

Final Report Student Affairs Committee 2020—2021

This year the Student Affairs Committee met 9 times. Here are highlights of the 13 topics we covered:

1. **Redesign of the Phoenix Program**—The initial Phoenix Program was created in 1988 to help undergraduates who came to the university and after a semester or two left because of a poor academic performance. It was a second chance program that did not want the unsatisfactory record to burden the student and prevent graduation. The parameters were straight forward: be absent from Wayne for at least five years, have a grade point average (GPA) of less than a 2.0, owe the university no money and meet with an academic advisor upon returning to the university. There would be a probationary period in which the student had to earn at least a “C” in the first twelve credits within a two-year period. If the student was successful in the probationary period, all grades earned prior to the Phoenix program would be forgiven, but any credits earned would count for graduation. Over time the program morphed into different program which allowed an unlimited number of credits to be forgiven. Students were graduating with as few as twelve graded or GPA credits. Another shortcoming was the inability to easily track Phoenix students.

The redesigned Phoenix Program shortened the time away to three years but kept the other requirements the same. Returning students under this redesigned program now had to complete the current general education requirements including Quantitative Experience, have thirty graded credits which must include five graded major or core classes. These thirty credits include the probationary twelve and a student can use prior graded credits on a semester by semester basis that would not be forgiven. The transcript would have a new designation of the forgiven credits. There are now attributes in Banner to easily track these students.

2. **The Final Exam Schedule**—There was a discussion as to how the fall 2020 exam schedule was problematic as faculty in synchronous and asynchronous courses had already scheduled their final exams. The Office of the Registrar does publish as to when a common final exam was to be given but it wasn't always correct. The committee discussed randomizing the questions, giving a seventy-two-hour “window” of time for students to take a common final exam. Richard Pineau and Kurt Kruschinska will work on an exam schedule for asynchronous courses. University policy states that a student does not have to take more than two exams in one day.
3. **Respondus**—This is a lockdown browser is software that the university is using to attempt to limit student cheating. It is a proctoring system. The cost is about \$30,000/year. It was arranged that members of Student Affairs and Curriculum and Instruction Committees could pretend to be a student and take a make-believe exam. A committee member took the exam twice; once honestly and once actively cheated. She was not flagged for cheating by the software.
4. **Discussion of the new Title IX regulations issued May 6, 2020 and scheduled to go into effect in August**—There is a difference between a report and a complaint. Anyone can issue a report but a complaint must be filed by the victim. The university has the right to remove the offender, but the offender has the right of appeal said removal. Notice must be given to both parties and each can have an advisor during the investigation and hearing.

There are two types of resolutions: Informal and formal. An informal resolution needs a formal complaint and both parties must agree to it. A formal resolution requires that both parties must be willing to be cross-examined and have an advisor present. The decision maker must issue a written report. Once the report is issued both parties have the right to appeal but the appeal must be based on procedural issues, bias or a mistake in the interpretation of the law(s) involved.

5. **Office of Testing, Evaluation and Research Services**—The director of the office gave a PowerPoint presentation of the three areas of her office: Testing, Evaluation and Research Services:
 - a. Testing—gives students a shorter path to graduation and offers support to those who need said support.
 - b. Evaluation—gives students peer advice about instructors and faculty support for promotion and renewal. This includes Student Evaluation of Teaching (SET). SET is now totally on-line. The items have not changed and the response rate is improving. In winter 2020 12% or 806 courses opted out of the process and 88% or 6,014 participated.
 - c. Research Services—This assesses student engagement, does scantron grading for faculty and offers faculty assistance in conversion of exams in Canvas. The cost for using the testing service is a \$25 fee plus the cost of the test.

6. **FYS 1010: Learning with the Brain in Mind**—The First Year Seminar is a one credit course that fulfills the General Education requirement of Wayne Experience (WE). It is preferable that incoming FTIACs take the course in their first semester that they matriculate. In the two years that the course met the WE requirement, there have not been enough sections to meet this need. There are three basics: (1) It was designed and delivered through the Study Skills Academy; (2) it is one credit; and (3) the course meets one time per week throughout the fall and winter semesters. The course contains the following elements: (1) metacognition/neuroplasticity, (2) productivity versus procrastination, (3) ineffective versus effective study strategies, (4) memory mechanisms, (5) Stress as it relates to learning (6) impact of sleep on memory and (7) multi-tasking.

7. **Learning Communities (LC)**—This program and living learning communities (LLC) began in 2006 under the Office of the Provost but now resides in the Academic Success Center. In fall 2020 there were 37 Learning Communities including 4 Living learning Communities. There were 45 faculty and staff coordinators, 214 peer mentors (PM) and 6,175 students. All learning communities went virtual except Justice and Society because it typically does in-person work with local community groups and organizations, which could not be replicated on-line. A winter 2020 survey of 275 students yielded the following results:
 - a. 91% said they felt extremely or considerably supported by the LC Coordinator
 - b. 87% said they felt extremely or considerably supported by LC PMs
 - c. 80% said they felt extremely or considerably connected to the LC
 - d. 86% said they felt it was extremely or considerably easy to get academic support

In 2019, the LC program instituted a “rolling funding model” whereby one-third of LCs were awarded funding for one year, a second third of LCs were awarded funding for two years and a third third received funding for three years. In order to be funded LCs must make a LC Proposal Pitch Review and answer the following two questions: (1) What core challenges do you want to address with your LC idea and (2) How does your LC idea help students feel like they “belong” at WSU?

8. **Discussion of Post-Pandemic Higher Education**—The committee discussed the article printed in the Chronicle of Higher Education. It later distributed the article “The Hybrid Campus” to be used by the subcommittees. The areas the committee chose were students (#2), credentials (#3) and study abroad (#5). Sub-committee discussions will continue over the summer and into the fall semester. The current plan is to have each committee give a report to the full Senate sometime in the middle to late fall 2021.
9. **Warrior VIP**—Warrior Vision and Impact Program or Warrior VIP is a voluntary, comprehensive, student support program and learning community geared to first-generation, Pell eligible and students of color and other under-represented students. These students are regularly admitted to the university and are not conditionally admitted students. The learning community is not affiliated with a course or a career interest. It focuses on creating a sense of belonging and creating community. Warrior VIP ensures students’ successful transition into college, fosters positive engagement in the university setting and prepares students to challenge themselves as leaders beyond graduation.

Warrior VIP is comprised of student services representatives and program coordinators who meet regularly to make efficient use of university capacities, share resources and best practices plus address student concerns. Their results show that students who participate in learning communities benefit from the shared resources and the improved communications which have resulted from coordinated support of learning community partners. An incoming freshman is paired with a second- or third-year WSU student peer mentor who helps the freshman discover resources that other freshmen might struggle to discover.

Data show that Warrior VIP student are retained at a higher rate (90%) than a similar cohort of students who do not participate (80%).

10. **APEX Scholars**—APEX is an acronym for A Pathway to Academic Excellence. APEX is a three-semester bridge program or alternative admission program that provides an academic bridge designed to help incoming first year students transition and progress successfully through their first three semesters at Wayne State. The Summer Bridge program is a free, eight-week residential program (but for 2020 it was virtual and 2021 will be virtual) where students enroll in three courses: ENG 1010, APX 0510 plus one other course (COM 1010, Bio Prep or Business). There are regularly scheduled study sessions, academic advisor appointments, tutoring, etc. The students are required to earn at least a “C” in each course. The first full fall semester the students are enrolled in a blocked course schedule with 12 – 15 credits. The study sessions and tutoring advisor sessions continue.
11. **Federal TRIO**—Federal Trio programs were created with bi-partisan support as a result of 1954 *Brown v. Board of Education of Topeka Kansas* Supreme Court decision. Two federal laws the 1964 Economic Opportunity Act which created Upward Bound (UB), the 1965 Higher Education Act which created Talent Search (TS) and the 1968 Reauthorization of the Higher Education Act which created Special Services for Disadvantaged Students which was later renamed Student Support Services (SSS). These three grouped together became Federal TRIO. Over time more programs were added to the TRIO umbrella: Educational Opportunity Centers, Veterans Upward Bound, McNair Postbaccalaureate Achievement Program and Upward Bound Math-Science. SSS is the largest and most expansive program promoting college persistence for low-income students. All federal TRIO programs have common eligibility criteria. One is eligible to participate in Federal TRIO if the family

income is 150% of the poverty level and/or is the first generation to enroll in college. There are also Pre-College Adult programs for the non-traditional aged college student.

- 12. Student Success Efforts**—Data were shared about the students’ experiences during the pandemic. In June 2020 a COVID-19 Student Survey was given to all WSU undergraduate students enrolled in the winter 2020 semester and 2,400 Wayne State students responded. This survey was given to students in ten countries and in thirty-seven universities. The survey was conducted by three Wayne State faculty: Danagouliau and Goodman (Economics) and Hankin (Sociology). Students responded that finding a quiet place to study, increased family responsibilities and lack of contact with faculty and fellow students were their top concerns. Students reported experiencing high levels of psychological distress as a result of the pandemic. WSU response to the pandemic was a more holistic support and services to our students. A Mental Health Day was given in fall 2020 and winter 2021 to all students, faculty and staff. On the Mental Health Day, a calling campaign also occurred, in fall over 2,100 students were called and in winter over 1,200 students were called. An Effective Online Learning course was created in Canvas. The course included technology but also time and space management, how the human brain works differently in online learning, managing and maintaining balance. It also included support for graduate students. There were more than 2,600 users which was about 10% of our student body. We confirmed that human connection was essential to both learning and success. The university was able to respond to student issues rapidly and with strategic intervention.
- 13. Test Optional Admissions Policy**—This policy is for first year undergraduate students only and for the 2020 and 2021 admissions cycle. We do a mission driven, holistic approach that considers academic credentials, student experiences and attributes to assess potential or likelihood for successful academic achievement at Wayne State. Each application is considered individually based on noncognitive variables for student success and retention espoused by William E. Sedlacek. The COVID-19 pandemic was the driving force because the ACT and SAT test-sites were closed in Michigan and elsewhere. If a student submits a test score, then we use it as a placement test and do not use it to disadvantage a student. The Office of Undergraduate Admissions is requesting that this policy be continued for the fall 2022 cycle. For the fall 2021 cycle to date (April 2021) applications are down 13%. Of the 14,332 applications, 45% (6,467) using the test optional option. Completed applications are down 28% (9,684). This is a common trend state-wide for public universities. Enrollment Management is requesting that the Board of Governors extend the Test Optional Policy to the fall 2022 cycle.

The Chair would like to thank our guest presenters:

Marcella Eid	Laura Woodward	Dawn Medley
Darin Ellis	Michelle Hunt Bruner	Ericka Matthews-Jackson
Kurt Kruschinska	Amy Cooper	Monica Brockmeyer
Richard Pineau	Angela Sickler	Michelle Hunt Bruner
Nathan Chavez	Henry Robinson	Cheryl Kollin
Brandy Banks	Kenya Swanson	Darryl Gardner

Nikki Wright

Mark Jackson

The Chair would also like to thank the best committee of the Academic Senate:

Pynthia Caffee

Thomas Karr

Michele Ronnick

Meghan Courtney

Christine Knapp

Brad Roth

Jane Fitzgibbon

David Merolla

Krysta Ryzewski

Siobhan Gregory

Christie Pagel

David Strauss

Michael Horn

Rachel Pawlowski

Neelima Thati

Paul Johnson

Sean Peters

Jennifer Wareham

Barbara Jones

Shauna Reeves

mark wenzel

Afifi Kadadu

Respectfully submitted,

Naida Simon, Chair