

Concurrent 4: Navigating DFW rates



Undergraduate
Education
at Michigan

**FORGING
A COMMON
VISION** 2.20.24



Addressing DFW rates, with emphasis on lowering withdrawal rates

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Wolverine

Curzan & Moldwin Report: Values (March 2019)

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

<i>Bold Exploration</i>	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.
<i>Greater Good</i>	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.
<i>Purposeful Inclusion</i>	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.
<i>Collaborative Spirit</i>	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.
<i>Well-being</i>	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.
<i>Self-determination</i>	To promote reflection, explore purpose, and make mindful choices among pathways leading to meaningful work and meaningful lives.

Student Academic Success Report (May 2023)

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**.

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