



Board of Governors

ACADEMIC AFFAIRS COMMITTEE

June 24, 2016

Minutes

The meeting was called to order at 10:18 a.m. by Governor Dunaskiss in Room FGH at the McGregor Memorial Conference Center. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Dunaskiss, Kelly, Massaron, Pollard, and Trent; Renée Hoogland, Faculty Representative and Jane Fitzgibbon, Faculty Alternate Representative; Abdul-Rahman Suleiman, Student Representative

Also Present: Governors Nicholson, O'Brien and Thompson, and President Wilson, Provost Whitfield; Vice Presidents Burns, Hefner, Lanier, Lessem, Lindsey, Staebler and Wright, and Secretary Miller

APPROVAL OF MINUTES, April 1, 2016

ACTION: Upon a motion made by Governor Trent and supported by Governor Kelly, the minutes of the April 1, 2016 Academic Affairs Committee were approved as submitted. The motion carried.

PRESENTATION: STUDENT SUCCESS REPORT

Governor Dunaskiss called on Provost Whitfield to present a Student Success Report. Provost Whitfield introduced Monica Brockmeyer, the Associate Provost for Student Success, to give the presentation.

Ms. Brockmeyer thanked Marquita Chamblee, Ahmad Ezzeddine and many other members of the campus who consulted and assisted in pulling the report together and said that they had two purposes. The first was to examine the data behind falling enrollment and achievement gaps for students of color, particularly African American and Hispanic students (the report at this meeting time would only address undergraduate students and not graduate students), and the second was to recommend a comprehensive set of corrective actions. Their approach was a systematic review of student success, academic, financial and student engagement data, a sampling of student transcripts and interviews with institutional stake holders. Since 2010, the diversity of the undergraduate population at Wayne State had fallen both in the numbers of African American students as well as a share of the population overall. From 2010 to 2013, the percentage of the African American undergraduate population had fallen from 30% to 19% while the Hispanic population grew modestly from 3% to 5%; a trend also mirrored in the diversity of the incoming class. The report also looked at retention into the 2, 4 and 6 year graduation rates for students of color compared to 5 years ago. Year 2 retention had fallen for African American, Hispanic and

Asian students; from 70% to 64% for African Americans and from 76% to 66%, while the 4 and 6 year graduation rates for all of those groups increased. She noted that the African American student 6 year graduation rate had increased from 10% to 12% and for Hispanic students from 14% to 28%. The gender gap between males and females narrowed, with African American males at 11%, females at 13%, Hispanic males at 29% and females at 28%. The numbers fluctuate because of the smaller number of Hispanic students on campus. In 2010 there was a 33.7% gap between the graduation rate for African American and white students, despite an increase in the graduation rate for black students. She said that it was an area of concern in light of a set campus graduation rate goal of 50% by 2021 and, that if the race/ethnicity levels continued, the goal would not be reached. It would be possible to reach those goals looking only at increases for white students and not corresponding rates for students of color. She also stated that the goal could be met and exceeded by narrowing graduation rate gaps by 1 to 2% each year while making improvements for all students, and she went on to discuss the strategies that would benefit both white students and students of color. She noted that the experiences of the typical student is a combination of their recruitment experiences, admissions, financial concerns, socialization and academic experiences, and what is done as an institution in interrelated ways. She began with the admissions process and discussed an example of a segment of a high school transcript from one African American from the city of Detroit applicant to Wayne State. The student's ACT was 18, grade point average was 2.6, class rank was 7 out of 70 and was admitted regularly to the University. From looking at his transcript, the classes he took did not prepare him for college, with classes such as academic games, gym et al increasing his GPA, while he failed English multiple times. This student required additional support to be ready and the admissions processes did not serve to identify and support his needs. There are plans to improve the evaluation of student needs more comprehensively as they apply to Wayne State so that they can be appropriately supported. Currently, the admissions process looks at ACT score, high school grade point average and if above a certain threshold, regular admission is granted. With a combination of a more modest threshold there is referral to the APEX program, where there is an interview, and if accepted, admission is granted into the Summer or Fall Bridge program. She noted that the process needed to be expanded and that they were looking at ways to move to a more granular evaluation of student needs. Students come to college with a variety of indicators of their readiness or their need for assistance that goes beyond those two measures; including the specific courses on their high school transcript, their ACT sub-scores, their background, their high school information, as well as measures of leadership, tenacity and grit. There is a need for a more comprehensive analysis to better assess the risk and level of support that students need coming into college. Student B is an African American student from Harper Woods High School, with an ACT of 23 GPA and high school GPA of 2.5. His first semester he took Algebra, Government, and Sociology, failed Algebra and received C's in the other two classes. The Early Academic Alert System indicated concerns by the Week 7 and the student didn't show any evidence of contact with an advisor. The student subsequently left with a \$2,750 student loan debt, and asked that his name be placed on the Wayne State Do Not Call list. There is clearly a need to reach out to student's academic difficulties, sooner than later as they may not seek the help that is required. She noted that currently the university is engaged in a systematic review of current Student Support Services in the form of Learning Communities, Bridge Programs and first year seminars. She also mentioned the Rising Scholars Program and described it as a variety of programs that already exist on campus. The RSP program, together with assessment of capacity to deliver additional support in FAFSA completion, reading support, outreach and engagement study skills, financial navigation, and student success specialist academic coaching - will assist students in proactively getting their needs met. Next, Ms. Brockmeyer provided additional profiles

of several recent student applicants to illustrate the complexity of the process. She noted an expansion of the traditional advising model, away from just course planning and major guidance into support for co-curricular engagement, better onboarding, early feedback and alert response and study skills coaching. The Education Advisory Board-Student Success collaborative is an initiative that will lead to a comprehensive set of predictive analytics and advising tools to permit better assessment of academic risk after the student enters college. Monitoring of a student's transcript and other measures of engagement enables measures for all students and monitoring how those measures change over time. The EAB tool provides the capacity for a coordinated care network and a case management system. She explained that a coach, for example, in a diversity program together with an Academic Advisor or Study Skills Specialist and Financial Aid Support person, could collaborate to access a student's needs, support them, make referrals and follow up.

Next, she shared a student success story in which Student C, who came to Wayne State in 2011 from Muskegon High School, had an ACT of 16, high school grade point average of 3.4. and wasn't really interested in any of the classes offered but became a Wayne State Graduate. The student worried about a low ACT score and showed interest in the Honors College. She sought academic advisor assistance and her advisor responded proactively. The first semester GPA was 2.16. She took Community College courses, experienced and overcame financial difficulty and by year 3 and 4 was on the Dean's List. Despite starting at a remedial level she is now a graduate in the MSW program. Governor Dunaskiss noted that self-advocating was new to many students at the University level and that reaching out to support them in accessing those services was highly important. Governor Thompson asked about what was learned or what steps had been taken for Hispanic students and were there any of those same measures applied to African American students? Ms. Brockmeyer stated that there were measures of academic stress, educational preparedness and psychological readiness for college being assessed through a survey at the time that students enter college. She noted that African American students on average were coming in more disadvantaged than Hispanic students. She also noted that many but not all Hispanic students were in the Center for Latin American Studies and that in that small contextual environments, a student's needs are more comprehensively assessed and proactively addressed from the beginning. She explained that with the new improved admissions review process and strengthening of existing support systems, the university will expand that kind of support network to scale across campus to make it the way to do business for everyone on campus and not just for a few. Governor O'Brien asked about the EAB implementation and the Build Grant kids, their ages and how they fared. Ms. Brockmeyer advised that the implementation was on schedule, with the EAB stating that they were in the early phases of extracting data. She noted that by the end of summer some executive dashboards would be available and there would be advisor training and a more broad scale campus rollout available to advisors until approximately May of 2017. She noted it was the standard implementation timeline provided by the EAB company. President Wilson said that the Build students had an extraordinarily successful first year. Dean Ambika Mathur reported that there were 17 incoming freshman and for the first year, all of them were either Hispanic, Latino/Latina, or African Americans from the Metro Detroit high schools. She noted that the first semester GPA was an average of 3.5 and ending the Winter semester, the cumulative GPA had been 3.68 and several were at the top of their class with 4.0's. Governor Thompson asked Ms. Brockmeyer whether information is available from other schools that have improved graduation and retention rates for African American and Hispanic students, in terms of how long it has taken them to implement different strategies, and whether Wayne is within the time range of the other schools. Ms. Brockmeyer responded that two schools, Georgia

State and Virginia Commonwealth, had closed or reversed their race-ethnicity gaps in about 10 years and that she thought that we would be at the early stages of that timeframe. Professor Fitzgibbon asked if the university did better with transfer students? Ms. Brockmeyer advised that they were harder to track and measure and that the rate of transfer for many students of color into 4 year colleges and universities from community college was low. Students with Associate's Degrees were better prepared but many students of color are not making it through community colleges to universities and that's a national trend.

Governor Pollard asked whether male coaches and mentors are being incorporated into the program and Ms. Brockmeyer agreed that this was important. Governor Pollard spoke about demographic changes, noting the increased 7% population of African Americans to Macomb County, which does not have a county-based university, and stated a hope that we would keep recruitment of these students in mind. Governor Dunaskiss asked whether the university had looked at the successes of Georgia and Virginia and asked if we had incorporated some of those strategies into our plans. Ms. Brockmeyer agreed, noting that we hired more advisors and also used the EAB tool. There were no further questions, and Governor Dunaskiss thanked Ms. Brockmeyer for her presentation.

DISCONTINUANCE OF THE BRIDGE GRADUATE CERTIFICATE IN ENGINEERING MANAGEMENT

DISCONTINUANCE OF THE M.S. AND PH.D. PROGRAMS IN MOLECULAR AND CELLULAR TOXICOLOGY

DISCONTINUANCE OF THE EIGHT MASTER OF EDUCATION MAJORS IN TEACHER EDUCATION AND JOINT MASTER'S DEGREE PROGRAM IN SOCIAL STUDIES EDUCATION AND HISTORY

Governor Dunaskiss asked the committee to consider several program discontinuances, establishments, and name changes presented for approval as a group:

ACTION: Upon motion made by Governor Massaron, and supported by Governor Kelly, the following actions were taken:

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to discontinue the Bridge Graduate Certificate in Engineering Management (Academic Affairs), effective fall 2016.

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to discontinue the M.S. and PH.D Programs in Molecular and Cellular Toxicology (MCT), (Academic Affairs), effective fall 2016.

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to discontinue the Eight Master of Education Majors in Teacher Education and Joint Master's Degree Program in Social Studies Education and History (Academic Affairs), effective fall 2016.

The motion carried.

ESTABLISHMENT OF A MASTER OF EDUCATION PROGRAM IN TEACHING AND LEARNING

ESTABLISHMENT OF A GRADUATE CERTIFICATE IN LIBRARY AND INFORMATION SCIENCE

ESTABLISHMENT OF A LAWSTART PROGRAM

ESTABLISHMENT OF A MASTER OF SCIENCE IN PATHOLOGISTS' ASSISTANT PROGRAM

ACTION: Upon motion made by Governor Massaron, and supported by Governor Pollard, the following actions were taken:

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to establish a Masters of Education in Teaching and Learning (Academic Affairs), effective fall 2016.

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to establish a Graduate Certificate in Library and Information Science, effective fall 2016.

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to establish the LawStart Program, effective fall 2016.

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to establish a Master of Science in Pathologists' Assistant Program, effective fall 2017.

The motion carried.

CHANGE THE NAME OF THE BACHELOR OF ARTS WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY TO THE BACHELOR OF ARTS WITH A MAJOR IN LEARNING DESIGN AND TECHNOLOGY

CHANGE THE NAME OF THE BACHELOR OF SCIENCE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY TO THE BACHELOR OF SCIENCE WITH A MAJOR IN LEARNING DESIGN AND TECHNOLOGY

CHANGE THE NAME OF THE DOCTOR OF EDUCATION WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY TO THE DOCTOR OF EDUCATION WITH A MAJOR IN LEARNING DESIGN AND TECHNOLOGY

CHANGE THE NAME OF THE EDUCATION SPECIALIST CERTIFICATE IN INSTRUCTIONAL TECHNOLOGY TO THE EDUCATION SPECIALIST CERTIFICATE IN LEARNING DESIGN AND TECHNOLOGY

CHANGE THE NAME OF THE MASTER IN EDUCATION WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY TO THE MASTER OF EDUCATION WITH A MAJOR IN LEARNING DESIGN AND TECHNOLOGY**CHANGE THE NAME OF THE DOCTOR OF PHILOSOPHY WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY TO THE DOCTOR OF PHILOSOPHY WITH A MAJOR IN LEARNING DESIGN AND TECHNOLOGY**

ACTION: Upon motion by Governor Massaron and supported by Governor Thompson, the following actions were taken:

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to change the name of the Bachelor of Arts with a major in Instructional Technology to the Bachelor of Arts with a major in Learning Design and Technology, effective fall term 2016.

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to change the name of the Bachelor of Science with a major in Instructional Technology to the Bachelor of Science with a major in Learning Design and Technology, effective fall term 2016.

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to change the name of the Doctor of Education with a major in Instructional Technology to the Doctor of Education with a major in Learning Design and Technology, effective fall term 2016.

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to change the name of the Education Specialist Certificate in Instructional Technology to the education specialist certificate in Learning Design and Technology, effective fall term 2016.

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to change the name of the Master in Education with a major in Instructional Technology to the master of education with a major in Learning Design and Technology, effective fall term 2016.

The Academic Affairs Committee recommended that the Board of Governors approve the proposal to change the name of the Doctor of Philosophy with a major in Instructional Technology to the Doctor of Philosophy with a major in Learning Design and Technology, effective fall term 2016.

The motion carried.

ADJOURNMENT

There being no further business the meeting adjourned at 10:48 a.m.

Respectfully submitted,



Julie H. Miller
Secretary to the Board of Governors