inform students of all campus services available to assist them succeed in chosen academic major.

- We will produce a student guide for the sophomore year.

The combination of a second year advising plan, a financial literacy campaign, and a student guide will provide background information and advising support to prepare students for and assist them complete their second year at Wright State.

### WORKFORCE DEVELOPMENT PRIORITIES

The Wright State Mission Statement recognizes the University’s role in driving “the economic revitalization of our region and our State.” Wright State helps identify the workforce needs of the community by hosting Regional Summits, first begun in 2007, to engage thought leaders from across the Dayton and West Central Ohio to identify ways in which Wright State can serve the region. The 2014 summit entitled “*A Stronger Region, A Stronger Ohio: Workforce Development, Globalization, and Higher Education*” was held in both the Dayton and Celina communities.

With input from employers and local industry, Wright State is creating academic opportunities and leveraging funds from Ohio Department of Higher Education programs to develop the workforce of the future. Wright State participates in the Ohio Means Internships and Co-ops program to create new experiential learning opportunities in the key engineering, science, information science, and health disciplines. The Choose Ohio First Scholarship program supports student in a wide range of STEM disciplines producing graduates for the leading employers in the Dayton region: Wright Patterson Air Force Base and its supporting contractors, and the regional hospitals and health care related industries.

Curricular development is informed by the Regional Summits, interaction with local business and industry, and disciplinary advisory boards. New programs that have been introduced supporting key JobsOhio regional needs including agriculture, cybersecurity, biostatistics, and an online RN to BSN nursing program. An undergraduate program in Biochemistry and Molecular Biology aligning with the JobsOhio key Biohealth industry has been submitted to the Ohio Department of Higher Education.

Wright State is taking the lead on providing cybersecurity degrees and training. The initial Master’s degree in cybersecurity in Ohio was approved in 2012. This has been followed by the development of graduate cybersecurity certificate and a cybersecurity track in the undergraduate computer science major. NSA certification for the Master’s program is currently being pursued. Wright State is leading an Ohio Department of Higher Education RAPIDS program grant to provide equipment for cybersecurity training to a consortium of regional institutions of higher education.

Through collaboration and consultation with regional leaders, industries, and employers, Wright State will continue to develop academic programs and experiential learning opportunities to provide the workforce needed for the Miami Valley and Western Ohio.



# CAMPUS COMPLETION PLAN