3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Student Support Services

Wayne State University is committed to supporting student academic and personal success. In addition to core, enrollment management services, the university offers support resources tailored to students and student groups based on personal backgrounds, needs, and goals.

Enrollment Management Services (EMS) within the Division of Academic Affairs provides core, non-academic student support services. The scope of EMS includes student outreach and recruitment, undergraduate admissions, student financial aid, new student orientation, customer relationship management, and Student Service Center operations. EMS is responsible for reporting and strategic application of data collected through the Salesforce CRM system, and for enrollment management reporting application support.

- The Office of Undergraduate Admissions is responsible for undergraduate outreach and recruitment; and administration of the holistic admissions process, including pre-admissions counseling, and processing of student applications.
- The Office of Student Financial Aid (OFSA) is responsible for Title IV financial aid processing, awarding, and monitoring for all undergraduate, graduate, and professional students; and for compliance with all regulations. OFSA presents financial aid workshops to students and their families and offers financial literacy education to students in collaboration with the Academic Success Center. OFSA staff coordinates with the Office of the Registrar to review records of students who repeat courses, confirm satisfactory academic progress, and monitor cases to ensure continued eligibility for financial aid.

- New Student Orientation is a required program designed for all incoming students as a way to make new friends, learn the ropes and get settled in to campus life. A special session is targeted to transfer students, who are also supported by the Office of Transfer Student Success. International students must complete an additional check-in session, conducted by the Office of International Students and Scholars. Each orientation program offers Parent and Family Orientation programming which runs parallel to student programming. The Green and Gold Guide documents content presented to students at orientation.
- The Student Service Center (SSC) works collaboratively with the Office of the Registrar to integrate customer service for outreach, undergraduate admissions, records and registration, financial aid, and student accounts receivable. SSC representatives assist all prospective and enrolled students (undergraduate, graduate, professional, and non-degree seeking). Students can receive service in-person at a bricks-and-mortar site; or by phone, email, or online tools. Through the Salesforce CRM system, SSC representatives assign each inquiry a case number, and each subsequent contact is mapped to the case to ensure continuity of service through final resolution.

Academic student support services available to all students include the following:

- The Academic Success Center offers all students support to become self-determined, motivated and independent learners and achieve academic excellence. Free instruction and services to support students include supplemental instruction through group and course study sessions, individual and group tutoring, study skills counseling, and workshops on range of topics, such as financial literacy and procrastination.
- The Office of Multicultural Student Engagement offers additional academic support to all students, with a focus on culturally relevant methods.
- The Office of the Ombudsperson helps students access services and resolve issues that may hamper academic progress. Office representatives take an active role in identifying areas for improvement in processes and systems relating to academic and student life.
- Counseling and Psychological Services (CAPS) hosts a professional staff of psychologists, clinical social workers, and licensed professional counselors trained to support student health, personal well-being, and academic success. CAPS offers a full range of psychological services and educational programming that emphasize understanding, positive change, and an open and problem-solving approach within a framework of valuing resilience, hope, and life fulfillment. In addition to services to registered students, CAPS offers crisis intervention and consultation to parents of university students, faculty, and the university community. CAPS is fully accredited by the International Association of Counseling Services.
- Career Services provides a full range of career-related resources to students and alumni, including student employment and internships, professional development and career planning services, access to online job search tools, and campus recruitment events and interviews.

Fall 2017 enrollment included 8.8% international students representing 79 countries. The Office of International Programs (OIP) offers a rich support system for these 2,407 students.

- The [Office of International Students and Scholars](#) (OISS) within the OIP collaborates with schools/colleges, departments, and the community to support the educational, cultural, and social experiences of international students. OISS services include compliance with immigration, visa, and health insurance requirements; community integration; and guidance to students who are navigating a new culture.
- For more than 35 years, the [English Language Institute](#) has specialized exclusively in teaching English communication, cultural orientation, and academic preparation skills to non-native speakers of English from around the world.

Among academic support programs focused on students considered to be at-risk:

- [APEX Scholars](#) is an alternative admission program designed to assist students adjusting to university life though intensive orientation during several weeks.
- [TRIO Student Support Services](#) provides academic support, counseling, teaching, and advocacy to help low-income Americans enter college, graduate, and move on to participate completely in America's economic and social life.
- The [Transition to Independence Program](#) offers resources and interventions intended to increase college access and improve graduation rates of youth in the state's foster care programs.

Other programs are for designated groups:

- [Student Disability Services](#) ensures academic access and inclusion for students, supporting a view of disability guided by social, cultural, and political forces.
- The [Office of Military and Veterans Academic Excellence](#) is a comprehensive resource serving more than 600 student veterans, providing assistance with their veteran educational benefit certifications, financial aid, and other enrollment and financial questions.

Additionally, The [Student Update Information Team (SUIT)](#) is comprised of administrators who meet regularly to discuss student behavior issues, especially those involving threatening behavior. SUIT serves as a threat assessment and early intervention team, and assists the university in responding early, and in a coordinated fashion, to potential behavioral concerns.

Learning Support for Academic Needs

To promote academic success the university offers services and workshops that help students develop necessary academic skills through its [Academic Success Center](#).

As stated earlier in this section, the university provides targeted support to all incoming students. Increased student persistence and retention is one indicator of student success. During the past several years, the university has made strategic investments in new initiatives specifically aimed at increasing first-year retention.

Programmatic areas include [New Student Orientation](#) for both freshman and transfer students, and the Winter Orientation to complement the more ordinary fall events. Parents of new students

are invited to participate in their own orientation sessions, tailored for parents of first-year students, international students, and transfer students.

Through the Provost's Office of Learning Communities, students gain opportunities to expand their knowledge in an environment of group work, social support, and supplemental instruction. Some are course-based, while others are either cross-disciplinary or peripheral to the major.

To ensure appropriate placement in courses and academic programs, the university utilizes placement exams, ACT scores, and program-specific triage to direct students to courses at a level at which they can succeed. The Office of Testing, Evaluation and Research Services administers many of these tests and provides a great deal of information on websites to help students understand results. Through the University Advising Center and program-based advising, students are further guided to courses for which they are adequately prepared. Department websites provide clear information regarding prerequisites and preparation necessary to succeed in a course. Placement exams are required for new undergraduate students, depending on the school or college of enrollment and intended major. Students who achieved the appropriate scores on Advanced Placement exams receive credit and are advised to enroll in the appropriate next level courses for which they are prepared.

<u>Undergraduate Student Advising</u>

Undergraduate academic advising at the university is a primary responsibility of the undergraduate colleges and/or departments. As this example from the College of Engineering illustrates, advising is focused on student success and graduation.

Centralized University Advising services are geared toward students (e.g. first- or second-year or transfer students) who have not yet declared a major and those in many of the pre-professional programs (Medicine, Nursing, Law, and Social Work, among others). Collegiate and departmental advising offices offer consultation specific to colleges and departments, including short- and long-term coursework planning, academic planning, and academic progress monitoring such as holds and advising on requirements and forms. Most colleges offer drop-in advising to address immediate academic needs.

Pre-professional students follow a program of pre-requisite courses required for the professional schools. Included in the pre-requisite program are the university General Education requirements, with which students can supplement their often heavily science-based course load, thereby rounding out their educational experience. Students are encouraged to attend at least one information meeting offered by the professional schools, get involved in co curricular activities, and seek out leadership and research opportunities.

Another population advised through University Advising is comprised of undecided/exploratory students. Undergraduate students not ready to make a major choice upon admission select an Exploratory Track that best fits their broad academic and personal interests. Academic advisors work with these students up to 45 credits to help them explore majors and sample classes while making progress in General Education and college requirements.

Graduate Student Advising

Graduate students are advised in their departments by a faculty member serving as Graduate Director and/or by the faculty member directing their research. Graduate Faculty status is required for the direction of doctoral dissertations. (See 3C, Faculty Qualifications). The direction of master's work is at the discretion of graduate degree-granting units.

All Master's and doctoral students are required by the Graduate School to have an approved degree plan on file with their collegiate unit before taking the preliminary oral examinations (for doctoral students) or applying for degree clearance (for master's students who are not subjected to committee examinations). A plan of work records the university as well as any transfer coursework that the student intends to use to fulfill the graduate program requirements (Master's and doctoral forms). If a student intends to complete a minor, the minor must be declared on the degree plan before committee examination or application for degree conferral. Each degree plan is required to be reviewed and approved by the advisor on record, the Director of Graduate Studies of the major field, the Director of Graduate Studies of the minor field, if any, and the college. With the complexity of a research institution offering almost 400 degree programs, the university is mindful of its responsibility to provide effective guidance in navigating the path to successful completion of a degree.

Infrastructure and Resources

The university's infrastructure and resources support effective teaching and learning and also promote and develop excellence through research and creative activities. A state-of-the-art technological infrastructure is described in Section 5.A. Students and instructors have access to scientific laboratories, libraries, performance venues, clinical practice sites and hospitals, and museums. The university has invested in technology (such as statistical software, the Blackboard course management system, library research databases, study room scheduling), and person-based services (such as lab assistants, reference librarians, clinical supervisors, the Office for Teaching and Learning) that are in place to ensure that students learn and that instructors have access to tools that facilitate teaching.

The following enhanced academic experiences serve as examples:

- Computing and Information Technology (C&IT) delivers academic and administrative technology services and support to all university students, faculty, and staff. C&IT offers extensive solutions, as well as internally created software, such as Academica (an interactive portal for the entire community), and various student support software. C&IT widely provides education on cybersecurity and data privacy. The division, which reports to the Provost, sets its priorities in part in response to the needs of the community, as identified by the annual C&IT survey that informs its strategic plan. As a mark of its forward looking view of service to the university, C&IT participates in both the High-Performance Grid Computing initiative and MERIT (the state of Michigan's ISP for which the university was a co founder 40 years ago).
- The University Library System is among the most important of the university's intellectual assets, supporting teaching, learning, and research for students, faculty, staff,

and the community. With five libraries, which include medical and professional law collections and labor and university archives, students and faculty have 24/7 access to holdings totaling nearly 3 million volumes, more than 56,000 journal titles whose articles are viewed nearly 3 million times annually, and a broad range of electronic resources, including electronic journals, more than 900,000 e-books, and vast archives and special collections. Technology-rich laboratory spaces provide access to specialized hardware and software from Microsoft Office to video editing and image management tools. The libraries' subject-expert librarians connect the campus with the resources they need to discover, use, create, and disseminate knowledge. The libraries' researcher support services are particularly robust, with subject librarians and a variety of specialists working directly with faculty to teach and support face-to-face and online classes and workshops, helping users with more than 22,000 questions yearly, consulting on more than 600 in-depth research questions annually, and offering support for researchers on data management, authors' rights, archival storage, and more.

- The University Library System oversees classroom Media Services, which maintains technology in instructional spaces, offers training in the use of technology in the classroom, and provides lecture capture for class sessions. The university libraries also offer workshops on topics related to copyright, open access, and collections and resources.
- The Scholars Cooperative website further assists researchers in determining fair use, offers guidance on open access publishing, and provides the Digital Commons, a repository for making their scholarship accessible.
- The Warrior Writing, Research and Technology Zone provides individual tutoring consultations, research assistance from librarians, and technology consultations, all free of charge for graduate and undergraduate students.

The Office for Teaching and Learning provides coordinated and comprehensive instructional support to academic units, faculty, staff, and graduate students, and strengthens instructional and academic technology collaboration and support across the university (See Section 3.C.).

Supported by existing budgeting processes, the university provides world-class facilities to support academic programs:

- Satellite campuses, such as the Macomb Extension Center
- The Danto Engineering Development Center, cited for sustainability features
- The Richard J. Mazurek, M.D., Medical Education Commons
- New homes for the Mike Illitch School of Business and the School of Social Work; and
- Extensive renovations of the Student Center and Manoogian and State Hall classrooms
- Research facilities, such as the A. Paul Schaap Chemistry Building and Lecture Hall and Integrative Biosciences Center

The Office of the Vice President for Research offers students and faculty support for research activities, including grant administration support, technology transfer, workshops, and the establishment of cross-disciplinary groups. Laboratories and research centers provide undergraduate and graduate students with opportunities to participate in research.

In 2015, the National Science Foundation awarded a $3M grant to the university to change how science, technology, engineering, and math (STEM) classes are taught. The grant will be disbursed in competitive awards of up to $100,000 to the STEM departments working to transition classes from a lecture-based curriculum to more evidence-based teaching. The goal is twofold: to allow students to learn in a more engaged manner, and to train faculty and teaching assistants in modern instructional methods. In addition, a proposal for a STEM Innovation Learning Center is included in the Capital Outlay Project Request to the state.

The university is home to many venues for the fine and performing arts. The Department of Theatre & Dance offers facilities for academic creative pursuits, such as the Hilberry, Bonstelle, and Studio Theatres; the Allesee Dance Studio; and Shaver Recital Hall. The Production Center, located a half-block from the Hilberry Theatre, houses scenic, costume and property shops. Old Main is home to the department's faculty and to theatre management offices, multiple design studios, movement and vocal studios, three dedicated rehearsal hall spaces, and a lighting lab.

The university houses three formal exhibit spaces, with changing exhibitions open to the public and available for class visits and lectures. The Department of Art and Art History supervises and coordinates the Elaine Jacob Gallery and the Art Department Gallery and is responsible for maintaining the extensive university art collection. The Department of Anthropology maintains the Gordon L. Grosscup Museum of Anthropology.

Detroit is renowned for its arts and cultural resources; the Detroit Public Library, Detroit Symphony Orchestra, and the Detroit Institute of Arts are immediately adjacent to campus, and the Charles H. Wright African American Museum is within walking distance. The university's library, education, arts and health sciences programs are connected to all these creative communities. For example, a collaboration between the Detroit Public Library, the Detroit Institute of Arts, and the university library system and English Department resulted in selection as Michigan's host site for the March 2016 exhibition of "First Folio! The book that gave us SHAKESPEARE," from the Folger's collection, complemented by local lectures, workshops, and theatrical productions.

WDET-FM is a public radio station broadcasting on the FM dial at 101.9 MHz licensed to the university. WDET broadcasts original programming and programs from National Public Radio, Public Radio International, and American Public Media. The station serves Metro Detroit and is the primary provider of news involving the American automotive industry and Michigan politics within the National Public Radio distribution network.

Research and Information Guidance for Students

Research and information resources constitute the backbone of support for student learning and for instructors designing courses. While there are institution-wide efforts to guide students in using these resources effectively (library system research guides, online videos, the Undergraduate Research Opportunities Program, the Office of Research Professional and Academic Development Seminars), much of the evidence lies in the learning goals, assignments, and library collaborations of individual courses.

Information literacy is infused throughout program curricula and library support services such as classroom instruction and online instructional videos. Instructional collaborations between librarians and faculty who teach courses in Honors, English, Psychology and Business offer evidence of assignments that require students to collect, analyze and communicate information , along with coordinated library instruction designed to guide students through the inquiry process.

As a cohort selected by the Association of College and Research Libraries Assessment in Actions Program, the library orients graduate students to the research resources and their effective use through departmental orientations, course-related library instruction, and personalized research consultations with librarians. As part of a 2015 study of this service, the university library system project team found that graduate students from areas such as Social Work, Engineering, Nursing, and the Humanities reported that the service increased their confidence in conducting research and taught them about new resources and searching strategies.

The Undergraduate Research Opportunities Program (UROP) provides an enriched student experience possible only at a major research university. Undergraduate students receive funding to collaborate one-to-one with faculty on focused, independent research projects. Projects culminate in a presentation or publication requirement, which could include presenting results to a class or at a disciplinary conference, publishing a journal article, hosting a website, giving a public talk or seminar, or presenting photographs or videos of artistic performances.

A partnership between the university library system and the UROP (Section 3.B) contributes to developing the ability to use research and information resources effectively. Librarians work with faculty mentors and student mentees, supporting them with specialized research consultations. The libraries present an Information Literacy Award annually at the Undergraduate Research Conference, recognizing the student who has most utilized library resources effectively.

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