2022-2024

Campus Completion Plan

WRIGHT STATE
UNIVERSITY

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WRIGHT STATE UNIVERSITY

BOARD OF TRUSTEES

APPROVAL OF THE 2022-2024 CAMPUS COMPLETION PLAN

RESOLUTION 22-XX

WHEREAS, Section 3345.81 of the Ohio Revised Code requires that each institution of higher education adopt an institution-specific measurable completion plan consistent with the mission and strategic priorities of the institution; 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 University President has established a goal of 75% for fall-to-fall first-year retention; and

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

WHEREAS, the University Alliance for Recruitment, Retention, and Completion (UAARC) and the Undergraduate Student Success Committee (USSC) of the faculty senate has reviewed the 2022-2024 Campus Completion Plan and recommended the initiatives and programs in the 2022-2024 Campus Completion Plan; therefore, be it

RESOLVED, that the Wright State University Board of Trustees adopts the Wright State University 2022-2024 Campus Completion Plan.

EXECUTIVE SUMMARY

The **Campus Completion Plan** represents strategic initiatives targeted to enhance student learning, progress, and degree completion at Wright State University. The initiatives, programs, and services detailed in the Plan align with the University mission to expand access to students underrepresented in higher education and our commitment to facilitating a successful transition to college through strong curricular programs, proactive advising, and a comprehensive academic and social support infrastructure. The plan refines previous initiatives with the goal of synergistically using curriculum, faculty, advising, facilities, and technology to make significant progress on increasing course completion, persistence, retention and graduation.

The completion agenda for the 2022-24 period includes the following initiatives focused on ten priorities across five key areas of A) curricular redesign, B) academic support, C) student engagement and support, D) advising pathways, and E) career planning.

   A. **Curricular Redesign**
      1. Barrier courses: review, analysis, and targeted plan for providing course redesign and support for courses that are barriers to student persistence
            GOAL: DECREASE DFW RATE FOR GENERAL EDUCATION CORE COURSES
      2. First-year seminar: consideration of required first-year seminar or equivalent curricular intervention
            GOAL: INCREASE NUMBER OF PROGRAM-SPECIFIC FIRST-YEAR SEMINARS
      3. Co-requisite remediation, multiple measures, and equity gaps.
            GOAL: INCREASE COMPLETION OF GATEWAY MATH AND ENGLISH IN THE FIRST YEAR;
            DECREASE EQUITY GAPS

   B. **Academic Support**
      4. Enhanced academic support including supplemental instruction & learning assistant programs
            GOAL: INCREASE STUDENT ENGAGEMENT; INCREASE SUCCESSFUL COURSE COMPLETION

   C. **Student Engagement & Support**
      5. Orientation: required and enhanced for transfer populations
            GOAL: INCREASE PARTICIPATION OF NEWLY ADMITTED STUDENTS AT ORIENTATION;
            INCREASE ENROLLMENT AT 14TH DAY CENSUS
      6. Peer Mentorship Council: expanding core training & certification
            GOAL: INCREASE PARTICIPATION OF CORE PEER TRAINING; INCREASE MEMBERSHIP OF THE
            PEER MENTOR COUNCIL
      7. Creating and Sustaining Cultures of Exceptional Service
            GOAL: CREATE & SUSTAIN CULTURE OF EXCEPTIONAL SERVICE TRAINING FOR ALL STAFF;
            INCREASE STUDENT SATISFACTION & ENGAGEMENT

   D. **Advising Pathways**
      8. Educational planning: Gates Project research
            GOAL: INCREASE STUDENT ENGAGEMENT IN ADVISING; INCREASE PERCENT OF ADVISOR
            CASELOAD ENROLLED
      9. Academic Momentum: outreach promotion of completion of 30 hours in students' first-year of enrollment
            GOAL: INCREASE RATE OF COMPLETION OF 30 HOURS IN THE STUDENT'S FIRST YEAR

       10. Participation in Experiential Learning & Undergraduate Research

             GOAL: INCREASE STUDENT PARTICIPATION IN EXPERIENTIAL LEARNING; DEVELOP AND
PROMOTE AN EXPERIENTIAL LEARNING INVENTORY

MISSION, VISION, VALUES & DIVERSITY

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.

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.

Values

Wright State University values
- People: Success, diversity
- Learning: Discovery, innovation, scholarship
- Partnerships: Regional, entrepreneurial, global
- Relationships: Collegial, professional, ethical
- Sustainability: Social justice, economic opportunity, environmental protection
- Stewardship: Fiscal, intellectual

Diversity Statement

Wright State University celebrates diversity. Our daily life is made rich by the diversity of individuals, groups, and cultures. The interplay of the diverse stimulates creativity and achievement in all facets of our existence.

Respect, tolerance, and goodwill are the keystones to enjoying the diversity of our world. We are all linked to each other in a world created for all of us to share and enjoy. Each member of humanity has a potential contribution to make to the whole. It is our duty to encourage and promote that contribution.

Wright State University is committed to achieving an intellectual, cultural, and social environment on campus in which all are free to make their contribution. We will achieve an environment in which every student may think, learn, and grow without prejudice, without intimidation, and without discrimination.

We will achieve an environment in which personal dignity and respect for the individual are recognized by all.

Wright State University promotes the acceptance and appreciation of every individual regardless of race, gender, age, ethnicity, ability or disability, sexual orientation, socioeconomic status, religious affiliation, or national origin. We encourage appropriate activities and events that foster learning about the diversity of our world.

Wright State University will be a model for our geographic region, exemplifying that a human community can exist that celebrates diversity, enjoys the richness that diversity brings to our lives, and grows stronger with every new member.

STUDENT PROFILE

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 students, shown in Tables I & II, illustrates the academic, social, and ethnic diversity of the student population.

Table I: Enrollment by Group, Fall 2021

Group	Number of Students	Percent of Student Body
Men	5,154	44.9%
Women	6,315	55.1%
Full-time	8,647	75.4%
Part-time	2,822	24.6%
Undergraduates	8,619	75.2%
Graduate Students	2,237	19.5%
Doctoral/Professional Students	613	5.3%
Out-of-State Domestic Students	309	2.9%
International Students	856	7.5%
Countries Represented	56	
Mean Age of All Students	24	
Students 25 and Over	3,161	27.6%

Table II: Minority Student Enrollment, Fall 2021 (excludes international students)

Group	Number of Students	Percent of Student Body
Black or African American	1,072	9.3%
American Indian or Alaskan Native	16	0.1%
Asian	404	3.5%
Hispanic	416	3.6%
Native Hawaiian or Pacific Islander	9	0.1%
Two or more races	505	4.4%
Total Minority Student Enrollment	2,422	21.1%

Wright State provides specialized services and programs to meet the needs of students from diverse populations. These services create a welcoming and supportive environment that complements and extends the university-wide academic and student success programs. The university's identity centers – 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 support services to a broad range of undergraduate and graduate students.

Wright State is the home to over 900 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 725 veterans and active duty military and their families. Center activities include processing GI benefits, advising to support the academic progress of students, 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 55 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.

BARRIERS TO PERSISTENCE AND COMPLETION

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 III, over half of new students enrolling at Wright State did not meet the State of Ohio remediation-free standards as defined by Wright State course placement levels in math and writing.

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 later in this report.

Table III: Remediation Profile: FY 2021

The number of enrolled students that require remedial education (FY21 actual).	
Number of Students (percent)	**Description (if needed)**
1509	First-time undergraduate students enrolled at Wright State University in FY21
772 (51%)	First-time students enrolled at Wright State University in FY21 needing remediation as defined by Wright State's placement levels for math and writing.
754 (50%)	First-time students requiring remediation in Mathematics based on having Wright State math placement levels less than 30 or missing math placement measures (see

	https://www.wright.edu/sites/www.wright.edu/files/page/attachments/ MPT%20Policy_Multiple%20Measures_11.29.21.pdf).
177 (12%)	First-time students requiring remediation in English based on having Wright State writing placement levels less than 20 or missing writing placement measures (see http://www.wright.edu/student-success/testing/writing-placement-testing).
159 (11%)	First-time students requiring remediation in both Mathematics and English.

In the 2020-21 academic year, 51% of first-time students enrolling at Wright State required remediation based on the state's remediation-free standards. Of the first-time students, 50% required mathematics remediation and 12% required English remediation, while 11% required both. As further detailed in the annual Remediation Report to the State of Ohio, of the students who deferred entry into higher education (entering at age 23 or greater), 86% required remediation. Date gleaned from FAFSA submissions showed that of the 20% of first-time students that had an expected family contribution of $0 and of these students, 70% required remediation. Of the 24% of the first-time students that had an expected family contribution of $20,000 or more and of these students, 38% required remediation. Finally, 60% of first-generation college students required remediation.

Although most recent retention data shows a slight increase overall for student enrollment Fall-to-Fall, Table IV illustrates an equity gap in the retention of underrepresented minorities.

Table IV: Retention of underrepresented minorities. Source: Wright State (Dayton and Lake) Fall Cohorts prepared by the Office of Institutional Research and Effectiveness

First-time, Full-Time, Bachelor's Cohort	Fall-to-Fall Retention			
	2017 Cohort	**2018 Cohort**	**2019 Cohort**	**2020 Cohort**
All students	65%	62%	65%	66%
Black or African-American	48%	45%	47%	50%
Hispanic	57%	60%	64%	62%
Asian	71%	79%	75%	96%
American Indian or Alaskan Native	83%	80%	N/A	0%
White	69%	65%	70%	69%

Course Completion, Persistence & Retention
The following tables show key performance indicators (KPIs) from the Division of Student Success program effectiveness report and provide a longitudinal view of the progress made in course completion, persistence, retention, and graduation through the initiatives of the campus completion plans since their inception in 2014.

Highlights include:
- **Completion of gateway English and math in the first year of enrollment is up 7% and 4% respectively** since implementing co-requisite remediation strategy; underrepresented minorities experienced similar gains.
- Although overall enrollment is down**, retention is trending up slightly with most recent cohort** (currently 66%, a slight increase from 65% last Fall, and up from 62% the previous Fall).
- **4- and 6-year graduation rates have had a steady increase**. The 6-year graduation rate is 44%, up from 40% the previous year. The 4-year graduation rate is 23%, up from 19% the previous year.

Table V: Academic Momentum (course completion), rate at which students who begin enrollment complete their coursework in the first term.
Source: Wright State (Dayton and Lake) Fall Cohorts prepared by the Office of Institutional Research and Effectiveness

| Term | Full-time, First-time, Bachelor's Cohort | Adjusted Headcount* | First Term | | Completed 80% or More of Credits Hrs. Attempted |
| | | | Proportion of Adjusted Headcount by Credit Hrs. Attempted Range | | |
			12-14.9	*15+*	
Fall 2021	1,290	1,268	44%	56%	65%
Fall 2020	1,330	1,317	39%	61%	67%
Fall 2019	1,596	1,595	38%	62%	67%
Fall 2018	2,029	2,027	41%	59%	68%
Fall 2017	2,365	2,345	46%	54%	72%

Note. *Includes only those students who attempted 12 or more hours at WSU in the fall term

Table VI: Persistence, rate at which students who are enrolled in Fall term continue to enroll in the following Spring term. Source: Wright State (Dayton and Lake) Fall Cohorts prepared by the Office of Institutional Research and Effectiveness

Term	Full-time, First-time, Bachelor's Cohort	Fall-to-Spring Retention	
		N	%
Fall 2021	1,290	1,066	83%
Fall 2020	1,330	1,050	79%
Fall 2019	1,596	1,333	84%
Fall 2018	2,029	1,679	83%
Fall 2017	2,365	2,009	85%

Table VII: Retention, rate at which students who are enrolled in Fall term are enrolled the following Fall term. Source: Wright State (Dayton and Lake) Fall Cohorts prepared by the Office of Institutional Research and Effectiveness

Term	Full-time, First-time, Bachelor's Cohort	Fall-to-Fall Retention
Fall 2020	1,330	66%
Fall 2019	1,596	65%
Fall 2018	2,029	62%
Fall 2017	2,365	65%

Graduation

Table VIII: Four-year and six-year graduation rates of new direct from high school and transfer students. Source: IPEDS Outcomes Measures Survey for Wright State University-Main Campus (Dayton, Ohio; 206604) prepared by the Office of Institutional Research and Effectiveness

2013-14 Entering Undergraduate Cohort	Cohort Size*	4 Year Award Rate	6 Year Award Rate	8 Year Award Rate	Still Enrolled**	Transferred Out***
Full-time, First-time	2,288	23%	44%	46%	1%	35%
Part-time, First-time	1,370	8%	18%	21%	3%	39%
Full-time, Non-first-time	1,211	44%	53%	54%	1%	30%
Part-time, Non-first-time	491	30%	37%	40%	1%	39%

2012-13 Entering Undergraduate Cohort	Cohort Size*	4 Year Award Rate	6 Year Award Rate	8 Year Award Rate	Still Enrolled**	Transferred Out***
Full-time, First-time	2,349	19%	40%	42%	1%	39%
Part-time, First-time	193	8%	18%	20%	1%	50%
Full-time, Non-first-time	1,126	47%	54%	55%	1%	28%

Part-time, Non-first-time	551	33%	40%	42%	2%	35%

2011-12 Entering Undergraduate Cohort	Cohort Size*	4 Year Award Rate	6 Year Award Rate	8 Year Award Rate	Still Enrolled**	Transferred Out***
Full-time, First-time	2,893	18%	36%	38%	1%	42%
Part-time, First-time	128	11%	15%	15%	2%	54%
Full-time, Non-first-time	1,419	40%	47%	49%	1%	32%
Part-time, Non-first-time	592	32%	40%	41%	2%	37%

2010-11 Entering Undergraduate Cohort	Cohort Size*	4 Year Award Rate	6 Year Award Rate	8 Year Award Rate	Still Enrolled**	Transferred Out***
Full-time, First-time	2,874	18%	34%	37%	1%	45%
Part-time, First-time	190	8%	13%	17%	1%	62%
Full-time, Non-first-time	1,473	43%	51%	53%	1%	30%
Part-time, Non-first-time	597	37%	43%	44%	1%	36%

Note. *Uses a full-year cohort of first-time and transfer-in students, as well as part-time and full-time. Includes all students pursuing an award of certificate, associate's, or bachelors. **Eight years after entry. ***From entry to eight years later, after leaving the Dayton campus.

A number of initiatives and projects focused on retention and completion in a variety of ways. The following gives an update on the progress of those plans.

Equity Gaps
The data show that the co-requisite remediation model is making a difference in the completion of gateway math and English in the students' first year; however, the equity gap among underrepresented minorities and the overall completion rates remains stable. The work ahead must focus on understanding those equity gaps and providing for curricular and academic support strategies that make a difference to underrepresented minorities, students in poverty, and adult learners.

As a member of the Ohio Department of Higher Education's Strong Start to Finish grant, we participated with partners from across the state to meet the state-wide goal of increasing student completion of gateway mathematics and English courses. As the National Strong Start to Finish guided Ohio in defining completion, our Institutional Research office have updated our outcomes reporting and provided the following data.

Gateway Mathematics Completion

Since implementing co-requisite remediation in mathematics to scale, current data from AY20 show that **56% of first-time, full-time students completed their gateway math course in the first year of enrollment**. This average has remained steady since implementation compared to the last year before implementation of 52% (+4 points). Underrepresented minorities had similar gains: from a 35% previous to implementation to an average of 40%, yet the equity gap has remained the same. Overall, all targeted areas showed an increase since the implementation of a co-requisite strategy with the exception of Pell-eligible students who have returned to pre-implementation levels in the last two years (Table IX).

Table IX: Gateway Math Completion, First-time, Full-time, % completion of the cohort, cohort size

Academic Year	2015	2016	2017	2018*	2019**	2020	2021
All First-time, Full-time	47%	48%	52%	58%	56%	55%	56%
	2913	2831	2758	2740	2377	1916	1545
Underrepresented Minorities	32%	32%	35%	41%	41%	40%	39%
	847	809	736	725	642	572	372
Pell-eligible	36%	35%	41%	46%	45%	41%	39%
	1250	1096	1066	992	869	744	527
Adults, 25 and older	39%	41%	29%	44%	44%	42%	62%
	155	131	118	146	117	92	61

*co-requisite pilot
**co-requisite scale (in quantitative reasoning and statistics)

Gateway English Completion
Current data from AY20, show that **76% of first-time, full-time students completed their gateway English course in the first year of enrollment**. This represents a leveling of outcomes since implementation to scale, yet still a 7-point increase from prior to implementing co-requisite remediation. Underrepresented minorities had been steadily experiencing an increase from 61% to 71% last year, but dropped to 64% in AY20, with the equity gap doubling from the previous year. Similarly, declines in Pell-eligible and adult populations were felt as well; however, overall all groups have increased completion since implementing the corequisite model (table X).

Table X: Gateway English Completion, First-time, Full-time, % completion of the cohort, cohort size

Academic Year	2015	2016*	2017**	2018	2019	2020	2021
All First-time, Full-time	69%	70%	73%	77%	78%	77%	76%
	2913	2831	2758	2740	2377	1916	1545
Underrepresented Minorities	60%	58%	61%	64%	68%	71%	64%
	847	809	736	725	642	572	372
Pell-eligible	60%	60%	63%	68%	69%	69%	65%
	1250	1096	1066	992	869	744	527
Adults, 25 and older	41%	41%	39%	49%	51%	59%	57%
	155	131	118	146	117	92	61

*co-requisite pilot
**co-requisite scale

Course Placement Using Multiple Measures
Equity gaps have also been addressed through the implementation of multiple measures to facilitate proper placement into English and mathematics coursework. As the university made ACT/SAT tests

optional for admission to Wright State, multiple measures – high school GPA and high school course grades – have been utilized as additional predictors of readiness for college-level work in math and English. Taking guidance from the Ohio Strong Start to Finish (SSTF) report on placement and working with a program from the National Strong Start to Finish on successful implementation of multiple measure, **the departments of English and Mathematics updated placement policies utilizing multiple measures starting in Summer 2021**.

Barrier Courses

With guidance from the Undergraduate Student Success Committee (USSC) and the work of the Data Literacy Institute (DLI), program and **course leaders began a comprehensive review and analysis of courses that are barriers to student completion and persistence** especially general education and courses taken by first-year students with high D, F, W rates. Such a program-specific analysis is ongoing and will result in recommendations for curricular flexibilities and efficiencies that address completion barriers (addressed later in the updated plan). A number of faculty-led retention projects were also developed that examined course-level outcomes supported by the USSC.

First-year Seminar

The Undergraduate Student Success Committee continues to review effectiveness and consideration of a required first-year seminar or equivalent curricular general education intervention that engage students with program faculty. The USSC submitted a resolution, subsequently passed by the Faculty Senate, to **support increased faculty participation in first-year seminars**.

Best Practices Pedagogy

Faculty continued expansion of best practices in pedagogy. With the COVID-19 pandemic and associated transition to remote learning, the Center for Teaching and Learning provided faculty development workshops to support best practices in online teaching and learning. **Wright State University has made substantial investments in building its online curriculum and continues to focus on classroom re-design and faculty professional development to support active learning pedagogies**, which have been shown to enhance student learning and increase student persistence across a variety of disciplines. It is expected that implementation of these best practices may extend beyond the conclusion of the pandemic, so that improved online curriculum, course materials and student support structures – in concert with traditional face-to-face classroom experiences – will enable more flexible learning opportunities for all students in the years to come.

Enlarging and Enhancing the Coordinated Care Network

Wright State approach to student success is built on the premise that a holistic approach to student support is critical to persistence and retention. Coordination of scope, policy and procedure between the offices has been aided by **full implementation of the Early Alert and Progress Report system within EAB Navigate/RAPS**. Progress reports are sent to faculty that target undergraduate students each semester and are sent at specific times in the semester requesting alerts on any student not performing or in need of assistance. Additionally, faculty can issue an "Anytime Alert" through the system when they identify a concern for any student at any level.

The use of RAPS and the Early Alert system, the **expansion of frontline staff meeting with students to assist with academic and other personal issues plus the increased communication between units has allowed for more timely removal of barriers to success** addressed at a more global level across the institution.

Creating and Sustaining a Culture of Exceptional Service

With perceived and real barriers to service, the university is committed to exceptional service to our students, their families, and the overall community.

In meeting our exceptional service mandate, **a framework for exceptional service was crafted around four key themes**. To reach exceptional service, every staff member should adhere to the following qualities:

- **Competence**
  - Be an expert in what you do
  - Have the requisite skills, knowledge and abilities
  - Demonstrate accuracy and efficiency
  - Be resourceful and self-directed
- **Commitment**
  - Do what you say you are going to do
  - Do it on time and do it well
  - Be available
  - Be honest and trustworthy
- **Curiosity**
  - Ask questions, offer solutions
  - Adopt a "what-if" attitude
  - Seek to understand
  - Pursue professional growth opportunities
- **Courtesy**
  - Be helpful to others
  - Be approachable and responsive
  - Treat others with respect
  - Exhibit empathy and demonstrate active listening

As a result, a number of **trainings and seminars were conducted** starting with a focus on spoken and written communication including an asset-based update to outreach communication to students.

Enhanced On-boarding: Orientation & Peer Mentoring

One major realignment is that the orientation program is now housed within the Division of Student Success. This program is in a department aligned with partners from Student Retention Team, Placement Testing, and the First- Year Seminar. A key measure of success for orientation is *summer melt*; that is, what percent of students who attended the orientation program did not go on to enroll the following term. Prior to the COVID pandemic, rates were consistent at 12%. **In spite of the remote delivery and challenges to remote learning, the melt peaked to 14% in the first year of the remote delivery and lowered to 13% in the second year of the hybrid delivery**. As we return to a more normal face-to-face on-campus program we hope to see further decreases in the summer melt.

In reimagining the first-year program, there was an expansion of the Peer Mentoring Program. This program is coordinated among departments to cross-train student leaders who work with students during orientation – follow them to through their first-year seminar course and then provides ongoing support once they complete the course. Given the large number of peer programs on campus – there was the **creation of a campus-wide peer association, Peer Mentorship Council**.

The Council is made up of staff and faculty members who hire and supervise peer mentor and then collaborate, share resources and discuss best practices. They **established a core training certification for all peer mentors campus-wide**. The course is provided asynchronously on the Pilot learning management system and includes topics in: active listening, goal-setting, academic support, inclusive excellence, social and emotional wellness, student privacy and FERPA, Title IX, and alumni mentor and career preparation. In each module peer mentor learning is assessed and upon successful completion the peer mentor receives a certification in the core mentor training. Growing our peer mentor program is an important engagement strategy and a high-impact practice that supports student retention and completion.

Raider Completion Project, Stop-out Initiative
Strive Partnership provided grant funding, along with matching university funds, that supported completion scholarships for stop-out students. The goal was to provide re-enrollment counseling and ongoing coaching support for near completers through graduation. Stop-out students were prioritized by time-to-degree and allowed all the funding to be optimized for completion scholarships or grants.

Wright State participated in the ODHE Second Chance grant where 38 of our re-admitted students were awarded up to $2,000 in grants to complete their degrees. Additionally, as we look at innovative ways to re-enroll students, the university is looking at the ODHE College Comeback program, which provides guidance on the implementation of a debt-forgiveness policy. A draft policy has been crafted for review.

Proactive Targeted Outreach Campaigns
Academic Advisors continued to utilize the appointment and communication campaign feature in RAPS throughout the academic year to **provide proactive outreach to students** in their caseload.

Having advisors' caseloads at optimal levels has helped ensure excellent service to students and supports a proactive advising model. University Academic Advising administration continues to work with Institutional Research and Division of Student Success administration to analyze student enrollment and caseload data to work to ensure balanced advisor caseload numbers across the university.

Clear and coherent pathways: **Educational Planning**
Advisors developed formal educational plans for each entering student to ensure they remained on track for completion of remediation, completion of the gateway mathematics and English courses, and that full-time students enroll in at least 30 hours each academic year to make progress to timely degree completion. Students are assigned an educational plan by academic program that maps out the courses to be taken each semester. This practice helps prepare advising for potential implementation of a technical solution of a fully integrated academic planning platform.

Participation in Experiential Learning & Undergraduate Research
An action team of the University Alliance for Recruitment, Retention, and Completion (UARRC) has **drafted and vetted a university definition and vision for experiential learning**:

> *Experiential learning is a process where students learn by engaging in distinctive and meaningful real-world experiences either inside or outside of the traditional classroom that are relevant to their academic discipline and aligned with their aspirations.*

Experiential learning opportunities should be available throughout a student's Wright State career, and should include work-based learning such as internships and co-ops, service learning, professional networking, field trips, study abroad, student teaching, practica and clinicals, class projects, research and creative projects, leadership opportunities, volunteering, and involvement with student organizations. Experiential learning programs frequently emphasize problem solving, opportunities for formal student reflection, and ongoing assessment.

APLU Data Literacy Institute

Wright State participated in the APLU Data Literacy Institute initiative designed to increase the use of data to boost student success and the number of graduates. A team from Wright State participated in the initiative along with 11 other public universities over the course of a year (starting in Summer 2021). The institute used a peer-learning model to provide in-person and virtual training on effective practices and tools to improve data literacy skills. The goal was to develop a data literacy program model that can be continued at participating institutions and available for adoption by other colleges and universities across the country. About 20 participants from across the campus, representing a variety of departments, completed coursework through the institute developed by the Association for Institutional Research.

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." First-year retention rates provide an intermediate metric of the impact on increasing graduation rates and degrees awarded. We have an overarching goal aimed at increasing the fall-to-fall retention by 2% each year for the next 5 years to reach an **overall retention of first-time, full-time students to 75%**. Table XI below shows the annual retention goals.

Table XI: Retention goals, rate at which students who are enrolled in Fall term are enrolled the following Fall term. Wright State (Dayton and Lake) Fall Cohorts.

	Actual 2021 Cohort, % to 2nd year Retention	*Goal 2022 Cohort, % to 2nd year Retention*	*Goal 2023 Cohort, % to 2nd year Retention*	*Goal 2024 Cohort, % to 2nd year Retention*	*Goal 2025 Cohort, % to 2nd year Retention*	*Goal 2026 Cohort, % to 2nd year Retention*
All First-time, Full-Time, Degree Seeking	66	68	70	72	74	76

Additionally, we have a goal to increase the **6-year graduation rate to 54%** in that same 5-year time period. Table XII below shows the annual 6-year graduation goals.

Table XII: Six-year graduation goals for new direct from high school and transfer students. IPEDS Outcomes Measures Survey for Wright State University-Main Campus (Dayton, Ohio; 206604)

	Actual 2014 Cohort, % 6-year Graduation Rate	*Goal 2015 Cohort, % 6-year Graduation Rate*	*Goal 2016 Cohort, % 6-year Graduation Rate*	*Goal 2017 Cohort, % 6-year Graduation Rate*	*Goal 2018 Cohort, % 6-year Graduation Rate*	*Goal 2019 Cohort, % 6-year Graduation Rate*
All First-time, Full-Time, Degree Seeking	44	46	48	50	52	54

PLAN STRATEGIES FOR 2022-2024

The **Campus Completion Plan** represents strategic initiatives targeted to enhance student learning, progress, and degree completion at Wright State University. The plan reflects the work of a number of university working groups over the past year including: the Undergraduate Student Success Committee (USSC) of the faculty senate, the University Alliance for Recruitment, Retention, and Completion (UARRC), and the Data Literacy Institute (DLI).

The completion agenda for the 2022-24 period includes the following initiatives focused on ten priorities across five key areas of A) curricular redesign, B) academic support, C) student engagement and support, D) advising pathways, and E) career planning.

In addition to the stated retention and graduation goals, each key area has specific stated goals to impact engagement, persistence, satisfaction, retention, completion, and graduation.

A. CURRICULAR REDESIGN

1. Barrier Courses

With guidance from the Undergraduate Student Success Committee (USSC), program and course leaders will continue a comprehensive review and analysis of courses that are barriers to student completion and persistence. Such a program-specific analysis should result in recommendations for curricular flexibilities and efficiencies that address completion barriers.

It is recommended that the Provost Office provide appropriate support to faculty course leaders to facilitate course redesign with a major focus on core courses with high DFW rates that negatively affect first-year student persistence. Additionally, as noted later in this plan (under "Academic Support"), Supplemental Instruction and Learning Assistants programs should be expanded to also support course completion outcomes for targeted courses and as needed by the faculty, including appropriate 3000-level courses commonly enrolled by second-year students, and other upper-level courses, that might not otherwise benefit from curricular reform.

Having an impact on course completion should be viewed on a continuum from full-scale course redesign to wrap around support for the course and variations of both in between. This multi-prong approach provides resources for both the student and the faculty member. Examining quantitative and qualitative data provided by the working group of the Data Literacy Institute (DLI) and shared with USSC

and recommendations through faculty governance, coupled with the use of course design diagnostic and curricular analytics tools, course leaders should consider high-impact practices including, but not limited to: course sequencing, use of low-stake assessment, class size, delivery mode, implementing mid-term grades, academic support (including peer tutoring, supplemental instruction and learning assistants), and utilizing early alerts and progress reports.

The Center for Faculty Excellence (formerly, the Center for Teaching and Learning) and the Division of Student Success will serve as resources for course leaders to identify and implement these variety of strategies to increase success rates in targeted general education courses. A specific program, including faculty grants, should be developed to support such efforts.

GOAL: DECREASE DFW RATE FOR GENERAL EDUCATION CORE COURSES

2. **First-year Seminar**
Although it appears there is no strong difference between departmental first-year seminars (FYS) and more general type first-year seminar course, the university should explore a university-wide strategy on first-year seminars led by faculty from each of the colleges and key staff. The Division of Student Success continues to provide major/career-related seminars based on research from the National Resource Center for The First-Year Experience and Students in Transition who promote FYS as a best-practice that impacts student success outcomes. Recommendations for future research should examine the opportunity cost of implementing departmental FYS as a high impact practice as supported in current literature.

Additionally, the Undergraduate Student Success Committee will continue to review effectiveness and consideration of a required first-year seminar or equivalent curricular general education intervention that engage students with program faculty. An action team of UARRC also has provided a review of First-year Seminars and will make recommendations including the implementation of more department-led First-year Seminar courses.

GOAL: INCREASE NUMBER OF PROGRAM-SPECIFIC FIRST-YEAR SEMINARS

3. **Co-requisite remediation, multiple measures, and equity gaps**

Although the co-requisite remediation model, coupled with multiple measures, is making a difference in the completion of gateway math and English in the first year; an equity gap, although narrowed, still remains. Course leads with university collaborations should continue to work to understand those equity gaps and provide for curricular and academic support strategies that make a difference to underrepresented minorities, low-income students, and adult learners.

With multiple measures to facilitate proper placement into English and mathematics coursework underway, a review of its impact should be conducted. The promising work of growth mind-set, belonging, sense and purpose should also be introduced as a strategy for strengthen students' academic identity.

GOAL: INCREASE COMPLETION OF GATEWAY MATH AND ENGLISH IN THE FIRST YEAR; DECREASE EQUITY GAPS

B. ACADEMIC SUPPORT

4. Enhanced Academic Support including Supplemental Instruction & Learning Assistant Programs

As we continue to take the "best" things we learned from providing remote services during the pandemic, we must also re-introduce students to face-to-face services in our centers as we work to a return to on-campus services. As such, a strong outreach and marketing campaign will be implemented to increase awareness to not only students but faculty and staff as well of the services provided. A goal will be to increase the number of students served, especially students who are having academic difficulty and to provide support for courses that historically have high DFW rates.

Additionally, Tutoring Services will work to grow our already successful Supplemental Instruction program. This program that uses an embedded tutor in targeted classes, in addition to peer lead sessions outside of class each week, has shown that student participants gain on average a half letter grade for the course compared to their peers.

Also, there is interest from faculty to revitalize the Learning Assistant Program. Similar to Supplemental Instruction in that highly-trained peer leaders are embedded in a class, Learning Assistants are specific to courses taught in active learning space using a flipped classroom approach. A cross-functional team from Academic Support and targeted course leads will develop a process for developing, training, and delivering a Learning Assistants Program.

An overarching goal for Academic Support is to increase course completion rates for student participants and contribute to overall persistence and retention.

GOAL: INCREASE STUDENT ENGAGEMENT; INCREASE SUCCESSFUL COURSE COMPLETION

C. STUDENT ENGAGEMENT & SUPPORT

5. Required Orientation & Enhance for Transfer Populations

Participation in Orientation is predictive of continued enrollment and persistence. Requiring attendance at Orientation can ensure that students not only have the information they need for academic success, but will also help secure their commitment to enrollment. Access to Orientation programs and services should ensure that students can meet that requirement and result in a semester course schedule that optimizes success for the variety of students and their academic preparation.

Additionally, students with earned credit from other colleges and universities often have unique onboarding needs compared to new direct-from-high-school populations. The Orientation program should be welcoming and continue to develop and introduce resources necessary for the growing transfer populations.

GOAL: INCREASE PARTICIPATION OF NEWLY ADMITTED STUDENTS AT ORIENTATION; INCREASE RATE OF ENROLLMENT AT 14-TH DAY CENSUS DATE

6. Peer Mentorship Council

The peer relationship contributes to a sense of belonging to students by providing a familiar upper-class student to answer questions about college. With the successful formation of the Peer Mentorship Council, made up of staff and faculty members who hire and supervise peer mentor who collaborate,

share resources and discuss best practices, and the establishment of the core training certification for peer mentors, it is recommended that peer program is expanded. The Council will create a three-tiered pay strategy to provide for growth of student peer mentors throughout their college career at Wright State. They will work with Student Employment to facilitate a process that will allow for all student employees to benefit from the core training certificate as the first step toward advancement into subsequent tiers.

GOAL: INCREASE PARTICIPATION OF CORE PEER TRAINING FOR PEER MENTORS; INCREASE MEMBERSHIP OF THE PEER MENTOR COUNCIL

7. Creating and Sustaining a Culture of Exceptional Service through Engagement

Data from the National Survey of Student Engagement (NSSE) show that our students often cite frustration with a perception of getting the "runaround" as it relates to service. This calls on us to recommit to our student-centered philosophy and provides a renewed opportunity to be exceptional in service to our students, their families, and the community. A number of approaches to creating this culture is supported by research in service, mindset, and positive psychology that yields result in high engagement, satisfaction, and persistence.

Last year, a framework was crafted around 4 key themes: 1) Competence, Commitment, Curiosity, and Courtesy. In addition to conducting service-scape audits, training should be offered to certify staff on exceptional service in key service units with a "no-wrong-door" philosophy.

Additionally, research on student growth mindset show that their perception of their instructors' own growth mindset has an impact on their persistence. Providing training not only for students, but also faculty and staff on mindset and resiliency is a high-impact strategy that can facilitate student success.

Finally, Appreciative Advising is an intentional collaborative practice that help students optimize their educational experiences and achieve their dreams, goals, and potentials. This professional development is a fully student-centered approach to student development that enhances student engagement, satisfaction, and persistence.

GOAL: CREATE AND SUSTAIN A *CULTURE OF EXCEPTIONAL SERVICE* TRAINING FOR ALL STAFF; INCREASE STUDENT SATISFACTION & ENGAGEMENT

D. ADVISING PATHWAYS

8. Educational Planning

Academic Advising and CaTS are working together on a grant-funded research project as part of the guided pathways movement. A goal of this Gates Foundation project is for advisors and students to be able to easily co-create an accurate degree plan and then track student progress through that plan and across the academic journey. The research will utilize process mapping to uncover pain points, inefficiencies, and areas for improvement from the end-user perspective. In this methodology, we ask both students and advisors to map their experience and then annotate their maps to highlight areas of challenge or disconnect. The mapping exercise is followed by a facilitated conversation in which the participants are asked to reflect on the map, provide clarification or extension, and share thoughts for process improvements. Interview notes and the annotated maps themselves serve as data for analysis.

Back-end user interviews (to include advising administration, enrollment services staff, registrar, and CaTS personnel) will leverage the challenges identified in the first phase of the research to probe for the underlying causes and potential solutions to those challenges.

The culminating white paper will help to determine a path forward for better use of integrated technologies and help more accurately target such investments including educational planning platforms.

In preparation for a more robust educational and career planning process, advisors will work with academic departments and the registrar to identify missing or outdated degree audits and educational plans (including course offerings, and mode of delivery, for future terms).

Implementation of technology could allow for required advising for all students; a high-impact practice for student persistence, completion, and retention.

GOAL: INCREASE STUDENT ENGAGEMENT IN ADVISING; INCREASE RATE OF ADVISOR CASELOAD ENROLLED

9. Academic Momentum

Research shows that a student's initial academic load is predictive of completion and sets a tone and trajectory for outcomes. This is often referred to as "academic momentum". As advisors monitor credit accumulation in the students' first year, they will embark on awareness campaigns through their caseload outreach to promote completion of 30 hours in the students' first year of enrollment.

GOAL: INCREASE RATE OF COMPLETION OF 30 HOURS IN THE STUDENT'S FIRST YEAR OF ENROLLMENT

E. CAREER PLANNING

10. Participation in Experiential Learning & Undergraduate Research

Dedicated career consultants help prepare students for experiential learning and undergraduate research. There are seven career consultants co-located with academic advisors in the five Student Success Suites within the academic colleges where an integrated approach to career and academic advising services is delivered. Career consultants focus on connecting students with employers and employment opportunities throughout their academic course of study.

With a definition and vision in place, the work of the action team is focused on creating a process and system for creating a campus-wide inventory of current experiential learning activities. A starting point is to compile a list of all courses offered that have an experiential learning component. From there, they will begin to collect information on non-curricular experiential learning opportunities on campus and add them to the inventory. A goal is to create a website to identify student experiential learning on a geographical map.

This strategy will identify Wright State as having a distinctive career development philosophy and model to optimize recruitment, retention, completion, and success after graduation and meeting the needs of the workforce in the region and the state.

GOAL: INCREASE STUDENT PARTICIPATION IN EXPERIENTIAL LEARNING; DEVELOP AND PROMOTE AN EXPERIENTIAL LEARNING INVENTORY

The Wright State University Mission recognizes our commitment to "build a solid foundation for student success at all levels through high-quality, innovative programs" and, further, to "drive the economic revitalization of our region and our state." Wright State helps identify the workforce needs of the community by hosting Regional Summits to engage thought leaders from across the Dayton and West Central Ohio regions to identify ways in which Wright State can serve the region.
Additionally, faculty and staff that work closely with industry and employer partners. Each of the Colleges has corporate, school, hospital, and industry-related boards and many departments have advisory boards consisting of representatives from related employers, industrial, research, and corporate enterprises. 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.

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; regional hospitals and health care related industries; and local high-end manufacturing; and the higher education sector. Curricular development is informed by the Regional Summits, interaction with local business and industry, and disciplinary advisory boards. Table XIII below shows the Fall 2021 enrollment, and the degrees awarded in the academic year 2020-21, for the in-demand jobs from the Ohio Means Job data base.

Table XIII: In-demand Program Enrollment (Fall 2021), Degrees Awarded (Summer 2020 – Spring 2021)
Headcounts of Enrolled Students and Degree Recipients in Bachelor's Degree Programs Mapped to In-Demand Jobs

CIP Code	CIP Description	Fall 2021 Headcount*	2020-21 Bachelor's Degree Recipients**
090101	Communication Studs/Speech Com	92	22
110101	Computer and Information Scis,	334	98
110401	Information Science/Studies	50	21
111003	Computer and Info Sys Security	127	14
140101	Engineering, General	1	0
140501	Biomedical/Medical Engineering	96	38
140901	Computer Engineering, General	120	41
141001	Electrical, Elctrncs, Communic	138	48
141301	Engineering Science	40	17
141801	Materials Engineering	25	9
141901	Mechanical Engineering	444	131
260101	Biology/Biological Sciences, G	328	78
260210	Biochem and Molecular Bio	40	10
261501	Neuroscience	76	33
270101	Mathematics, General	48	10
270501	Statistics, General	21	5
400101	Physical Sciences	21	8
400501	Chemistry, General	47	13

400601	Geology/Earth Science, General	73	21
400801	Physics, General	18	2
400899	Physics, Other	3	0
420101	Psychology, General	499	154
440701	Social Work	158	45
450201	Anthropology	33	6
450401	Criminology	190	56
450601	Economics, General	7	2
450701	Geography	15	3
451001	Political Science and Governme	70	33
451101	Sociology	26	13
451201	Urban Studies/Affairs	5	6
511005	Clinical Lab Science/Med Tech/	41	8
512201	Public Health, General (Mph, D	87	18
513801	Nursing/Registered Nurse	899	173
520101	Business/Commerce, General	208	71
520201	Business Administration and Mg	339	133
520301	Accounting	221	56
520601	Business/Managerial Economics	103	17
520701	Entrepreneurship/Entrepreneuri	33	5
520801	Finance, General	191	47
521001	Human Resource Mgt/Personnel A	69	33
521101	International Business/Trade/C	28	8
521401	Marketing/Marketing Management	176	63
540101	History, General	76	21

*Note. CIP = Classification of Instruction. *Based upon census date enrollments and students' primary programs (first majors). **Based upon students' first bachelor's degree awarded in 2020-21 provided the program's CIP code mapped to one or more of the Standard Occupation Codes (SOC) published in the Ohio Means Jobs' list of in-demand jobs for bachelor's degree recipients.*