Concurrent 4: Navigating DFW rates
Addressing DFW rates, with emphasis on lowering withdrawal rates

Wolverine
Curzan & Moldwin Report: Values (March 2019)

Recommends adopting a set of *shared values* for undergraduate education at the University of Michigan:

<table>
<thead>
<tr>
<th><strong>Bold Exploration</strong></th>
<th>To expand knowledge and encourage curiosity and discovery, to gain in breadth of experiences and in depth of critical inquiry, and to embrace intellectual and creative risks.</th>
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</thead>
<tbody>
<tr>
<td><strong>Greater Good</strong></td>
<td>To encourage a sense of responsibility to society, both local and global, and to promote informed, active citizenship focused on creating ideas and outcomes bigger than ourselves to benefit others.</td>
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<tr>
<td><strong>Purposeful Inclusion</strong></td>
<td>To thoughtfully, intentionally, and actively engage in a community that allows all members to thrive by valuing and learning from others’ backgrounds, identities, and perspectives, and by striving for equitable treatment.</td>
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<tr>
<td><strong>Collaborative Spirit</strong></td>
<td>To seek and learn effective teamwork across disciplines, with intellectual and cultural humility, integrity, and awareness of the value of diverse contributions for collective achievement.</td>
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<td><strong>Well-being</strong></td>
<td>To foster resilience in the face of adversity and challenges and to support the overall health of each individual within the learning community as they pursue their goals.</td>
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<tr>
<td><strong>Self-determination</strong></td>
<td>To promote reflection, explore purpose, and make mindful choices among pathways leading to meaningful work and meaningful lives.</td>
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</table>
Pilot programmatic activities and initiatives

- Integrate expertise available to develop trainings for faculty, advisors, and graduate student instructors on how to use a validating approach to work with students, particularly those who are struggling academically and interpersonally, and those in large courses with high DFW rates.
- Rethink how large course instructional teams monitor, respond to, and communicate concerns about student progress to academic advisors and directly to students.
- Establishing a role for a student success coach associated with large courses with high DFW rates.
- Expand the use of Course/Major/Department Equity Reports and provide training to help faculty transform courses that present significant barriers to student success.

Future Research Directions

- Support research that examines the effects on student success of the consistent use of a validating approach.
Bibliography

Academic Policies Work Team. (2023) Student Mental Health Innovative Approaches.


