



BOARD OF GOVERNORS

STUDENT AFFAIRS COMMITTEE

May 6, 2016

Minutes

The meeting was called to order at 11:39 a.m. by Governor O'Brien in Room FGH of the McGregor Memorial Conference Center. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Dunaskiss, Massaron, O'Brien, Pollard, and Trent, Faculty Representative Naida Simon and Jacob Johnson, Student Alternate Representative

Committee Members Absent: Victoria Dallas, Faculty Alternate Representative and Student Representative Rasha Khanafer

Also Present: Governors Kelly and Thompson, and President Wilson; Provost Winters, Vice Presidents Burns, Decatur, Lessem, Lindsey, Staebler and Wright, and Secretary Miller

APPROVAL OF MINUTES, April 1, 2016

ACTION: Upon motion made by Jacob Johnson and supported by Governor Dunaskiss, the Minutes of the April 1, 2016 meeting of the Student Affairs Committee were approved as submitted. The motion carried.

STUDENT SUCCESS REPORT

Governor O'Brien introduced Provost Winters to present two Provost Office presentations that could not be heard at the last meeting due to time constraints. Provost Winters called on Associate Provost Monica Brockmeyer to give the annual student success report. She explained that it would be the first of two, with the second presentation to happen at the June meeting. She noted that the presentation would include recent trends with respect to retention, graduation and student achievement measures and would discuss and highlight initiatives that are undertaken to promote that growth.

Each year's reports contain retention and graduation rates for full-time FTIAC's. These are students who come to college for the first time and are full-time in the first semester, and represent about half of the undergraduate population. There are also many transfer students whose data are not as widely reported.

Retention for first time, full-time students from the first year to the second year was 77% in the last year, a number that has been flat over the last 7 or 8 years. Michigan public university peers

have a first to second year retention rate of 79%. The 6-year graduation rate for students who started as full-time freshmen 6 years ago is 35%, an increase of 9 percentage points from 26% at the beginning of the student success initiative, 4 years ago. The size of the increase puts Wayne in the top 5 or 6% nationally of 4 year public universities, with respect to the size of improvement in graduation rates. We are committed to reach 50% graduation rate by the end of our current, distinctively Wayne, strategic plan with target thresholds for each of the next several years.

The 4-year graduation rate for the most recent cohort, students who entered in 2011 and graduated by 2015, was 18%, a near doubling of the 11% from 2 years ago. There were marked increases in students who have ACT scores below 30, showing that we can shorten time to degree and increase degree completion across a wide variety of students.

Ms. Brockmeyer reviewed a chart which addresses questions on whether improvements in 6-year and 4-year graduation rates were due to the investments made in student success or natural consequence of improvements to the entering student profile. In the chart she spoke about two cohorts of students who entered in 2005 and in 2009 and graduated within 6 years. She noted that the 2005 cohort got to the end of 6 years entirely before the recent initiative in student success and the 2009 cohort was the most recent group for which there are 6-year graduation rates. She noted that for similar students there were improvements in the likelihood of graduation, suggesting that it was due to investments and to better outcomes for the students themselves and not just a shift in enrollment profile.

Ms. Brockmeyer discussed the percentage of the 9% gain seen over the past 4 years that could be attributed to the improvement, institute and outcomes within ACT groups and what share could be attributed to the shift in the profile. She noted that of the 9% gain, two-thirds were due to improvements within groups of students of the same ability, likely due to student success interventions, and about 1/3 due to the shift towards a higher profile that was seen between 2005 and 2009. She discussed the 2015 class profile chart and what graduation rates could be expected moving forward by looking at it.

On further review of the charts, she noted that we could ask if the students who were admitted in 2015 will do as well as the 2009 students for each ACT group and what graduation rate would be achieved, as well as whether the 50% goal would be met. She then noted that we would hit 45%, if our 2015 cohort did as well as we're currently doing. Great progress forward but continued investments in student support, student achievement and removing barriers for students would be necessary if we are going to reach that goal of 50% by the end of the strategic plan.

Ms. Brockmeyer referred to another chart that showed breakdowns into sub-populations and looked at the first and second year retention rate by race-ethnicity for African-American students, Hispanic or Latino students, Asian students, white students and students who are not citizens, noting that the overall rate was flat over the last 4 or 5-year period. The retention rate increased in African-American students in the first and second year between the 2012 and 2013 cohort and then pulled back. For Hispanic students, the retention rate into the second year fell. For Asian and White students, movement up and down was about the same, and there was a drop in the first and second year retention rates for non-U.S. citizens. She noted that as Provost Winters mentioned earlier, it was critical to understand both the trends within each group and to better explore the differences seen between groups, thus those trends would be the topic of the June 24 presentation.

Ms. Brockmeyer addressed the 6-year graduation rate by race-ethnicity, noting the improvement of nearly every group except for non-U.S. citizens. The African-American student graduation rate increased to 12% for the most recent cohort and there was improvement in Hispanic/Latino students, Asian students and modest improvement for white students, noting that they contribute to overall growth. Ms. Brockmeyer noted that it was important to notice that the gaps between students of color and white students remained too large and that even though graduation rates were rising for African-American and Latino students, our gaps are not closing and that would be further explored on June 24.. There has been a monitoring of the first and second year G.P.A and more effective communication with our campus about heightened expectations for first year performance and, directly with students starting at orientation and through advising. The percentage of first year students who ended the first year above a 3.0 rose this year to 57% and those who ended their first year below 2.0 fell to 17%, a forward indicator for future improvement for our 4-year and 6-year graduation rates. Ms. Brockmeyer discussed activities that show a link between those activities and the strategic plan that have been approved by the Board.

Within the strategic plan, student success is the first priority and there are several goals. One goal, to cultivate a culture of student success and a specific aim to promote relationships between students and other members of the campus community who support student learning and success, has been done through the Academic Advisor Initiative. Impact of that initiative on our students can be shown this year, through data from a study called "The National Survey of Student Engagement" and for the first time this year they added a module on the role and impact of academic advising on campus. That module shows a comparison for our first year students. The number of times they said that they discussed their academic interests, their course selections, or academic performance with an academic advisor at Wayne State for freshmen was 2.4 times of the previous year, statistically higher than our comparison universities. Students were asked through that module about the quality of interactions with their academic advisors. Freshmen and senior students, perceived that those interactions were either acceptable or high quality interactions 90 and 91% of the time. There was no direct comparison data before the Advising Initiative because this module is new to NSSE(sic), but internal surveys from 3 - 4 years ago, in which this question was asked, did not show this kind of positive satisfaction.

. Launched this year was the new Degree Works Degree Audit Tool, used by students to see a snapshot of exactly which degree requirements they have completed or which are still outstanding. Ms. Brockmeyer reviewed a chart showing a sample student's progress at 67% toward a degree. She also noted that the chart was from April with 148,805 degree audits, and currently that number is above 150,000. For comparison, there are about 17,000 undergraduates with 148,000 degree audits, indicating that students and advisors are checking their degree and monitoring their status or checking how their status changes as they change their major or make other academic decisions.

There were several initiatives from the provost office this year regarding increasing retention progress to degree in graduation rates for all students, with a particular focus in removing course-scheduling barriers which impede timely degree attainment. Ms. Brockmeyer credited Joe Rankin for taking the lead in removing barriers and priority registration in which seniors and graduate students can register earlier than freshmen and sophomores to help them get the classes that they need to graduate, noting that the data shown in a referenced chart was a month old. A spike in spring/summer enrollment and registration showed that students eagerly responded. A new course scheduling matrix, set to launch in winter 2017, eliminates overlap between courses,

allowing students and faculty to more efficiently get to their classes and schedule their classes during the day.

Ms. Brockmeyer mentioned Degree Works exceptions as something that's entered by an advisor that says a student has permission to substitute, when appropriate, one degree requirement for another, an appropriate accommodation to allow a student to progress to degree. There have been more than 7,000 of those exceptions entered for 17,000 students. In the past, when those exceptions were granted, a student would have to produce an e-mail in which an advisor said that that exception had been granted or the faculty member and now they're all recorded essentially easing our degree certification process.

Ms. Brockmeyer mentioned the goal of tailoring financial aid options to maximize student retention and degree attainment. Nationally and at Wayne State, through the Crossing the Finish Line Grant, small amounts of money can be used to allow students to continue when they're making good progress and have only small balances that they cannot address themselves. Wayne State has been awarded a \$50,000 Infrastructure Grant from the APLU serving universities, to better support students who are seniors set to graduate within one year, have a G.P.A. above 2.5 and have financial need and a remaining balance of \$1,200 or less. Wayne State is putting support between advisors, financial aid, using Degree Works tool to monitor those students, to find them, and to assist them.

Governor Thompson asked how the decision was made as to which student does or does not receive funds. Ms. Brockmeyer stated that it was being worked out by broadening the net to identify all the students who are within one year and asking all seniors to do a Degree Audit, so that it is clear which students could be eligible. Some would be first-come-first-served, hoping to work to fund the other 60%.

Mr. Johnson said, pertaining to himself, that he would be taking summer classes at another college and returning as a senior in the fall. He asked how that would affect similar students leaving as Juniors and returning as Seniors because of transfer credits, and also asked when should the relevant degree audit be completed and how the decision was to be made as to whom will receive funds in that kind of situation.

Ms. Brockmeyer said that they were pulling our profile on May 15 and that such students could be eligible in winter if they didn't make the point in fall, and that he should work quickly to get transcripts back to Wayne State so that credits would transfer as quickly as possible.

Ms. Brockmeyer ended by noting that the first and second year retention rates remained competitive with peers and had not materially increased. The 4-year graduation rate nearly doubled within two years and continued to gain promise in 6-year graduation rates. Increases across various entering ACT scores show that initiatives are making a difference and the students are achieving at a higher level. There was continued improvement in credit attainment and in academic outcomes but there was serious concern about the gaps and outcomes by race-ethnicity. On activities, with respect to the strategic plan priority area for student success, the Advising Initiative is maturing and showing impact and many barriers to course-scheduling are being removed. Students increasingly have better tools to monitor and track their progress to degree and the university is expanding the range of tools to financially support students who are close to degree. Ms. Brockmeyer then welcomed questions.

Mr. Johnson asked why the course-scheduling matrix is being launched in a winter semester and not in the fall or the spring/summer when student enrollment is a lower number. Ms. Brockmeyer

responded by saying that it was a compromise. In order to launch it, the entire schedule of courses within the departments had to be rebuilt and that was already beginning to be planned and underway. Once it was designed, they did not want to delay any further. Winter of 2017, given the timeline to get things scheduled and on the books, is as soon as it could be launched.

Mr. Johnson asked, regarding Degree Works, if it could show where students are in regarding their general education, their degree courses, and their departmental courses are, and give that visualization on a graph. Ms. Brockmeyer indicated that a student could have 110 credits but be 67% completed because they're still lacking specific requirements. It is not clear if the Degree Works tool will support an interface like that but she would check into it.

Governor Trent asked that the June report include gender information as well as the race and ethnicity. She noted that in the past, African-American males had a much lower 6-year graduation rate than African-American females and that she would like to see the improvement data. Ms. Brockmeyer said that information would be included.

Governor Thompson asked about the 4-year and 6-year graduation rate and the tools that had been used to increase those graduation rates. Ms. Brockmeyer noted that what they were seeing now was the result of broad cross cutting strategies. The Student Success Initiative started four years ago and that the results shown are from the Advising Initiative where 45 advisors were placed within academic departments. There is an increase in awareness and focus on graduation rates and on the needs of our students within the classroom, among our faculty. Also, the Graduation Action Committee had been monitoring each of those cohorts and it meets every two weeks. She noted that in the 2010 cohort for the 6-year graduation rate and the 2012 cohort for their graduation rate, all of the students who might possibly graduate within that time were identified and divided up among the advisors. Financial and other barriers were noted and addressed. Advisors would come back every two weeks and report on efforts to address those barriers and look for patterns among the kinds of barriers seen.

President Wilson noted the need to have 4-year pathways for every student. He advised that he and the provost had been working with each of the departments and schools to make sure that there's a 4-year pathway to graduation. The university is not 100% there yet, but thought that the majority of schools and departments had developed 4-year pathways. Provost Winters noted that it was over $\frac{3}{4}$ as last look.

Ms. Brockmeyer stated that those pathways were coded into Degree Works and when a student creates a degree plan in the Degree Works - they can pull up that template of the idealized 4-year plan and see how their own academic decision-making impacts their time to graduation.

Governor Kelly noted that she would like to see what could be done to increase that goal to bring our graduation rate up to the state average of 54%. Ms. Brockmeyer agreed. President Wilson also agreed but noted, to give context, that Georgia State went from mid-thirties to mid-fifties and over in about a 12-year period. They started off at around 35/ 36 and now they are about 54/55%. So realistically, if we did reach the 50%—having started at less than 26%, that would be a great achievement. In urban universities like Wayne that kind of improvement would be significant. Ms. Brockmeyer commented that she felt that when the goal becomes too short, that creates pressure to achieve that goal by any means. The university would not want to achieve that goal by changing admission standards or in some other way that might be a challenge to the mission as we understand it currently and we would want to explore those kinds of things very conscientiously.

Governor Dunaskiss asked if in a 10-year period of where we wanted to improve graduation rates, the trajectory would be a straight line moving forward, does it have peaks, does it level at a certain point. For example, if after the level of the number of students graduating is improving, is there a refocus of that trajectory. Ms. Brockmeyer noted that we would expect it to level or to keep it growing and would expect to need to work harder.

Governor Thompson asked what had been done to begin addressing the issues of graduation and attendance rates according race and gender. Ms. Brockmeyer highlighted two things that were the starting point of much more that was needed in terms of underserved student need. The first is a report from Mark Jackson, the director of APEX, about the APEX Scholars Program. The final semester grades were just received and there has been significant growth and improvement in the academic performance of that group. She also highlighted the establishment of Multicultural Student Engagement Center, the hiring of its Director Leo Savala, and the discussion groups as well as other support services that have begun to roll out. Governor Thompson asked about the time period that it would take to move the students of color on par with majority students in terms of graduation and retention. Ms. Brockmeyer said that she did not feel prepared to have done the analysis to say what would be reasonable but noted that a more equity-minded way of presenting reports and setting targets for narrowing the gap would be a component of the June 24 report.

Mr. Johnson stated that he would like to see the graduation rate compared to those who live on campus and who commute to campus in order to look at expanding or making housing a more a viable option, or helping students move to campus. Ms. Brockmeyer stated that up until 2013, there were better graduation rates for students in housing than commuter students but not the next year. She noted that it was partly due to the cost of housing. She noted that students in housing had access to great academic and non-academic support that contribute to their success. She indicated that there were ways to support students and their needs where they live, such as for commuter students, a place where they can put their things in a locker and warm their lunch in a microwave. Governor Thompson stated that she was going to look into starting a student group, The Commuter Student Union, to look at those issues. She noted that EMU, with a larger commuter base, has a commuter student lounge for their students and noted that non 24/7 parking structures were a barrier to students. Ms. Brockmeyer noted that those types of issues, similarly brought up by Governor Dunaskiss regarding student experience, remained challenging.

Governor Pollard encouraged all to do more in a shorter time-frame and stated that the Board would be very supportive.

HONORS COLLEGE REVIEW

Governor Dunaskiss called on Provost Winters to present the second report.

Provost Winters called on Dean Jerry Herron for a presentation on the Honors College (the Irvin D. Reid Honors College).

Dean Herron began by reviewing a pie chart that described the student body in Honors. Most students enter as first time freshmen but there is a robust transfer program. There are "Earn-Ins", students who decide to become honors students while they're already at Wayne State. There are service and service-learning projects. There are pre-professional programs in business, pharmacy, and Wayne M-D in medicine. The University Scholars program is for National Merit

finalists. The Detroit Urban Scholars is for Detroit residents who graduate from a high school in the city of Detroit. The Community of Scholars is a voluntary learning community for students receiving merit-based scholarships, who choose to belong to a community that's based on maintaining good academic standards and also doing service each semester. The Detroit Fellows is the tutoring project. The research office helps students take advantage of the fact that Wayne State is a research institution.

Dean Herron discussed some trends in terms of numbers, noting that the freshmen class in the Honors College went from 322 in 2013 to 519 last year, to 540 this fall and they are anticipating a similarly sized class in the fall as well as good results with transfers. He mentioned that "Earn-Ins" had been stable. The Community of Scholars entering class, a voluntary community for merit-based scholarship students, are estimating a class of 300. He noted 93% achievement of the College's goal for the current capital campaign. Retention numbers operated within relatively stable bands in terms of first, second, third and fourth year students. Four, five and six-year graduation results were trending in a good and positive direction overall. He mentioned the four pillars of the Honors College. In terms of community, they have seen a good increase in young scholars. In terms of service, two directors of the Detroit Fellows Tutoring Project were recently recognized with an Alumni Service Award. In terms of research, at graduation two staff members finished doctoral projects involved with assessing outcomes of service learning and assessing better ways to structure writing assignments and both of those have been guided in the ways that have defined the curriculum. In terms of career, they have undertaken a program of proactive advising and instituting an electronic portfolio that's going to be a means of students keeping track of their work and assignments and providing a way for instructors to reflectively talk back and forth to students.

Governor Kelly asked if Law was part of the pre-professional program. Dean Herron responded by saying that the Law program was a coming attraction. Dean Herron went on to talk about the trend. He referenced the percentage of the freshmen class that are defined by each ACT band in the graph presented by taking 2002 as the point of origin, the point at which the Honors Program began an enhancement project moving toward college status.

Dean Herron referenced a graph with bands that reflected students with an ACT score of 31-36, another band with 26-30, and one with 21-25. 2002 is the base-line, the year in which there were 16 students with an ACT score in that highest band of 31-36. By 2015, there were 130 students in that ACT band. Students with high achievement are beginning to increasingly identify Wayne State as a destination where they would like to come to college. The Honors College has had 123 National Merit Finalists since 2004. Dean Herron went on to further discuss the graphs presented. The 12% bar showed the percentage of the FTIAC class, the first time freshmen class, constituted by honors students. The 4-year, 5-year, 6-year graph shows the role played by those 12% four years later, five years later, six years later. These students have had a good influence and impact on the graduating record and a multiplier effect in terms of shared resource of the experience of all of us.

There is a learning community for students largely receiving Green Scholarships, students who are merit-based scholarship holders but are not in the Honors College. They are offered a voluntary learning community in which, if they perform 15 hours of service per semester and maintain a 3.0, they gain a graduation distinction at commencement. Dean Herron mentioned a house that they built in partnership with Habitat for Humanity and was proud to say that the family selected to live in that house sent a daughter to Wayne State and that daughter became a community of scholar's student. The College also wants to engage our community through

research. The National Conferences on Undergraduate Research is a place where a robust contingent of Wayne State student researchers are sent. One of the researchers was doing research at the North Pole. One of the faculty recently published a piece of research on organized crime in Detroit. One of the staff members has done research that's quite revealing on the subject of Service-Learning; Service-Learning has a significant impact on graduation outcomes. . Dean Herron advised that the National Collegiate Honors Council would be hosting a conference at Wayne State the next week with a group of assembled national and international guests from the honors education world, to talk about honors and research.

Dr. Herron provided a real time example of the work being done by students in the college, and discussed what the college is trying to achieve through the four pillars of community, service, research, and career. He gave an overview of a student, a junior, who created the 313 Energy Drink. He's already sold that start-up company. When he sold it, he sold it with the condition that the new owners of the company maintain what he had done, which is to contribute 11 cents from every can sold to the Detroit Public Schools Foundation. The student moved on to the Detroit Aerial Innovators, a company that teaches other people how to build and use inexpensive drones. He wants to help use drone and drone-photography to revitalize Detroit and is intending to come to Wayne State's medical school. A quote from the young man said that, "If you're trying to revitalize the city, it starts with students."

Dean Herron is looking forward to the fall day of service that will initiate that class into honors. Award projects are being instituted to promote junior-senior seminars and Service-Learning courses. In terms of staff initiatives, they are looking forward to developing more articulation agreements with community colleges and continuing with the value-added assessment that they have been doing and continue working more closely with the increased university-wide advising functions. Dean Herron expressed thanks for the support and asked for questions.

Mr. Johnson asked Dean Herron what he felt were the causes of the recent increase in students, and whether or not Scholars Day and AP Day impacted these numbers. Dean Herron responded that he felt there were many factors, including initiatives put on the ground like AP Day and Scholars Day, certainly the revival of the city of Detroit, and the sense of this being a destination where young people especially are interested in coming. Also, they had been able to identify the university as the destination in a positive and beneficial way. There has been a significant increase in the number of students eligible for Scholars Day and for the merit-based scholarship program. The pool of students are better qualified and if we continue these strategies of showing off what we have to good advantage we will continue to attract more ambitious students to campus.

Mr. Johnson thanked Dean Herron for the new Wayne Med Start program and asked whether he has seen other colleges start to setup a program like that? He also asked about the application process and whether he is seeing any increase in applicants with that program for the next year. Dean Herron noted that it was too early to talk about the applicant pool for the next year. It is a distinctive program which will 10 well-qualified young scholars, with the additional benefit of getting student who might not otherwise be thinking about Wayne State, hear about the program, want to know more about it and perhaps come and visit us campus.

Mr. Johnson noted that some of the parents of the top 25 students that he talked to said that their students were highly considering Wayne State even if they didn't get the scholarship. Dean Herron agreed, and reiterated that almost 70% of the people who came to see the campus on Scholars Day registered students at Wayne State University.

Governor Thompson asked for an explanation of "Earn-Ins." Dean Herron explained that they are students who are already at Wayne State, who decide to join the Honors Program. Governor Nicholson stated that on the same lines, there was an increase from 2013-2014 in students in the Honors College. He asked that give there were not many staff members added, is there is ability to keep the quality up that manage the expectations of the students? Dean Herron explained that it was his joy to serve with a group of people who were dedicated to what they do for the students and for each other, and who burn some midnight oil to help accommodate the new class. They have tried their best to keep doing the things that have to be done to build the kind of retention and graduation results of note. Dean Herron added that they are looking forward to adding two instructors this coming fall and that they are one-time appointments. Dean Herron added that he wanted to make sure these were sustainable numbers.

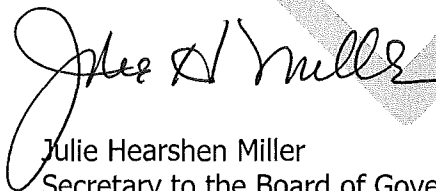
Governor Thompson asked if the articulation agreements with community colleges were in place or being worked on. Dean Herron noted that they had one and that what they would like to be able to do was to have someone start at the community college and have a sufficiently parallel first year, so that they can join us in progress. The University has a really good partner with Henry Ford Community college and would be talking with Macomb to put in a similar kind of project and, now that they have a template that's working, they could expand that project to other community college partners.

Governor O'Brien asked Dean Herron if the Scholars Day event was mandatory and Dean Herron noted that if a student wanted to be in the Honors College that they must come to Scholars Day but the scholarship remained whether they came to Scholars Day or not. Governor O'Brien noted that at a previous Football Recruiting Day event, it would have been helpful if the students knew about the Detroit Urban Scholarship. She noted that more cross-collaboration in getting information out to the institution all the way around would probably be a good idea. Dean Herron described some new communication projects whose goal is to accomplish just exactly that. He thanked Governor O'Brien for the suggestion

ADJOURNMENT

There being no further business, the meeting adjourned at 12:47 p.m.

Respectfully submitted,



Julie Hearshen Miller
Secretary to the Board of Governors