Quality Enhancement Plan

QEP is
GPS

Guiding Persistence to Success

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Southern Association of Colleges and Schools
Commission on Colleges

Albany State
University
UNIVERSITY SYSTEM OF GEORGIA™

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Executive Summary

The *"Guiding Persistence to Success (#GPS)* Quality Enhancement Plan (QEP) is designed to strengthen progression to completion rates. The QEP is a five-year, university-wide quality improvement plan focusing on student success. We will accomplish this through five strategies progress reports, advising model, study tables, peer mentoring and course redesign. The four outcomes of ASU's QEP are

> Outcome 1: Decrease the DFW rates in the top 11 courses with high enrollment.
> Outcome 2: Decrease the number of students on probation, suspension, and dismissal.
> Outcome 3: Increase the retention rates of students.
> Outcome 4: Increase student awareness of academic policies and resources that are relevant to student progression and degree completion.

The key elements to implementing ASU's QEP are an early alert system, a collaborative advising model, study tables, peer mentors and course redesign of both high D/F/W courses and the First Year Experience (FYE) course. Early alert is proactive system of **early** warning and follow-up for students identified as having academic difficulties **early** in the semester and a feedback procedure for all faculty regarding the specific actions taken by their identified students. The advising model will utilize professional success coaches for lower division students who have earned fewer than 60 credit hours and faculty for upper division students. Study tables will provide tutoring services from faculty who teach the course. Course redesign includes the redesigning the top 10 of high enrollment and high DFW rates including the first year experience course, ASU 1101. Peer mentors provide support through early engagement with new students. These components are intended to work in concert to ensure that students are on the path to completion.

The success of *Guiding Persistence to Success (#GPS)* is measured through an assessment plan that addresses student success and learning outcomes, and is aligned to the institutional mission and strategic plan. Direct and indirect measures, which gather quantitative and qualitative data, assist in assessing student success outcomes. Annual formative reports will enable the QEP Committee to make modifications as necessary and to ensure continuous improvement and advancement toward meeting the goals of the QEP. Additionally, the University has developed an itemized budget to ensure institutional capability for the sustainability of the QEP.

Albany State University: An Overview

Albany State University (ASU) is a nationally recognized Historically Black College and University (HBCU), located in Albany, GA, a progressive city with a population of 75,00. ASU has been a catalyst for change in the region from its inception as Albany Bible and Manual Training Institute to its designation as a University. Founded in 1903 to educate African American youth, the University proudly continues to fulfill its historic mission while also serving the educational needs of an increasingly diverse student population. In December 2016, the University System of Georgia granted approval for the consolidation of Albany State University with Darton State College, an access institution into the new Albany State University effective January 2017. The new ASU builds upon the HBCU mission to serve increasingly diverse student populations and will continue to serve the access mission of Darton State College by offering workforce related degrees and certificates.

The primary mission of ASU is to educate students to become outstanding contributors to society. Offering certificates, transfer associate degrees, professional associate degrees, bachelor's, master's and specialist degrees along with continuing education programs, the University emphasizes the liberal arts as the foundation for all learning by exposing students to the humanities, fine arts, social sciences and natural sciences. Global learning is fostered through a broad-based curriculum, diverse student activities and expanding use of technology. ASU encompasses three colleges, the College of Arts and Sciences; the College of Professional Studies; and the Darton College of Health Professions.

The University has one main campus, ASU East, and one full-service satellite campus, ASU West, both with on-campus housing. The University operates three other off-site locations in Cairo, Waycross and Cordele, GA. The University services more than 6,200 traditional and non-traditional students where 84% of the students are minority, 7 out of 10 are female and the 94% are in-state residents.

Section A: Topic Identified through its ongoing, comprehensive planning and evaluation processes

Albany State University chose to use a two-phased process to identify and select the topic of the QEP. A small group, known as the Topic Selection Team (TST), was charged with the initial research effort to identify a small group of topic areas to bring forward to the Leadership Team and the institution. The TST (Table 1) was charged with overseeing the process of developing a set of topics that were relevant to the mission and strategic direction of ASU.

Table 1. Topic Selection Team

Member	Title	Area	Affiliation
Melanie Hatch	Associate Provost	Academic Affairs	Administration Chair, TST
Hema Davis	Associate Professor	Psychology	Department Chair Faculty
Frank Malinowski	Associate Professor	Computer Science	Faculty
Timothy Hughley	Associate Professor	Health and Human Performance	Department Chair Faculty
Shavecca Snead	Assessment Coordinator	Institutional Research	Staff
Mary Washington	Director, Learning Resource Center	Library Services	Staff
Devi Akella	Professor	Business	Faculty
Erica Decuir	Associate Professor	Education	Faculty

The TST followed a deliberate process of analyzing ASU's student progression, retention and demographic information, benchmarking other universities and research of high impact practices to generate a set of topics for further review. The process steps are outlined below;

1. Identify small team to research potential topic areas
2. Analyze ASU demographic and success data
3. Benchmark other institutions
4. Research high impact practices
5. Present topic ideas within TST
6. Present final set of 4 – 6 topic areas to Leadership Team for feedback
7. Present 3 topic areas to broader institution for feedback
8. Select final topic area
9. Communicate selection to university

During the timeframe that the TST was conducting its research, ASU initiated the process of creating a new strategic plan. Members of the TST attended the strategic planning open forums to gather additional information regarding the visioning process and to confirm the continuation of institutional priorities surrounding student success and engagement. Additionally, Dr. Hema Davis served as co-chair of the strategic planning steering committee which helped to ensure alignment between the QEP topic and ASU's strategic direction.

Analysis of Success Data

Student Demographics – Fall 2018

Albany State University enrolled 6,371 students in the Fall 2018 semester with 524 students pursuing a career associate degree, 2,889 pursuing a transfer associate degree, 2,577 pursuing a bachelor's degree, 366 in a master's degree program and 4 students enrolled in the education specialist program. Students who enter ASU through the access pathway are automatically placed in the transfer associate degree program.

ASU's student population in the Fall of 2018 included 4,614 females and 1,757 males, 72% of ASU students are Black or African American, 16% White, 4% Hispanic or Latino and 7% Other. Additionally, 69% of ASU students attend full-time with the highest percentage of part-time students enrolled in the career associate and graduate programs. The majority (6,023) of ASU students reside in Georgia.

ASU awarded 1,315 degrees in the 2017-2018 academic year with 21% of students earning an associate degree, 28% earning a career associate degree, 37% earning a bachelor's degree and 11% earning a graduate degree. Approximately 23% of ASU undergraduate students are first generation college students and 62% of entering freshmen are Pell recipients.

Retention Rates

Student success is a priority for the University System of Georgia (USG) and Albany State

University. Student progression, retention and graduation rates are monitored and reported each

semester by all institutions within the USG. Table 2 shows the one-year retention rates for first-

time freshmen associate-degree and bachelor-degree students at Albany State University while

Table 3 shows the rates of students who graduate within 150% of time for degree. Students in

the 2017 cohort year are the first group of students enrolled in the new consolidated university.

Table 2. One-year Retention Rates

		Retention Rate	
Degree Type	Cohort Year	Institution Specific	System-Wide*
Associate	2016	50.0	53.6
Associate	2017	47.2	51.8
Associate	2018	58.1	63.1
USG Peer Average	2018	62.5	67.9
Bachelor	2016	70.0	74.5
Bachelor	2017	60.6	67.4
Bachelor	2018	60.4	68.7
USG Peer Average	2018	71.1	78.6

*Students who transfer to another USG institution, Source: USG Cognos Report

Table 3. Graduation Rates

		Graduation Rate	
Degree Type	Cohort Year	Three-Year	Six-Year
Associate	2014	14.5	
Associate	2015	10.7	
Associate	2016	9.9	
USG Peer Average	2016	11.2	
Bachelor	2012		34.7
Bachelor	2013		36.2
USG Peer Average	2013		42.4

Source: USG Cognos Report

Albany State University adopted a new student success model in the fall semester of 2018 to

address the complexities introduced by consolidation. As an institution with a blended function,

Albany State enrolls students with varying degrees of academic preparation. To serve all of ASU's students, the success model involves collaboration among the divisions of Academic Affairs, Student Affairs and Enrollment Management.

Student success coaches shepherd undergraduate students through their first 60 credit hours at Albany State. Faculty advisors help bachelor-degree students navigate the remainder of their upper division coursework. Faculty also track attendance and academic performance and report any issues through a software platform as part of an early alert system. Tutoring services are available to on-ground and online students and ASU piloted a more intensive tutoring experience through evening study tables during the spring and fall 2019 semesters. Peer-mentors attend first year seminar classes to help to offer advice and guidance to the new freshmen students.

Benchmark Other Institutions

The Topic Selection Team reviewed the QEP executive summaries of other universities posted on the SACSCOC website (http://www.sacscoc.org/QEPSummaries.asp). The team created an initial topic list for further review based on the connection to ASU's mission, vision and priority of student success. Table 4 shows the initial set of topic areas.

Table 4. Initial QEP Topics

Topic Area	Potential Impact	Connection to Institution
Retention, Progression, Graduation	All students – with initial focus on Gateway courses	SP: Objective 4.4, 5.2*
Experiential Learning	All students – with initial focus on General Education courses	SP: Objective 6.2, 6.3, mission and vision
Career Preparation	All students – with initial focus on rising seniors (BS) and sophomores (AS)	SP: Objective 2.2, 6.2, mission
Critical Thinking/Problem Solving	All students – with initial focus on first-year students	Institutional SLO's[+]
Student health and well-being	All students – with initial focus on first-year students	SP: Objective 5.2

Advising and academic preparation	All students – with initial focus on Gateway courses	SP: Objective 4.4, 5.2
Ethics and Leadership	All students – with initial focus on first-year students	SP: Objective 4.4, 5.3, 6.5
Societal Responsibility and Community Engagement	All students – with initial focus on first-year students	SP: Objective 6, mission
Written/Verbal Communication	All students – with initial focus on first-year students	Institutional SLO's
Integrative Learning	All students – with initial focus on rising seniors and capstone courses	Mission
Information and Technology literacy	All students – with initial focus on first-year students	Mission

*SP = Strategic Plan

+ SLO = Student Learning Outcomes

Each member of the Topic Selection Team was assigned a topic area from Table 4 for additional review and research. The team created a standardized checklist to guide the review process and assist with narrowing the list for presentation to the Leadership Team.

Present to Leadership Team

The team considered factors from the checklist to evaluate each topic area and narrow the list for presentation to the Leadership Team. The top six topic areas with the highest potential impact on student success and that could be sustained beyond the initial five-year plan were chosen for further evaluation.

1) Integrative Learning - An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex solutions within and beyond the campus." (AAC&U)
2) Experiential Learning – a teaching methodology where faculty members combine classroom learning with direct experience and reflective assignments to foster deeper learning.
3) Health and Wellness – There is a linkage between student health and academic performance. Students make many lifestyle choices during their time in college and develop habits that may persist throughout their life.
4) Retention/Progression/Graduation – "an evidence-based process to create an institutional plan for improving student learning and success in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes especially for

low-income, first-generation and historically underrepresented students. This multi-year process helps institutions create and implement a plan for course redesign that supports teaching, learning, success, completion, and retention." (www.jngi.org)

5) <u>Career Preparation</u> – Traditional-aged students often come to college without a deep understanding of various career fields or the competencies needed to have a successful career.

6) <u>Social Responsibility</u> – "the impacts of decisions on society and the environment through transparent and ethical behavior … and is integrated throughout the organization and practiced in relationships." (www.asq.org)

Feedback from University

Initial feedback from university faculty, staff and students supported the topic of Experiential Learning. However, ASU was concurrently participating in a system-wide effort called Gateway to Completion® (G2C) through the Gardner Institute (www.jngi.org/gateways-to-completion). The G2C initiative asks universities to explore high enrollment courses where a large number of students earn a grade of "D", "F" or withdraw from the course. ASU selected four courses, ENGL 1101 (Composition 1), ENGL 1102 (Composition 2), MATH 1001 (Quantitative Reasoning), MATH 1111 (College Algebra) for evaluation. Our baseline information showed DFW rates of 29% for ENGL 1101, 29% for ENGL 1102, 34% for MATH 1001 and 39% for MATH 1111.

Conversations with respect to student success have been part of the strategic planning process, cabinet meetings, and enrollment management stand-up meetings. Given the institutional priority of student success and the need for cross-functional involvement to improve our DFW rates, ASU ultimately selected Retention, Progression and Graduation (RPG) as our QEP topic.

Communication to University

Progress on the QEP topic selection and development was reported to the university at Faculty/Staff conference in August 2019. A workshop describing the need for a QEP, what it represents and topics under consideration was facilitated by the Associate Provost. The final

topic of RPG has been discussed at President's Cabinet meetings, Dean's and Chair's meetings and University Marketing has developed an internal communications plan.

Section B: Broad-based Support

Albany State University is taking a holistic approach to improving student success through increasing retention, progression and graduation rates. The divisions of Academic Affairs, Enrollment Management and Student Success and Student Affairs are collaborating to assist students through a variety of success strategies as part of QEP implementation. A QEP Committee comprised of members from each division (Appendix D) has been created to guide and coordinate strategy development and implementation. A detailed description of the five key strategies that are part of the QEP is listed below.

The division of Academic Affairs includes the College of Arts and Sciences, the College of Professional Studies, the Darton College of Health Professions, the Center for Faculty Excellence, First Year Experience and the Tutoring Center. The division of Enrollment Management and Student Success is comprised of the Advising Center, Financial Aid, Admissions and the Registrar's Office while Student Affairs includes Student Conduct, Student Life, Housing, and the Wellness Center.

Progress Reports

Academic Affairs and the Advising Center are piloting a new alert system using the Education Advisory Board (EAB) Navigate platform (https://eab.com/products/navigate-for-four-year-institutions) in the spring 2020 semester. Faculty will be identifying students who are at risk for potential failure at four-week intervals throughout the semester and entering this information into the Navigate software platform. We have identified the following alert reasons for faculty to enter; 1) class absences or missed activity deadlines for online students, 2) disposition and

attitude, 3) failed quiz or exam, 4) late or missing assignments, 5) D/F/W at mid-term, 6) no books or missing materials, and 6) other. The alerts are then routed to the academic advisors and/or the tutoring center to engage students in support services.

The subset of students included in the pilot effort are students on academic probation after the fall 2019 semester. Faculty have been notified if any of these students are enrolled in their classes and the first alert notifications are due during Week 4 of classes (February 3, 2020). Faculty enter one or more of the reasons identified above which helps to determine which department receives the alert. The receiving department (advising or tutoring) then reaches out to the student to determine what additional services are needed to help the student become successful in the class. We believe these strategic interventions will positively impact both year-to-year retention and the percentage of students who are moved to suspension.

We will be expanding progress reporting to include all freshmen students starting in the fall 2020 semester and to add all sophomore students starting in the fall 2021 semester. We will continue to include all students on probation during this time.

Advising Model

Albany State has adopted a collaborative approach to academic advising that utilizes professional success coaches for lower division students who have earned fewer than 60 credit hours and members of the faculty for upper division students. ASU has recognized that advising encompasses more than registering students for course work and our new advising framework has created a new culture for academic advising.

New undergraduate students who come into the institution with fewer than 60 credit hours are assigned to a success coach within the advising center. The success coach helps students navigate the core curriculum requirements to stay on track to graduate. The success coaches

ensure that students are aware of their rights and responsibilities and they explain ASU policies and procedures. They direct at-risk students to academic and student support services and they serve as the main touch point for lower division students. Once students attain 60 credit hours, they transition to a faculty advisor in the major.

As the faculty are the experts in the content area, students receive more in-depth mentoring, information on career, internship and graduate school opportunities from the faculty advisors. Additionally, the faculty advisor helps the student navigate the major coursework and they can offer guidance on courses that should be taken concurrently and faculty may work directly with students on research and projects or help place students in undergraduate research programs to work with other faculty members.

There are many benefits to this type of advising model. Dedicated professional advisors offer increased availability to students during the critical time when they are new to the college environment. ASU's Success Coaches help students identify and overcome challenges to create a foundation for short and long-term success in college. The Success Coach is more involved in the student's college life and does wellness checks if the students misses too many consecutive days from class, serves as a mentor, connects students with peer or faculty tutors, counsels and builds a more personal relationship with the students they advise to give them a better sense of belonging after entering into a place that is very unfamiliar to them. Since faculty have fewer advisees, they are able to interact more deeply with the student which allows them to write meaningful recommendation letters to employers and graduate schools.

Study Tables

As an institution with a blended function, students enter Albany State University with varying levels of preparation and types of academic mindset. For many students, the first year of college

can be incredibly challenging as they experience greater independence than they had before,

higher expectations from Professors and an increasing number of ways to spend their time. For

this reason, ASU offered evening study tables for introductory math and science courses during

the fall 2019 semester to augment the capacity of the Tutoring Center.

Students can seek help from instructors and peer-tutors in a supportive environment through one-

on-one or group sessions. The study tables were offered twice a week from 6:00 – 8:00 pm and

students could visit one or more study table. Upon arrival, students sign in through an automated

entry point and indicate which study table they will visit. At the end of the session, students

return to the entry point and they may either leave completely or sign in again to visit a different

study table. This system allowed us not only to track which study table each student visited but

also how long they spent with the instructor or peer-tutor.

Initial findings for the 213 students who participated in the study tables (see Table 1):

- The number passing at midterm before Study Table=126 or 59.15%
- The number passing at the end of semester after Study Table=170 or 79.81%
- Increase from midterm to finals=170-126 =44 or 20.66%
- Number of students whose grades improved from midterm to final exams=102 (that is, a student who made "C" by midterm and made "B" by finals has improved)
- Number of students who grades decreased from midterm to finals=20.
- Net improvement: 82
- Number of students whose grades did not change from midterm to finals= 91.

Table 5. Study Table Results

Number passing at midterm (with "C" or better)	% (with "C" or better)	Number failing at midterm	% failing at midterm (F,D,W)	Number passing at the end of fall 2019 (with "C" or better)	% (with "C" or better)	Number failing at end of semester	% failing	Positive Change in Numbers	%(+)
126	59.15%	87	40.85%	170	79.81%	43	20.19%	44	20.66%

Since the effort was successful, ASU will be expanding the study table effort for the spring 2020 semester to additional courses. In the fall 2020 semester, we plan to offer study table session to all at-risk freshmen students who are admitted with a GPA less than 2.3.

Course Redesign

Gateway Courses

Albany State University has been participating in a system-wide effort in partnership with the Gardner Institute (www.jngi.org) called Gateways to Completion®. In 2018, ASU selected the following courses: MATH 1001 (Quantitative Reasoning); MATH 1111 (College Algebra); ENGL 1101 (English Composition I); and ENGL 1102 (English Composition II) based on the DFW rates and the high course enrollment. All students must take both English courses as part of the General Education Core requirements and they select one of the two math courses. ASU formed a faculty committee for each of the four courses to analyze direct and indirect assessments of each class and to make recommendations for change including curriculum structure and course redesign. Any revisions to the course will be applied to all instructional modalities (face-to-face, online or hybrid). The charge from the University System of Georgia (USG) regarding Gateways to Completion® (G2C) is "to provide institutions – more specifically, faculty – with processes instructional and curricular guidance, and analytics tools to redesign teaching, learning and success in gateway courses."

Analysis of data across the Georgia system shows that if a student fails one course during the first year, his/her chances of graduating decreases by 50%. Additionally, if a student fails two courses in the first year, his/her chances of graduating decreases by 80%. For this reason, ASU will expand our efforts to redesign additional courses with high enrollment and high DFW rates.

Table 6. D/F/W Rates

Courses	Enrollment	DFW	Enrollment	DFW	Enrollment	DFW	Enrollment	DFW	Enrollment	DFW
ENGL 1101-English Composition I	1,570	30.6%	458	42.1%	1,558	28.2%	431	43.2%	1,004	36.0%
MATH 1111-College Algebra	1,345	40.6%	563	47.1%	842	29.1%	470	25.3%	805	35.5%
COMM 1110-Public Speaking	412	25.2%	574	23.3%	760	27.6%	551	25.8%	574	25.5%
BIOL 2411K-Human Anatomy/Physiology I	489	35.8%	363	63.4%	577	33.4%	363	31.1%	448	40.9%
MATH 1001-Quantitative Reasoning	187	34.8%	70	42.9%	551	22.9%	334	29.0%	286	32.4%
ENGL 1102-English Composition II	421	26.8%	1,119	26.3%	371	21.3%	1,124	24.6%	759	24.7%
MUSC 1100-Music Appreciation	283	39.9%	201	22.4%	370	22.4%	351	15.1%	301	25.0%
ENGL 2111-World Literature I	383	32.6%	252	27.8%	335	22.7%	221	20.8%	298	26.0%
MATH 2411-Introduction to Statistics	285	30.2%	2,411	27.8%	284	31.3%	355	31.0%	834	30.1%
BIOL 1111K-Intro to Biological Sciences	375	32.3%	238	38.7%	270	27.8%	241	36.1%	281	33.7%
BUSA 1105-Introduction to Business	198	30.8%	138	34.8%	255	27.1%	150	32.0%	185	31.2%

Fall 2017 - Spring 2019 Pass Rates

Courses	Fall 2017		Spring 2018		Fall 2018		Spring 2019		Average	
	Enrollment	Pass Rates	Enrollment	Pass Rates	Enrollment	Pass Rates	Enrollment	Pass Rate	Enrollment	Pass Rates
ENGL 1101-English Composition I	1,570	69.4%	458	57.9%	1,558	71.8%	431	56.8%	1,004	64.0%
MATH 1111-College Algebra	1,345	59.4%	563	52.9%	842	70.9%	470	74.7%	805	64.5%
COMM 1110-Public Speaking	412	74.8%	574	76.7%	760	72.4%	551	74.2%	574	74.5%
BIOL 2411K-Human Anatomy/Physiology I	489	64.2%	363	36.6%	577	66.6%	363	68.9%	448	59.1%
MATH 1001-Quantitative Reasoning	187	65.2%	70	57.1%	551	77.1%	334	71.0%	286	67.6%
ENGL 1102-English Composition II	421	73.2%	1,119	73.7%	371	78.7%	1,124	75.4%	759	75.3%
MUSC 1100-Music Appreciation	283	60.1%	201	77.6%	370	77.6%	351	84.9%	301	75.0%
ENGL 2111-World Literature I	383	67.4%	252	72.2%	335	77.3%	221	79.2%	298	74.0%
MATH 2411-Introduction to Statistics	285	69.8%	2,411	72.2%	284	68.7%	355	69.0%	834	69.9%
BIOL 1111K-Intro to Biological Sciences	375	67.7%	238	61.3%	270	72.2%	241	63.9%	281	66.3%
BUSA 1105-Introduction to Business	198	69.2%	138	65.2%	255	72.9%	150	68.0%	185	68.8%

First Year Experience Course (ASU 1101)

The goal of the First Year Experience (FYE) is to provide an initial success model for students and to contribute to the overall well- being of incoming freshmen. The FYE is crucial to the retention, progression, and completion of students and is currently being redesigned to be impactful far beyond year one. Students will become a part of a focus area that is related to their area of study or career aspirations. Although student success is the objective, the course will focus on academic success, institutional policy and traditions, physical and emotional wellness, financial literacy, community building and awareness, and personal and professional development.

The curriculum that is currently being developed has a common syllabus with common learning outcomes, yet it will be flexible enough to address particular activities for each focus group that will enhance learning and further engage students. The FYE program will include a lecture series designed around focus areas. Development for selected instructors will not only provide extensive course training, but will include training on working with peer tutors (P 3s) to enhance student learning and student success. Assessment will include the course topics and materials, instructor, and P3 effectiveness.

The Center for Faculty Excellence (CFE) at Albany State University supports excellence in teaching and learning by promoting professional development opportunities focused on high-quality instruction. Over the last year faculty have received training on topics such as assessment of learning, relationship building and academic mindset. Additionally, faculty attended conferences on high impact practices, project-based learning and experiential learning

with funding provided by the center. As we move through the course redesign process for the gateway classes, the CFE will assist faculty with training.

Peer Mentors

Albany State University recognizes the importance of early student engagement and the connection it has to retention. For this reason, ASU has created a peer mentoring program, sponsored by the Division of Student Affairs, for students to start building relationships before the semester begins. Peer Mentors take part in the Weekend of Welcome (WOW) orientation for new undergraduate students. New students are more likely to engage with a Peer Mentor who is close in age and who has recently "walked in their shoes."

Peer Mentors receive training in communication and relationship building and in knowing the resources that are available at ASU to help students who are struggling. With the redesign of the FYE course, a Peer Mentor will be assigned to each class section and will be expected to attend the class. The students in each section will become the mentees for the remainder of their first year at ASU. The Peer Mentors will assist will wellness checks of the new students, will encourage new students to engage in social activities and will advise students on topics ranging from textbook purchases to bus schedules.

Literature Review

Higher education has experienced a changing student body which has led to a changing set of issues when trying to support student success. The students currently enrolling in, and attending, our colleges represent differences in fiscal stability, demographics, and family challenges (Berger et al., 2012; Morrison & Silverman, 2004). These differences have resulted in challenges in student retention, progression, and completion. Nearly one third of students have not

completed an academic program after six years and approximately 50% have dropped out

(https://nces.ed.gov/fastfacts/display.asp?id=40).

The highest number of students not completing are from first generation and/or low income families. Students who withdraw or drop out of school, experience consequences, which are not limited to financial, personal, and future productivity (Greenstone et al., 2013). However, retention, progression, and completion are the most commonly used benchmarks to determine the success of colleges and universities. One of the most pressing questions for colleges and universities then becomes: how can we best support the education of our undergraduate students? Current research supports specific interventions which can have a significant impact on all three benchmarks.

 There is a great need for planning support programs which will better prepare students to succeed in higher education, specifically focusing on students who are first generation and/or low income. As ASU's mission includes an access pathway, an increasingly important issue is ensuring the entering students are ready to meet the challenge of higher education. Tinto (2010) indicates that only 1 in 10 students who enter a public 2-year college complete an academic programs for low income and first generation students. Albany State University has selected the five success strategies outlined above with the expectation they will have the greatest impact on student success measured in terms of year-to-year retention, passing high failure-rate courses and percentage of students on probation, suspension or dismissal.

Although the literature examining student success models as measured by retention is readily available and abundant, key research studies and resources provided important insights for Albany State University's QEP planning team. Gaps still exist concerning an understanding on which institutional process impacts student withdrawal/dropout rate (Tinto, 2010). Barnett et al.

(2012) indicate that higher education can support student success by identifying high risk students early in their academic process, including providing summer bridge programs to high risk students, and additional mathematics and writing support in their first year. Impact on student success, however, has been mixed (Barnet et al., 2012).

The *early intervention model* provides support for students through a variety of activities, including identifying students who may be academically underprepared early in the education experience. One component of this model includes early academic support, which is especially important for underprepared students (Sneyers & DeWitte, 2018). This support must start in the classroom since student that is where student learning occurs. When support is associated with specific courses, and aligned to the learning outcome, student learning is improved (University of New South Wales-Sydney, 2020) as a result of contextualizing the content for the students. This can be done with co-requisite courses, embedding support within the course, or learning communities. As with other intervention models, there are common activities that support students, including using early, frequent, and formative assessment aligned to specific learning outcomes. Early intervention models focus heavily on early alert processes (Hanover Research, 2014). While the systems are becoming more accepted in higher education, solely implementing early alert is not an effective retention strategy. To complement early alerts systems, colleges and universities need to implement effective intervention strategies to insure positive results. After using the early alert intervention, having a "strategic, intrusive, and individualized intervention" (Hanover Research, 2014) is most effective. It should be noted, however, that, according to The Gardner Institute using early alert alone as an intervention has mixed results. One effective strategy that can be added to early alert to support student success could be student-faculty mentoring (Sneyers & DeWitte, 2018). Using the student-faculty mentoring

activity provides students with information, structured advisement, and a social sense of belonging at the college or university.

Another intervention model that has been successful includes a *tiered intervention model*. Tiered intervention is defined as a multi-tiered approach to the early identification and support of students with learning needs (National Center for Learning Disabilities, RTI Action Network, n.d.). When designing a tiered intervention, several components are essential in the design. These include incorporating high-quality, research based classroom instruction, linking assessment and feedback, and student engagement. When examining each, high-quality, research based instruction is supported by changes in pedagogy to include more active learning. First, to support student learning in higher education, class instruction needs to focus on strategies that concentrate on assisting students learning during the course of the transition from high school to higher education (Baer & Duin, 2014). Tiered intervention uses progress monitoring, teach/reteach, and aligning assessments with feedback (Hughes & Dester, 2015; Hutchings, 2016). Secondly, feedback is essential to the early, frequent, and formative assessment. Assessment should also take a variety of forms to assess all levels of student learning, as well as align to the content from the course. Examples could include using lab activities as alternative assessment types as well as designing alterative assessments that are project based. Finally, student engagement includes three specific types of engagement: academic, social, and student/faculty. These forms of engagement support the new student develop a sense of belonging in higher education. Research links students' belongingness from these three perspectives (academic, social, student/faculty/campus) to college completion (persistence in completing college) and to their overall well-being (Supiano, 2018). This is more evident for minority students or members of underrepresented groups. Supiano's article (2018)

goes on to report on transition programs for first-generation and low-income students,

highlighting the article "Learning Communities, Mattering, and Sense of Belonging: Structural

Equation Modeling from Year 1 of a Longitudinal Study," from Cole, Newman, Park, and

Hypolite (2018).

These expectations can be introduced and defined during the early activities, they can be

reinforced through a strong advisement program. Support is essential to achieving the defined

expectations. In turn, the early success leads to students' self-evaluation that they belong in

higher education (Berger et al., 2012). Having social activities during this program supports

students forming new social relationships, proving a sense of belonging to the higher education

social community (Berger et al., 2012). This social belonging might be further developed

through counseling, mentoring, advising, and peer interactions (Filkins & Doyle, 2002; Kuh &

Love, 2000). When students develop a sense of institutional support, they are more likely to stay

in school. The support must include academic, social, and financial to be most effective for first

generation and students from low-income families.

As noted in (Eagan & Jaeger, 2008), student performance in "gatekeeper courses" has been

studied for several decades. Quite often gatekeeper courses are large classes that are taught

using a traditional lecture format and they are part of the general education curriculum or are part

of a pre-requisite chain of classes in areas like math and science (Tobias, 1992). The Gardner

Institute (www.jngi.org) has developed a methodology to improve student pass rates for

traditional gatekeeper courses through the Gateway to Completion® initiative. Institutions

collect data related to the teaching and learning environment and then use this information to

redesign courses to improve pass rates.

Using these findings, the QEP at ASU has identified specific interventions that will be coordinated through our new QEP, including focusing on the four institutional conditions that are associated with supporting students to continue in school: expectations, support, feedback and involvement (Tinto, 2010).

Section C: Focuses on Improving Specific Student Learning Outcomes and/or Student Success

The overarching goals of Albany State University's QEP are to increase our student's successful progression through their courses and degree programs which will in turn, increase graduation rates. Successful progression is a function of many different variables such as earning passing grades in courses, understanding the most appropriate pathway to degree completion, knowing where to ask for help and maintaining a healthy lifestyle.

Many organizations, National College Attainment Network (www.ncan.org), The Education Advisory Board (www.eab.org) and the Community College Survey of Student Engagement (www.ccsse.org), publish lists of common success measures. Typically, these lists include retention rates, graduation rates, time to complete degree and academic performance. After a careful review of outcome measures, ASU has defined four student success and learning outcomes that impact the overall goals of the QEP.

QEP Goals:

Goal 1: Encourage student progression through courses and degree programs
Goal 2: Strengthen graduation rates

QEP Outcomes:
Outcome 1: Decrease D/F/W rates in 11 high enrollment courses
Outcome 2: Decrease percentage of students on probation and suspension
Outcome 3: Increase fall-to-fall first-year retention rates
Outcome 4: Increase student awareness of academic policies and resources that are relevant to student progression and degree completion.

Each of these outcome measures contributes to the QEP's overall goals of progression and graduation rates. Decreasing D/F/W rates of high enrollment courses will directly improve course progression and indirectly improve degree progression as students will not have to repeat courses. Deceasing probation and suspension rates directly impact graduation rates. Albany State University has two levels of suspension; 1) students must sit out one semester upon the first suspension and 2) students must sit out one year upon the second suspension. Being placed on suspension adds time to degree completion and a subset of students who are on suspension do not return to complete a degree. Increasing retention rates also directly impacts both progression and graduation rates. Similar to suspension, students who return the following year have a higher chance of completing a degree. Finally, increasing student awareness of support resources will impact course completion.

Table 7 below lists the current baseline for each of the above outcomes and the target we would like to achieve by the end of the QEP. The baseline D/F/W rate is the average across all 11 courses. Although the Gardner Institute uses 30% as their threshold, ASU has set a target D/F/W rate of 20% across our high-enrollment courses as several of our courses already have a D/F/W rate below 30 percent.

The baseline measure for first-year retention at the associate degree and bachelor's degree levels are the 2018 rates listed in Table 2. The retention targets for each degree level are the average rates from ASU's state university peer institutions within the University System of Georgia. The probation and suspension baseline percentages represent the average rates between fall 2017 and fall 2019. We hope to improve the baseline metric by 1% per year which gives a five-year target of 10 percent. Finally, the student learning outcome from the new FYE course does not have a baseline as the revised course will be offered for the first time in fall 2020.

Table 7. Outcome baseline and target measures

Outcome	Baseline	5-Year Target
D/F/W Rates	32.7%	20%
Retention Associate degree students Bachelor degree students	 58.1% 60.4%	 62.5% 71.1%
Percentage Probation Suspension Total	 12.6% 2.9% 15.5%	 10%
Identify academic policies, processes and resources that are relevant to progression and degree completion	N/A	75% of students will meet or exceed expectations on rubric

Section D: Resources

Organization Structure

In consultation with the VP Institutional Effectiveness and the QEP Committee, the QEP Director will be hired to provide leadership, management, assessment, and supervision for the university's QEP. The QEP Committee (Appendix D) includes directors and coordinators who are either currently managing a pilot of the key strategies or will be managing a new strategy. The QEP Committee meets monthly and the QEP Director will maintain weekly contact with the VP Institutional Effectiveness.

Figure 1 shows the organizational structure for the division of Institutional Effectiveness. The new QEP Director will report to the VP of Institutional Effectiveness and will manage the implementation of the plan over the five-year period.

Figure 1. Institutional Effectiveness Organizational Chart
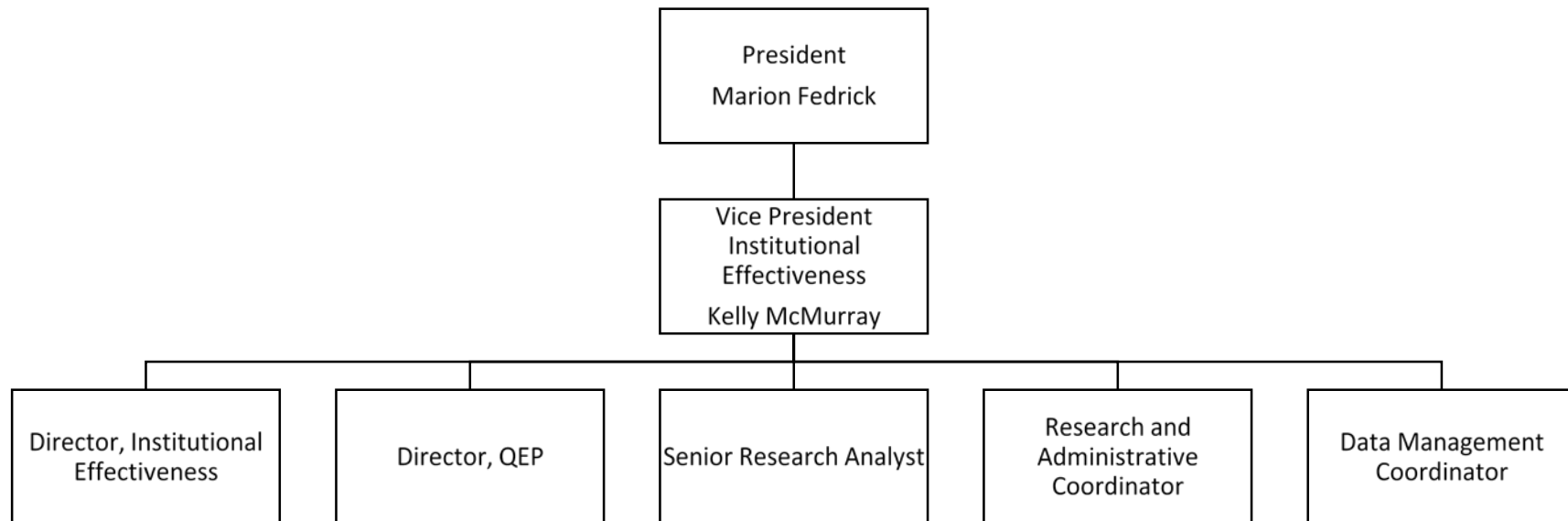
Five-Year QEP Budget

The Albany State University QEP, *Guiding Persistence to Success (#GPS)*, is the cornerstone of the student success framework utilized by the institution. For this reason, ASU has invested significant resources into achieving the goals and outcomes of the QEP. Over the five-year life cycle of the plan, ASU will commit approximately $1.2 million dollars to the implementation of the QEP. Table 8 lists the five-year budget for the QEP.

Albany State University has two funding sources to support the strategies detailed in this QEP. A detailed budget outlining total costs, along with projected funding from the university and grants is included in the following table. Funds listed in the "State" column are currently part of the institution's operating budget while funds listed in the "Grant" column have been secured through two separate Title IIIB grant activities. The first activity is supporting the Study Table strategy which will be sustained by the institution at the end of the grant. The second activity is supporting the expansion of the Course Redesign strategy as well as equipment, supplies and travel needs for the QEP Director.

Since the new QEP Director will report to the Vice President of Institutional Effectiveness, office space has been allocated in IE suite located in the Billy C. Black building, BCB 283. The suite is adequately equipped with technology and other physical resources the QEP Director will need to implement the plan.

Table 8. Five-Year Budget

Salary and Benefits	Year 1 State	Grant	Year 2 State	Grant	Year 3 State	Grant	Year 4 State	Grant	Year 5 State	Grant
Direct Support										
QEP Director	91,300		93,126		94,989		96,888		98,826	
Admin Assistant					45,220		46,124		47,046	
Study Tables		47,500		47,500		47,500		47,500		47,500
Course Redesign		6,000		6,000						
Indirect Support										
Director, CFE		10,000		10,000		10,000		10,000		10,000
Advising	35,000		35,000		35,000		35,000		35,000	
Travel										
QEP Director		3,000		3,000		3,000		3,000		3,000
Faculty	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Equipment		3,500		3,500		3,500		3,500		3,500
Other										
Marketing		6,500		6,500		6,500		6,500		6,500
Professional Memberships		1,200		1,200		1,200		1,200		1,200
Library Resources		1,000		1,000		1,000		1,000		1,000
Website Development		5,000		1,250		1,250		1,250		1,250
Speakers		5,000		5000		3,000				
Total	131,300	93,700	133,126	89,950	180,209	81,950	183,013	78,950	185,873	78,950
Five-year Total	1,237,020									

Website

The QEP Committee worked with Information Technology to develop the QEP website. Website development grew out of conversations with QEP Committee and Information Technology. The QEP website serves various purposes. First, it houses relevant information about the QEP timeline, student success and learning outcomes, and SACSCOC accreditation. Second, it serves as the focal point to report progress on implementation of the QEP and to disseminate any changes to the strategies that are part of the QEP.

Section E: Plan to Assess Achievement

Since the ultimate objective of Albany State's QEP is to help students persist until degree attainment, we will use common performance metrics to gauge the overall success of our initiatives: (1) the percentage of D's, F's and W's students earn in common first and second year courses (D/F/W rates), (2) percentage of students on probation and suspension due to academic performance, (3) year-to-year retention rates and 4) percentage of students who meet or exceed expectations on graded assignments in FYE course.

ASU will employ both formative and summative evaluations on each of the student outcomes to gauge the success of the five strategies. The formative assessments occur through evaluation of in-process measures while summative evaluation will happen annually. This assessment methodology will allow for revision of the current strategies or identification of additional strategies if necessary. Table 9 illustrates the relationship among the strategies, the in-process measures and the student outcomes.

Students in the First Year Experience (FYE) course will a homework assignment and an exam question related to increasing their awareness of policies and resources related to progression.

These student work-products will be graded using a three-point rubric (exceeds expectations, meets expectations or needs improvement).

Table 9. Relationship Matrix

Strategy	In-Process Measures	Student Outcome
Progress Reports	• Number of alerts sent • Number of cases closed • Number of alerts by type	Reduction in percent on probation or suspension rates
Advising Model	• Percentage of appointments missed • Number of referrals made to student support services • Percentage of support appointments kept • Student satisfaction	Increased retention rates
Course Redesign – High enrollment classes	• Mid-term grades • Graded assignments • Final grades	Reduction in D/F/W rates
Study Tables	• Number of visits • Mid-term grades • Final grades	Reduction in D/F/W rates Reduction in percent on probation or suspension
Peer Mentors	• Student satisfaction • Number of mentoring sessions	Improved retention rate
Course Redesign – First Year Experience	• Grade on homework assignment • Grade on exam question	Improved awareness of policies and resources

Progress Reports

Faculty, using the EAB system, will identify students who are at risk of failure in their classes at four-week intervals during the semester. The alerts will then be forwarded to the student's academic or professional advisor who will help determine the reason for the student's performance and assist the student throughout the remainder of the semester. We will track the students' performance from the first alert notice to the final grades received during the semester, the number of alerts and the frequency of each alert category (class absence, attitude, failure on

quiz or exam, late or missing assignments, D/F/W at midterm, no textbook, and other) and whether students used tutoring or other support resources through the EAB software.

The progress reporting system has been implemented during spring 2020 to monitor the 446 students on probation from fall 2019. The first four-week reporting period occurred during the week of February 3rd 2020 and the data is being analyzed to validate the current reporting process and verify the alerts were sent to the appropriate individuals. The next reporting period will happen after mid-term week of March 4th 2020.

Advising Model

During a student's first two years, professional success coaches provide him/her with information regarding progression through the general education core, selecting a major, and navigating university policies and procedures. Additionally, they proactively connect with students to assess their general health and wellness and refer students to support services as needed. Students transfer to faculty advisors after they have earned 60 credit hours, where they receive information related to their majors and career decisions.

We will survey students at the end of their first year and senior year using the National Survey of Student Engagement (nsee.indiana.edu) and an internal survey during sophomore and junior years to acquire qualitative data on how effective students feel their advisors were and whether they benefitted from having an advisor. Additionally, data regarding missed appointments with advisors, referrals the advisors are making to tutoring and other students services and if students are using those services will be tracked through the EAB platform.

Study Tables

Student visits to the study tables will continue to be tracked using a swipe-card system. Students indicate which tutors they will be visiting when they first arrive to the check-in area. Students

must return to the check-in before visiting another tutor. This allows for collecting data on both the type of tutoring students are requesting as well as the length of time students spend with a particular tutor. We will use mid-term grades and final pass rates in the identified classes of students that use the study tables as an in-process and final measure for this strategy.

Course Redesign

Since ASU ultimately wants to improve the D/F/W rates in gatekeeper courses, we will track student performance throughout the semester. With the assistance of Institutional Effectiveness, faculty will analyze current learning data to help determine where students may need additional support. As faculty grade student work-products, they will look for patterns in the data that may point to course topics that need additional clarification or where students may need more practice assignments. The Center for Faculty Excellence will also provide training on ways faculty can improve pedagogy, classroom management or student engagement. For this reason, mid-term and assignment grades serve as in-process measures.

ASU is also revising the First Year Experience (FYE) course to foster academic success, connect students to the institution and promote personal, financial and social wellbeing. To support the learning outcome of increasing student awareness of policies, processes and resources related to student progress, faculty will give a homework assignment and a test question on this topic. Student performance on these assignments will serve as in-process measures for this outcome.

Peer Mentors

Since the Peer Mentoring strategy is dependent on building relationships between the mentors and the new students, effectiveness of this strategy will be evaluated using a satisfaction survey along with the number of mentoring sessions that are being held. An internal survey will be

administered prior to the end of fall 2020 semester which will ask students how the mentor helped them throughout the semester.

Table 10 shows the frequency of the in-process and formative assessments by student success and learning outcome. Instructional faculty will be responsible for reporting all in-process measures relating to the classroom. Both faculty advisors and success coaches are the points of contact for receiving an early alert through the progress reporting and staff within Institutional Effectiveness will assist with analyzing the data.

Table 10. Assessments by Strategy

Outcome	Strategy	In-Process Measure	Frequency of Analysis	Formative Measure	Frequency of Analysis	Responsible Person/Office
Decrease D/F/W rates	Course Redesign – high enrolled	Mid-term grades	Semester	Final grades	Annual	Faculty
	Study Tables	Number of visits Mid-term grades	Semester	Final grades	Annual	Faculty Tutors
Decrease probation, suspension	Progress Reports	Number of alerts Number of cases closed Alerts by type	Every four weeks	Number on probation or suspension	Annual	Faculty
	Study Tables	Mid-term grades	Semester	Final Grades	Annual	Faculty Tutors
Increase year-to-year retention	Advising Model	Percentage of appointments missed Referrals made Services used	Semester	Year-to-year retention Student Satisfaction	Annual Every three years (NSSE)	Advisors Institutional Effectiveness
	Peer Mentors	Mentoring sessions	Semester	Student Satisfaction	Every other year (Internal survey)	Institutional Effectiveness
Increase awareness of policies and resources related to progression	Course Redesign – FYE	Performance on Class assignments	Semester	Percent meets or exceeds expectations	Annual	FYE Instructors

Timeline

The following tables outline the actions steps set forth within the QEP to implement the strategies and satisfy the associated goals and outcomes. The year-by-year timeline proposes categorical milestones and expectations to fully implement and complete the plan within five years. Associated actions details, budgets, and responsibilities have been described previously in this document.

We refer to the Academic Year 2019-2020 as Year Zero for the plan. During this year, we have conducted pilots of the Study Tables, Course Redesign and Progress Report strategies. We will use all in-process data to refine the strategies as they are expanded moving forward throughout the life-cycle of the QEP. Progress toward our goals and outcomes will be shared across the institution in person and on the website.

Table 11. Timeline of QEP Activities 2019 – 2020

Year 0 Activities (2019 - 2020)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Institutional Milestones											
Hire QEP Director								X	X	X	
Submit QEP								X			
SACSCOC On-Site Visit											
Marketing/Awareness							X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Pilot Study Tables											
Piloting Progress Reports - Probation only							X	X	X	X	X
Analyze data of first 4 classes in course redesign							X	X	X	X	X
Develop data collection plan										X	X
Develop faculty committes by course										X	X
Assessment Actions											
Administer NSSE Survey								X	X		
Course Redesign											
ENGL 1101-English Composition I		X	X	X	X	X	X	X	X	X	X
MATH 1111-College Algebra		X	X	X	X	X	X	X	X	X	X
MATH 1001-Quantitative Reasoning		X	X	X	X	X	X	X	X	X	X
ENGL 1102-English Composition II		X	X	X	X	X	X	X	X	X	X
ASU 1101 - First Year Experience		X	X	X	X	X	X	X	X	X	X
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

Table 12. Timeline of QEP Activities 2020 – 2021

Year 1 Activities (2020 - 2021)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Assessment Actions											
Course Redesign											
COMM 1110-Public Speaking							X	X	X	X	X
BIOL 2411K-Human Anatomy/Physiology I							X	X	X	X	X
MUSC 1100-Music Appreciation							X	X	X	X	X
ENGL 2111-World Literature I		X	X	X	X	X					
MATH 2411-Introduction to Statistics		X	X	X	X	X					
BIOL 1111K-Intro to Biological Sciences		X	X	X	X	X					
BUSA 1105-Introduction to Business		X	X	X	X	X					
Build Assessment Rubrics	X	X									
Measure Success Toward QEP Outcome 1							X				
Number enrolled in courses		X									
DFW Rates in the 12 courses							X				
Study Table Participant Number		X	X	X	X	X	X	X	X	X	X
Pass Rates of Study Table Participants	X						X				
DFW Rates	X						X				
Measure Success Toward QEP Outcome 2							X				
Percentage of students warning/suspension							X				X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
Measure Success Toward QEP Outcome 3											
Fall-to-Fall Retention				X							
Number of advising visits	X	X	X	X	X	X	X	X	X	X	X
Percentage of advising appointment change/no shows	X	X	X	X	X	X	X	X	X	X	X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
NSSE/Homegrown Survey								X	X	X	X
Measure Success Toward QEP Outcome 4											
Class Assignment			X	X	X	X	X	X	X	X	
Overall Assessment Evaluations	X										

Year 1 Activities (2020 - 2021)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Marketing/Awareness	X		X	X	X	X	X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Study Tables		X	X	X	X	X	X	X	X	X	X
Progress Reports		X	X	X	X	X	X	X	X	X	X
Analyze Initital data of course redesign							X	X	X	X	X
Develop data collection plan										X	X
faculty committes by course meetings		X	X	X	X	X	X	X	X	X	X
Workshops/Webinars/conference	X		X	X	X			X	X	X	
Faculty Training			X	X	X			X	X	X	
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

Table 13. Timeline of QEP Activities 2021 – 2022

Year 2 Activities (2021 - 2022)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Assessment Actions											
Course Redesign Assessment											
ENGL 1101-English Composition I							X				
MATH 1111-College Algebra							X				
COMM 1110-Public Speaking							X				
BIOL 2411K-Human Anatomy/Physiology I							X				
MATH 1001-Quantitative Reasoning							X				
ENGL 1102-English Composition II							X				
MUSC 1100-Music Appreciation							X				
ENGL 2111-World Literature I							X				
MATH 2411-Introduction to Statistics							X				
BIOL 1111K-Intro to Biological Sciences							X				
BUSA 1105-Introduction to Business							X				
ASU 1101 - First Year Experience							X				
Build Assessment Rubrics	X	X									
Measure Success Toward QEP Outcome 1							X				
Number enrolled in courses		X									
DFW Rates in the 12 courses							X				
Study Table Participant Number		X	X	X	X	X	X	X	X	X	X
Pass Rates of Study Table Participants	X						X				
DFW Rates	X						X				
Measure Success Toward QEP Outcome 2							X				
Percentage of students warning/suspension							X				X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
Measure Success Toward QEP Outcome 3											
Fall-to-Fall Retention				X							
Number of advising visits	X	X	X	X	X	X	X	X	X	X	X
Percentage of advising appointment change/n	X	X	X	X	X	X	X	X	X	X	X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
NSSE/Homegrown Survey								X	X	X	X

Year 2 Activities (2021 - 2022)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Measure Success Toward QEP Outcome 4											
Class Assignment			X	X	X	X	X	X	X	X	
Overall Assessment Evaluations	X										
Marketing/Awareness	X		X	X	X	X	X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Study Tables		X	X	X	X	X	X	X	X	X	X
Progress Reports		X	X	X	X	X	X	X	X	X	X
Analyze Initital in course redesign							X	X	X	X	X
Develop data collection plan										X	X
faculty committes by course meetings		X	X	X	X	X	X	X	X	X	X
Workshops/Webinars/conference	X		X	X	X			X	X	X	
Faculty Training			X	X	X			X	X	X	
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

Table 14. Timeline of QEP Activities 2022 – 2023

Year 3 Activities (2022 - 2023)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Assessment Actions											
Courses											
ENGL 1101-English Composition I							X				
MATH 1111-College Algebra							X				
COMM 1110-Public Speaking							X				
BIOL 2411K-Human Anatomy/Physiology I							X				
MATH 1001-Quantitative Reasoning							X				
ENGL 1102-English Composition II							X				
MUSC 1100-Music Appreciation							X				
ENGL 2111-World Literature I							X				
MATH 2411-Introduction to Statistics							X				
BIOL 1111K-Intro to Biological Sciences							X				
BUSA 1105-Introduction to Business							X				
ASU 1101 - First Year Experience							X				
Build Assessment Rubrics	X	X									
Measure Success Toward QEP Outcome 1							X				
Number enrolled in courses		X									
DFW Rates in the 12 courses							X				
Study Table Participant Number		X	X	X	X	X	X	X	X	X	X
Pass Rates of Study Table Participants	X						X				
DFW Rates	X						X				
Measure Success Toward QEP Outcome 2							X				
Percentage of students warning/suspension							X				X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
Measure Success Toward QEP Outcome 3											
Fall-to-Fall Retention				X							
Number of advising visits	X	X	X	X	X	X	X	X	X	X	X
Percentage of advising appointment change/n	X	X	X	X	X	X	X	X	X	X	X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
NSSE/Homegrown Survey								X	X	X	X

Year 3 Activities (2022 - 2023)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Measure Success Toward QEP Outcome 4											
Class Assignment			X	X	X	X	X	X	X	X	
Overall Assessment Evaluations	X										
Marketing/Awareness	X		X	X	X	X	X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Study Tables		X	X	X	X	X	X	X	X	X	X
Progress Reports		X	X	X	X	X	X	X	X	X	X
Analyze Initital data course redesign							X	X	X	X	X
Develop data collection plan										X	X
faculty committes by course meetings		X	X	X	X	X	X	X	X	X	X
Workshops/Webinars/conference	X		X	X	X			X	X	X	
Faculty Training			X	X	X			X	X	X	
Overall Assessment Evaluations											
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

Table 14. Timeline of QEP Activities 2023 – 2024

Year 4 Activities (2023 - 2024)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Assessment Actions											
Courses											
ENGL 1101-English Composition I							X				
MATH 1111-College Algebra							X				
COMM 1110-Public Speaking							X				
BIOL 2411K-Human Anatomy/Physiology I							X				
MATH 1001-Quantitative Reasoning							X				
ENGL 1102-English Composition II							X				
MUSC 1100-Music Appreciation							X				
ENGL 2111-World Literature I							X				
MATH 2411-Introduction to Statistics							X				
BIOL 1111K-Intro to Biological Sciences							X				
BUSA 1105-Introduction to Business							X				
ASU 1101 - First Year Experience							X				
Build Assessment Rubrics	X	X									
Measure Success Toward QEP Outcome 1							X				
Number enrolled in courses		X					X				
DFW Rates in the 12 courses							X				
Study Table Participant Number		X	X	X	X	X	X	X	X	X	X
Pass Rates of Study Table Participants	X						X				
DFW Rates	X						X				
Measure Success Toward QEP Outcome 2							X				
Percentage of students warning/suspension							X				X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
Measure Success Toward QEP Outcome 3											
Fall-to-Fall Retention				X							
Number of advising visits	X	X	X	X	X	X	X	X	X	X	X
Percentage of advising appointment change/n	X	X	X	X	X	X	X	X	X	X	X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
NSSE/Homegrown Survey								X	X	X	X

Year 4 Activities (2023 - 2024)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Measure Success Toward QEP Outcome 4											
Class Assignment			X	X	X	X	X	X	X	X	
Overall Assessment Evaluations	X										
Marketing/Awareness	X		X	X	X	X	X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Study Tables		X	X	X	X	X	X	X	X	X	X
Progress Reports		X	X	X	X	X	X	X	X	X	X
Analyze Initital data of first 4 classes in course redesign							X	X	X	X	X
Develop data collection plan										X	X
faculty committes by course meetings		X	X	X	X	X	X	X	X	X	X
Workshops/Webinars/conference	X		X	X	X			X	X	X	
Faculty Training			X	X	X			X	X	X	
Overall Assessment Evaluations											
Institutional Oversight and Endorsement											
Overall Assessment Evaluations											
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

Table 15. Timeline of Activities   2024 – 2025

Year 5 Activities (2024 - 2025)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Assessment Actions											
Courses											
ENGL 1101-English Composition I							X				
MATH 1111-College Algebra							X				
COMM 1110-Public Speaking							X				
BIOL 2411K-Human Anatomy/Physiology I							X				
MATH 1001-Quantitative Reasoning							X				
ENGL 1102-English Composition II							X				
MUSC 1100-Music Appreciation							X				
ENGL 2111-World Literature I							X				
MATH 2411-Introduction to Statistics							X				
BIOL 1111K-Intro to Biological Sciences							X				
BUSA 1105-Introduction to Business							X				
ASU 1101 - First Year Experience							X				
Build Assessment Rubrics	X	X									
Measure Success Toward QEP Outcome 1							X				
Number enrolled in courses		X									
DFW Rates in the 12 courses							X				
Study Table Participant Number		X	X	X	X	X	X	X	X	X	X
Pass Rates of Study Table Participants	X						X				
DFW Rates	X						X				
Measure Success Toward QEP Outcome 2							X				
Percentage of students warning/suspension							X				X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
Measure Success Toward QEP Outcome 3											
Fall-to-Fall Retention				X							
Number of advising visits	X	X	X	X	X	X	X	X	X	X	X
Percentage of advising appointment change/no	X	X	X	X	X	X	X	X	X	X	X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
NSSE/Homegrown Survey								X	X	X	X

Year 5 Activities (2024 - 2025)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Measure Success Toward QEP Outcome 4											
Class Assignment			X	X	X	X	X	X	X	X	
Overall Assessment Evaluations	X										
Marketing/Awareness	X		X	X	X	X	X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Study Tables		X	X	X	X	X	X	X	X	X	X
Progress Reports		X	X	X	X	X	X	X	X	X	X
Analyze Initital data of first 4 classes in course redesign							X	X	X	X	X
Develop data collection plan										X	X
faculty committes by course meetings		X	X	X	X	X	X	X	X	X	X
Workshops/Webinars/conference	X		X	X	X			X	X	X	
Faculty Training			X	X	X			X	X	X	
Overall Assessment Evaluations											
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

Conclusion

This Quality Enhancement Plan, *Guiding Persistence to Success (#GPS)*, meets all of the requirements of the Southern Association of Colleges and Schools Commission on Colleges. The topic of Retention, Progression and Graduation in relation to Student Success is clearly defined, related to on-going planning and institutional priorities. The QEP has broad-based institutional support through the development and implementation of key strategies relating to student success. ASU has defined clear student success and learning outcomes that are specific and measurable and has committed significant resources to support the plan. Outcomes will be measured over the course of the plan to analyze the effectiveness of the five key strategies and to revise the plan if needed.

In summary, this QEP reinforces Albany State University's commitment to the mission of creating opportunities for personal and professional success and providing students with the foundation they need to succeed.

Appendices

Appendix A. Reference List

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Appendix B. Strategic Principles

Strategic Principles
2016 – 2019

1. **Guiding Principle One: Realize the Power of Better Together** - Integrate programs, policies, procedures, and cultural traditions in ways that build synergistically on the strengths of ASU and DSC to ensure a smooth and seamless institutional consolidation, out of which a new ASU emerges that is more efficient, effective, and successful than ever.
2. **Guiding Principle Two: Aspire to Excellence** - in teaching and learning, thus becoming the first-choice institution for students from southwest Georgia and garnering recognition as a premier southern regional university.
3. **Guiding Principle Three: Embrace Diversity** - As a historically black institution and led by a highly-diverse faculty and staff, Albany State University will embrace diversity in all its forms - including age, gender identity, race and ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status – and seek to foster a similar acceptance and celebration of that diversity.
4. **Guiding Principle Four: Expand Access to Higher Education** - As an access institution, Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.
5. **Guiding Principle Five: Elevate Historically Undeserved Populations** - Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first generation students, students from low socioeconomic backgrounds, and others from undeserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.
6. **Guiding Principle Six: Promote Economic Development** - As part of its commitment to teaching and learning, Albany State University will promote economic development in Albany and throughout southwest Georgia by engaging in applied research, aligning its resources in support of identified needs, developing and enhancing academic programs to meet evolving needs, forming broad strategic partnerships, supplying a trained workforce, and fostering a sense of entrepreneurship.
7. **Guiding Principle Seven: Attract and Retain Talented Personnel** - Recruit and sustain a highly talented and expert team of faculty, staff, and administrators who collaborate effectively and efficiently with each other to achieve the vision, mission and strategic goals of the university.

Appendix C. Checklist for QEP Topics

Proposed Topic

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Operational Definition of Terms

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Is the topic perceived to be significant to ASU and a major enhancement to student learning? In what ways?

- _____
- _____

What impact does this proposed topic have on the future of the institution and its students?

- _____
- _____

In what ways does the topic's goals and strategies ensure broad-based support?

- _____
- _____

Is the proposed topic based on a needs assessment or other empirical data explaining best practices in higher education?

- _____
- _____

Explain the ways in which the goals and evaluation strategies are clearly and directly linked to 1) improving the quality of student learning and/or success and 2) ASU's strategic principles

- _____
- _____

Is the topic focused enough to provide a manageable framework for development and implementation?

- _____
- _____

Can the initiative be sustained beyond the five-year plan?

- _____
- _____

Appendix D. QEP Implementation Committee Roster

Name	Title/Position	Division
Carolyn Brown	Director, Advising Center	Enrollment Management and Student Success
Anilkumar Devarapu	Associate Professor	Academic Affairs
Geneva Diamond	Associate Professor	Academic Affairs
Danyelle Gary	Senior Director	Marketing and Communications
Melanie Hatch	Associate Provost	Academic Affairs
Marcia Hood	Department Chair	Academic Affairs
Alicia Jackson	Dean	Academic Affairs
Kenyatta Johnson	Vice President	Enrollment Management and Student Success
Brian McAllister	Department Chair	Academic Affairs
Kelly McMurray	Vice President	Institutional Effectiveness
Dorene Medline	Director, Center for Faculty Excellence	Academic Affairs
William Moore	Vice President	Information Technology Services
Octavia Parker	Manager	Enrollment Services Center
Laxmi Paudel	Assistant Professor	Academic Affairs
Angela Peters	Provost	Academic Affairs
Dedra Williams	Associate Dean	Student Affairs
Wendy Wilson	Interim Vice President	Student Affairs