

WAYNE STATE UNIVERSITY
ACADEMIC SENATE
PROCEEDINGS OF THE POLICY COMMITTEE

November 3, 2014

Present: J. Artiss; V. Dallas; R. N. Frank; D. Kessel; C. Parrish; L. Romano; A. Sankar;
W. Volz; A. Wisniewski

Absent with notice: L. Beale; M. Winters

Guests: Monica Brockmeyer, Associate Provost for Student Success; Robert Kohrman,
Associate Vice President for Budget, Planning and Analysis

In the absence of Provost Winters, Mr. Artiss, the Vice Chair chaired the meeting.

The items marked with an asterisk constitute the Actions of November 3, 2014.

- *1. Correction to the Proceedings of October 20: Policy Committee approved amending the Policy Committee Proceedings of October 20, 2014. The correction involved a report from Ms. Dallas, the liaison to the Curriculum and Instruction Committee.

At today's meeting the Policy Committee members discussed the general education requirements and the General Education Development Committee (GEDC). In the fall of 2013, the GEDC was charged with reviewing the general education program and formulating recommendations for change, if changes were needed.

The University is adopting the Michigan Transfer Agreement (MTA) that specifies a common set of courses that transfer students would have to complete to fulfill general education requirements. This means that we would accept the courses identified by the MTA for transfer students. The GEDC is considering whether the University should align the general education requirements for first-time-in-any-college students (FTIACS) with the MTA courses so that transfer students and FTIACS would have to fulfill the same general education requirements. A member pointed out that the University's current gen ed requirements were arrived at after a long process of negotiation, and changing them would be a major undertaking.

- *2. Proceedings of October 27: The Proceedings of the Policy Committee meeting of October 27, 2014, were approved as submitted.

[Ms. Brockmeyer and Mr. Kohrman joined the meeting.]

3. Student Enrollment, Retention and Graduation Rates: With the departure of Corinne Webb, who was the Associate Vice President for Enrollment Management, Provost Winters has given responsibility for enrollment management to Mr. Kohrman and Ahmad Ezzeddine, the Associate Vice President for Educational Outreach and International Programs, on an interim basis until a new enrollment manager is hired. They and Ms. Brockmeyer are working together to increase enrollment and student success.

Mr. Kohrman reported that the total enrollment for fall is 27,578. There are 7,096 new students at all levels on campus this year, an 8% increase over last year. Enrollment of FTIACS is at 2,195 and new transfer students at 1,924. The ACT scores of FTIACS have increased.

There was discussion about the kinds of data that are needed to identify better the types of assistance students need to persist to graduation. New programs include one-on-one advising at winter orientation and a non-cognitive interview for all incoming students next summer.

Twenty-five percent of our students enter with an ACT of 21 or below; 50% of our students enter with an ACT of 22 to 24. We need to invest more in helping all of these students to graduate. It was suggested that the University look at the courses that have a high failure rate and create interventions to help students. This type of intervention is being done for mathematics courses.

The University needs more data systems that can forecast a student's odds of completing a particular degree program. We need to be able to track students' milestones. Ms. Brockmeyer said that we would be able to do that beginning in the fall of 2015. Another system that will be introduced in fall 2015 will alert the advisor when a student has a problem and is at risk to drop out, such as their GPA dropping below 2.0, failing a milestone class, or not declaring a major before accumulating 45 credits.

Mr. Volz mentioned that, based on the software that a professor in the College of Engineering designed, students in the Blackstone Launchpad developed a system to identify the last instructors that students have before they drop out.

The University will diversify the scholarships it's offering to freshmen. Meritorious students who attend scholarship day will have an opportunity to increase their scholarship. Geographic and residential scholarships will be offered. The time when transfer students will be offered scholarships will be moved earlier.

Ms. Brockmeyer reviewed the graduation rates for the 2008 cohort. Most of the trends for retention and graduation rates are positive except for the first-year to second-year retention rate. The six-year graduation rate for the 2008 cohort was 33.8%, up 7.7 percentage points over the last 3 years. The five-year graduation rate is 25.4%, the highest in 10 years. The four-year graduation rate is 12.9%, up over last year and the highest in many years, increasing for all race/ethnicity groups. The first- to second-year retention rate is 75.5%. The retention rate of the students with the highest ACT scores is down substantially. Ms. Brockmeyer is waiting for the clearinghouse data to see if the students transferred to other universities. The retention rates have improved for African-American and for international students, but are down for Hispanic, Asian, and white students. Retention is down among men and up among women. There was a decrease in the number of continuing students who have higher ACT scores. Student head count dropped by 1.1% and credit hours dropped by 0.5%. Mr. Kohrman predicted that we would have stable enrollment going forward.

The awarding of scholarships ranging from \$1,000 to \$3,000 to graduate students in the College of Engineering has increased enrollment. The program will be expanded to other areas.

Mr. Romano believes that retention would increase if all entering students had to declare a major before the end of their first year. Now students may wait until they have accumulated 45 credits before declaring a major. Ms. Brockmeyer pointed out that as of fall 2014, all students either had to declare a major or had to select an exploratory tract. The students who are in an exploratory tract are receiving special advising and counseling to help them in deciding on a major. Having students declare a major by 45 credits was more consistent with what is known nationally about retention rates for undecided students. Students who enter undeclared are not at high risk. When they go beyond 45 credits, they become high risk for dropping out.

One member mentioned that we need to look at the courses that cause students the most trouble. Another believes that students need something to connect them to the University, including sports or music or other non-academic programs.

Approved as submitted at the Policy Committee meeting of November 17, 2014