2018

Wright State University Campus Completion Plan

WRIGHT STATE UNIVERSITY

CAMPUS COMPLETION PLAN

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INTRODUCTION

The 2018 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 build on the 2014 and 2016 Campus Completion Plans and continue the University's commitment to student success. The programs detailed in the Plan align with the University mission to expand access to students underrepresented in higher education and our commitment to "meet students where they are" by facilitating a successful transition to college through strong curricular programs, proactive advising, and a comprehensive academic and social support infrastructure. This plan refines and augments previous initiatives with the goal of synergistically using curriculum, faculty, advising, facilities, and technology to make significant progress on increasing retention and graduation.

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 staff from the Bursar's Office, Enrollment Management, Financial Aid, Institutional Research, Transfer Student Resource Center, Student Government, University Library, the Office of Equity and Inclusion, and the University Center for International Education. The Committee recommends and assesses university-wide student success programs. Since the previous Completion Plan, the Campus Completion Committee has focused on the development of strategies for increasing student engagement in co-curricular and experiential learning activities.

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. National recognition of the commitment to community engagement is demonstrated by Wright State being named to the President's Higher Education Community Service Honor Roll each year since 2010 and being awarded the Carnegie Foundation Classification for Community Engagement in 2015.

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.*

The University Vision reinforces the centrality of the student learning and the positive contributions of our students, our graduates, and our faculty to our communities.

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, defines the University's goals for 2014-2018. The second goal of the Strategic Plan addresses the objectives of the 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.*

Wright State is currently developing a strategic plan for 2019-2025, *The Wright Path to 2025*. This plan has a strategic initiative of providing student support services with the proposed aspirational goal that "Wright State will have an integrated care model of academic and student support to increase persistence to academic goal completion." The student success initiatives described in this report contribute to achieving that aspirational goal. The Wright Path to 2025 Strategic Plan will be presented to the campus and the Board of Trustees in the fall of 2018.

UNDERGRADUATE STUDENT DEMOGRAPHICS

As an institution with the goal of enhancing "*student access and success of a diverse student body",* Wright State's student success initiatives are designed to meet the needs of students from a variety of backgrounds and abilities. The makeup of the 2016 entering class, shown in Table I provided by the Ohio Department of Higher Education, illustrates the academic, social, and ethnic diversity of the student population.

Wright State provides specialized services and programs to meet the needs of students from these diverse populations. These services create a welcoming and supportive environment that complements and extends the university-wide academic and student success programs. The Bolinga Black Cultural Resources Center; the Office of Latino, Asian, and Native American Affairs; the Women's Center; and the Office of Lesbian, Gay, Bisexual, Transgender, Questioning, and Ally Affairs provide 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 is recognized as a national leader in supporting students with disabilities. The Veteran's and Military Center supports over 850 veterans and active duty military 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 campus is enhanced by the presence of international students from over 80 countries. The University Center for International Education collaborates with the colleges to provide cultural and academic support to international students to aid in the transition to life and studies in the United States. Along with adding to the diversity of the campus, the international programs and relationships provide opportunities for Ohio residents to study at locations spanning the globe.

Table I: Undergraduate Enrollment at Wright State University
Fall Term 2016

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	2,530	100.0%	9,127	100.0%	896	100.0%	12,553	100.0%
Enrolled Part Time	70	2.8%	1,969	21.6%	267	29.8%	2,306	18.4%
Not Degree/Certificate Seeking	2	0.1%	122	1.3%	87	9.7%	211	1.7%
First Generation College	754	29.8%	2,230	24.4%	241	26.9%	3,225	25.7%
Pell Eligible	1,014	40.1%	3,208	35.1%	325	36.3%	4,547	36.2%
Took Remedial Courses	862	34.1%	3,451	37.8%	336	37.5%	4,649	37.0%
Female	1,327	52.5%	4,689	51.4%	458	51.1%	6,474	51.6%
Age 18-24	2,481	98.1%	6,994	76.6%	592	66.1%	10,067	80.2%
Age 25 and Older	29	1.1%	2,131	23.3%	304	33.9%	2,464	19.6%
Race / Ethnicity								
American Indian or Alaskan Native	3	0.1%	14	0.2%	0	0.0%	17	0.1%
Asian or Pacific Islander	59	2.3%	263	2.9%	22	2.5%	344	2.7%
Black, non-Hispanic	346	13.7%	945	10.4%	90	10.0%	1,381	11.0%
Hispanic	89	3.5%	167	1.8%	45	5.0%	301	2.4%
White, non-Hispanic	1,885	74.5%	6,885	75.4%	673	75.1%	9,443	75.2%
Two or More Races	123	4.9%	326	3.6%	22	2.5%	471	3.8%
Nonresident Alien	14	0.6%	437	4.8%	36	4.0%	487	3.9%
Race Unknown	11	0.4%	90	1.0%	8	0.9%	109	0.9%
Earned a Certificate/Degree Prior to Current Year	19	0.8%	1,160	12.7%	198	22.1%	1,377	11.0%

BARRIERS TO PERSISTENCE AND COMPLETION

The Campus Completion Committee identified three significant obstacles to student success and degree completion: academic preparation, financial need, and student background.

As an institution committed to providing higher education to a diverse student population, many students enter Wright State needing additional academic and transitional support to succeed in their first year in college. As seen in Table II, 53% of new students enrolling in Fall 2017 did not meet the State of Ohio

remediation free standards. Table III shows that new direct from high school students in the 2011 cohort who enroll in a remedial class have a six-year graduation rate 13.9% below the 35.2% 2011 graduation rate.

The impact of academic preparation and remedial instruction illustrates the critical need for innovative curricula and a comprehensive support infrastructure to assist students in the transition to college. Wright State's leadership in co-requisite remediation and its success in raising student performance in initial English composition and mathematics courses will be detailed in the presentation on the Wright State's co-curricular remediation initiatives

Table II: Remediation Profile: Fall 2017

The number of enrolled students that require remedial education (*FY17 actual*).	
Number of Students	**Description** (if needed)
1,434	Students entering Wright State in FY 17 needing remediation as defined by the State's Remediation free standards. That is 53% of students enrolling at Wright State.
1,347	Students requiring remediation in mathematics based on failure to meet the ACT Mathematics remediation free standard of 22. That is 50% of students enrolling at Wright State.
865	Students requiring remediation in English based upon failure to meet the ACT English remediation free standard of 18.
778	Students requiring remediation in both Mathematics and English.
Causes for remediation.	
Cause	**Description**
Student preparation at K-12 level	50% of the new direct from high school students entering Wright State in FY 2017 required remediation based on the State's remediation free standards. 46% required mathematics remediation and 27% required English remediation.
Deferred entry into higher education	100% of students entering at age 23 or greater required mathematics remediation
Economic Background	From FAFSA data: 20% of entering students had an expected family contribution of $0. Of these students, 70% required remediation. 21% of the entering students had an expected family contribution of $20,000 or more. Of these students, 37% required remediation.
First Generation students	From FAFSA data: 60% of first generation college students required remediation.

Table III demonstrates the impact of the financial need on graduation rates of both associate and bachelor degree-seeking students. Students eligible for financial aid through Pell grants graduated at a 9.2% lower rate than the 2011 entering student average.

Table III illustrates the equity gap between the success of African American students and the overall student population. Only 14% of African American students who enrolled in Fall 2011 graduated within six years.

This gap is further illustrated in Table IV, which shows the persistence of 2011 bachelor degree-seeking students at Wright State's Dayton Campus for the overall student population and African American students. For entering African American students, 88% enrolled with a composite ACT score at or below 21 and 90% did not satisfy the State remediation free standards. To help raise the outcomes for this critical population, Wright State is collaborating with Sinclair Community College and the Montgomery County Learn to Earn program as a Lumina Foundation funded Talent Hub. The Talent Hub program provides a comprehensive and coordinated strategy from K-12 to postsecondary education to increase the success of African American students in obtaining college credentials.

Table III: Six-Year Outcomes for Fall 2011 Cohort of First-Time Degree Seeking Students at Wright State University

		Year 6 Outcomes					
		Associate Degree			Bachelor's Degree or Higher		
	Number in Cohort	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total
Full-Time							
Total	2845	0.6%	0.4%	0.9%	22.6%	12.7%	35.2%
By Other Characteristics							
First Generation College	1063	0.7%	0.4%	1.0%	18.1%	10.2%	28.2%
Pell Eligible	1346	0.5%	0.4%	0.9%	15.8%	10.0%	25.8%
Took Remedial Courses	1362	0.2%	0.4%	0.7%	12.6%	8.7%	21.3%
Female	1582	0.5%	0.6%	1.1%	23.6%	13.7%	37.2%
Age 18-24	2786	0.5%	0.3%	0.8%	22.7%	12.7%	35.4%
Age 25 and Older	37	8.1%	5.4%	13.5%	10.8%	2.7%	13.5%
By Race/Ethnicity							
American Indian or Alaskan Native	3	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian or Pacific Islander	62	0.0%	0.0%	0.0%	32.3%	14.5%	46.8%
Black, non-Hispanic	579	0.0%	0.0%	0.0%	7.8%	6.6%	14.3%
Hispanic	19	0.0%	0.0%	0.0%	21.1%	15.8%	36.8%
White, non-Hispanic	1952	0.8%	0.5%	1.3%	26.5%	15.1%	41.6%
Nonresident Alien	66	0.0%	0.0%	0.0%	42.4%	1.5%	43.9%
Race Unknown	27	0.0%	0.0%	0.0%	22.2%	11.1%	33.3%

Table IV: Dayton Campus: Fall 2011 Cohort Persistence Data

New Direct from High School Bachelor Degree-Seeking Students: Dayton Campus

ACT Range	Total	Completed Baccalaureate	% WSU Graduates	Still Enrolled	% Still Enrolled	Total %
Below 13	16		0%		0%	
13-15	241	28	12%	6	2%	14%
16-18	585	104	18%	17	3%	21%
19-21	715	208	29%	22	3%	32%
22-24	592	269	45%	22	4%	49%
25-27	357	203	57%	7	2%	59%
28-30	172	122	71%	4	2%	73%
31-36	56	48	86%	1	2%	88%
Unknown	144	42	29%	5	3%	32%
Grand Total	2878	1024	36%	84	3%	39%

NDHS Bachelor Degree-Seeking African American Students: Dayton Campus

ACT Range	Total	Completed Baccalaureate	% WSU Graduates	Still Enrolled	% Still Enrolled	Total %
Below 13	13		0%		0%	0%
13-15	164	20	12%	1	1%	13%
16-18	233	29	12%	8	3%	16%
19-21	112	20	18%	2	2%	20%
22-24	37	14	38%	1	3%	41%
25-27	5	1	20%		0%	20%
28-30	1	0	0%		0%	0%
31-36	1	1	100%		0%	100%
Unknown	27	1	4%	1	4%	7%
Grand Total	593	86	15%	13	2%	17%

STUDENT SUCCESS INITIATIVES

The 2014 and 2016 Campus Completion Plans identified five major focus areas for student success program development: 1) student preparation, 2) proactive advising, 3) integrated technology, 4) transfer and non-traditional student support, and 5) career education and financial literacy. A number of initiatives were outlined for each of these focal areas in the previous Campus Completion Plans and in the Wright State Career Services Review provided to the Ohio Department of Higher Education in December 2015. Brief descriptions of accomplishments, highlights, and current state in these areas are provided below.

STUDENT PREPARATION

Student preparation initiatives presented in the 2014 Plan and updated in the 2016 Plan focused on pre-enrollment preparation, first year seminar redesign, and co-requisite remediation.

Pre-Enrollment Programming: In June 2016 and 2017, the two-week residential summer bridge program, Raider Academy, enrolled approximately 150 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 Mathematics, and the Library and Career Centers developed curricula in writing, information literacy, mathematics and critical thinking, college skills and career exploration, and entrepreneurship and mindset development.

Feedback from high school partners, students, and their families, showed a strong desire to earn college credit as a part of participation in Raider Academy. Starting June 2018, Raider Academy is now a for-credit experience held in the 7-week B-term of summer semester. Students enroll in either six hours of co-requisite writing; the Accelerated Learning Program (ALP) remediation program of dual enrollment in ENG 1100 and DEV 0920, or, for students who are remediation-free, they enroll in ENG1100 and one other general education course. Additionally, all Raider Academy students enroll in a one credit First-Year Seminar course. Students who successfully complete the Raider Academy and are in academic good standing earn a scholarship for Spring semester to offset the funding needed for Summer semester.

First-Year Seminar: A Learning Strategies program was developed for students whose background and academic profile indicate that additional support and intervention may be critical for their success. The Learning Strategies pilot, offered in Fall 2012, resulted in a major course redesign for the UVC 1010 First-Year Seminar course. A core group of faculty and staff familiar with first-year student barriers developed themes and learning objectives for this course. These themes informed the UVC 1010 redesign and the new revised course was introduced in Fall 2016.

With the major restructuring of Academic Advising to a centrally administered program in 2018, academic advisors became the primary instructors of the redesigned First-Year Seminar courses. Courses were developed around career themes and advisors associated with the majors supporting the career themes serve as instructors for the seminars. Additionally, career information and financial literacy learning objectives were incorporated into the First Year Seminar learning objectives.

Co-Requisite Remediation: As noted in the student demographics, over 50% of new direct from high school students did not meet the State of Ohio's remediation free standards. The lack of academic preparation emphasizes the role of initial courses in writing and mathematics in successful completion of the first year. The significance of completing these courses in a timely manner provided the motivation for Wright State's leadership in developing co-requisite remediation at scale and participation in the Ohio Department of Higher Education's Start Strong to Finish initiative.

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, this program was fully scaled to allow for all incoming students to enroll in a college-level English composition course that applies 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 reduced the number of students enrolled in developmental writing by one half. The ALP model resulted in 100% of entering students placing in developmental writing eligible to enroll in the college-level composition course.

Beginning Spring 2017, co-requisite remediation models were piloted for mathematics and statistics. Supported by grants from the Ohio Mathematics Bridges to Success Initiative (both I and II), degree pathways that incorporate mathematics gateway courses with co-requisite strategies for remediation were developed. The pilot offerings of these co-requisite models were offered in Spring 2017: four sections of quantitative reasoning (MTH 1450) co-requisite and two sections of the statistics (STT 1600). Students in the co-requisite performed at or above the level of remediation-free students in the college-level course in quantitative reasoning (84% A,B,C rate) and statistics (71% A,B,C rate). Additionally, two sections of the college algebra (MTH 1280) co-requisite were piloted; however, with less successful results (40% A,B,C rate).

ALP Writing continues at scale with similar success results. Co-requisite models for quantitative reasoning and statistics are on track to be offered fully at scale in Fall 2018. Continued enhancements are being developed for the college-algebra co-requisite curriculum. It is anticipated that at least 70% of entering students needing remediation in mathematics will be able to participate in the co-requisite course for their college-level mathematics course required for their degree in Fall 2018.

PROACTIVE ADVISING

Advising Infrastructure: RAPS, the student success management system, encompasses career and academic exploration, academic risk assessment, and academic progress indicators. RAPS, an acronym for Raider Academic Progress System, is built on the EAB Campus platform. RAPS Campus, a 2018 extension of the original EAB platform, 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 a student. To assist undecided students in the selection of a major, Career Center and University College academic advisors established a partnership to provide joint programs and services for students to help facilitate career planning and major selection.

With the centralization of University Academic Advising fully implemented, the deployment and utilization of RAPS is campus-wide. In addition to advisors using RAPS to document student contacts, all appointments are scheduled in RAPS (as well as student appointments made in the academic success centers), advisors are also using RAPS to generate communication campaigns to reach out to students. Utilizing RAPS, Career Advisors are working with Academic Advisors to provide early interventions in educational planning.

As part of the advising centralization, all advisors participate in monthly professional development sessions to ensure consistency and continuity across the university in order to provide for a seamless and positive student advising experience.

Degree Paths: An essential component of proactive advising is to have explicit degree paths readily accessible to all students. All undergraduate degree programs have complete two or four year degree maps available on the internet. In 2016, Wright State adopted the use of the Curriculog software from Digital Architectures for course and program modifications, additions, or deletions. The use of the Curriculog workflow ensures that any change to a degree program is accompanied by a review of the degree map, with appropriate updating if necessary. The Faculty Senate Undergraduate Curriculum Committee oversees all curricular modifications and approvals.

INTEGRATED TECHNOLOGY

The core of the integrated technology to coordinate and academic support is the student success management systems RAPS. RAPS 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. In 2017, the University deployed the EAB upgrade that integrated more robust scheduling and an early alert system into the RAPS system. Advisors 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.

With the information provided through the RAPS system, advisors are able to monitor student engagement with advising and academic support including supplemental instruction, tutoring appointments, walk-in tutoring in the math learning center and the university writing center.

Attendance tracking hardware and software systems were installed in large classroom campus wide. Due to hardware and software challenges, IT and Student Success staff continue to work with the multiple vendors in order to arrive at more integrated solutions that provide attendance information directly into RAPS. Although we were unable to monitor attendance in the number of courses desired, we are able to target certain classrooms (namely, the large active learning classrooms enrolling many first-year students). A targeted app based attendance tracking approach will be piloted for ENG 1100 classrooms in 2018-2019.

TRANSFER AND NONTRADITIONAL STUDENT SUPPORT

Wright State has partnership programs with 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.

From 2016 to 2018, the number of 2+2 articulation agreements with local community colleges has grown from 59 to over 180. Articulation agreements have been created with 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, and Southern State Community College

Distance Education The 2014 Campus Completion Plan called for the development of online courses to support the completion of the Ohio Transfer Module. With the exception of mathematics, all courses needed to meet the requirements of the Ohio Transfer Model by the fall semester 2017 are offered online Enrollment in online courses continues to grow at Wright State. Since the initial Campus Completion Plan in 2014, the online enrollment has increased by 71%. In Fall 2018, 3,730 students enrolled in online courses.

CAREER EDUCATION AND FINACIAL LITERACY

All students are invited to an individual career advising session. In addition, 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.

For undecided students, University College advisors utilize career exploration tools in 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.

Effective July 1, 2018, the Career Center will be moved into the Division of Student Success where University Academic Advising has also been centralized. This pairing of units will continue to provide a strong synergy among the career advisors and academic advisors working with undecided students.

Financial Literacy: The financial literacy program was created by the Office of Financial Aid that includes:

- financial aid communications,
- a website highlighting financial literacy programs,
- an online financial literacy tool (GradReady),
- a comprehensive financial literacy curriculum that includes seminars for budgeting, credit, saving money, debt/loans, student loans, and identity protection, and
- UVC1010 Presentations given by financial aid staff or staff from RaiderConnect

Prior to the implementation of the communication plan and timeline, all correspondence from the Office of Financial Aid was sent to students via email. The communication plan and timeline has improved student response to financial aid related issues. The website has more than 500 individuals with an account in GradReady. The financial literacy curriculum has been integrated in the UVC1010 course including the course textbook. Four of the six lessons appear in the text, and two additional lessons are given as faculty online resources. Presentations given by financial aid staff or RaiderConnect staff are based on the curriculum in the textbook so that students can refer back to the lessons at any time.

COMPLETION GOALS

The Higher Learning Commission, Wright State's regional accrediting agency, 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 to be achieved by 2020. The goals utilize the persistence rate, a more comprehensive view of student progress 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 2011, 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.

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. 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 by limiting access. The 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, and our calculated goal.

Table V: Fall 2007 Persistence, Graduation Data, and Goal, by ACT Score

Direct from High School: All Students

ACT Range	Graduated WSU	Graduated Other	Retained WSU	Retained Other	Total	WSU 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 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 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 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 and the initial Campus Completion Report in 2014, the impact of these ongoing initiatives will not be recognized in the six-year graduation rates until the completion of academic year 2020.

First-year retention rates provide an intermediate metric of the impact of these programs. Table VI shows the first year retention rates from academic year 2012 until the present. Beginning with a first year retention rate of 57% in 2011, the rate rose and remained in the mid-60% to 2016. Bringing co-curricular remediation to scale, the centralization of university advising, and the further development of the student support infrastructure are designed to increase to retention rates with a goal of reaching 70% by 2020.

Table VI: Second Year Retention
New Direct from High School Second Year Retention Rates

	2012 Cohort		2013 Cohort		2014 Cohort		2015 Cohort		2016 Cohort	
ACT Range	**#**	**% Ret.**	**#**	**% Ret.**	**#**	**% Ret.**	**#**	**% Ret.**	**#**	**% Ret.**
<13	13	38%	7	57%	3	33%	6	50%	3	33%
13-15	134	37%	116	44%	125	45%	125	40%	127	31%
16-18	483	47%	368	51%	465	53%	455	48%	473	47%
19-21	617	61%	575	63%	588	61%	582	59%	536	60%
22-24	552	65%	534	71%	590	73%	597	72%	590	71%
25-27	337	79%	342	79%	388	82%	413	84%	387	74%
28-30	162	78%	161	83%	212	85%	205	84%	213	86%
31-36	67	91%	80	88%	75	87%	106	92%	115	93%
No ACT	162	60%	177	59%	102	67%	95	56%	69	46%
Total	**2527**	**62%**	**2360**	**66%**	**2548**	**68%**	**2584**	**66%**	**2513**	**64%**

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: Fall 2012 Six-Year Transfer Student Graduation Rate

	Freshman 0 - 29 hours		Sophomore 30 - 59 hours		Junior 60 - 89 hours		Senior 90+ hours	
	N	**% Grad**	***N***	**% Grad**	***N***	**% Grad**	***N***	**% Grad**
Transfer Full time	222	38%	280	55%	256	64%	124	70%
First time Full time	2511	38%	1556	62%	6	78%	1063	89%

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.

COMPLETION STRATEGIES FOR 2018-2020

The 2018 Campus Completion Plan initiatives remain focused on the five key areas of 1) student preparation, 2) proactive advising, 3) integrated technology, 4) transfer and non-traditional student support, and 5) career education and financial literacy. Building on the success of previous work, we will continue to enhance existing and develop new programs and services to meet the persistence and completion goals of our students. The new strategies are described below.

STUDENT PREPARATION

Through a Lumina Talent Hub grant, Wright State, in partnership with Sinclair Community College, University of Dayton, and Learn to Earn Dayton, will focus on providing access and support to under-represented and low-income students through Raider Academy, our summer bridge program. This grant will also support our participation with the national *Equity by Design/Equity Fellows* program to enhance professional development for our faculty and staff to support the success of underrepresented minorities in higher education.

As a member of the Ohio Department of Higher Education's Strong Start to Finish grant, we will participate with partners from across the state to meet the state-wide goal of increasing student completion of gateway mathematics and English courses. The institutional goal for Wright State is to increase the number of degree-seeking students completing their gateway math course in the first year by 283 students (32% increase from the Fall 2016 cohort) and completing their gateway English course in the first year by 186 students (18% increase from the Fall 2016 cohort).

We also have targeted equity goals for underrepresented minorities (underrepresented minorities include American Indian or Alaskan Native, Black or African-American, Hispanic, Native Hawaiian or Pacific Islander, and students indicating two or more races), low-income students, and adult learners over the age of 25.

The institutional goals for equity gaps will be to increase the number of students completing their gateway math course by:

- 86 students in underrepresented minorities (a 64% increase from the Fall 2016 cohort)
- 3 students in adults over 25 (an 85% increase from the Fall 2016 cohort)
- 137 students who are Pell-eligible (a 48% increase from the Fall 2016 cohort)

The institutional goals for equity gaps will be to increase the number of students completing their gateway English course by:

- 46 students in underrepresented minorities (a 18% increase from the Fall 2016 cohort)
- 2 students in adults over 25 (an 14% increase from the Fall 2016 cohort)
- 82 students who are Pell-eligible (a 20% increase from the Fall 2016 cohort)

The continuation of the co-requisite programs in English and mathematics will be an important element to meeting these gateway completion goals. The Accelerated Learning Program (ALP) in English will be entering its third academic year at scale and ALP in Mathematics & Statistics will be entering its second year

with quantitative reasoning and stats pathways coming to scale, with further pilots in the algebra pathway in the upcoming academic year.

In addition to the co-requisite program, advisors will be developing educational planning protocols that will help students meet the gateway completion goals in their first 12 months of enrollment.

PROACTIVE ADVISING

Advisors will utilize appointment campaign feature of RAPSs to provide proactive outreach to students in their caseload. They will utilize predictive analytics to target student populations who might otherwise not meet high-risk metrics in their first year, but are vulnerable in their second year of enrollment. Additionally, advisors will develop formal educational plans for each entering student to ensure they stay on track for completion of remediation, completion of the gateway mathematics and English courses, and that full-time students enroll in at least 15 hours each term to make progress to timely degree completion.

In addition, staff from Orientation and Student Activities are creating outreach campaigns to engage new students in student organizations through the Engage software. A goal will be to increase the communication "touch points" between the students' attendance at summer orientation and their first day of classes in the fall semester and encouraging participation in student clubs or organizations through Engage. Students who participate in student activities are more likely to persist because of the enhanced relationships that form through strong persistent interaction among other students, staff, and faculty outside of the classroom. Tracking participation in clubs and organizations builds on our overall emerging strategy of tracking students advising contacts, tutoring and academic support contacts, and in their classroom attendance in targeted courses.

INTEGRATED TECHNOLOGY

Integrated technology, that is software and hardware that interfaces effectively with the student information system and the learning management system, is critical to our student success initiatives. Emerging technologies around what are sometimes called a Student Success Management System (SSMS) help us to bring all the data together pertinent to providing an ecosystem of proactive student support. As a result of this emerging system, the current early alert system will be replaced by the early alert system embedded in the RAPS Campus platform. In addition, we will integrate attendance tracking through RAPS, including engagement in student services across campus (i.e. identity and cultural centers, veteran's center, etc.) and classroom attendance. An attendance tracking system will be piloted for ENG 1100 classrooms in 2018-2019.

TRANSFER AND NONTRADITIONAL STUDENT SUPPORT

Transfer and nontraditional students continue to make up a significant portion of our new students each year at Wright State. Although formal partnership programs with Sinclair Community College, Clark State Community College, Edison State Community College and Southern State Community College have existed for several years, we are reviewing policies and practices to facilitate joint advising and the seamless transition for students from our partner community colleges to Wright State. As a result, in 2017, a full-time staff member in the newly formed University Academic Advising unit was tasked with working with local community colleges to facilitate advisor-to-advisor contact to ensure the information flow and "advisor-to-advisor" programming.

CAREER EDUCATION

Effective July 1, 2018, the University Career Center will be reorganized under the Division of Student Success. As a result, all career-related personnel and programs will be centralized to provide for more targeted career services to students earlier and throughout their Wright State experience. The partnership between the University Career Center and the academic units will engage staff and faculty in the career

development process creating intentional opportunities for our students to explore career opportunities. This comprehensive, centrally managed, campus system of career services provide students with individualized career attention. The model encourages career and professional development as a part of a student's overall experience rather than a resource sought as the student approaches graduation.

With these enhanced services, the newly centralized Career Center will deliver a comprehensive series of career education and training programs to specific student populations through a team of career advisors. Career development assessments will be provided early in the student experience to develop academic and career plans based on individual academic goals, career interest, and work values. Trained career advisors who provide interpretations and individualized guidance, will work side-by-side with academic advisors to develop an educational plan that not only keeps students on track for degree completion, but also prepares them for the world of work or graduate study.

Dedicated career managers will focus on employer development and not only help students obtain employment upon graduation; they will also help students gain valuable career-related experience through their enrollment at Wright State, whether in internships, co-ops, practicums, or part-time employment.

Technology will be an important aspect of the newly centralized model for career services with the university-wide adoption of a common platform, with full-campus integration. The Career Centers will host and manage a CRM system where students maintain professional profiles, upload and store career related documents, sign-up for interviews, register for workshops and career fair events, and search for student employment, co-op/internship, and career employment opportunities. The CRM system will provide opportunities for continuous employer interface with student, faculty and career center staff.

Finally, in alignment with sound career development principles, the Career Center's financial literacy learning modules will be further enhanced. Newly developed modules will be required in each section of UCV 1010 and have measurable student learning outcomes. Faculty will be able to choose from among a variety of financial literacy topics including budgeting, understanding credit, saving money, managing debt and loans, managing and understanding student loans, and learning about identity protection. With the implementation of these strategies, the Career Center will work with students, faculty, and staff, to continue to develop new programs and services that focus on educational planning, career development, and course completion that will increase persistence, retention, and degree attainment.

WORKFORCE DEVELOPMENT PRIORITIES

The Wright State University Mission 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. 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. Table X below shows the Fall 2017 enrollment,

and the degrees awarded in the academic year 2016-17, for the in-demand jobs from the Ohio Means Job data base.

Table VIII: In-demand Program Enrollment (Fall 2017), Degrees Awarded (Summer 2016 – Spring 2017)

CIP code	CIP category	Fall 2017, Enrolled Headcount	Summer 2016 – Spring 2017, Total Baccalaureate Degrees Awarded
90101	Communication Studs/Speech Com	137	49
110101	Computer and Information Scis,	569	125
140101	Engineering, General	11	0
140501	Biological and Physical Science	62	0
140501	Biomedical/Medical Engineering	267	109
140901	Computer Engineering, General	250	59
141001	Electrical, Electronics, Communic	297	77
141301	Engineering Science	101	38
141801	Materials Engineering	69	17
141901	Mechanical Engineering	828	221
160501	German Language and Literature	4	2
160601	Modern Greek Language and Lite	0	1
160901	French Language and Literature	19	12
160905	Spanish Language & Literature	52	18
161200	Classics and Langs, Lits and L	9	1
161203	Latin Language and Literature	2	0
161603	Sign Language Interp and Trans	14	10
260101	Biochem and Molecular Bio	23	0
260101	Biology/Biological Sciences, G	609	139
261501	Neuroscience	25	0
270101	Mathematics, General	77	22
270501	Statistics, General	33	3
400101	Physical Sciences	11	2
400501	Chemistry, General	105	26
400601	Geology/Earth Science, General	112	32
400801	Physics, General	45	20
400899	Physics, Other	1	0
420101	Psychology, General	651	212
440701	Social Work	261	125
450201	Anthropology	50	20
450401	Criminology	274	79
450601	Economics, General	15	6
450701	Geography	13	7
451001	Political Science and Government	124	32
451101	Sociology	52	20
451201	Urban Studies/Affairs	18	12
511005	Clinical Lab Science/Med Tech/	58	4
512201	Public Health, General (Mph, D	1	0
513801	Nursing/Registered Nurse	1302	259
520101	Business/Commerce, General	245	67
520201	Business Administration and Mg	600	194
520203	Logistics and Materials Manage	64	27

520301	Accounting	395	121
520801	Finance, General	241	85
521001	Human Resource Mgt/Personnel A	136	60
521101	International Business/Trade/C	52	17
521201	Management Information Systems	104	35
521401	Marketing/Marketing Management	287	80
540101	History, General	125	30
Grand Total		**8800**	**2475**

New programs that have been introduced supporting key JobsOhio regional needs including agriculture, cybersecurity, biostatistics, engineering technology, public health and an online RN to BSN nursing program. 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.