



**WINSTON-SALEM**  
STATE UNIVERSITY

**Quality Enhancement Plan**  
**2020-2025**

**Equity in Practice for Student Success**

**March 21, 2025**

# Outline

- What is a Quality Enhancement Plan (QEP)?
- What is WSSU's QEP?
- WSSU's QEP process
- Overview of results and data
- How did we impact student success?
- Broader impacts & lessons learned
- Q & A

# What is a Quality Enhancement Plan?

“The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of accreditation process and is derived from an institution’s ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success.”

*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.

# WSSU QEP 2020-2025

## Lower the DFWI Rates in a set of gateway courses

### Primary Goals:

- Improved learning (student learning outcome assessment) in gateway courses.
- Improved success (higher grades) in gateway courses.

### Secondary Goal

- Improved outcomes (earned hours and cumulative GPA) for first-year students.



# QEP Gateway Courses

Courses		Course Leads
BIO 1313	Gen. Biology 1	Dr. Carly Kemmis
CHE 1313	Gen. Chemistry 1	Dr. John Merle
HIS 1301	Intro. to Global History	Dr. Cynthia Villagomez
MAT 1311	College Algebra	Dr. Qi Chen
MAT 2326	Statistics	Dr. John Adeyeye
MUS 1301	Intro. to Music	Dr. Kinard Douthit
SOC 2326	Soc. & Beh. Statistics	Dr. Richard Moye

# Initiating the QEP (Spring '20-Spring '21)

- **Identified barriers to student learning**
  - 7 courses (5 STEM; 2 Humanities)
  - Found a lot of commonalities:
    - Student engagement/attendance issues
    - Disconnect between course outcomes and assessments
    - Lack of consistency across sections
    - High cost of learning materials
    - Students lack strong study skills
- **Focused on “fixing” what we can control**
  - Policies, outcomes, assessments, learning activities, and student engagement

# Summer Institute 2021

- **Backward Course Design**
  - Dr. Eli Collins-Brown (WCU)
- **Culturally Relevant and Transparent Assessments**
  - Dr. Jeremiah Shipp (WSSU)
- **Root Cause Analysis**
  - Dr. Melissa Bowman-Foster (WSSU)
- **Virtual follow-up Sessions and a Report-out Session in August**
- **Deliverables:** Redesigned courses, CLO Assessment with Rubric, Canvas module

## Fall 2021 – Spring 2022

- Piloted sections of redesigned gateway courses
- Improved course coordination across sections
- Baseline CLO data showed assessments were inconsistent across sections
- Nuventive Improve shell for each course for data collection and storage
- Faculty were surveyed to identify areas of need to inform future professional development activities
- Friday Brown Bag sessions facilitated by Dr. Jeremiah Shipp



# Summer Institute 2022

- **Equity Drive Assessments: Creating Inclusive Assignments**
  - Dr. Karen Singer-Freeman (WFU)
- **Motivating and Engaging Students in the Classroom**
  - Dr. Santiba Campbell (Bennett)
- **Inclusive Learning Environments; Little Things to Enhance Student Success**
  - Dr. Jeremiah Shipp (WSSU)
- **Techniques for Enhancing Student Success**
  - Dr. Georgette Crawford-Crooks (WSSU)
- **Using Course Specific Data**
  - Dr. Becky Mussat-Whitlow; Ms. Laura Crist; Ms. Keena Jones (WSSU)

# Summer Institute 2022 (cont.)

- **Virtual follow-up Session and a Report-out Session in August**
- **Deliverables:** Data driven Action Plan for the AY, Revised assessment or learning activities/modules (2 per faculty)
- **Examples:**
  - Think-Pair-Share in-class assignments
  - Small group assignments
  - Students given choice (topic/assessment)
  - Skill building activities/modules

# Fall 2022 – Spring 2023

- Continued pilots in the fall, broadened participation to all gateway course sections in spring
- Provided a “Boot Camp” workshop to on-board new faculty
- Improved consistency of assessment methods in each course
- Normalized CLO data across courses to allow for data continuity
- Monthly QEP Meetings (Teams and Group)
  - Dr. Jon Kapell, et al. – “Students’ Mental Health and Institutional Support”
- Employed surveys to gather student perceptions about newly employed learning activities/interventions

# Student Survey Comments

“I really enjoy this class and have learned a lot just by participating and the type of assignments [the professor] assigns.”

“The [professor’s] guided reading really helps and also help build a foundation to reading and studying.”

“The storytelling has surprising worked well for me (when I apply myself). I enjoy the storytelling and how everything fits together!”

“By completing the vocabulary quiz, it allowed me to understand words used in note taking”

# Summer Institute 2023

- **Embracing Culturally Sustaining Assessment Practices**
  - Dr. Dawn Tafari (WSSU)
- **Creating a Culture of Belonging within the Academic Culture**
  - Dr. William Lewis (WillHouse Global)
- **How to Use Adobe Creative Cloud to Unleash Your Creative Genius**
  - Dr. Wanda White-Walker; Jeremiah Shipp (WSSU)
- **I've Backward Engineered my Outcomes, now what?**
  - Dr. Justin Hodgson; Dr. Mirand Rodak (Indiana U. Bloomington)
- **From Low Stakes to High Impact: Assets, Activities, & Assessments**
  - Dr. Justin Hodgson; Dr. Mirand Rodak (Indiana U. Bloomington)

# Summer Institute 2023 (cont.)

- **Deliverables:** Data driven Action Plan for the AY, revised learning activities which incorporate technology (2 per faculty), revised learning activity that fosters inclusivity (1 per faculty)
- **Examples:**
  - Student generated Tik-tok style videos
  - Introducing a token economy
  - Student use of Adobe tools to showcase content knowledge
  - Converting assignment mode (written to video)
  - Using real-world data sets
  - Using Adobe tools for introductions “About Me” slides
  - Faculty developed videos to introduce class

# Fall 2023 – Spring 2024

- Continued improvement of course delivery
- ACUE certification push
  - 22 QEP Faculty, Multiple from each team
- Monthly QEP meetings showcased Teams' efforts
- Faculty Surveys

# Faculty Survey Comments

“I feel that the most important improvement has been reaching out to students on a weekly basis (asynchronous online course). By letting them know what assignments they are missing and reminding them that they can still complete the missing items has really helped.” (What had the most positive impact?)

“I believe that everything about the QEP process has made me a better and more successful teacher. I will continue to use the strategies and other things that I have learned throughout this entire process.” (How has QEP process impacted you?)

“The summer institutes have been very helpful to give the faculty time to work TOGETHER that we just don't have during the fall and spring semesters.” (Which PD was most beneficial?)



# Fall 2024 – Spring 2025

- Final formal QEP course presentation
- Monthly QEP meetings open forum
- ACUE/QEP Remix
  - Low DFW rates when actively in ACUE
  - Suggests having pedagogy at forefront helps
  - 12 faculty learning community – met monthly (Fall 2024)
  - Deliverables: 2-Minute Mentor Videos (CITI Youtube)



# Context for QEP Data

- QEP process was initiated in Spring 2020
- COVID Pandemic had an obvious impact on student learning
- What do we know about how it impacted our students?

# WSSU Student Population

- Where Students Come From Interactive Dashboard
- This dashboard shows the enrollment trends across the UNC system
- Most undergraduate students at WSSU are from Mecklenburg and Forsyth counties.

# The Educational Opportunity Project at Stanford University

- <https://edopportunity.org/recovery/>
- This interactive map shows the learning loss in Mathematics and Reading disaggregated by race, socioeconomic status, and county.
- Mecklenburg and Forsyth counties saw some of the largest declines in NC from 2019 – 2022. Both counties saw increases in 2023 but are still lower than their pre-pandemic levels.
- Black and Hispanic students score lower on average than white students. There is a very large achievement gap when disaggregating for socioeconomic status.
- 61% of WSSU undergraduate students received a Pell grant.

# Charlotte-Mecklenburg Schools - Math

2019-2022 Change In Average Reading Achievement In The U.S.  
 shown by 2019-2022 change in average reading scores for all students by school district

Data Charlotte-Mecklenburg Schools ②  
 North Carolina

## OPPORTUNITY METRICS FOR ALL STUDENTS

Learn how our methodology has changed

### Changes In Average Math Scores

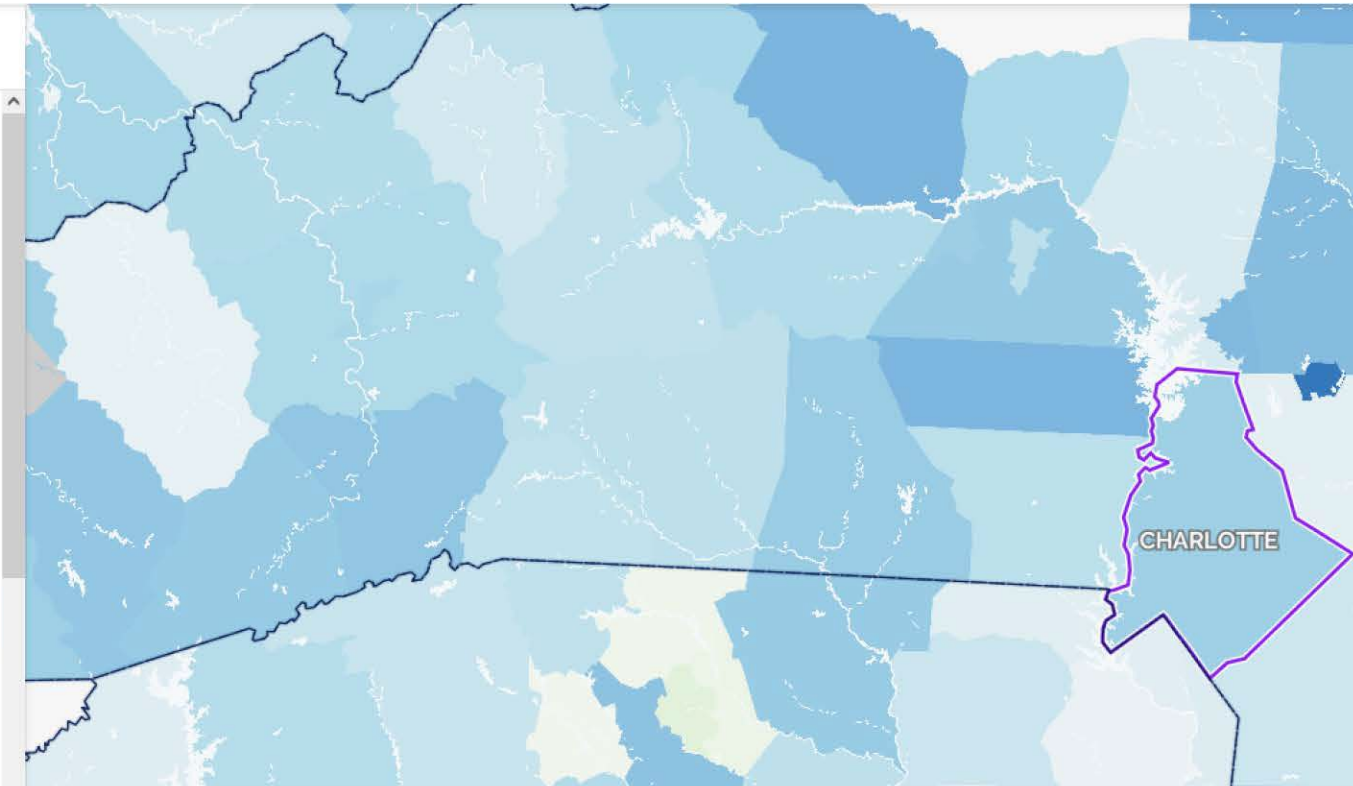
Reflects Change In Average Math Achievement

2019-2022	-1.1 ± 0.2
2022-2023	+0.3 ± 0.07
2019-2023	-0.81 ± 0.2

### Changes In Average Reading Scores

Reflects Change In Average Reading Achievement

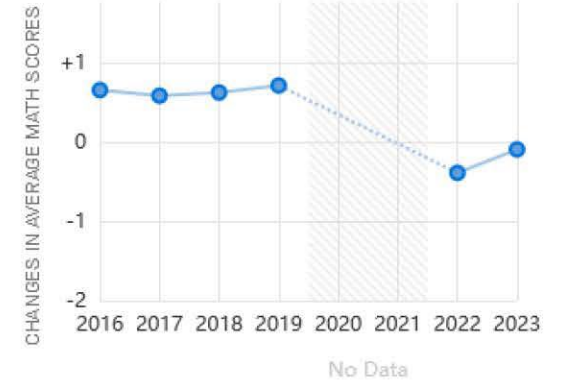
2019-2022	-0.56 ± 0.2
2022-2023	+0.22 ± 0.07
2019-2023	-0.34 ± 0.2



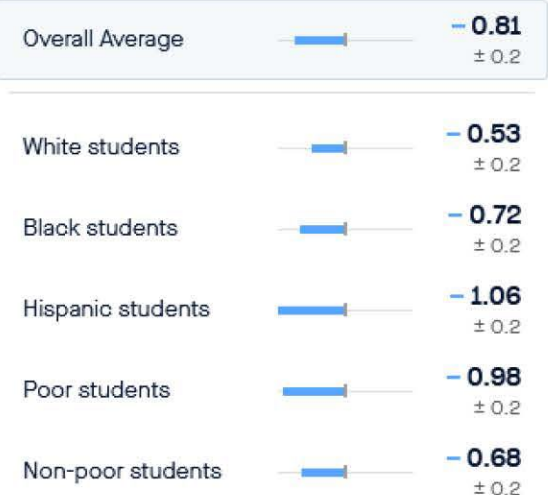
## Charlotte-Mecklenburg Schools ②

North Carolina

### 2016-2023 CHANGE IN CHANGES IN AVERAGE MATH SCORES



### 2019-2023 CHANGE IN AVERAGE MATH SCORES BY SUBGROUP

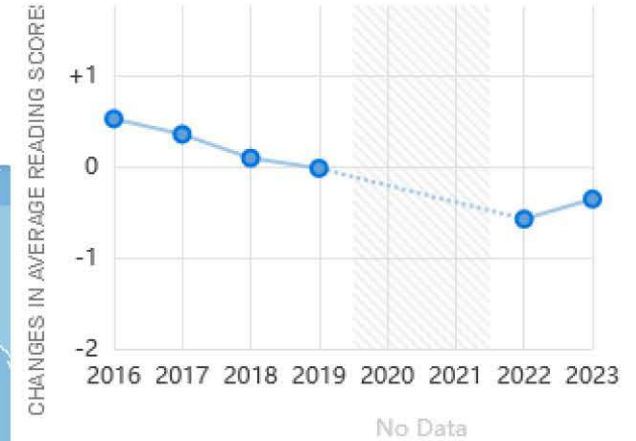


# Charlotte-Mecklenburg Schools - Reading

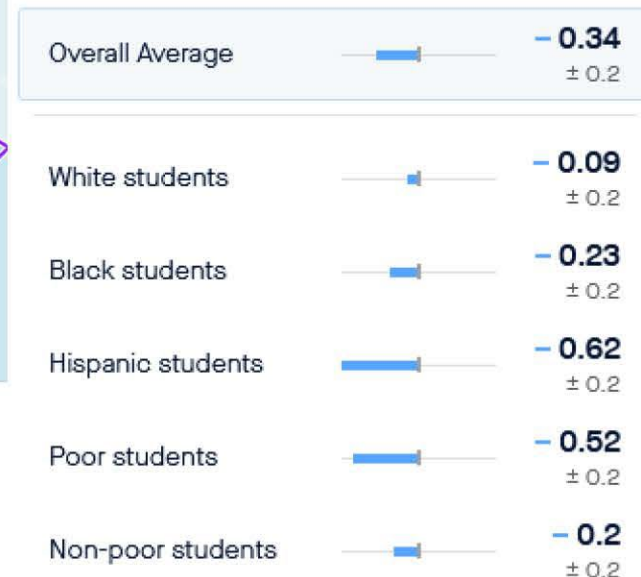
Charlotte-Mecklenburg Schools <sup>2</sup>

North Carolina

2016-2023 CHANGE IN CHANGES IN AVERAGE READING SCORES



2019-2023 CHANGE IN AVERAGE READING SCORES BY SUBGROUP



2019-2022 Change In Average Reading Achievement In The U.S.  
shown by 2019-2022 change in average reading scores for all students by school district

Charlotte-Mecklenburg Schools <sup>2</sup>  
North Carolina

OPPORTUNITY METRICS FOR ALL STUDENTS

Learn how our methodology has changed

Changes In Average Math Scores

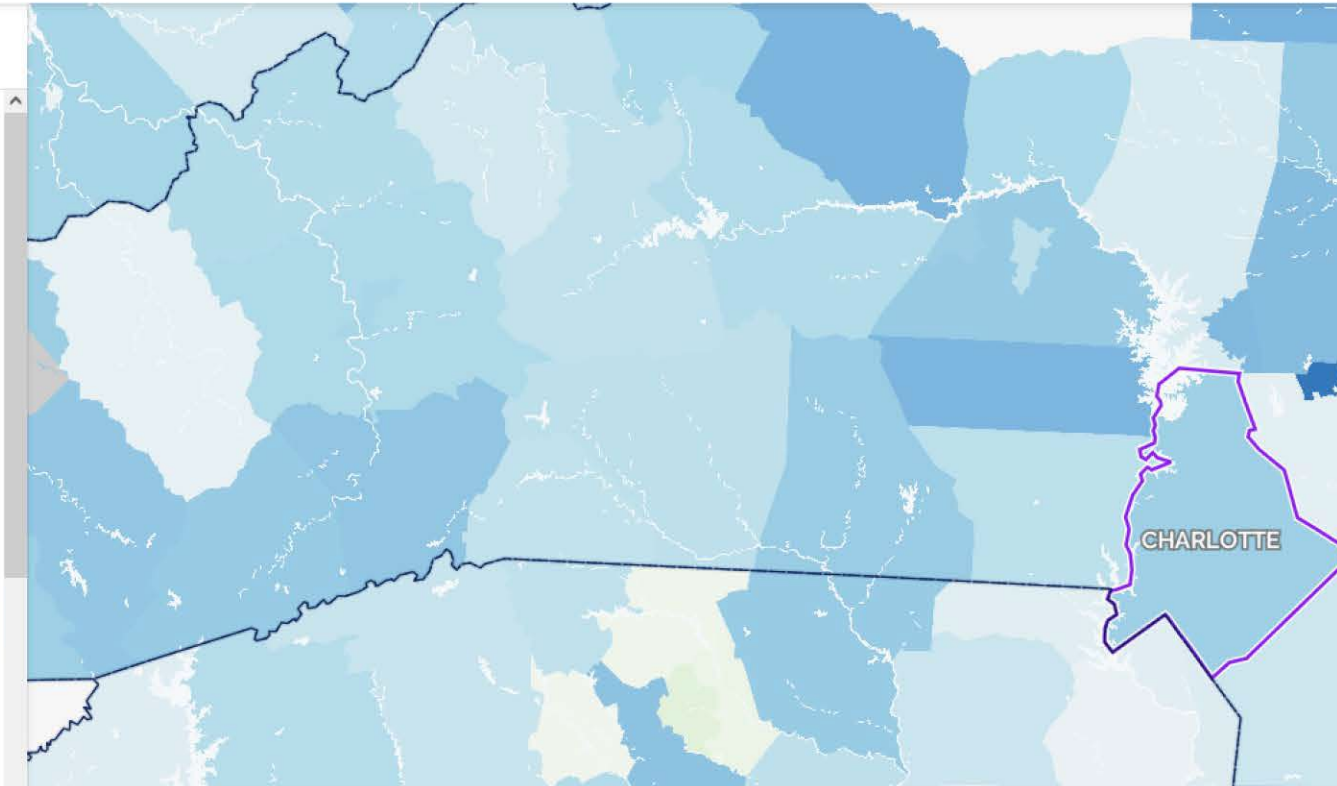
Reflects Change In Average Math Achievement

2019-2022	-1.1 ± 0.2
2022-2023	+0.3 ± 0.07
2019-2023	-0.81 ± 0.2

Changes In Average Reading Scores

Reflects Change In Average Reading Achievement

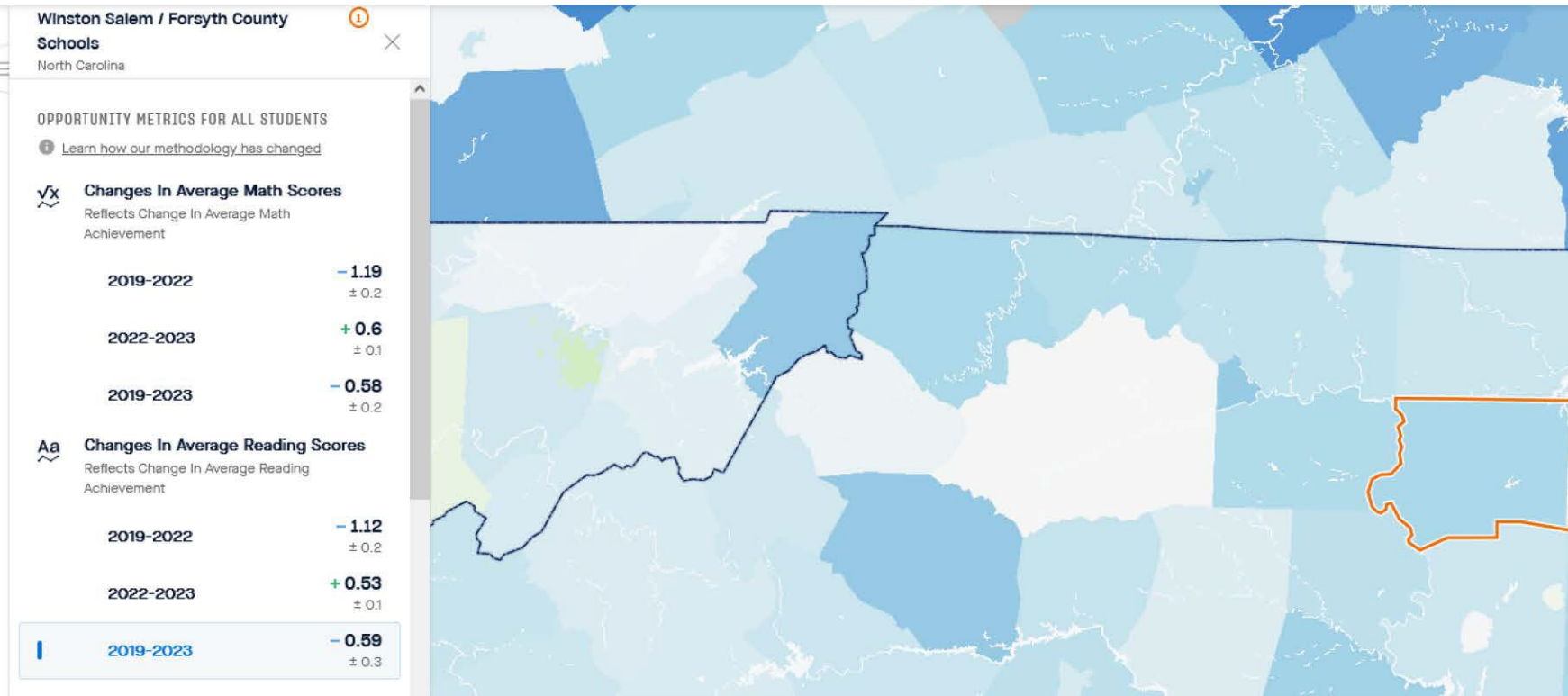
2019-2022	-0.56 ± 0.2
2022-2023	+0.22 ± 0.07
2019-2023	-0.34 ± 0.2



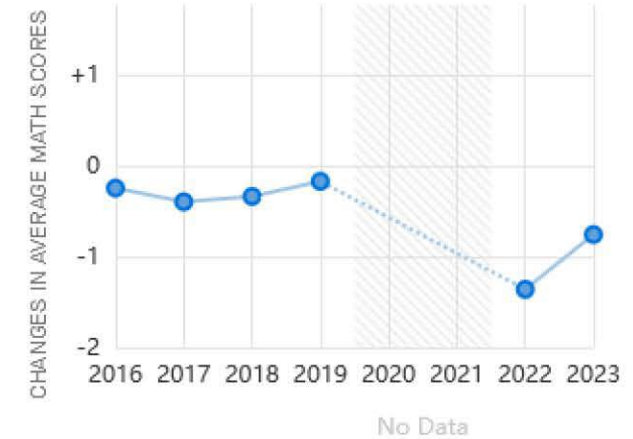


# Forsyth County - Math

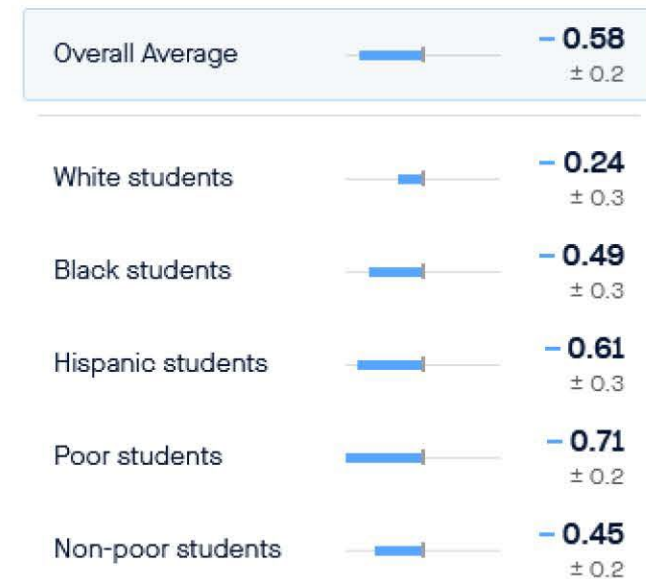
2019-2023 Change In Average Reading Achievement In The U.S.  
 shown by 2019-2023 Change in Average Reading scores for all students by school district



## 2016-2023 CHANGE IN CHANGES IN AVERAGE MATH SCORES

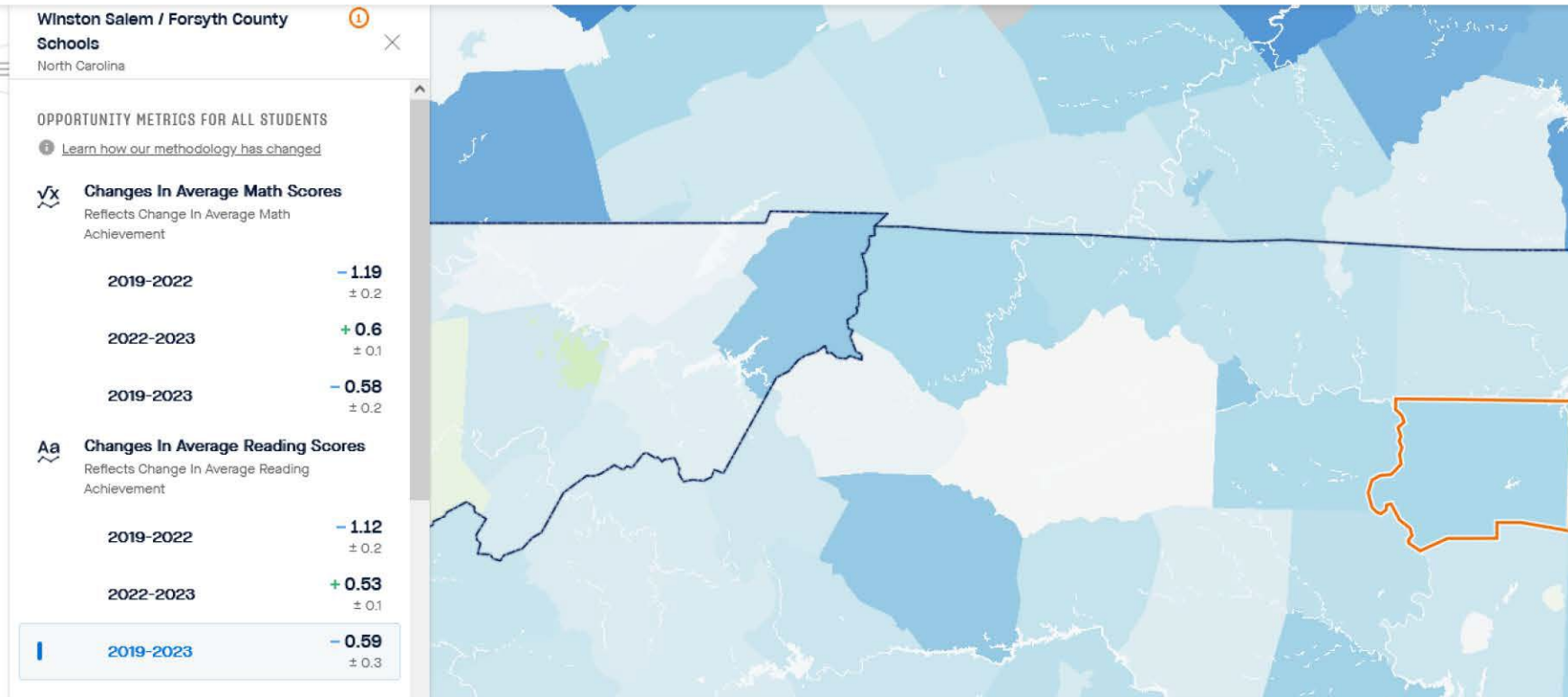


## 2019-2023 CHANGE IN AVERAGE MATH SCORES BY SUBGROUP

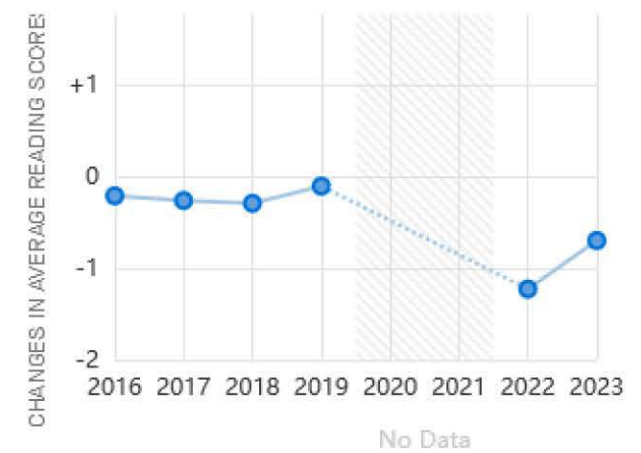


# Forsyth County - Reading

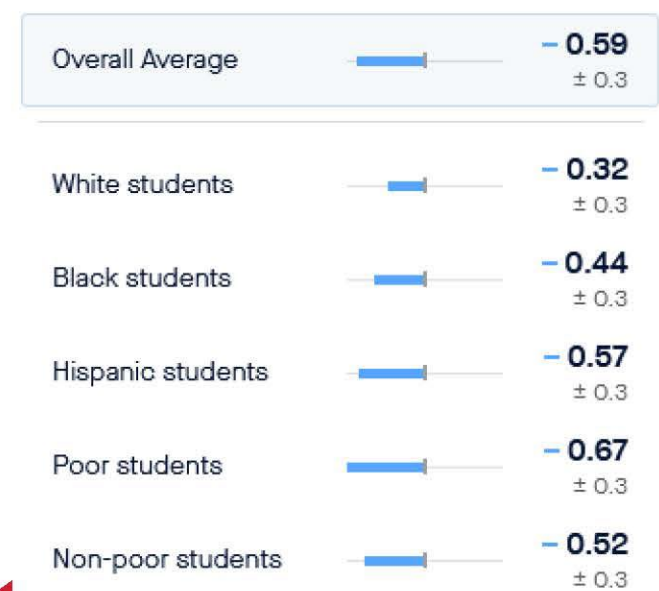
2019-2023 Change In Average Reading Achievement In The U.S.  
 shown by 2019-2023 Change in Average Reading scores for all students by school district



2016-2023 CHANGE IN CHANGES IN AVERAGE READING SCORES



2019-2023 CHANGE IN AVERAGE READING SCORES BY SUBGROUP







# Secondary QEP Outcomes



## Core Metric Drivers | Credit Benchmarks for WSSU

Filters

Latest Cohort Term

Fall 2023

Residency

All

County of Residence

All

Gender

All

Race/Ethnicity

All

Pell Recipient

All

Use Credit Hours:

Inst. + Trans. Credit Hours

Include Summer?

Yes

Retained?

All

Credit Benchmark Progress

	First-time Full-time Freshmen	30 SH Year 1 Pass Rate	60 SH Year 2 Pass Rate	90 SH Year 3 Pass Rate
Fall 2019	963 Students	55.9%	40.0%	31.7%
Fall 2020	1,004 Students	48.3%	34.2%	30.5%
Fall 2021	911 Students	50.1%	39.1%	35.8%
Fall 2022	849 Students	45.9%	38.5%	
Fall 2023	879 Students	57.7%		

The above table shows the number of undergraduate first-time full-time students in each Fall Term Census snapshot, with the percentage of those students that pass the credit hour benchmark by the following Spring Post-Grades snapshots.

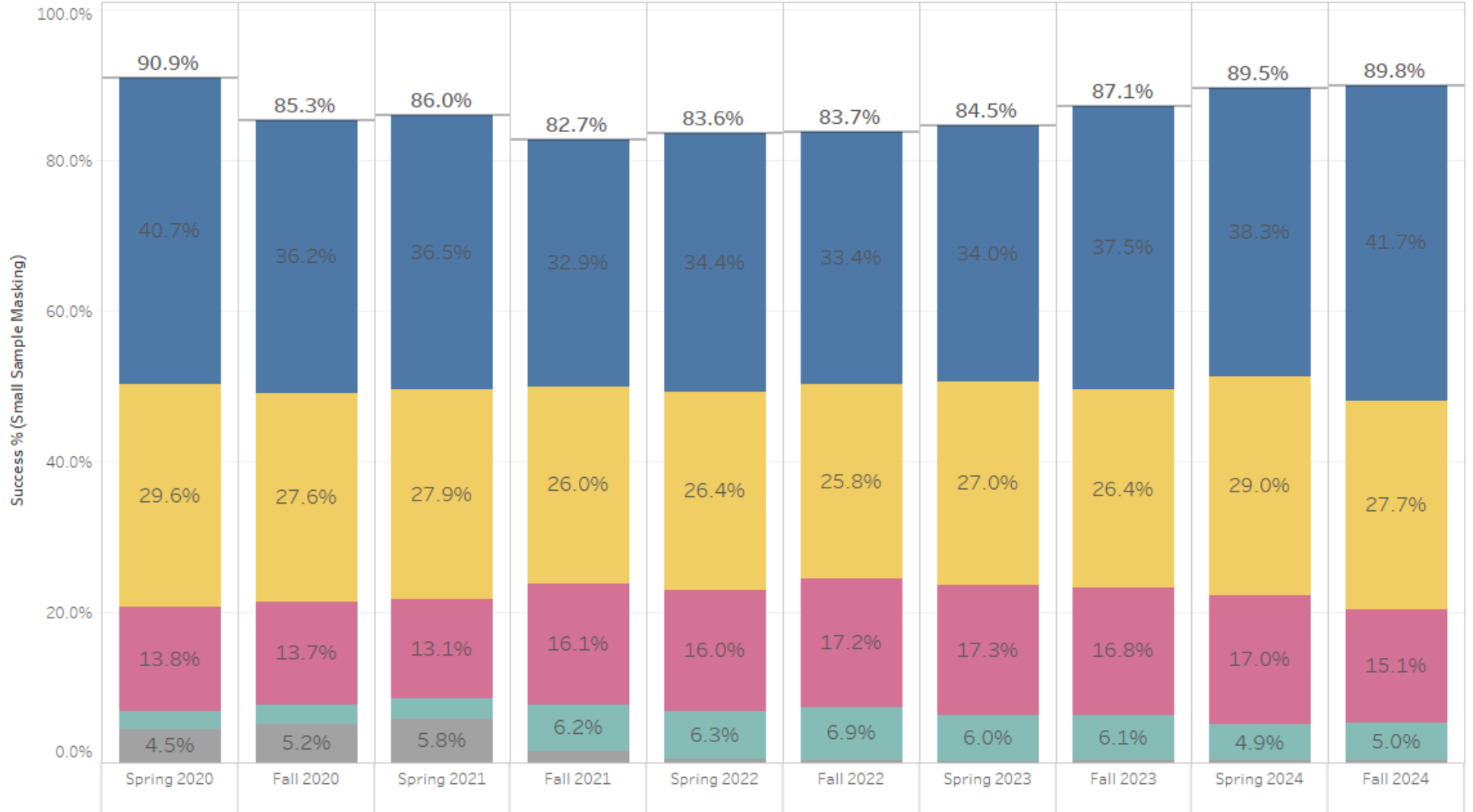
Including Summer will check through the following Summer II Post-Grades snapshots, rather than the Spring Post-Grades Snapshots.

# Secondary QEP Outcomes (cont.)



## Core Metric Drivers | Course Success Rates for WSSU

- A
- B
- C
- D
- Other
- Course Filters
- Latest Snapshot Term  
Fall 2024
- Course Career  
Undergraduate
- Course College  
All
- Course Department  
All
- Student Filters
- Class Level  
All
- Enrollment Status  
All
- Gender  
All
- Race/Ethnicity  
All
- Pell Recipient  
All



# First-year Retention Rate Trends

<b>Academic year</b>	<b>Enrolled in at least one QEP course in first year</b>	<b>Did not enroll in any QEP courses in first year</b>
Fall 2021	76%	66%
Fall 2022	73%	68%
Fall 2023	75%	65%

# How we've impacted student success



**Instructional Supports & Development**



**Student-centered Classroom**



**Supplemental Academic Supports**



**Health & Wellness Supports**



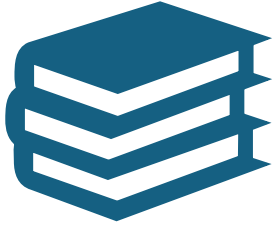
# Instructional Supports & Development

- **Professional Development**
  - Summer Institutes
  - ACUE Certification
  - Friday Brown Bag sessions
  - CITI Trainings
- **Provide faculty tools, allow them use them**
- **Faculty learning communities**
  - ACUE & ACUE/QEP Remix
  - Monthly QEP meetings



# Student-centered Classroom

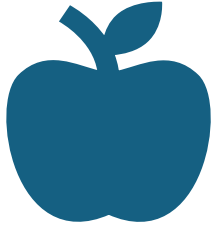
- **Account for students' humanity**
- **Provide a framework, but be flexible**
- **Provide timely constructive feedback**
- **Culturally relevant/inclusive assignments**
- **Student engagement and incentives**
- **Equitable course policies**



# Supplemental Academic Supports

- **Progress monitoring:**
  - Direct communication with students (EAB, email, F2F, etc.)
  - Point out strengths and areas for improvement
- **UCaLL/Tutoring/Writing Center:**
  - Direct students to these services
  - Embed into course work
- **Open Seminars/Recitations/Q&A Sessions**
  - Provide students forum to share/discuss ideas





# Health and Wellness Supports

- **Faculty Training Opportunities:**
  - WSSU CARES team through student affairs
  - Direct students to counseling services
  - GUIDE training
  -
- **Emotional support:**
  - Make yourself available for students
  - Understand your limits

# Broader Impacts

- **ACUE/QEP Remix**
  - 2-Minute Mentor Videos
- **Cross-pollination with non-QEP courses**
  - Aspects of common course structures across sections of other courses
- **WRI 1301 Collaboration**
  - High enrollment, mostly freshman population
- **Institutional Effectiveness Seminars**
  - Shared QEP efforts with WSSU community

# Lessons Learned

- **Communicate early and often**
  - Continual communication (with students and faculty)
  - Destigmatize having difficult conversations (DFW rates)
  - Find partners on campus (UCaLL, CITI, Tutoring, etc.)
- **Be Responsive**
  - Agility in the classroom
  - “If at first you don’t succeed...”
  - Students are changing.
- **Leverage resources**
  - Ensure faculty are aware of student resources

# Acknowledgements

- **Provost's Office** – Dr. Artimisi, Ms. Mickle, Dr. Ingram
- **CITI** – Dr. White-Walker, Dr. Shipp
- **IAR** – Dr. Thomas, Ms. Crist, Ms. Bradley, Ms. Jones
- **UCaLL/Tutoring** – Dr. Crawford-Crooks, Ms. Doyle, Ms. Johnson
- **Course Leads** – Dr. Kemmis, Dr. Merle, Dr. Villagomez, Dr. Chen, Dr. Adeyeye, Dr. Douthit, Dr. Moye
- **QEP Gateway Course Faculty/Steering Committee**

# Questions?

Ken Brown

[brownkj@wssu.edu](mailto:brownkj@wssu.edu)