# Student Success: Policy Committee Presentation

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# Preamble

The most fundamental mission of any university is to provide quality education consistent with national standards and to graduate students in a timely manner. WSU, however, has an additional commitment: as a “university of opportunity”, we have pledged to admit more at-risk students and to provide the programs and incentives needed to help them succeed.

# Student Success: Do We Actually Graduate Our Students

In the fall of 2013, nearly 3000 new freshmen begin college at Wayne State University.

Nearly all of them expected to earn a bachelor's degree.

# Graduation Rates

- National Average----------60%
- Wayne State University Average---32%
- URM Average----------15%

# Question

- Do WSU freshmen students know that they have a 1 in 3 chance of obtaining a degree, (URM 1 in 8) even as they spend thousands of dollars on tuition and countless hours working toward a degree?
- Is WSU a risky investment?
- Should we be concerned?

# What accounts For The Differences

- Difference in student populations
- Differences in student motivation
- Differences in student intent
- Differences in student abilities
- Differences in institutions

National analysis however demonstrate that there are wide variances among institutions with similar admission standards and admit student with similar tract records and test scores

| Name | Graduation Rate (%) | Tuition and Fees ($) | Enrollment | Carnegie Classification | Institution Type |
|---|---|---|---|---|---|
| **Michigan** | | | | | |
| Adrian College | 50 | 21,620 | 1,309 | Baccalaureate | Private |
| Albion College | 71 | 27,530 | 1,912 | Baccalaureate | Private |
| Alma College | 70 | 23,688 | 1,318 | Baccalaureate | Private |
| Andrews University | 52 | 18,968 | 2,592 | Research | Private |
| Aquinas College | 57 | 20,048 | 1,779 | Master's | Private |
| Calvin College | 73 | 21,685 | 4,109 | Baccalaureate | Private |
| Central Michigan University | 57 | 9,120 | 22,301 | Research | Public |
| Cleary University | 83 | 14,160 | 570 | Special | Private |
| Concordia University, Ann Arbor | 38 | 19,870 | 962 | Baccalaureate | Private |
| Cornerstone University | 42 | 18,360 | 2,065 | Master's | Private |
| Davenport University | 23 | 9,956 | 6,552 | Master's | Private |
| Eastern Michigan University | 39 | 7,490 | 17,079 | Master's | Public |
| Ferris State University | 39 | 7,668 | 11,055 | Master's | Public |
| Grace Bible College | 47 | 11,620 | 154 | Baccalaureate | Private |
| Grand Valley State University | 52 | 7,240 | 20,198 | Master's | Public |
| Hope College | 78 | 23,800 | 3,140 | Baccalaureate | Private |
| Kalamazoo College | 78 | 28,716 | 1,314 | Baccalaureate | Private |
| Kettering University | 56 | 25,808 | 2,375 | Special | Private |
| Lake Superior State University | 37 | 7,246 | 2,376 | Baccalaureate | Public |
| Lawrence Technological University | 48 | 20,496 | 2,765 | Master's | Private |
| Madonna University | 44 | 11,680 | 2,565 | Master's | Private |
| Marygrove College | 29 | 14,690 | 2,464 | Master's | Private |
| Michigan State University | 74 | 9,690 | 42,597 | Research | Public |
| Michigan Technological University | 63 | 9,829 | 6,254 | Research | Public |
| Northern Michigan University | 49 | 6,709 | 8,437 | Master's | Public |
| Northwood University | 53 | 16,705 | 3,263 | Special | Private |
| Oakland University | 44 | 7,575 | 14,061 | Research | Public |
| Olivet College | 37 | 18,684 | 978 | Baccalaureate | Private |
| Rochester College | 35 | 14,860 | 778 | Baccalaureate | Private |
| Saginaw Valley State University | 36 | 6,258 | 7,809 | Master's | Public |
| Siena Heights University | 50 | 18,494 | 1,316 | Master's | Private |
| Spring Arbor University | 60 | 18,360 | 3,273 | Master's | Private |
| University of Detroit Mercy | 52 | 25,620 | 4,511 | Master's | Private |
| University of Michigan, Ann Arbor | 88 | 10,447 | 39,199 | Research | Public |
| University of Michigan, Dearborn | 53 | 7,519 | 5,959 | Master's | Public |
| University of Michigan, Flint | 35 | 6,966 | 5,050 | Master's | Public |
| * Wayne State University | 32 | 7,844 | 23,905 | Research | Public |
| Western Michigan University | 54 | 7,260 | 20,646 | Research | Public |
| State Average | 52.1 | | | | |

# Recommendations

**Recommendation 1.**
***Make student retention and success a priority in the institutional and academic culture at WSU.***

• Create a highly visible, central system in which retention activities are tracked, coordinated, and disseminated across academic and student affairs.

• Share knowledge from successful but fractionated efforts to improve retention across the campus.

•Demonstrate clear  administrative vision and commitment for retention efforts. (This is needed for the other recommendations to be effective.)

**Recommendation 2.**
***Facilitate the use of student retention and success data for self-assessment by units/departments.***

• Provide training, technical support, and incentives for departments to examine their own student retention data.

• Each department should have its own retention/assessment coordinators, so that efforts reflect the priorities and academic cultures of the individual units.

• Each department should determine its own criteria for assessment of student retention outcomes.

# What would these efforts allow departments to do?

- make informed choices that are appropriate and acceptable to the academic culture of the unit.
- focus added resources on courses that draw a high numbers of at-risk students, such as supplemental instruction, early warning systems, and special learning modules.
- track retention outcomes among their students.
- enhance collaboration with special programs on campus.

**Recommendation 3.**
***Provide support and incentives to increase faculty involvement with increasing success of undergraduates.***

• Faculty engagement in retention efforts is weak because resources and rewards for improving undergraduate success are weak. Faculty would become involved in mentoring or advising programs if provided with sufficient resources and rewards to do so.

• Revise the University merit criteria to reward faculty investment in student retention.

• Offer teaching reductions and resources to faculty for mentoring learning communities, advising, and developing special programs to enhance retention.

• Require all faculty (full-time and part-time) to keep regular office hours.

• Encourage greater interactions between faculty and students outside of the classroom.

**Recommendation 4.**
***Develop and enhance support programs to improve retention specifically for at-risk and working students.***

• Create work-study learning communities to motivate students to stay in school by working to learn and learning to work in their areas of interest.

• Monitor access to after-work hours resources to ensure that services are available for working students.

• Improve marketing of resources that support student success to faculty and students, and enhance focus on student success versus failure.

# The IMSD Program at Wayne State University

Supported by the National Institutes of Health

# PROGRAM HISTORY

- First NIH Support: The work of Geraldine Woods and Charles Miller started the program in 1972.
- Program at WSU: First grant by James Jay in 1978. J. Dunbar became Director 1982.
- MBS(Minority Biomedical Science) Program at NIH-DRR changed to MBRS and moved to NIH-GM 1989.
- Change to IMSD Program in 1996.
- Our first IMSD Grant 1998.

# Students Supported and Student Graduated (1978 to Present)

- Total Undergraduate students supported:--469
- Total UG graduated (BS/BA) from WSU—374 (85%)
- Total Graduate students supported:--162
- Total graduated MS-81 and Ph.D.-67 from WSU (96%)

# Precollege Summer Program:

- Student sent letter informing them of the IMSD Program
- Selection of student participants---advisory committee
- Participation in Summer Program—Introduction to Science Careers—and Introduction to College

# 2013 Summer Course Recruitment

| ACTIVITY | COUNT |
|---|---|
| Letters mailed to prospective participants | 206 |
| Applications returned | 16 |
| Students entering summer program | 12 |
| Students completing summer program | 12 |
| Students currently participating in the IMSD Program | 11 |
| Mean high school GPA upon entry into IMSD Program | 3.5 |
| Mean ACT score upon entry into IMSD Program | 22.16 |
| *Control cohort mean high school GPA | 3.46 |
| Control cohort mean ACT score | 20.58 |

*University records show 17 non-IMSD participating students registered for fall semester

# 2013 Summer Course Recruitment

| | HSGPA | | ACT | |
|---|---|---|---|---|
| | IMSD | Control Cohort | IMSD | Control Cohort |
| **Highest** | 3.8 | 4.0 | 27 | 28 |
| **Median** | 3.5 | 3.52 | 21.5 | 21 |
| **Average** | 3.5 | 3.46 | 22.16 | 20.58 |
| **Lowest** | 3.2 | 3.06 | 18 | 17 |

# Freshman, First Semester

- All students take their regular coursework.
- Students are organized into “IMSD Learning Groups” for math and science courses
- All IMSD students take the Introduction to Research course

# Freshman, Second Semester

- All IMSD students continue taking classes as Learning Groups
- Begin research with mentor.
- Monthly meetings with a focus on professional development

# Summer Sophomore Year

- Continue their undergraduate Research
- Assist in Summer Program when possible, act as UG mentors

# Sophomore Year

- Continue Undergraduate Research
- Monthly meetings with a focus on professional/career development
- Continued participation in IMSD Learning Group
- Present at local or state meetings

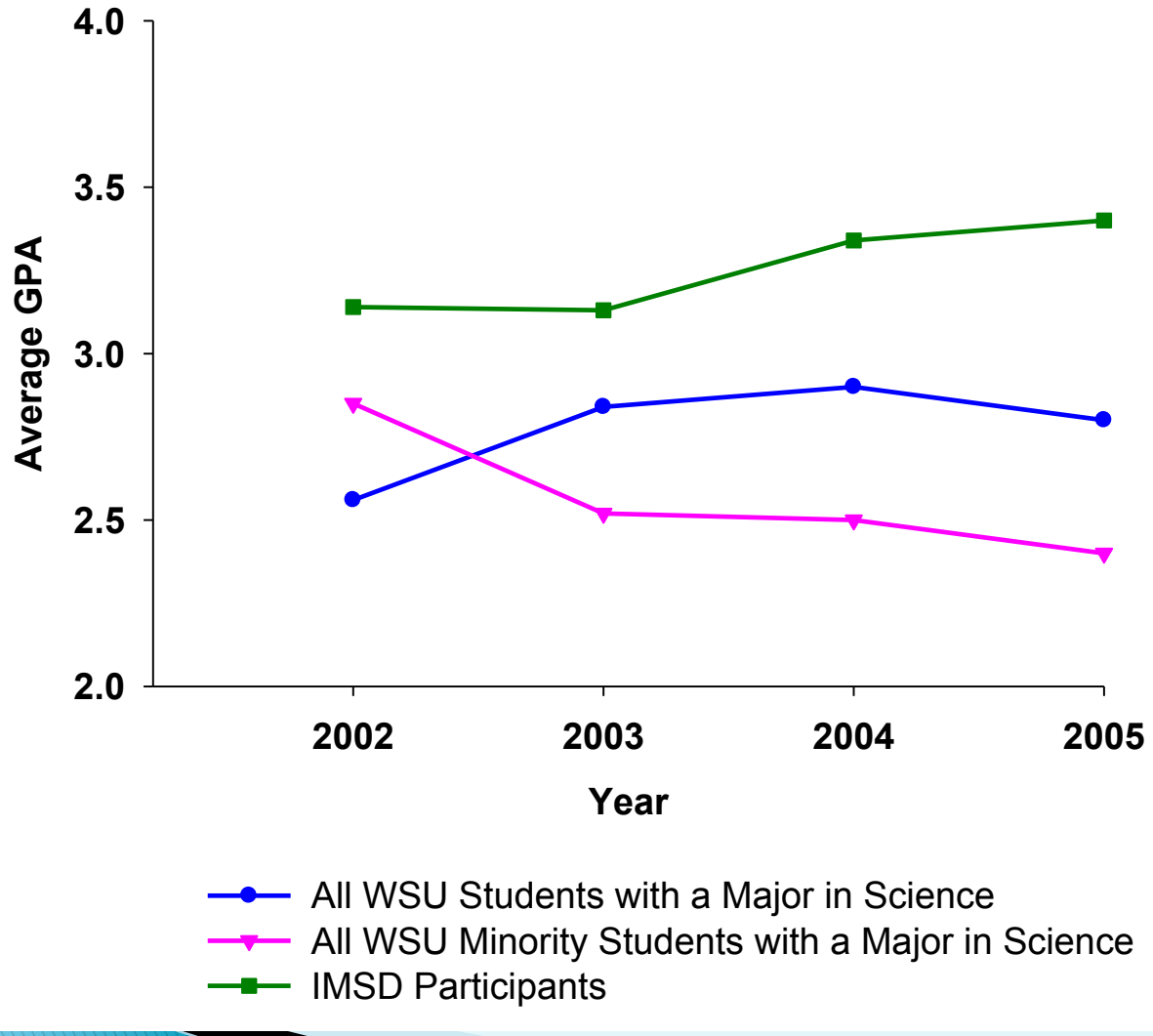
# Junior Year

- Continued Undergraduate research
- Continued Monthly meetings with focus on professional development
- Present at local and national meetings
- Assist in summer program

# Senior Year

- Continue undergraduate research
- Continue monthly meetings with a focus on professional/career development
- Prepare a capstone paper for presentation to group

**Figure 1. Comparison of Average Grade Point Average of IMSD Students vs Non IMSD Students 2002-2005**



# Impact of the IMSD Program on Under-Represented Minority (URM) Students at WSU

## Graduation Rates

(6 Years)*

- Non-IMSD (URM) ---21%
- IMSD (URM)----------87%

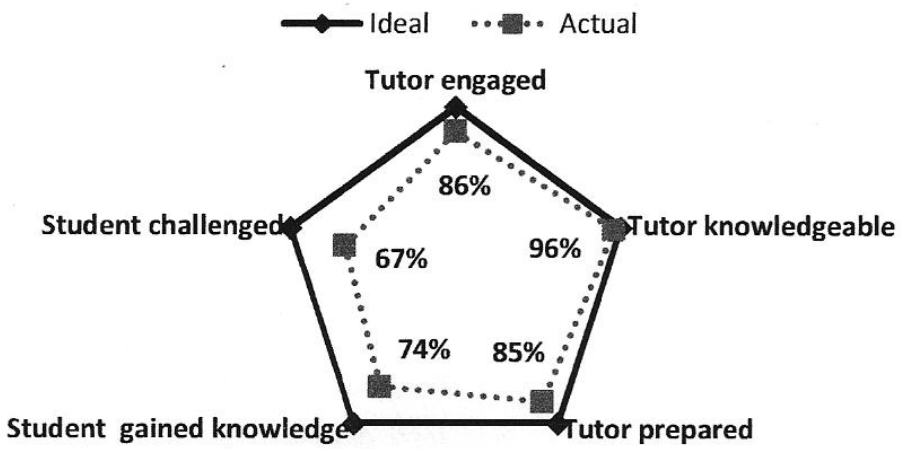
## Entry into Graduate or Professional Schools

- Non-IMSD (URM)---11%
- IMSD (URM)----------64%

*The non-IMSD students comparison group were URM students who entered WSU with comparable ACT and GPA.

# Evaluation Recommendations

**Figure 1:**
**Balanced Score Card for Quality Ratings of**
**Pre-College 2012 IMSD Summer Program**
**(N=13)**




As **Figure 1** shows that there is room for improvement on all but one of the dimensions of quality:

- Tutor engaged (averaged 86% of possible points)
- Tutor prepared (averaged 85% of possible points across)
- Student gained knowledge (averaged 74% of possible points)
- Student challenged (averaged 67% of possible points)

# 2013 Summer Program Focus Group

- Across the board students had extremely positive remarks for the Friday sessions.
- "[Dr. Dunbar] pushes us to make our own opinion of things...because once college starts we are not going to be able to go to mom and dad."
- Students reported Dr. Dunbar continually questioned how much they were connected to the world asking "what does it mean to be educated?" and "What does it mean to be book smart?"
- Dr. Zafar' s teaching style appeared to be both admired and a source of frustration for its focus on re-enforcing questions and waiting for everyone to be on the same page before continuing.
- She [Zafar] was reported to ask students the reason behind an experiment, questioning " 'Why is this this?' 'Did you do that?' 'How come?' 'Why didn' t you…?' " Students noted that her general philosophy was if there was just one student who did not understand something, then possibly the whole room did not understand.

# Preliminary Conclusions

- Clear improvements were made from previous year's experiences with the IMSD Summer Program. Graduate students taught more. The presentation style changed, and the students like it. Structurally it appears time management improved as students only mentioned long waiting periods in relation to one exercise. The integration of all three subject areas into each group's assignment was appreciated and minimized the weakness of the physics module relative to chemistry and biology. Some students were impressed; one said WSU does not get its "proper due" in the community for the quality of the opportunities provided compared to the University of Michigan.

# Conclusions:

Our overriding conclusion is that student success is the responsibility of every person at WSU, from the President to the administrators, faculty, staff, and students.