Student Development Initiative

Student Success for Students of Color

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- Purpose
  - Examine the data behind falling enrollment and achievement gaps for students of color, particularly Black and Hispanic students.
  - Recommend a comprehensive set of corrective actions.
- Approach
  - Systematic review of student success, academic, financial and student engagement data.
  - Sampling of student transcripts.
  - Interviews with institutional stakeholders.

Diversity of the UG Population

Year	African American		Hispanic		Total Count
	Count	Percent	Count	Percent	
Fall 2006	6,236	31%	534	3%	20,102
Fall 2007	6,353	31%	526	3%	20,349
Fall 2008	5,910	30%	492	3%	19,434
Fall 2009	6,317	31%	566	3%	20,106
Fall 2010	5,999	30%	597	3%	20,108
Fall 2011	5,453	27%	627	3%	19,877
Fall 2012	4,489	23%	669	3%	19,342
Fall 2013	3,918	21%	763	4%	18,602
Fall 2014	3,706	20%	760	4%	18,347
Fall 2015	3,311	19%	813	5%	17,669

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Summary by Race/Ethnicity

	Retention into Year 2		Four Year Graduation Rate		Six Year Graduation Rate	
	5 years ago	Now	5 Years ago	Now	5 years ago	Now
African-American	70%	**64%**	2%	**3%**	10%	**12%**
Hispanic	76%	**66%**	5%	**10%**	14%	**28%**
Asian	93%	**91%**	20%	**29%**	54%	**62%**
White	80%	80%	15%	**23%**	44%	**48%**
Non US Citizen	80%	**81%**	16%	**30%**	45%	**39%**
Overall	77%	77%	10%	**18%**	31%	**35%**

Means the trend is worsening   **Means the trend is improving**

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Black-White Graduation Rate Gaps

6 Year Graduation Rate

Chart showing 6 Year Graduation Rate from 2010 to 2015 for Black, Hispanic, and White students. Gap of 33.7% in 2010 and 35.3% in 2015.
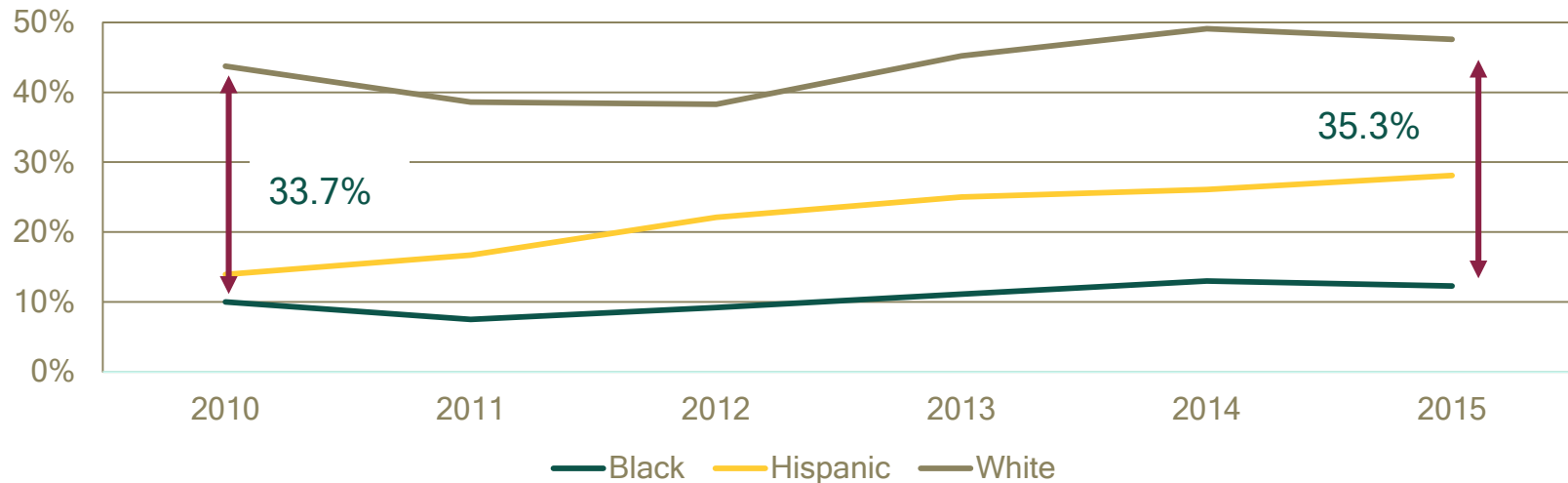
- If all race/ethnicity groups continue with the same levels of performance, we will not reach our graduation rate goals of 50%.

- If we reach our goal of 50% without significant improvements for students of color, our gaps will grow unacceptably wide – greater than 50%.

- We can meet and exceed our goals if we narrow gaps by 1% each year, while making improvements for all students.

- With additional investments we should be able to increase the rate of narrowing gaps over time.
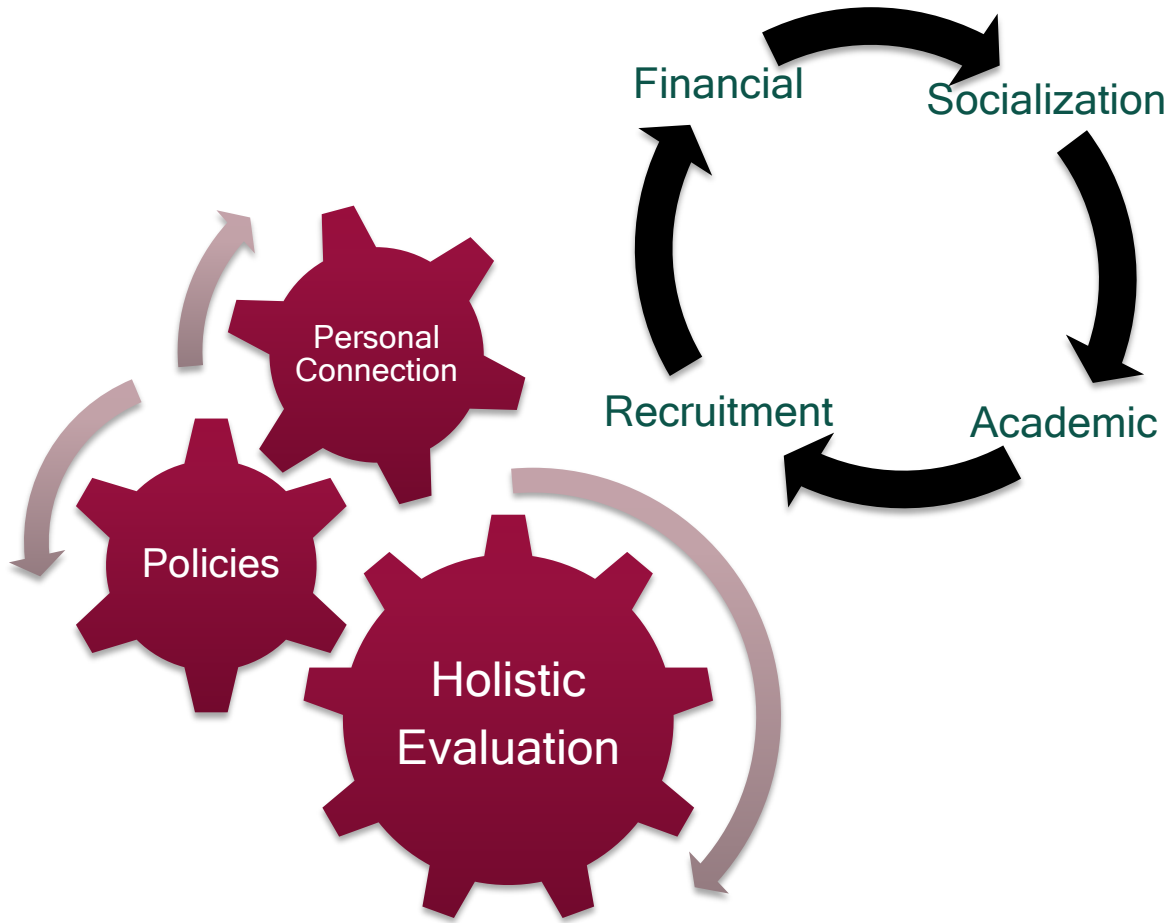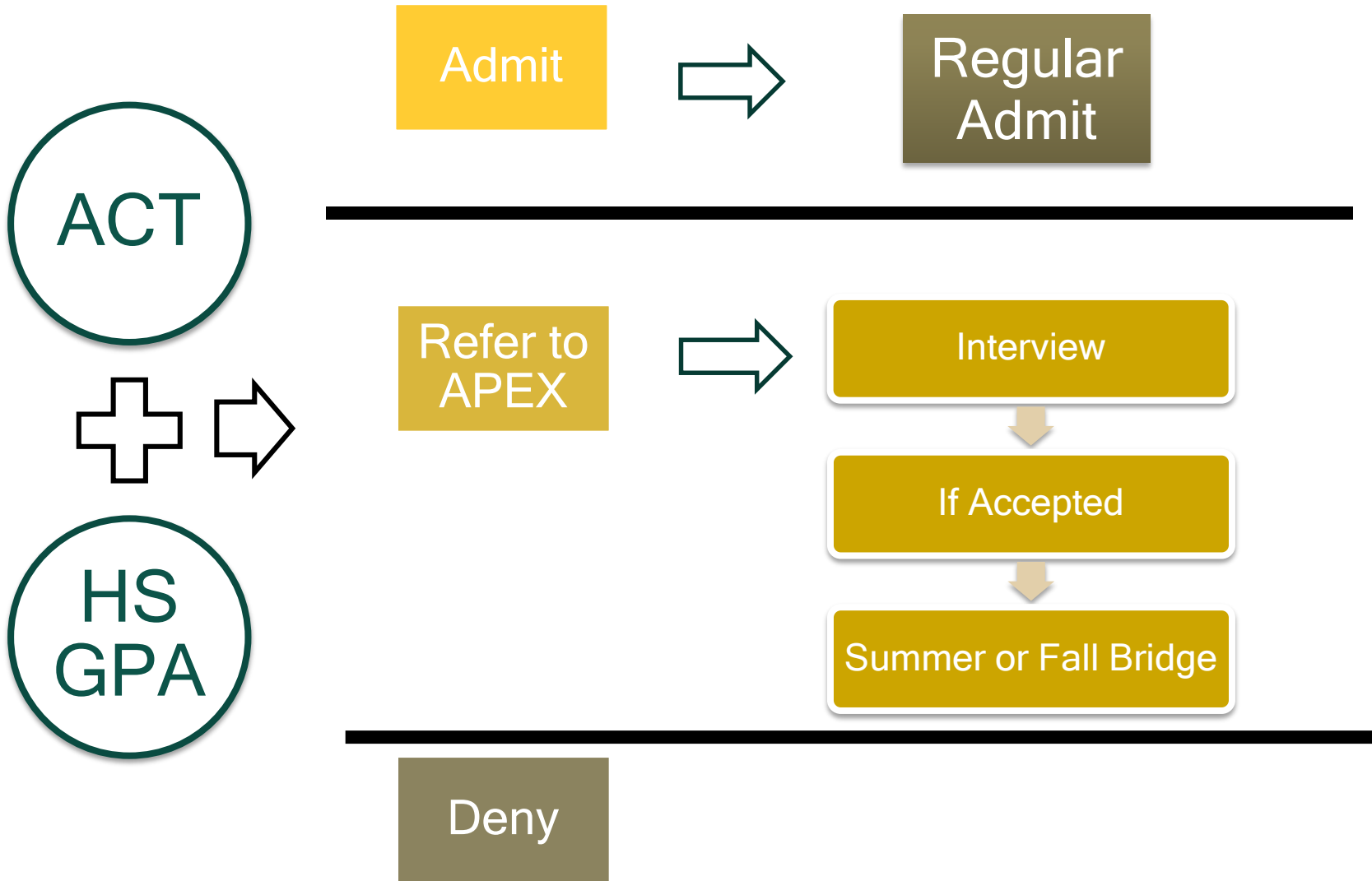
A WSU Applicant

Recruitment

- 2016 Applicant
- ACT = 18
- H.S. GPA = 2.6
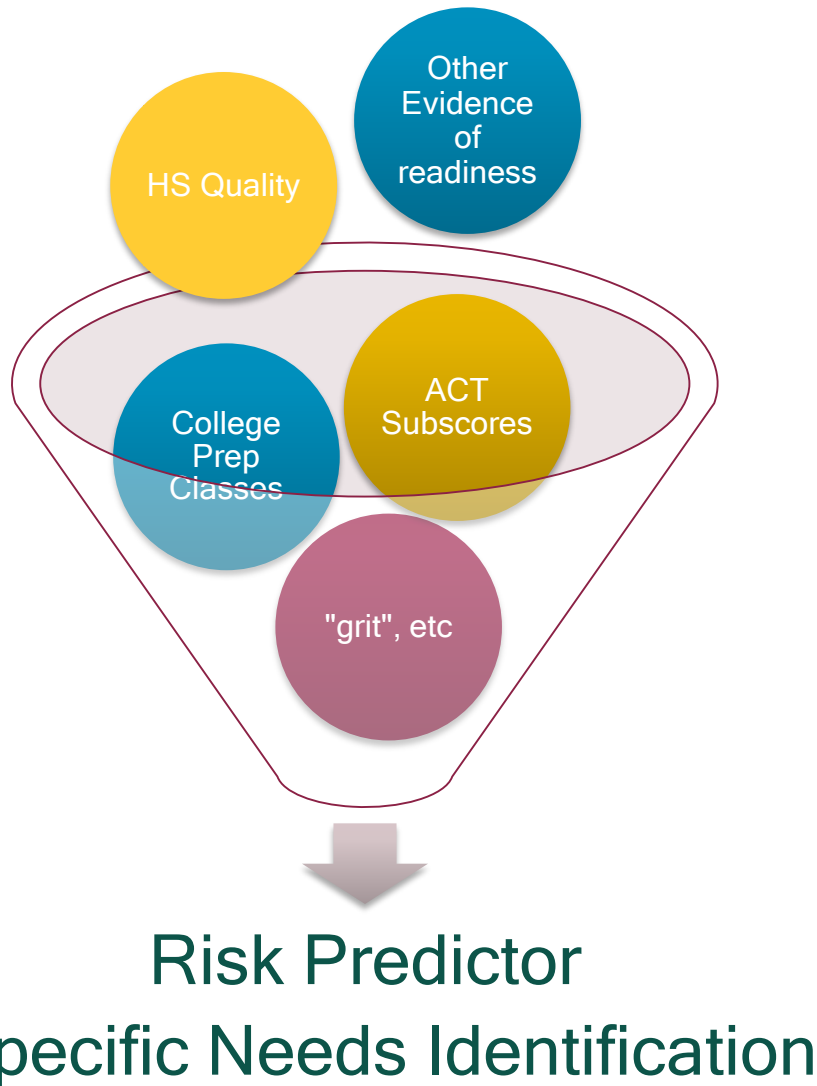- Class rank 7 / 70
- Regular Admit

Student A

Student A was admitted to WSU with a "regular admit" even though he would benefit from APEX.

West Side Academy		Grd 10	Semester 2	06/14	
2200.S2	Geometry S2		A	0.5000	Ado
2455	Academic Games 2		A	0.5000	Civ
3020.S2	Biology		F	0.0000	Eco
3520.S2	Chemistry S2		C	0.5000	US
1550	Economics		F	0.0000	Wo
1020.S2	English Language Arts 10		F	0.0000	Phy
4080.S2	Spanish I Sem 2		A	0.5000	Hea

West Side Academy		Grd 10	Summer	07/14	
3020.S1	Biology		C	0.5000	Out

West Side Academy		Grd 10	Semester 1	01/15	Tota
2507	Personal Health Mgmt 1		B	0.5000	
2130	Algebra II		F	0.0000	
1844	World History & Geography		A	0.5000	
1550	Economics		A	0.5000	
9800	Seminar		C	0.5000	
9801.Y	Senior Seminar Y		B	0.5000	
1040	English Language Arts 11		F	0.0000	

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Current Admission Process

ACT + HS GPA →

Admit ⇒ **Regular Admit**

Refer to APEX ⇒ **Interview** ↓ **If Accepted** ↓ **Summer or Fall Bridge**

Deny

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Needed: More Holistic Evaluation

Risk & Specific Needs Identification

HS Quality

Other Evidence of readiness

College Prep Classes

ACT Subscores

"grit", etc

Risk Predictor
Specific Needs Identification

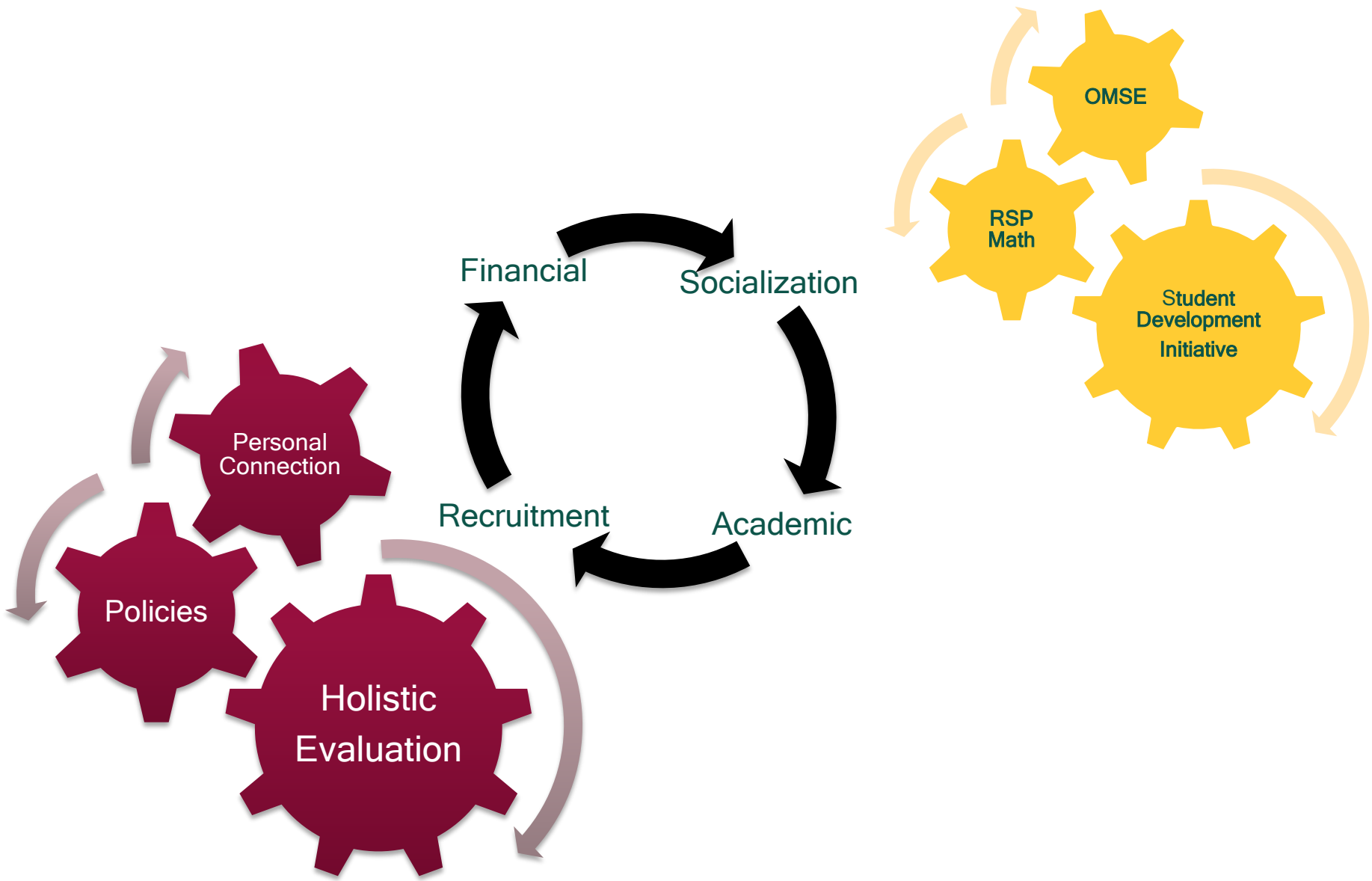Program Assignment & Support Services

Dear Student,

Welcome to Wayne State University and to the Student Development Initiative.

You have been selected for the Student Development Initiative because . . .

Love,

WSU

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A WSU student

Student Development Initiative

Student B
- 2014 FTIAC
- ACT = 23
- HS GPA = 2.53
- Harper Woods H.S
- AP Credit English

- Compared to the rest of the class:
  - 10th percentile for HS GPA
  - 47th percentile for ACT
- EAA concerns by 7th week
- Left with $2750 in loan debt.
- Asked WSU to put his name on the "do not call list"

INSTITUTION CREDIT   -Top-

Term: Fall 2014
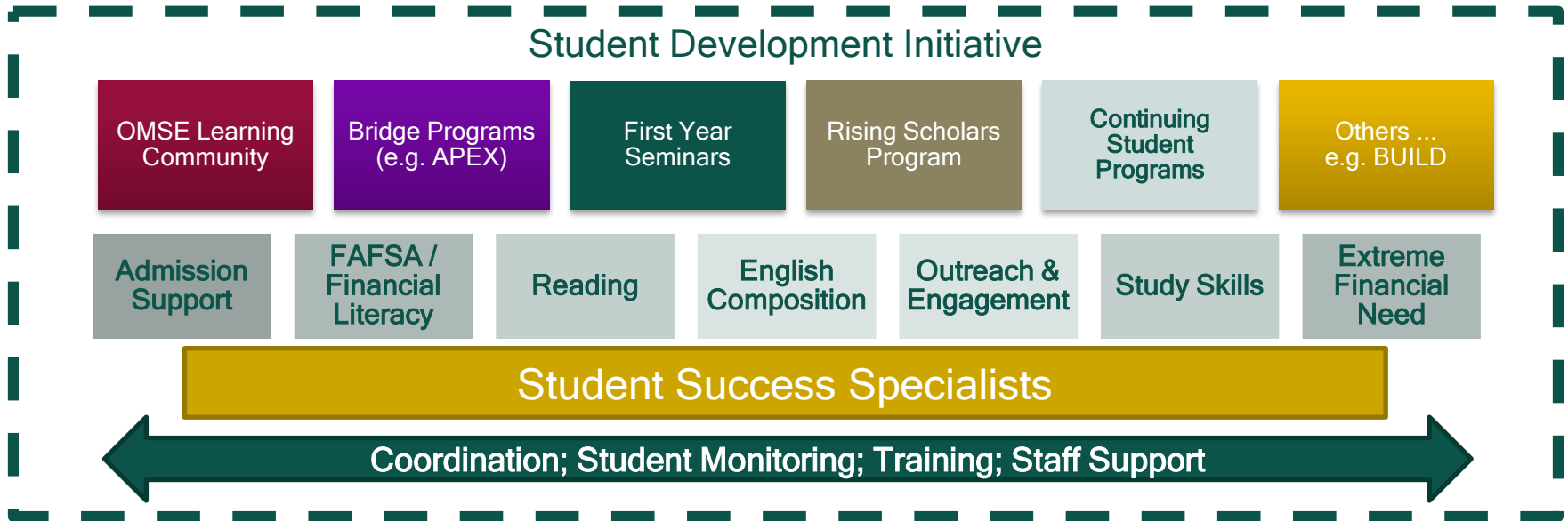
Academic Standing: Academic Probation 1 term

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
MAT	1050	UG	(MC) Algebra W Trig	F	2.000	0.00	
PS	1010	UG	(AI)Americn Gvrnmnt	C	4.000	8.00	
SOC	2020	UG	(SS)Social Problems	C-	3.000	5.01	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	9.000	7.000	7.000	9.000	13.01	1.44
Cumulative:	9.000	7.000	7.000	9.000	13.01	1.44

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Risk & Specific Needs Identification

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Program Assignment & Support Services

Student Development Initiative

OMSE Learning Community	Bridge Programs (e.g. APEX)	First Year Seminars	Rising Scholars Program	Continuing Student Programs	Others ... e.g. BUILD

Admission Support	FAFSA / Financial Literacy	Reading	English Composition	Outreach & Engagement	Study Skills	Extreme Financial Need

Student Success Specialists

Coordination; Student Monitoring; Training; Staff Support

A federation of existing and new support programs

Expanding Roles in Student Success

Student Development Initiative

Emerging Trends

Extended Responsibilities

Traditional Advising
Course Planning   Major Guidance

Early Alert Response

Co-curricular Engagement

Transfer Onboarding

First-Year Orientation

Study Skills Coaching

First-Year Seminars

Financial Aid Advising

Career Counseling

Personal Counseling

Holistic Advising

- Essential for our most vulnerable students.

- Delivered in automatic, integrated, de-stigmatized ways.

- Reduce barriers to seeking and receiving help.

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EAB Student Success Collaborative – A Coordinated Care Network for Students

Advising, Coaching, Monitoring

Predictive Analytics and Case Management Tools

EAB Student Success Collaborative - A Coordinated Care Network for Students

Case management tools and staff training make a support network for academically vulnerable students.

A WSU graduate

Advising, Coaching, Monitoring

Student C

- 2011 FTIAC
- ACT = 16
- HS GPA = 3.44
- Muskegon H.S.

- Entered College "not interested in any classes."
- Worried that her ACT was too low.
- Enrolled in Rising Scholars Math.
- Sought help frequently from her academic advisor.
- Asked about how she could get into the Honors College.

INSTITUTION CREDIT   -Top-

STUDENT'S FIRST SEMESTER

Term: Fall 2011

Academic Standing: Regular Status

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ENG	1010	UG	Basic Writing	S	2.000	0.00	
MAT	0900	UG	Essentials of Mathematics	BNC	3.000	0.00	
PS	1010	UG	(AI)Americn Gvrnmnt	C	4.000	8.00	
PSY	1010	UG	(LS)Intro Psych	C+	4.000	9.32	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	13.000	13.000	10.000	8.000	17.32	2.16
Cumulative:	13.000	13.000	10.000	8.000	17.32	2.16

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A WSU graduate

Advising, Coaching, Monitoring

- Took community college courses in the summer to keep up.
- Major: Africana-Studies, Minor: Psychology
- Occasional financial holds, but was able to resolve them.
- Stayed on Dean's list in years three and four.

STUDENT'S FIFTH SEMESTER

Term: Fall 2013

Academic Standing: Regular Status
Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
AFS	2210	UG	(SS)Blk Scl&Pol Thot	A	4.000	16.00	
ENG	2390	UG	(IC)Afcnam Lit&Wrtg	A-	4.000	14.68	
NFS	2030	UG	(LS)Nutrition&Health	A	3.000	12.00	
SPA	2010	UG	(FC)Intm Spanish 1	B	4.000	12.00	
UCS	0991	UG	Designing Your Future	S	0.000	0.00	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	15.000	15.000	15.000	54.68	3.64
Cumulative:	69.000	69.000	66.000	64.000	209.69	3.27

Graduated in Four Years with GPA = 3.4.
Currently enrolled in WSU MSW Program.

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Synthesis of Strategic Plan Priorities

Financial Sustainability

Financial

Socialization

Operational Excellence

Student Success 2.0

Diversity and Inclusion

Recruitment

Academic

Student Success

| Collaboration | Integrity | Innovation | Excellence | Diversity & Inclusion |

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