

Quality Enhancement Plan 2019-2025

**A Reimagined First Year: the Foundation for
Student Success**

What Is a QEP?

Standard 7.2 The institution has a Quality Enhancement Plan that

- (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes;
- (b) has broad-based support of institutional constituencies;
- (c) focuses on improving specific student learning outcomes and/or student success;
- (d) commits resources to initiate, implement, and complete the QEP;
and
- (e) includes a plan to assess achievement.

What Does Our Strategic Plan Propose for Improving Student Learning?

- Objective 1.2: Institutional Learning Outcomes (Essential Skills) will be evident across all courses in both general education and majors.
- Objective 1.3: Engaged and high impact practices will be evident across the undergraduate curriculum.
- Objective 1.5: The curriculum will be relevant, coherent, and diverse and will offer students a broad exposure to academia and the ways knowledge is produced.

Where Are We and Where Do We Need to Focus ?

- Objective 1.2 - SLOs
 - Accomplished: Defined, GE Courses ID, Rubrics Adopted, Assessment Data Being Collected
 - To Do: Use data to improve delivery and assessment
- Objective 1.3 – HIPs
 - Accomplished: Collecting indirect data from students, developed syllabus template for use for a HIP course; grant from CUR to infuse Ung Research in Biology and Chemistry; pending grant from Mellon Foundation to infuse Ung Scholarship across Humanities disciplines
 - To Do: Identify & evaluate courses that are HIP for assessment of impact
- Objective 1.5 – CC
 - Accomplished: Purposeful Pathways 3-yr grant implemented across disciplines
 - To Do: Continue to implement grant phases

What Have Our Conversations Raised

We are concerned about

- retention because of the impact on student success, our UNC metrics and our budget.
- the need to make greater and earlier impact on Students' Critical Reading and Written Communication because of the impact on subsequent course performance.
- students' ability to engage information effectively (Information Literacy).
- our commitment to providing undergraduates with either an undergraduate research opportunity or experiential learning (internship/clinical/student teaching).

Can We Use the QEP to Help
Address These Concerns?

Reimagining the First Year Freshmen Cohort for 2014-2018 (5 Cohorts)

Freshmen will complete the first year at WSSU feeling connected to the campus; engaged in deep learning around big issues while increasing essential skills; obtaining good academic standing with low debt; with an understanding of liberal education and social justice; and prepared to successfully engage the next year.

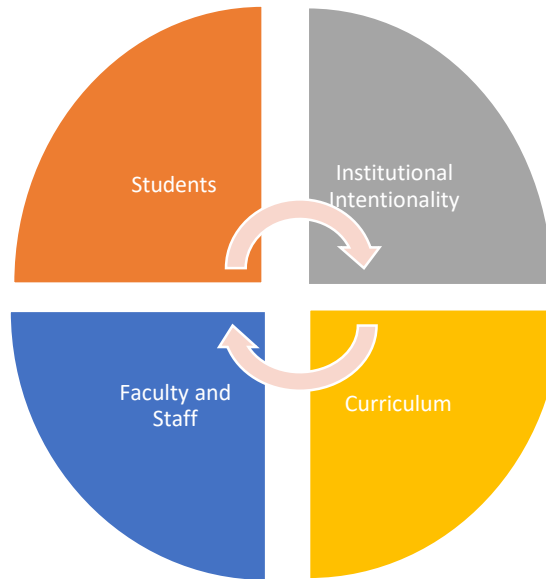
Four Strategies:

- 1) Institutional Intentionality, 2) Curriculum, 3) Faculty and Staff, and 4) Students

Outcomes for Strategies

- Productive self-concepts like 'belonging' evident
- Agency and self-efficacy (seeking help with advising, tutoring, career pathways) evident
- Self-view as intellectual being (not just a student but rather a scholar) evident
- Engaged fully in the life of campus
- Wellness issues (physical and mental) addressed

- Faculty and co-curricular staff in effective partnerships for student learning
- Effective teaching for student learning
- Effective evaluation of teaching and support service
- Incentives/reward structures in place to support 1st Year outcomes
- Intrusive advising/warning systems utilized
- Data available and utilized at unit level for decisions and accountability



- Changed administrative structures support student success
- Policies changed to promote student success/equity
- Data analytics driving decisions
- Accountability measures for units and persons in place
- Communities structured to promote tenants of social justice and 7 learning outcomes

- Course designed/redesigned for learning outcomes
- Restructured 'gateway' courses/interdisciplinary approaches evident
- High Impact Practices evident
- Curricular pathways clearly articulated
- Co-curriculum structured to support curriculum (learning outcomes)
- Effective feedback/assessment loops

RFY Student Cohort

Fall Entry New Students	Full-time (12 or more hours)	Part-time (less than 12 hours)
2014	844	6
2015	865	22
2016	938	12
2017	932	5
2018	933	

Metric 1: Credit Accumulation

Cohort	Credits accumulated - Full-time Students	AVE Credits/Full-Time Student
Fall 2014	21360	25.3
Fall 2015	22523	26.0
Fall 2016	25527.5	27.2
Fall 2017	25980	27.9

Metric 2: Credit Completion Ratio

Cohort	# of Full-time Cohort who passed 100% of courses attempted (Fall & Spring)	% of Full-time Cohort who passed 100% of courses attempted (Fall & Spring)
2014 Cohort	362	43%
2015 Cohort	422	49%
2016 Cohort	429	46%
2017 Cohort	479	51%

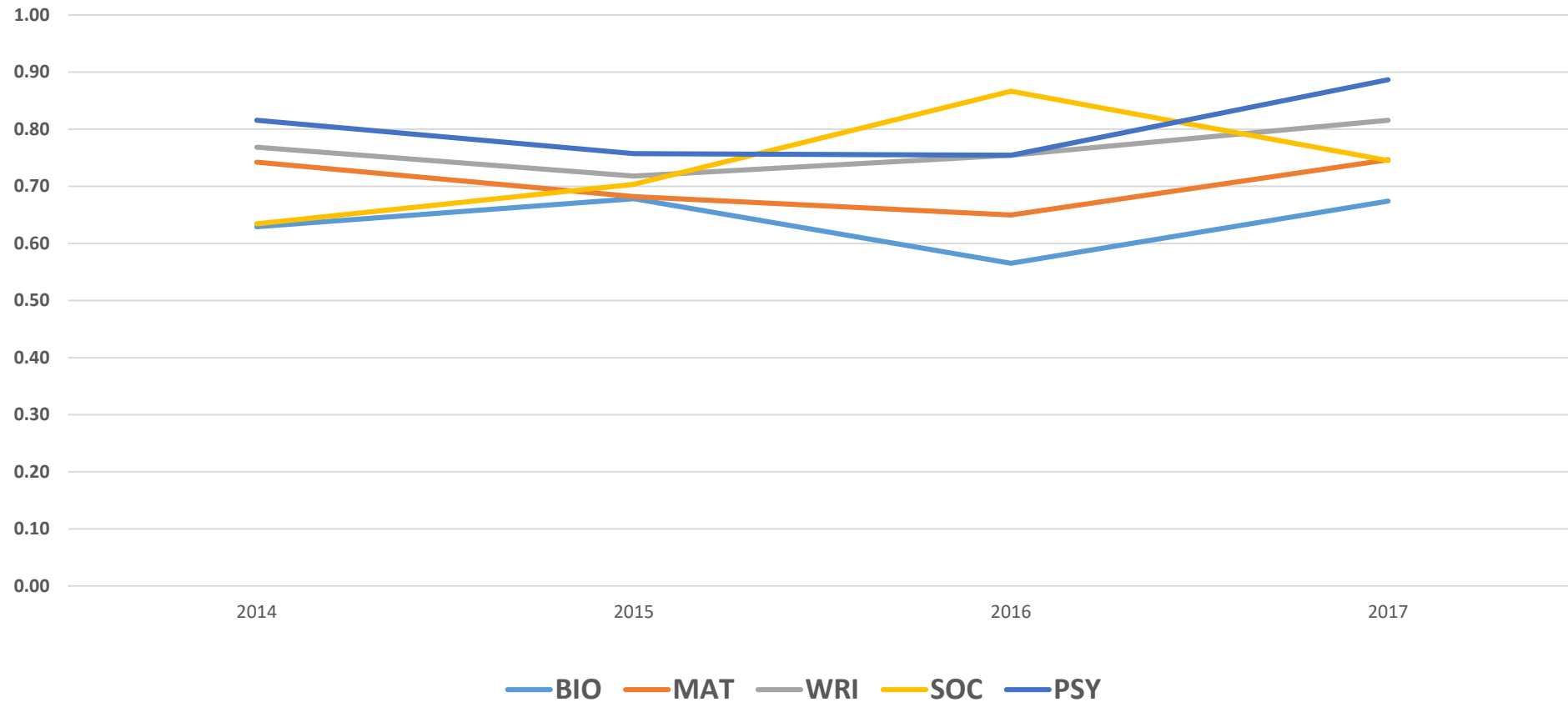
Metric 3: Gateway Course Completion

Course ID	Course Name
BIO 2301/1313	General Biology
MAT 1311	Algebra
WRI 1301 (Previously ENG 1301/1312/1313)	Freshman Composition
SOC 2301	Introduction to Sociology
PSY 2301/1301	Introduction to Psychology

Fall and Spring Terms Combined % of Enrolled Cohort Passing with \geq C over the Five Years

	Year of Cohort			
Course Code	2014	2015	2016	2017
BIO	63%	68%	57%	67%
MAT	74%	68%	65%	75%
WRI	77%	72%	75%	82%
SOC	63%	70%	87%	75%
PSY	82%	76%	75%	89%

Fall and Spring Terms Combined % of Enrolled Cohort Passing with $\geq C$ over the Five Years



Metric 4: Retention

Entering Student Cohort	Percent
2014	76%
2015	77%
2016	76%
2017	77%

Metric 5: % of Cohort with ≥ 30 Earned Hrs at End of Freshman Year

Cohort	# of Full-time Cohort who Earned ≥ 30 Hours	% of Full-time Cohort who Earned ≥ 30 Hours
2014		%
2015		%
2016		%
2017		%

Metric 6: % Cohort with ≥ 2.0 GPA

Cohort	# of Full-time Cohort who Earned ≥ 2.0 GPA	% of Full-time Cohort who Earned ≥ 2.0 GPA
2014		%
2015		%
2016		%
2017		%

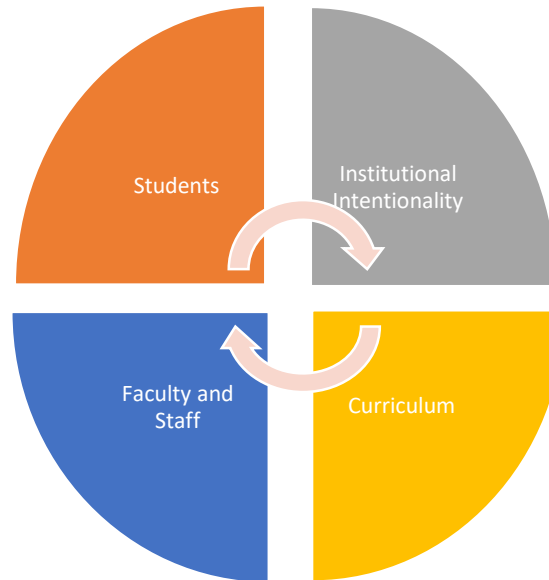
Metric 6: % Cohort with ≥ 2.0 GPA & MIN 30 HRS Earned

Cohort	# of Full-time Cohort who Earned ≥ 2.0 GPA & Min 30 HRS Earned	% of Full-time Cohort who Earned ≥ 2.0 GPA & MIN 30 HRS Earned
2014		68.1%
2015		68.4%
2016		69.6%
2017		74.1%

Where are we?

- Productive self-concepts like 'belonging' evident
- Agency and self-efficacy (seeking help with advising, tutoring, career pathways) evident
- Self-view as intellectual being (not just a student but rather a scholar) evident
- Engaged fully in the life of campus
- Wellness issues (physical and mental) addressed

- Faculty and co-curricular staff in effective partnerships for student learning
- Effective teaching for student learning
- Effective evaluation of teaching and support service
- Incentives/reward structures in place to support 1st Year outcomes
- **Intrusive advising/warning systems utilized (Grades First)**
- **Data available and utilized at unit level for decisions and accountability (EAB)**



- **Changed administrative structures support student success**
- Policies changed to promote student success/equity
- Data analytics driving decisions
- Accountability measures for units and persons in place
- Communities structured to promote tenants of social justice and 7 learning outcomes
- Course designed/redesigned for learning outcomes
- **Created 2 required FYE courses to replace LLS**
- Restructured 'gateway' courses/interdisciplinary approaches evident
- High Impact Practices evident
- Curricular pathways clearly articulated
- Co-curriculum structured to support curriculum (learning outcomes)
- Effective feedback/assessment loops

What we Know with 8 months to Go

- Some improvement in the metrics but
 - Not a consistent pattern other than hours accumulated
 - Not enough data precision to know what drove changes
- Did not measure the dispositions or student behavior
- Are implementing new tools (EAB SSC) to be able to measure more precisely student behaviors (decision to purchase was informed by data collection and results for this project – see UNC Student Success Grant proposal)
- Made some advancements in accomplishing objectives under the 4 Strategies
- “Tinkered” with student support structures - did not go to the heart of the issues – student learning and success in academic courses

Reimagining the First Year – Reimagined

Freshmen will complete the first year at WSSU

- 1) feeling connected to the campus;
- 2) having engaged in successful learning that increased essential skills;
- 3) having maintained good academic standing; and
- 4) having completed a signature social justice project that was the first entry in their e-portfolio.

Outcomes

1. Measures of Connection (psycho-social scales); Social Justice project participation/engagement; and Co-curricular transcript (OrgSync.com) show engaged students
2. Designated courses completed with grade of C or above; Level 2 Competence on CR, IL, WC (others?)
3. GPA ≥ 2.0 ?????; Completion Rate (earned/attempted hrs) $\geq 67\%$; Earned HRs ≥ 30
4. Project Rubric Score $\geq x$; e-Portfolio Created



Graduation Within: Students: First Enrolled Between: - Within: More..

Grad Rate by Student Attribute [What's this?](#)

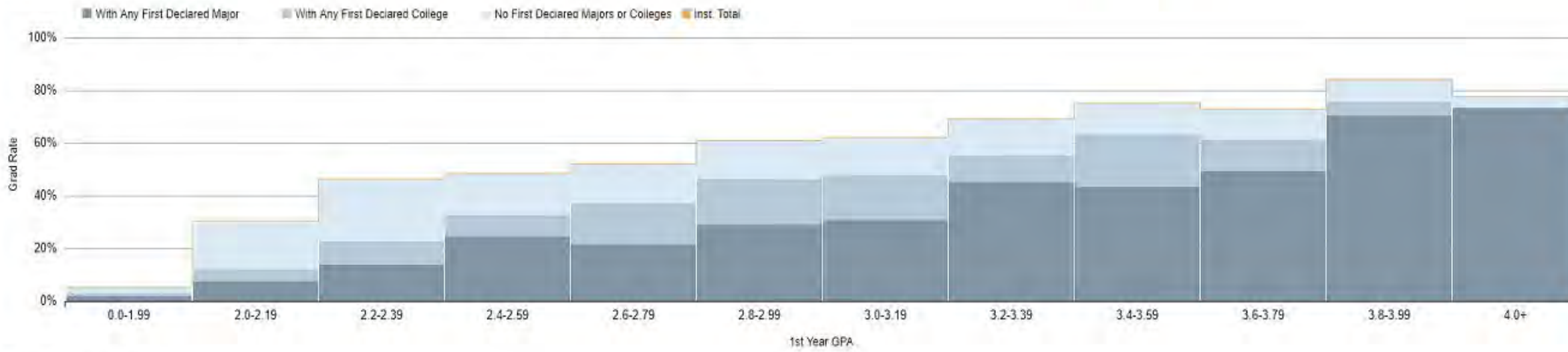
Analyze grad rate by

EAB Insights

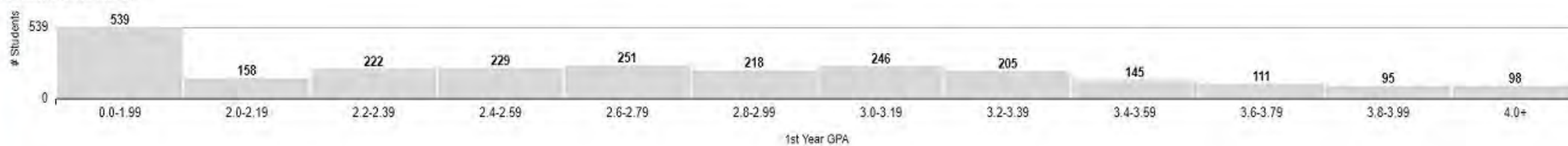
Did You Know? Most student success initiatives target freshman students, but 52% of attrition occurs after the first year.

[Download](#)

Grad Rate by 1st Year GPA



of Students w/ 1st Year GPA



Yearly Model Components



Preparation

- Taking Care of Business
- Pre-Assessments
- Pre-Major Selection
- Course Assignment
- Housing Assignment
- Student Leader Assignment

Forming Community (Ramdition)

- Introduction to
 - Community
 - Resources
 - Expectations
 - Culture of Academic Success
- FYE
- Social Justice
- Learning Communities & Mega majors
- Residence Life Curriculum
 - Social Justice
 - Themed Living
 - Conflict Resolution
 - Self Governance

Engaging Community Fall

- FYE 1250
 - Success Skills
 - Social Justice Reading (CR)
 - Intro to e-portfolio Skills
- WRI 1301 (WC) focused on Social Justice Readings
- BIO 1313 (CR)
- MAT or ?
- HUM or LIT or SOC S (IL)
- Residence Life Curriculum

Engaging Community Spring

- FYE 1251
 - Success Skills
 - Social Justice Project (WC & IL)
 - Digital Literacy
 - Social Justice Project
 - Completing of freshman e-portfolio
- GE Course
- GE Course
- GE Course
- GE Course
- Residence Life Curriculum

QEP Timeline

- Year 1 2019-2020 – Planning and Training
- Year 2 2020-2021 – Implement with cohort 1 and collect data, review implementation, refine training
- Year 3 2021-2022 – Implement with cohort 2 and collect data
- Year 4 2022-2023 – Implement with cohort 3 and collect data
- Year 5 2023-2024 – Implement with cohort 4, collect data and write up results from the five years of implementation

Model Components – Preparation

- Outcomes:
 - Relevant Data Collected to establish Living & Learning Communities
 - New Freshmen Ram Ready
 - Use to set up learning community classes using concept of Mega-majors
 - Establish baseline data for outcome measures
 - Understand student needs and goals to help plan programming
 - Understand skill improvement needs

Model Components - Ramdition

- Establish Goals/Outcomes that support Reimagined goals
 - Students have been introduced to the major components of their Living and Learning Communities
- Assess

Model Components – Learning Communities

- Establish Goals/Outcomes that support Reimagined goals
 - Residence Life Curriculum
 - FYE 1250
 - Courses – Course Objectives and WSSU SLO
- Align programming to support goals
 - Teaching structure for FYE
 - Logistics of course assignment
 - Agreement among all faculty about outcomes and where teaching of SLOs will occur
 - Teaching activities
 - Address effective pedagogy and training across all instruction
- Assess
 - Use of rubrics for SLOs and other cognitive/behavior outcomes