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

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Guiding Persistence to Success

Goals

Encourage student progression through courses and degree programs

→

Strengthen graduation rates

Mission

Create opportunities for personal and professional success
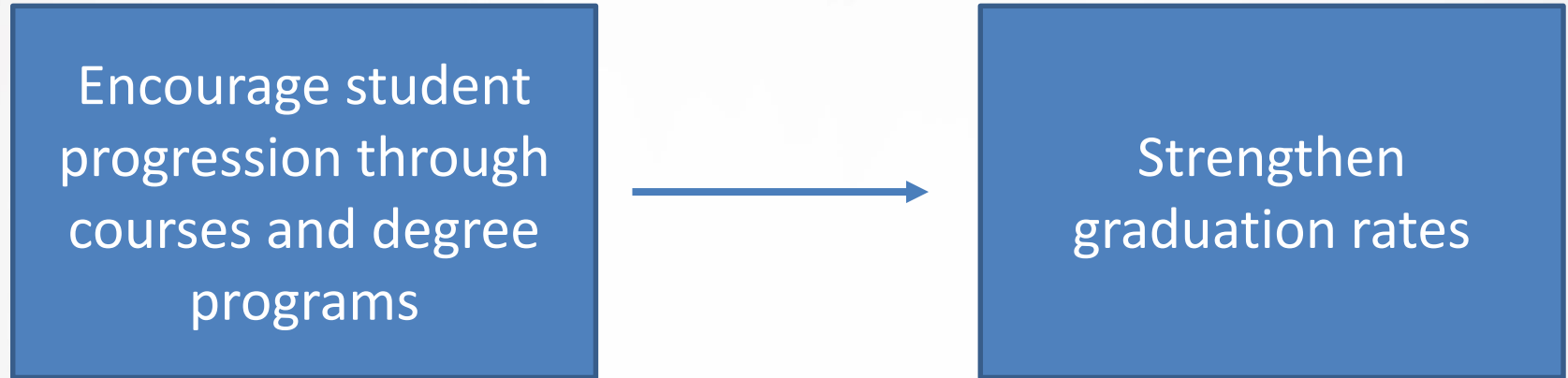
Four Outcomes

- Decrease DFW rates in 11 high enrollment courses
(DFW: Letter grade of "D", "F", or withdrawn from a course)

- Decrease percentage of students on academic probation and suspension

- Increase fall-to-fall first-year retention rates

- Increase students awareness of policies and resources relevant to student progression and degree completion

Five Strategies

- Progress reports

- Advising model

- Study tables

- Peer mentoring

- Course redesign

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Progress Reports

- Faculty identify students at risk for failure at four-week intervals throughout the semester as a part of the University's early alert system

- Piloted in SP20 with freshmen students on probation – expanded FA20 to all freshmen and all probation students in SP21

- Use of Educational Advisory Board software platform

- Reasons may include attendance, performance on assignments, lack of course materials or student behavior

Advising Model

➢ Professional academic advisors: students with less than 60 credit hours

- Assist students with core curriculum requirements
- Referrals to other support resources

➢ Faculty advisors: students with 60 credit hours or more

- Assist students with classes in major
- Referrals to internships or research opportunities

Study Tables

- Opportunity to seek help from instructors and peer tutors in a supportive environment through one-on-one or small group sessions
- Sessions are in the evening, face-to-face and virtually
- Initially offered for math and science
- Expanded offerings for English, Economics and Accounting, History, Political Science and Computer Science

Peer Mentors

- Assigned to each section of FYE course to assist with wellness checks, encourage new students to engage in social activities, and advise students on topic ranging from textbook purchases to bus schedules

- Receive specialized training to work with new students

Course Redesign

- BIOL 1111K – Introduction to Biological Sciences
- BIOL 2411K – Human A/P I
- BUSA 1105 – Introduction to Business
- COMM 1110 – Public Speaking
- ENGL 1101 – English Composition I
- ENGL 1102 – English Composition II
- ENGL 2111 – World Literature I
- MATH 1001 – Quantitative Reasoning
- MATH 1111 – College Algebra
- MATH 2411 – Introduction to Statistics
- MUSC 1100 – Music Appreciation
- ASU 1101 – First Year Experience

Outcome Baseline & Target Measures

Outcome	Baseline	5-Year Target
D/F/W Rates	32.7%	20.0%

Retention
  Associate Degree
  Bachelor Degree
	
	58.1%
	60.4%
		
		62.5%
		71.1%

Percent on
  Probation
  Suspension
Total
	
	12.6%
	2.9%
	15.5%
		
		10%

Policy Awareness	New	75% meet or exceed expectations on rubric

Year One Progress

Accomplishments: Course Redesign

Reduction in DFW rates

- During Academic Year 2020-2021, the four originally identified – English Composition I and II, Quantitative Reasoning, and College Algebra – underwent course redesign and pilot sections were offered in Spring 2020.

  ENGL 1101 – English Composition I

  ENGL 1102 – English Composition II

  MATH 1001 – Quantitative Reasoning

  MATH 1111 – College Algebra

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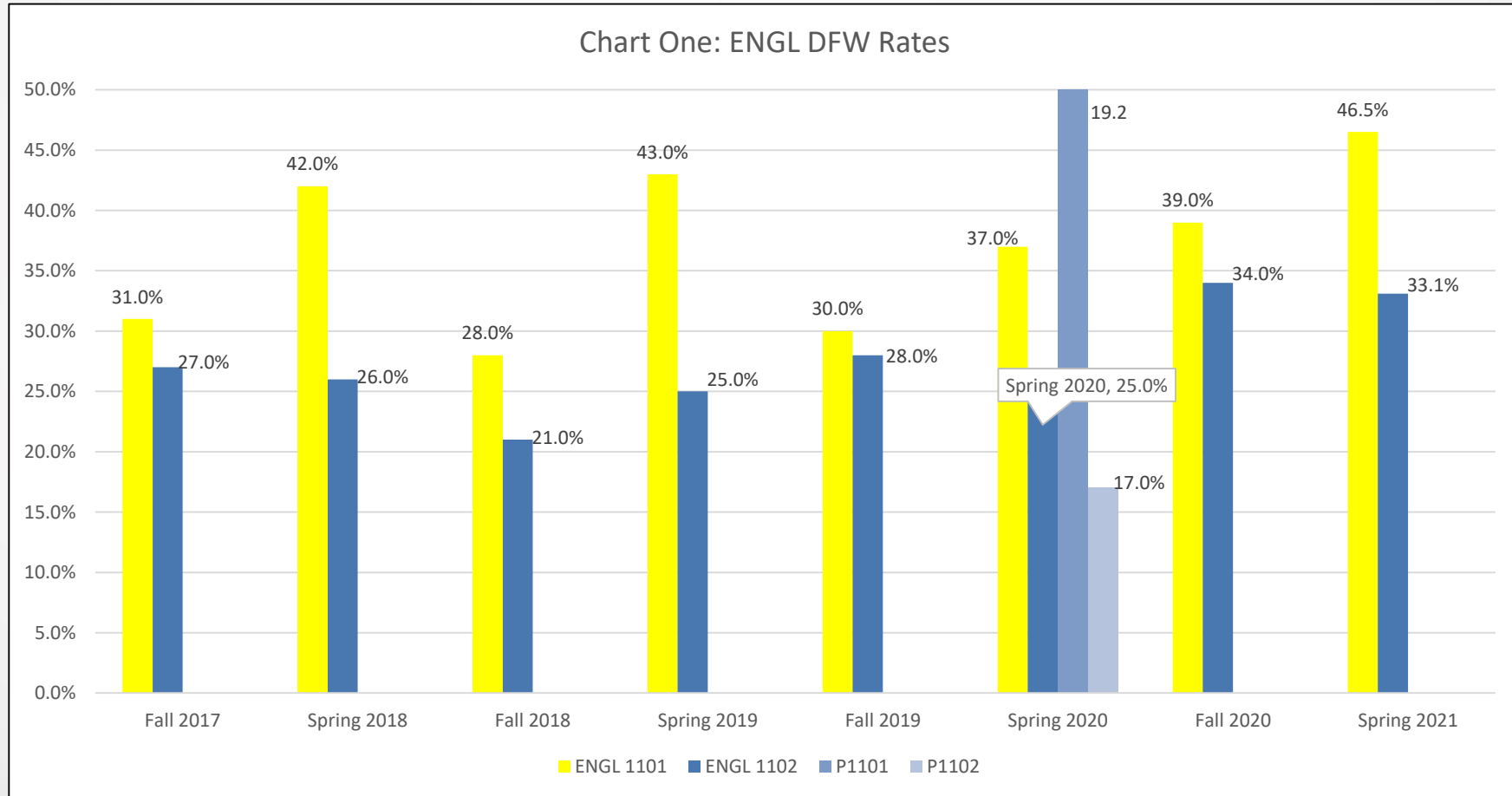GPS
Guiding Persistence to Success

Redesign English DFW Trends

There is some success with the new teaching pedagogies for both English courses. After a review of data for fall 2020 and spring 2021, minor changes were made such as creating additional uniformity within major topics of discussion and providing more low stake writing activities to foster more engagement in **ENGL 1101**, and using the Association of American Colleges and Universities VALUE Rubric to assess essays and writing assignments for both courses.

Redesign English DFW Trends

Chart One: ENGL DFW Rates

Term	ENGL 1101	ENGL 1102	P1101	P1102
Fall 2017	31.0%	27.0%		
Spring 2018	42.0%	26.0%		
Fall 2018	28.0%	21.0%		
Spring 2019	43.0%	25.0%		
Fall 2019	30.0%	28.0%		
Spring 2020	37.0%	25.0%	19.2	17.0%
Fall 2020	39.0%	34.0%		
Spring 2021	46.5%	33.1%		

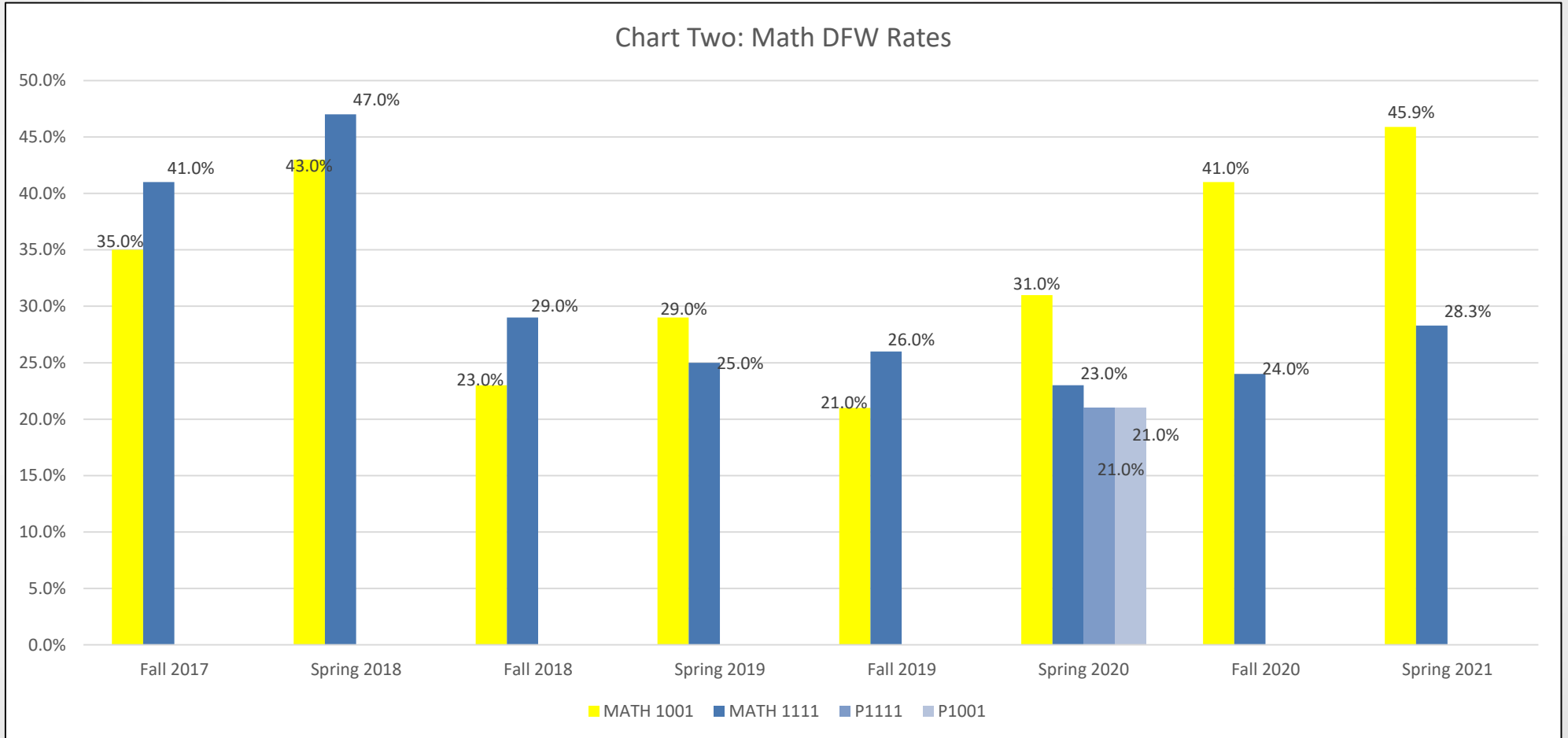Legend: ENGL 1101, ENGL 1102, P1101, P1102

Redesign Math DFW Trends

We are seeing some improvements in pass rates with the adjustments to the pilot sections for both math courses as outlined in Chart Two. After a review of data for fall 2020 and spring 2021: **In MATH 1111**, the faculty are continuing to focus on applications and content through word problems. These include more assessments: homework problems, Khan Academy, YouTube videos, and extra class (hands-on) activities. **In MATH 1001**, the faculty will continue to focus on word problems, as this is a deficient area for the students.

Redesign Math DFW Trends

Chart Two: Math DFW Rates

Legend: MATH 1001 | MATH 1111 | P1111 | P1001

Term	MATH 1001	MATH 1111	P1111	P1001
Fall 2017	35.0%	41.0%		
Spring 2018	43.0%	47.0%		
Fall 2018	23.0%	29.0%		
Spring 2019	29.0%	25.0%		
Fall 2019	21.0%	26.0%		
Spring 2020	31.0%	23.0%	21.0%	21.0%
Fall 2020	41.0%	24.0%		
Spring 2021	45.9%	28.3%		

FY 2020-2021 QEP Courses

Faculty members, respectively, worked on curricular changes during summer 2021 for **Introduction to Biological Sciences, Human Anatomy and/Physiology I**, and **Introduction to Business**. Sections of each course are currently being piloted. Faculty are also currently working on course redesign for **Music Appreciation, Public Speaking, Introduction to Statistics, and World Literature I**.

Table One AY 2020-2021 Average DFW and Pass Rates Baseline DFW Rate: 32.7% 5-year Target: 20%			
Courses	Enrollment	DFW Rates	Pass Rates
BIOL 1111K	717	26.6%	73.3%
BIOL 2411K	754	36.7%	63.2%
BUSA 1105	410	41.2%	58.7%
COMM 1110	617	39.5%	60.4%
ENGL 1101	1448	42.1%	57.8%
ENGL 1102	1203	33.5%	66.4%
ENGL 2111	638	31.9%	68%
MATH 1001	1016	42.5%	57.4%
MATH 1111	874	25.4%	74.5%
MATH 2411	781	28.4%	71.5%
MUSC 1100	565	34.5%	65.4%

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Accomplishments: Study Tables

Reduction in DFW rates and percent on probation and suspension

During fall 2020, 201 students attended the Study Table:
- **percent failing at mid-term was 27.8%**
- **percent failing at end of semester was 10%.**

During spring 2021, 224 students attended the Study Table during spring 2021:
- **percent passing at mid-term was 78.97%**
- **percent passing at end of semester was 85.64%.**

Accomplishments:
FYE Course Redesign
& Peer Mentors

Improve awareness of policies and resources

All sections of First Year Experience for fall 2020 implemented the newly redesigned course structure. Each section also benefited from the addition of a peer mentor (influence retention rates) to provide additional guidance and support to students enrolled in those courses.

At the end of the fall 2020 term, students participated in an assessment to determine their knowledge and understanding of the services offered by these offices. **Seventy-two percent of students were able to successfully pass the assessment.**

Accomplishments: Progress Reports

Reduction in percent on probation and suspension rates

We implemented progress reports for all first-year students as well as students on probation. From the total number of cases, we can see that our faculty have embraced this new strategy. Due to the volume of alerts, the advising center has modified the process to increase efficiency of reporting.

Fall 2020: Total number of cases was 3,226
Number of cases by type
- Absences – 1,368
- Behavior – 5
- Failed quiz – 414
- Late assignments – 1,400
- Mid-term grades – 10
- No books – 22
- Referred to Tutoring - 69

Spring 2021: Total number of cases 4,260
Number of cases by type
- Absences/missed online activities – 1,584
- Disposition/attitude – 16
- Failed quiz or exam – 1,137
- Late or missing assignments – 2,172
- DFW at midterm – 413
- No books or missing materials – 112
- Other - 139

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Accomplishments: Academic Advising

Influence retention rates

During fall 2020, the Advising Center hosted 6,986 student visits with an 8% "no-show" rate. The average number of visits per advisor was 349.3.

During spring 2021, the Advising Center hosted 7,071 student visits with 8.5% of appointments being kept. The average number of visits per advisor was 147.

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Outcome Baseline & Target Measures Progress

Outcome	Baseline	5-Year Target	Fall 2020 Measures
D/F/W Rates	32.7%	20%	**34.8%**
Retention*			
Associate degree students	58.1%	62.5%	**65.8%**
Bachelor degree students	60.4%	71.1%	**72.7%**
Percentage			
Probation	12.6%		13.6%
Suspension	2.9%		2.4%
Total	15.5%	10%	**16.0%**
Identify academic policies, processes and resources that are relevant to progression and degree completion	New	75% of students will meet or exceed expectations on rubric	72.5% of students successfully completed the campus resource assessment

* Includes all first-time students, both full-time and part-time

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Looking Ahead

We have seen mixed success in the first year of implementing the plan. While some external factors like COVID-19 greatly impacted our students and faculty, we will continue to adjust and make improvements across all of our strategies.