

**STUDENT AFFAIRS COMMITTEE**

**December 5, 2014**

Minutes

The meeting was called to order at 11:27 a.m. by Governor Trent in Rooms BC in the McGregor Memorial Conference Center. Secretary Miller called the roll. A quorum was present.

**Committee Members Present:** Governors Dingell, Driker, O'Brien, Pollard, and Trent; Naida Simon, Faculty Representative, and Victoria Dallas, Faculty Alternative Representative

**Committee Members Absent:** Rohit Anand, Student Representative

**Also Present:** Governors Dunaskiss, Massaron, and Nicholson, and President Wilson; Provost Winters; Vice Presidents Lessem, Lindsey, Nork, Johnson, Staebler, and Wright, and Secretary Miller

**APPROVAL OF MINUTES, September 20, 2013**

**ACTION** — Upon motion by Governor O'Brien and seconded by Ms. Simon, the Minutes of the September 20, 2013 meeting of the Student Affairs Committee were approved as submitted. The motion carried.

**STATE OF THE STUDENT SENATE**

Provost Winters introduced Ms. Naomi Shangle, Student Senate president and a junior in public relations who comes from Sparta, Michigan. Ms. Shangle said it has been an exciting year for the Student Senate and described several projects in which the Senate has been involved. With the renovation of the Student Center nearing completion, the Senate will be moving into its new offices in January. One of the Senate's goals is to get students involved in the community and development within Midtown and the surrounding area. A new initiative provides buses so that students can go to different locations in downtown Detroit, and more than 200 students used the round-trip shuttles on the first night alone. Another project is the appointment of a chief diversity officer. Ms. Shangle said the Senate sees many problems, specifically with support for the GLBTA community on campus. They should have someone to represent them, with programs that would make the campus GLBTA-friendly.

Finally, the Senate has been working with the Student Association of Michigan, where the student senates from all 15 public universities in Michigan get together to discuss problems common to all. Ms. Shangle said that this year Wayne State is well represented on its executive board. The current president of the Student Association will be attending Wayne

State next semester, and the treasurer and the director of university affairs are also WSU students. Ms. Shangle concluded her report.

Governor Trent thanked Ms. Shangle for her enthusiasm, and Provost Winters added that Ms. Shangle brought that enthusiasm to the strategic planning process as the student representative, where she was a real asset.

#### UPDATE ON THE SOUTH END

Provost Winters introduced Mr. Tim Carroll, a sophomore in journalism from St. Clair Shores and the Editor-in-Chief of *The South End*. Mr. Carroll said the most significant and visible change with the student newspaper is that there is no longer a print edition on a regular basis. The newspaper has evolved from a daily to a weekly, a monthly, and finally to a special edition format with a daily online publication. Stories are posted Monday through Friday on the website, [thesouthend.wayne.edu](http://thesouthend.wayne.edu). They are also heavily on social media sites including Twitter, Instagram, and Facebook, reaching about 40,000 people. Another goal is to increase its presence among students, faculty, and staff of the University. The *South End* staff instituted a new way of communicating with its readers through an e-mail update that provides a short list of stories that were recently posted on the website. They have been working with the dean of Students office and the Marketing division to get the e-mail out to as many people as possible. Mr. Carroll concluded his presentation and encouraged everyone to check out *The South End* website.

Governor Pollard asked whether going online affected advertising revenue, and also whether this is a trend that other universities are following. Mr. Carroll replied that advertising has been dropping consistently over the past couple years due to increased competition. Much of the advertising that the newspaper saw five or six years ago is now going online with different social media or in such areas as the Midtown coupon book. *The South End* will also focus more on social media ads; for example, they will post a tweet to go to a certain restaurant and get a 10% discount by mentioning the tweet. Mr. Carroll said that will help with advertising revenues, but the volume will not be the same as it was five years ago with print editions.

With respect to other universities, Mr. Carroll said the general trend is that more universities are switching their publications online because of the cost of printing and fewer people reading the print editions. *The South End* is the first student paper in the state to go primarily online. Several universities still have dailies, something WSU could not sustain, but the primary direction seems to be moving to online publications.

Governor Trent noted that online publication is reaching about 40,000 people and asked how that compares to the print edition. Mr. Carroll replied that the circulation of the monthly print editions was about 7,000 to 8,000 a month. The comparison, however, must be qualified; online contact includes everyone from those who see a tweet about a story and clicked on the link to read one story, to those who read the whole newspaper through the website. Nevertheless, the level of engagement has increased and more people see *The South End* than they have in the past.

## ACADEMIC SUCCESS CENTER

Provost Winters introduced Ms. Michelle Bruner, Director of the Academic Success Center, for a presentation on the Academic Success Center.

Ms. Bruner presented an overview of the Center's work to support students and an update on the programs that have been expanded. The Center's primary focus is to help students better understand course material in their classes. However, other goals include making sure that students know how to strengthen study skills, persist toward graduation, and carry their university experience into their professional and personal work. She focused on several areas, beginning with the Center's two core services:

- *Study Skills Workshops* — These workshops teach students to navigate a textbook more effectively, and how to manage their time to complete all their academic responsibilities and still have time for extra-curricular activities and participating in campus life.
- *Math Success Services* — A math coordinator is now working with students both individually and in math discussion groups to help them understand key concepts and topics. Some students may not be enrolled in math classes but still need the math foundation for other areas such as physics.

The next four programs have been considerably expanded, with an increase in partnerships with other departments across campus.

- *Peer-Assisted Learning and Supplemental Instruction (SI)* — The SI program at WSU is modeled after the high impact educational practices propounded by Professor George Kuh and established by the University of Missouri in Kansas City. The program chooses to support courses that are traditionally difficult courses such as biology, chemistry, and physics, as well as some math and language courses. A student who has taken one of these courses, done well, and earned the recommendation of a faculty member to serve as an SI leader, will hold separate sessions each week to help students understand the key concepts and topics introduced in the course. Students are able to work in a collaborative group environment and process material much more effectively than in a regular study group, primarily because they have the additional support of a student who has taken the course and works closely with a faculty member. Students are gaining experience applying study skills and are more actively engaged in the course. The program's goals are to lower attrition in the historically difficult courses, improve learning and grades, and improve student graduation rates.

During Fall Semester 2013 over 2,000 students in approximately 32 courses participated in the SI program, resulting in over 7,300 contacts or visits. Typically, fewer students participate in the winter semesters, and Winter Term 2014 saw almost 1,700 students with about 7,000 student visits. In general, students who take part in supplemental instruction earn a half to a full grade better than students who do not participate in the resource.

Ms. Bruner expressed her appreciation for the number of partnerships the program has developed with departments across campus, many of which have resulted in funding for the program. These partnerships have provided funding for four SI leader positions in computer science courses, one in political science, and one in psychology. Twelve faculty members

have joined the program or training, providing feedback from faculty about what they find most helpful in the program, and how to broaden or enhance the work being done to support students.

- *Comerica Scholars Learning Community* — This learning community was established in 2005 and was fully up and running in 2006 with the support of the Comerica Charitable Foundation. The grant allowed the Center to support peer mentors and a transition seminar for students in the Detroit Compact and Wade McCree scholarship programs, most of whom came from the Detroit Public School system with ACT scores of at least 21 and GPAs of at least 3.0. There are currently 65 active participants, with between 17 to 20 students entering each Fall semester. A course was established, available only to students in this learning community, that included study skills information, support from peer mentors, and regular communication with the project manager of the community. Ms. Bruner added that many of these students were not prepared for the rigors of college and needed greater support in other areas besides study skills. They were, therefore, given an introduction to campus resources, financial literacy, and wellness education, all contributing to cognitive function and productivity in the classroom. The result has been a 50% six-year graduation rate of those students participating.
- *FYS 1010* — The success of the instruction in the Comerica Scholars Learning Community prompted the Academic Success Center to expand the program to other students across the campus. The First-Year Seminar course, FYS 1010, was made available to four sections of undergraduate students in the Fall 2014 Semester. In addition to study skills, relationship with faculty and the campus community, and financial literacy, Ms. Bruner said that many first-year students experienced contact with people who came from very different backgrounds than their own. The seminar provided an opportunity to help students bridge that gap by discussing topics and common reading experiences, such as the book *Persepolis* by Marjane Satrapi, a memoir of a young girl growing up in revolutionary Iran. The one-credit course is being marketed to students as helping pave the way for the next 119 credits toward graduation.
- *Pre-College Outreach* — The Academic Success Center is also expanding its outreach program by going into local elementary and middle schools to help students understand fundamental study skills and prepare for the work that will be expected of them when they enter a university. In addition, Ms. Bruner said the goal is to help K-12 students regard Wayne State University as a supportive partner in their education. Some of the pre-college partnerships included New Detroit Camp Enterprise, where almost 200 students learned to strengthen and develop their study skills; the C2 Pipeline Warrior College Experience, an 11-day residential program where almost 100 students visited the WSU campus and engaged with five different disciplines to research and study diabetes; and the Ferndale University High School, a partnership to help prepare Ferndale students for higher education.

Ms. Bruner concluded her report and the floor was open for discussion.

Professor Simon said her unit posts early academic alerts referring students to the SI program and she wondered if the Center tracks these students. Ms. Bruner replied that the tracking system is being updated, and she noted that the numbers of students are lower than the actual numbers who are coming in referred by Ms. Simon's unit.

Ms. Bruner responded to several questions posed by Governor O'Brien:

1) Does the Center actively recruit students, or simply wait for the students to request help? The staff works very closely with departments, faculty members, and advisors who refer students to the program. Sometimes students are on a slippery slope, or in some cases they are doing well but their advisors foresee a potential for challenges ahead. Ms. Bruner said the program's biggest challenge is reaching those students who need help the most, and this is why the partnership with departments, faculty members, and advisors is so important.

2) What is the Center's capacity? The Center has four full-time learning specialists, two study skills specialists, and two graduate students to support some of its work. There are also 42 supplemental instruction leaders and tutors, and this peer component is key in helping reach students, because students will respond differently to their peers in the instructional setting. Nevertheless, there is a definite need for expansion. Ms. Bruner was grateful to the support provided by the Provost's Office, which helped bring on board the outreach coordinator who not only helps with the K-12 group in the community, but also conducts workshops in the classrooms and reaches students on an individual basis.

3) Do the students pay for these services? There is no additional charge. Students are told that their tuition dollars have already paid for this resource, so they should take advantage of something in which they have already invested.

Governor Massaron assumed that entry into the SI program means a student is in trouble in the course. Professor Simon replied that faculty members and advisors choose students who they feel will not pass the course, and those students receive an e-mail suggesting they seek supplemental instruction. Provost Winters noted that this group of students are not the only ones who are referred to the program. Ms. Bruner noted that, as mentioned earlier, some courses are historically difficult, and they are targeted for supplemental instruction. She commented that early on some professors assumed there were doubts about their instruction, but she stressed it had nothing to do with the instructor but with how students were performing in a certain course.

In response to Governor Dingell's question about which courses were involved, Ms. Bruner said they are primarily general education courses such as biology, chemistry, as well as languages and social sciences. Students do not use the SI program for math since most seem to take advantage of tutoring for support in mathematics. Each Fall and Winter semester, the SI program supports approximately 32 courses.

Mr. El-Moussa asked whether the number of supplemental instructors vary based on a class of 20 students versus a lecture-style class of 400. Ms. Bruner replied that some courses have two supplemental instruction leaders, but most have only one. The SI leaders attend all the lectures and announce that supplemental instruction will be available. SI sessions average around 20 to 25 students, even from larger lecture-style classes with a couple hundred students.

In response to questions by Ms. Dallas and Ms. Simon regarding the FYS courses, Ms. Bruner said that two academic staff members from the Academic Success Center are responsible for teaching the courses. The goal is to expand the availability of the course to many more students. Students did complete a pre-assessment before the semester began to

attain a baseline, and a post-assessment will be done after the semester. They will also be tracked to see how many of them graduate in four, six, or eight years.

Governor Dunaskiss noted that students access the program on a voluntary basis even though it may have been suggested by a professor. She asked if there is a profile of which students choose to come voluntarily as opposed to those who need to come. Ms. Bruner said that students who are motivated, resourceful, and recognize opportunities to seek out resources come to the program on a regular basis. The Center focuses its efforts on reaching students who may not be as comfortable and consider it a stigma to ask for help. There are many students in the B and C range, but the Center works closely with faculty and advisors across campus to reach students who are below that grade level.

Governor Nicholson referred to the Comerica Scholars Program and asked if anyone tracks the 50% of students who do not graduate in six years. Ms. Bruner explained that some take more than six years and some transfer to other universities. Unfortunately, many students in this particular cohort recognize they were underprepared for college and leave because of financial challenges and family issues that interfere with their academic life.

In response to Governor Pollard's questions, Ms. Bruner said she has been with the Academic Success Center for 13 years, while the Supplemental Instruction program was incorporated about 12 years ago. Although the SI program's chief focus is on students in the 1000, 2000, and 3000 level courses, it also supports students at the graduate level who are invited to come in for workshops.

Governor Trent asked how the First-Year Seminar compares to the mandatory introductory class that existed in the recent past. Ms. Bruner said the previous course was UGE 1000 and was very different, focusing on helping students understand the library system. The current course is more comprehensive, focusing on identity and study skills and helping students to understand connections around campus.

Associate Provost Brockmeyer commented that a committee is currently convening to review mandatory general education courses. They are very interested in the graduation rates and progress of the students, and most likely will be interacting soon with Ms. Bruner and the First-Year Seminar course to learn more about that opportunity.

Governor O'Brien said she has been on the Board for two years and this was the first time she heard about the Academic Success Center or from Ms. Bruner. She urged that Ms. Bruner give regular reports on developments within the Center.

Governor Trent noted that the mathematics proficiency requirement has always presented many challenges to students trying to get their degree. She asked if the SI program has had more success in helping students with math proficiency. Ms. Bruner said the Academic Success Center has several successful partnerships with departments across the campus, including the Athletic Department. A number of students come weekly from MAT 1000, MAT 1050, AND MAT 1800; a coordinator works individually with students, and the Center is also establishing discussion groups. They continue to focus more efforts on math services, but are not as far along as they would like. Associate Provost Brockmeyer added that there are a variety of initiatives, not only in the Academic Success Center but in other places on campus such as the Rising Scholars program in the Mathematics Department. The number of students who have achieved mathematical competency via coursework has increased by 2.5

to 3 times over the last five or six years, and she will present an update to the Board on her next report.

### **STUDENT CODE OF CONDUCT OFFICER REPORT**

Provost Winters presented the report of student code of conduct charges for the 2013-2014 academic year. The report was self-explanatory, and rather than a formal oral presentation, the Provost introduced the Student Conduct Officer, Ms. Brandi Johnson, to answer any questions the Board may have. Governor Massaron asked if there were any data or reports for preceding years. Ms. Johnson explained that the last such report was in 1995 or 1996, and information since that time is not readily available. She took on the role of student conduct officer in May of this year, and one of her chief tasks is to implement a student conduct data base system to track and quantify this information in the future.

Governor Massaron asked who participates in the preparation of the report regarding sexual harassment and forcible sexual assault that is filed with the federal government. Ms. Johnson replied that besides herself, several other divisions help compile the information, including Public Safety, the General Counsel, and Housing and Residential Life. Governor Massaron noted that *Bridge Magazine* just published an article that provides analysis and data comparing the rate of sexual assault on 41 public and private campuses in Michigan from 2011-2013. He said it is an important document to read and focus on, and recommended that copies be provided to members of the Board and the Student Affairs Committee. Governor Nicholson agreed, saying it would be helpful to have comparative data to other universities in WSU's peer group. Ms. Johnson thanked Board members for their comments and feedback.

### **ADJOURNMENT**

There being no further business, the meeting adjourned at 12:16 p.m.

Respectfully submitted,

Julie H. Miller  
Secretary to the Board of Governors