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

**Students**
- 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

**Institutional Intentionality**
- 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

**Curriculum**
- 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

**Faculty and Staff**
- 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
### RFY Student Cohort

<table>
<thead>
<tr>
<th>Fall Entry New Students</th>
<th>Full-time (12 or more hours)</th>
<th>Part-time (less than 12 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>844</td>
<td>6</td>
</tr>
<tr>
<td>2015</td>
<td>865</td>
<td>22</td>
</tr>
<tr>
<td>2016</td>
<td>938</td>
<td>12</td>
</tr>
<tr>
<td>2017</td>
<td>932</td>
<td>5</td>
</tr>
<tr>
<td>2018</td>
<td>933</td>
<td></td>
</tr>
</tbody>
</table>
Metric 1: Credit Accumulation

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Credits accumulated - Full-time Students</th>
<th>AVE Credits/Full-Time Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>21360</td>
<td>25.3</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>22523</td>
<td>26.0</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>25527.5</td>
<td>27.2</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>25980</td>
<td>27.9</td>
</tr>
</tbody>
</table>
## Metric 2: Credit Completion Ratio

<table>
<thead>
<tr>
<th>Cohort</th>
<th># of Full-time Cohort who passed 100% of courses attempted (Fall &amp; Spring)</th>
<th>% of Full-time Cohort who passed 100% of courses attempted (Fall &amp; Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Cohort</td>
<td>362</td>
<td>43%</td>
</tr>
<tr>
<td>2015 Cohort</td>
<td>422</td>
<td>49%</td>
</tr>
<tr>
<td>2016 Cohort</td>
<td>429</td>
<td>46%</td>
</tr>
<tr>
<td>2017 Cohort</td>
<td>479</td>
<td>51%</td>
</tr>
</tbody>
</table>
## Metric 3: Gateway Course Completion

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 2301/1313</td>
<td>General Biology</td>
</tr>
<tr>
<td>MAT 1311</td>
<td>Algebra</td>
</tr>
<tr>
<td>WRI 1301 (Previously ENG 1301/1312/1313)</td>
<td>Freshman Composition</td>
</tr>
<tr>
<td>SOC 2301</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>PSY 2301/1301</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Course Code</td>
<td>2014</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>BIO</td>
<td>63%</td>
</tr>
<tr>
<td>MAT</td>
<td>74%</td>
</tr>
<tr>
<td>WRI</td>
<td>77%</td>
</tr>
<tr>
<td>SOC</td>
<td>63%</td>
</tr>
<tr>
<td>PSY</td>
<td>82%</td>
</tr>
</tbody>
</table>
Fall and Spring Terms Combined % of Enrolled Cohort Passing with ≥ C over the Five Years
## Metric 4: Retention

<table>
<thead>
<tr>
<th>Entering Student Cohort</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>76%</td>
</tr>
<tr>
<td>2015</td>
<td>77%</td>
</tr>
<tr>
<td>2016</td>
<td>76%</td>
</tr>
<tr>
<td>2017</td>
<td>77%</td>
</tr>
</tbody>
</table>
## Metric 5: % of Cohort with ≥ 30 Earned Hrs at End of Freshman Year

<table>
<thead>
<tr>
<th>Cohort</th>
<th># of Full-time Cohort who Earned ≥ 30 Hours</th>
<th>% of Full-time Cohort who Earned ≥ 30 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>2017</td>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>
## Metric 6: % Cohort with ≥ 2.0 GPA

<table>
<thead>
<tr>
<th>Cohort</th>
<th># of Full-time Cohort who Earned ≥ 2.0 GPA</th>
<th>% of Full-time Cohort who Earned ≥ 2.0 GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>2017</td>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>
Metric 6: % Cohort with $\geq 2.0$ GPA & MIN 30 HRS Earned

<table>
<thead>
<tr>
<th>Cohort</th>
<th># of Full-time Cohort who Earned $\geq 2.0$ GPA &amp; Min 30 HRS Earned</th>
<th>% of Full-time Cohort who Earned $\geq 2.0$ GPA &amp; MIN 30 HRS Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td>68.1%</td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td>68.4%</td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td>69.6%</td>
</tr>
<tr>
<td>2017</td>
<td></td>
<td>74.1%</td>
</tr>
</tbody>
</table>
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) ≥ 67%; Earned HRs ≥ 30

4. Project Rubric Score ≥ x; e-Portfolio Created
Yearly Model Components

Preparation (Pre Assessments)

Forming Community (Ramdition)

Engaging Community I (Fall Learning Community)

Engaging Community II (Spring Learning Community)
### 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
- 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