ASU

Alabama State University
QUALITY ENHANCEMENT PLAN

A JOURNEY to SUCCESS in the FIRST YEAR EXPERIENCE

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
On-Site Reaffirmation Committee Visit
April 14-16, 2020

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Dear SACSCOC Onsite Committee Members:

Alabama State University (ASU) is dedicated to student success and committed to positively changing the lives of its students through engaged learning experiences, successful transitions from high school to college, and efficient resources and tools to promote persistence even beyond graduation. The proposed Quality Enhancement Plan (QEP), entitled "A Journey to Success in the First-Year Experience," encapsulates this premise and focuses on enhancing a culture of student success. The QEP creates an environment for opportunity, academic readiness, personal responsibility, and self-confidence that empowers our students for success and life-long learning. We have created a roadmap for students on their journey to success in the first-year experience by infusing reflective writing, skill development, engagement activities, self-awareness, career identification, and pride into the Orientation 100 and English courses.

ASU's QEP reflects higher education high-impact, best practices for first-year programs. We are confident that our students will demonstrate a clearer understanding of why they are enrolled, what they hope to accomplish, and how to apply their abilities to achieve academic and life goals. The university's proposed QEP will have a positive influence and impact on students, faculty and staff, as well as our local community.

Our QEP will direct a well-coordinated, broad-based, and concerted effort, with university-wide management and support, designed to realize significant improvements in student learning, student success and in overall institutional quality. We are pleased to present this QEP, as it demonstrates the university's commitment to students and providing a college environment that is conducive for learning and engagement. This process allowed us to bridge Academic Affairs, the Division of Student Affairs and Enrollment Management, and the Office of Institutional Effectiveness in ensuring the successful implementation of this plan.

Thank you for your time and the dedication you have devoted to our reaffirmation of accreditation process. We look forward to your onsite visit on April 14-16, 2020. If any additional information is needed, please do not hesitate to contact me at 334-229-5759.

Quinton T. Ross, Jr., Ed.D.
President

I.   INTRODUCTION

Alabama State University (ASU) has a unique mission as a "public historically black university," located in historic Montgomery, Alabama. Its mission seeks to honor the history and heritage by collecting, preserving, and interpreting the historical and cultural materials of the University and the larger community for research and public service. The mission, as a comprehensive student-centered public HBCU, is commitment to global excellence in teaching, research, and service. Over the years, its purpose has expanded to entail a student-centered focus and serving a more diverse population and a broader community.

ASU offers baccalaureate through doctorate degrees in an expansive array of academic programs. Likewise, the institution maintains a scholarly and creative faculty, state-of-the-art facilities, and an atmosphere in which members of the University community live, work, and learn in an environment conducive to academic success. ASU offers a bridge to success for those who commit to pursuing educational opportunities and lifelong endeavors.

Over the past five years, ASU had an average enrollment of more than 4,800 students (Fall 2016, Fall 2017, and Fall 2018) from approximately forty states and over thirty countries. As of Fall 2018, of the 4,413 ASU undergraduate and graduate students; 1,429 (32%) of the students were non-Alabama residents, and 4,155 (94%) were minorities; thus, there was a student-faculty ratio of 15:1. Undergraduate students made up nearly 88% of the student body, with women (63%) constituting the largest gender group and graduate students (i.e., master's, educational specialist, and doctoral) totaling 12%. The University had a total of 3,643 full-time undergraduate students and 291 full-time graduate students. There were 260 part-time undergraduate students enrolled and 219 part-time graduate students. The institution has an average of 88% of first-time, full-time degree-seeking students attending annually.

While remaining committed to its founding roots as an HBCU, the University also acknowledges the changing demographics of its student population. ASU recognizes the importance of providing academic and student support services that embrace and celebrate diversity. Therefore, ASU has developed a Quality Enhancement Plan (QEP) consistent with the requirements of 7.2 of the Southern Association of Colleges Commission on Colleges' (SACSCOC) *Principles of Accreditation.* In meeting the requirements, the QEP was designed to focus on student learning outcomes and student success. The convergence of the development of the QEP, with the revitalizing of moving ASU forward, creates an unparalleled opportunity for launching a process that positively impacts student success and thereby enhances overall institutional quality and effectiveness.

"ASU 2025: Excellence. Innovation. Opportunity" outlines the nine strategic priorities for ASU. The bold and robust goals focus on holistic student engagement, fiscal growth and integrity, focused customer service, global engagement, robust academic programs and leadership, infrastructure expansion and sustainability, continuous improvement, enrollment growth and enhancement of intramural programs, and leadership.

ASU's Quality Enhancement Plan (QEP) reflects and seeks to advance the University's guiding theme, ***"A Journey to Success in the First-Year Experience."*** The goal is to renew a culture of learning beginning with the first-year (freshman) experience at the University. This includes infusing academic and social interaction in the areas of information literacy, holistic engagement, skill development, reflective writing, pride, career identification, and self-awareness that promotes student success and goal attainment in the first-year. The intent of the first-year experience is to provide first-year students with a vibrant learning environment in Orientation 100 (i.e., ORI 100); English 130 (i.e., ENG 130); English 131 (i.e., ENG 131); and English 132 (i.e., ENG 132) courses through the use of innovative teaching and learning. Furthermore,

the plan seeks to actively engage students in campus activities and events with careful monitoring of performance. Ultimately, enhancing persistence from semester-to-semester.

II. ORGANIZATION OF THE QUALITY ENHANCEMENT PLAN

The Quality Enhancement Plan (QEP) Evaluative framework was utilized during the development of the institutional plan. Table 1 is inclusive of standard 7.2 the Quality Enhancement Plan (QEP) and demonstrates the five components of the SACSCOC rubric, which was essential in organizing the institution's QEP to include the acceptable criteria, evidence provided in each section of the plan, and the chapter(s) associated with the criteria and evidence for the criteria.

Table 1: QEP Rubric Indicators, Criteria, Evidence and Sections

INDICATORS	ACCEPTABLE CRITERIA	EVIDENCE	PAGE (S)
A. **Topic** *identified* through its **ongoing, comprehensive planning and evaluation** *processes*	**A clearly defined topic is directly related to prior institutional planning,** which involved a broad-based effort. The plan was then developed by key individuals and/or groups on campus.	• Prior Institutional Planning Data • Broad-Based Planning Efforts & Topic Selection • Broad-Based Development	p. 10-11 p. 9 p. 17
B. *Has* **broad-based** *support* of institutional constituencies	Process of identifying the topic and developing the QEP **engaged appropriate constituencies**. Stakeholders are informed and somewhat engaged in the implementation process.	• Identifying the Topic • Process of Developing the QEP • Marketing and Communication • Engaged Constituents • Collaborations for Implementation	p. 8-9 p. 18-20 p.58-61 p. 26-28 p. 54-56
C. *Focuses* **on** *improving* **specific**, **student learning outcomes** and/or **student success**	QEP is clearly *focused* on outcomes related to **student learning** and/or **student success**. Outcomes are *specific* and *measurable*. Baseline data is present, and targets for improvement are identified.	• Literature Review & Best Practices • Conceptual Framework • QEP Outcomes • Baseline Data and Targets	p. 28-35 p. 36 p. 37 p. 37-39
D. *Commits* **resources** to **initiate, implement, and complete** the QEP	QEP narrative and budget provide *sufficient information* to demonstrate institutional **capability**. Human and financial resources to support the first two years of the plan are firmly committed. The institution has an appropriate plan to fund the completion of the QEP.	• Institutional Capability and Support • QEP Budget • QEP Personnel • Organizational Chart • QEP Implementation Committees	p. 48-49 p. 51 p. 52 p. 53 p. 57-58
E. *Includes* a **plan to** *assess* **achievement**	Outcomes are *specific and clearly related* to student learning and/or student success. Assessments are *directly related* to *measurable outcomes*. Institutional personnel responsible for gathering and analyzing assessment data are **identified and appropriately supported**.	• QEP Mission, goals, and outcomes • Baseline Data and Targets • ASU Assessment Model • QEP Assessment Strategies and Responsibilities • Summary of Evaluation activities	p. 36-37 p. 37-39 p. 62 p. 62-65 p. 66-68

III.   EXECUTIVE SUMMARY

The Alabama State University (ASU) Quality Enhancement Plan (QEP) focuses on enhancing student success through intensive learning experiences in the first-year experience in the Orientation 100, English 130, English 131, and English 132 courses. ASU students should have the Hornet Experience with a comprehensive approach of high-impact practices. The curriculum infuses academic and social interaction in the areas of information literacy, holistic engagement, skill development, reflective writing, pride, career identification, and self-awareness that promotes student success and goal attainment in the first year. The design for the QEP evolved from (a) the QEP Exploratory Team and the University administration's review of data from the institution's last QEP and (b) posing the question, "What is student success for ASU's first-year students?"

The information collected from institutional data and focus groups from diverse student populations (e.g., athletics, honors programs, international students, student organizations, and traditional students) enrolled at ASU revealed the need to develop a first-year experience using the Orientation 100 course in the first semester that bridges the gap from high school to college and provide students with a comprehensive transition in and outside of the classroom. The QEP defines student learning outcomes and student success outcomes for each of its goals that focus on engagement and reflective writing from participation in institutional activities, in the Orientation 100, English 130, English 131, and English 132 courses required of all students during their first year.

Examination of additional sources of data further revealed that various factors and skills are essential for a student's success: (a) ability to identify a major, (b) awareness and use of institutional resources, (c) use of common core reader, (d) engagement in co-curricular activities, (e) use of supplemental academic support, (f) reflection of experiences, (g) development, and (h) a sense of belonging. Therefore, the institution has identified "Student Success" as a general concept that embraces all of these expectations specified for all first-time, full-time degree-seeking freshmen at ASU. Subsequently, the QEP Leadership Team and subcommittees determined that academic and social interaction during the first year promote ASU freshman student persistence from semester to semester.

The principal mission of Alabama State University's Quality Enhancement Plan is:
The QEP will enhance the student success culture at Alabama State University by fostering an environment of learning and engagement for first-year students, by actively engaging in the college experience through academic and non-academic experiences; through nurturing professional relationships, students will develop their academic knowledge, professional skills, and career knowledge that will propel them towards academic persistence and professional success.

Through accomplishing its mission, the QEP "*A Journey to Success in the First-Year Experience*" will support the achievement of the following Alabama State University's *ASU 2025: Excellence. Innovation. Opportunity.* strategic priorities:

- **Holistic Student Engagement:** to employ holistic student engagement model of focused processes, programs, and services that help students achieve success at every point along the college trajectory, from recruitment to graduation to career advancement to alumni involvement.
- **Focused Customer Service:** to serve the University community and constituents with exemplary and responsive customer service that places professionalism, timeliness, accountability, efficiency, and effective communication at the heart of every interaction.
- **Continuous Improvement:** to assure that each institutional unit establishes core values aligned with the operating philosophy that reflects the University's expectations of accurate, timely, and professional interactions with all constituencies and to enhance professional expertise in and responsibility for unit-specific, divisional operating processes and policies.

The student success framework for Alabama State University is guided by a conceptual framework that emphasizes how student success will be achieved. The conceptual framework includes the development of a comprehensive, integrated approach to student success, implementation of literature information, empirically based approaches, and enactment of a cultural system of student success and mindset. The QEP will be assessed and evaluated on an ongoing basis to determine the impact of the following:

- Academic and social interaction in the first-year experience.
- Curriculum and enriching educational experiences ability to foster personal growth and active engagement in institutional activities.
- Student's awareness and use of institutional resources, procedures, and services, as well as its ease on the student's transition to college and persistence to the next semester.

The *A Journey to Success in the First-Year Experience* include three goals and four outcomes to asses and evaluate student learning and success. Additionally, the goals and outcomes will ensure the institution is accomplishing the mission of its QEP.
QEP Goals:
1) Improve the persistence of first-time students,
2) Strengthen skills to support academic success, and
3) Increase satisfaction of first-year students regarding their experience at ASU in their first year.

QEP Outcomes:
As part of their first-year experience, first-time, full-time, degree-seeking students will:

- **Outcome 1**: Become holistically engaged in their college experience by participating in curricular and co-curricular activities throughout the first year (student learning and student success)
- **Outcome 2**: Demonstrate enhanced reflective writing skills (student learning)
- **Outcome 3**: Utilize campus resources and supports (student learning and student success)
- **Outcome 4**: Increase their connection to ASU by identifying a career pathway and selecting a major by the end of their freshman year (student success)

IV.   IDENTIFICATION OF TOPIC WITH BROAD-BASED SUPPORT

The University's strategic plan was an instrumental component of the topic selection process. The following elements were considered during the dialogue phase of the topic selection process to advance the development of innovative academic and student support services as a basis for establishing the QEP topic to promote student success. The strategic goals from which the QEP topic derives are holistic student engagement, continuous improvement of student experiences and satisfaction, and enrollment growth. The QEP Exploratory Team was established for this phase of the topic selection process. The following individuals were key players in this phase of the topic selection process:

- Dr. Carl S. Pettis, Interim Associate Provost and Vice President for Academic Affairs
- Dr. Christine C. Thomas, Associate Vice President for Academic Affairs and SACSCOC Institutional Accreditation Liaison
- Dr. Evelyn Hodge, University College Dean

- Dr. Denise Vaughn, Director, Academic Labs First- & Second-Year Experience
- Dr. Caterina Bristol, Interim Dean for the College of Visual & Performing Arts
- Dr. Kamal Hingorani, College of Business Administration Dean
- Mr. Jowaune Williams, Institutional Research

The initial themes derived from the data analysis reported in Table 2 yielded a topic selection focus in the following areas: college preparedness, major career choices, college writing, and the University's freshmen Orientation 100 course.

Alabama State University's (ASU) Quality Enhancement Plan (QEP) topic was created through the utilization of four (4) topic-election phase: (1) dialogue, (2) discovery, (3) develop, and (4) design, which led to the leadership and sub-committees' development of *A Journey to Success in the First-Year Experience*. Figure 1 depicts the process used by the institution, with details on each phase and the broad-based involvement of stakeholders in the topic identification and selection phase (**Exhibit 1**).

Figure 1. QEP Topic Selection Phases

Phase 1: Discovery

Analysis of institutional assessment and evaluation data and findings, strategic planning goals; open meetings to share data findings and gather topic feedback ideas; and sharing thoughts during Faculty Institute. Established Exploratory Team.

Key Individuals Involved:
Administration, Faculty, Staff, Faculty Senate and SGA President

Phase 2: Dialogue

Finalize themes revealed from data analysis and strategic priorities; Administered QEP Topic Selection Survey with 11 themes, followed by administration of second survey of eight themes to obtain top 3 themes.

Key Individuals Involved:
Administrators, Faculty, Staff, Students, and ASU Board of Trustees

Phase 4: Design

Topic selected for ASU QEP; (3) white papers combined based on literature review and recommendations from stakeholders; designed topic logo; and presentation of topic to various stakeholders.

Key Individuals Involved:
Administrators, Faculty, Staff and Students, Alumni, External Stakeholder and ASU Board of Trustees

Phase 3: Develop

A call for QEP White Papers; review of white papers; summary of feedback from internal and external constituents to solidify topic selection based on Let Your Voices Be Heard Campaign; data revealed that 76% of respondents advocated for combining topics.

Key Individuals Involved:
Administrators, Faculty, Staff and Students, Alumni, External Stakeholder and ASU Board of Trustees

QEP Topic Selection Phases

Phase 1: Discovery of the Topic Identification
Alabama State University (ASU) is primarily an undergraduate serving institution with about 88% of our students pursuing bachelor's degrees. Undergraduate students come to ASU immediately after graduating high school and enter ASU as first-time, full-time freshmen students. Each fall semester, approximately one-quarter of our student body is comprised of first-time freshmen. ASU recognizes the responsibility it has to support these first-time freshmen in their transition to college academics, student life, and independent living. In addition to being first-time freshmen, many of our students face other barriers in their transition to college life. Approximately 78% of ASU's first-time freshmen are Pell eligible, meaning their families struggle with having the financial resources to support them in pursuit of their educational goals. As many as 50% of first-time freshmen are first-generation students, not having the informal exposure from their parents to succeed in college. The academic preparedness of our first-time freshmen varies greatly, as they come from various backgrounds. It is estimated that 75% of ASU first-time in college students have an ACT composite score below 21, meaning that there is additional support they could benefit from, and about one-fourth are placed in developmental courses to ensure they are academically ready to succeed in college-level courses. Similar to other colleges serving students comparable to ours, we see that the barriers faced by the students contribute to persistence issues. ASU's first to second year retention rate for first-time, full-time students' hovers around 60%, with multifaceted contributing factors.

The QEP Exploratory Team and the University administration begin the dialogue phase by reviewing data points from the institution's last QEP and data points from Institutional Research. The team reviewed student achievement data, course success rates, course evaluations, surveys, and other data shown in Table 2. Thus, posing the question "What is student success for ASU's first-year students?"

ASU demonstrates its commitment to a systematic and comprehensive approach to institutional planning that promotes continuous improvement. The tenets employ an ongoing, comprehensive, and integrated research-based planning and evaluation process with use of outcomes that focus on improving educational programs as well as institutional quality and effectiveness. These principles were incorporated in the dialogue phase of the topic identification related to prior institutional planning. Table 2 provides a list of prior institutional data reviewed, followed by the QEP Topic Selection Themes and the constituents involved in the topic selection process.

Table 2: Institutional Planning Data

Type of Evaluation	Findings from Data	Frequency of Data Collection
Student Achievement Data • Course Completion • Certification Exam/ Licensure • Graduation	The average undergraduate course completion rate is 77%, with first-year courses having some of the highest non-completion rates. The aggregate certification exam pass rates for the most recent year is 77%. Two undergraduate programs are included in the calculation: education and health information management, which have lower pass rates than the graduate programs. Over the past three years, the graduation rate has gradually increased.	Annually
Student Course Evaluation	Overall, students rate their courses and faculty members positively. The comments provide some constructive feedback on how to improve the courses.	Every term

Type of Evaluation	Findings from Data	Frequency of Data Collection
Student Satisfaction Surveys	First-year students are most satisfied with their academic advisors, library and bookstore staff, the gender equity in athletic opportunities, and comfort of the student center. First-year students are least satisfied with living conditions in the residence halls, parking issues, cafeteria food options, and the responsiveness of staff and faculty providing timely feedback.	Every 2 Years
DFW Report (English and Orientation)	Over the past three years, the DFW rates have decreased for English courses; however, there the DFW rates still range between 27% and 36% for freshmen English courses. The DFW rates for Orientation courses was 15%, which was a decline from past years.	Annually
Declaration of Majors	Many first-time students struggle to earn 24 college-level course credit hours in their first year, preventing them from declaring a major to move into their major college.	Annually
Academic Lab Usage	In the QEP pilot, 53% of students visited the Academic Labs for academic purposes. The most common reason for visiting the labs was for printing services.	Annually
Graduation Exit Survey	Overall, 85% of graduating students were satisfied or very satisfied with the education they received at ASU, and 82% were satisfied or very satisfied with their experience at ASU.	Annually
First Year Experience Survey	First-year students rate themselves high in preparedness for college with, on average; over 70% indicated they are prepared or very prepared. Though students felt prepared to write clearly and effectively in college, they had limited writing experiences in high school.	Annually

College Preparedness

ASU has collected data to better understand the perspective of our first-time freshmen by administering a First-Year Experience survey to students within the first couple months of their arrival on campus. The survey revealed to the ASU leadership team that students' self-assessments of their preparedness for college is very high, as can be seen below in Table 3.

Table 3: Students Self-Assessment of Preparedness for College

Preparedness Question: "I feel prepared to…"	% First-time Students Self-Assessing as Prepared or Very Prepared	
	Fall 2018	Fall 2019
Live independently	77%	77%
Manage my money well	71%	63%
Manage my time effectively	75%	64%
Think critically	89%	86%
Write clearly and effectively	87%	85%
Ask for help when I need it	78%	67%
Understand myself (abilities, interests, limitations, etc.)"	86%	80%

Find a group that I feel part of	70%	62%
Identify a career path for myself	84%	79%
Talk about career plans with advisor, faculty, staff	74%	67%

Over 70% of the first-time freshmen in Fall 2018 rated themselves as prepared or very prepared on each of the items. During Fall 2019, the percentage of first-time freshmen students rating themselves as prepared was slightly lower; however, overall, 77% of responses still indicated students' self-assessing themselves as prepared. Though many students assessed themselves as "feeling prepared for college" indicates the confidence and their abilities, we know that as freshmen progress through college that confidence is upset by circumstances beyond their control. Students, thus, need support in ways that they may not have realized initially.

Major/ Career Choices
Oftentimes, students arrive at college without a clear personal vision for why they are going to college; therefore, they do not have a clear career goal or identified major, and it can impact persistence for those students (Allen & Robbins, 2008). In Fall 2018, 16% of first-time, full-time freshmen were classified as undecided for their major. Similarly, during Fall 2019, 17% of first-time, full-time freshmen were undecided.

In addition to students who have not chosen a major, other students have varying levels of confidence in the major they have chosen. When asked about confidence in their major and career choices, first-time freshmen indicated some uncertainty. In Fall 2018, 35% of students were somewhat confident about their choice of major, with 5% not being confident at all. An increase was seen during Fall 2019, as 40% of the students were somewhat confident and 7% not being confident at all. All first-time freshmen need support to help identify/ confirm their interests, majors, and an academic program at ASU in order to help them persist.

When asked about career choice, 67% of first-time freshmen in Fall 2018 and 65% in Fall 2019 indicated that they were very confident in their career choice. Those who were somewhat confident represented 28% in Fall 2018 and 32% in Fall 2019. Additionally, there were students who were not confident at all (5% in Fall 2018 and 3% in Fall 2019). The difference between confidence levels in major and career represents a potential gap for the students in understanding how majors can lead to career options and the need to ensure students are on the right track as early as possible in their college experience.

For these first-time freshmen, 96% in Fall 2018 and 95% in Fall 2019 indicated that career guidance and opportunities are important to their undergraduate experience. Additionally, 88% and 86% in Fall 2018 and 2019, respectively, indicated that they are likely to use career services on campus.

College Writing
The level of student writing has been an ongoing effort at the university. Notably, the last institutional QEP had outcomes related to the improvement of student literacy inclusive of writing. The QEP Exploratory Committee reviewed the data from the QEP Impact Report, in addition to the pass and failure rates for freshmen English course, as saw the critical need to address this issue in a different method. Writing at the college level is a critical skill that students need to master not just for their English classes, but to be successful in all of their college courses. All ASU students have to take an English course in their first year, contingent upon their skills level and placement. Students who participated in the First Year Experience survey indicated that they felt prepared to write clearly and effectively (Fall 2018 =87%; Fall 2019 = 85%). These same students also indicated that they did not have much experience writing. However, 83% of students indicated that they had experience from high school developing and writing a research paper, including citations. Also, 82% said that the longest paper they wrote in high school was less than seven

pages, with 50% identifying that they had written a paper less than five pages. Of these same students, 44% indicated that they went to a writing lab or tutoring to get help with writing in high school.

As students arrive at ASU, the data revealed that students encounter challenges with writing at the college level. Although the percentage of students who are passing developmental or first-year English courses has consistently increased, the rate of students who are not passing demonstrates a need for additional support (see Table 4). Table 4 provides an overview of the pass rates for English 130, which is the developmental English course at ASU. On average, 31% of the students are not passing the course. English 131 is first college-level English course that ASU students take, and the pass-rate average from 2016-2019 is 61%. The results also indicate that the three-year average pass rate for students who take English 132 is 69%. All data signifies the need for additional intentional support for students during their first-year experience.

Table 4: Pass & DFW Rates for ENG 130, 131, and 132

YEARS	ENG 130		ENG 131		ENG 132	
	Pass Rate	DFW Rate	Pass Rate	DFW Rate	Pass Rate	DFW Rate
2018-19	73%	27%	64%	36%	70%	30%
2017-18	69%	31%	60%	40%	72%	28%
2016-17	66%	34%	58%	42%	66%	34%

Orientation 100 Course

All first-time, full-time freshmen are required to take Orientation 100, which is designed to orient new students to higher education, in general, and Alabama State University, specifically. This course was designed to help students become familiar with ASU and to support students in their transition to college. The QEP Exploratory Team and the administration took note that over the past three years, 85% of students passed the course, with 8% failing and 7% withdrawing. Students indicated in their course evaluations that they are satisfied with the instruction of the course and made comments that they learned a substantial amount of information about the history of Alabama State University. In general, students also commented that the instructors care about them and help them, which they appreciate. Approximately, 5% of students have commented on the relevancy, content, and usefulness of the course.

This led to dialogue among faculty, staff, and students about exploring how the Orientation 100 course could provide more holistic support to students and anchor their first-year experience. The exploration includes how the course could be used as a tool to (a) better support students in their transition to college, (b) connect them to ASU through activities and events, (c) help put them on a successful path to career exploration, and (d) select a major as early as possible. Additionally, the platform that the current student government president ran on included a revision to the Orientation 100 course, and in January 2020, the Student Government Associate released a resolution with recommendations for revising the Orientation 100 course.

The data that Alabama State University collected clearly shows a need to improve the first-year experience for our first-time freshmen students. These students make up about one quarter of the student population and are not persisting; approximately 60% return for their second year. There is a growing consensus on campus that the University needs to make adjustment to better support first-year students; the data confirms the need to better support students academically and socially in their transition to college.

Phase 2: Dialogue of Topic Identification

The dialogue phase of the topic selection included faculty prioritization of topics. Additionally, a review of the literature, examination of other institutional QEP's, and topic recommendations were solicited from the faculty. Presentations were conducted for the seven colleges deans, department chairs, and faculty invited by the University to discuss recommendations and obtain feedback. The areas of focus in the discovery phase were expanded to include eleven (11) categories for faculty members to consider as the next QEP focus for ASU:

1. Supplemental Instruction
2. Career Pathways and Readiness
3. Faculty Mentoring
4. Academic Advising: Engage students through quality and intrusive advising
5. Experiential Learning (internships, capstone courses, service learning and research)
6. Global Awareness: Enhance knowledge of global events
7. Study Abroad
8. Leadership Development
9. Quantitative Skills
10. Reading and Writing Across the Curriculum
11. Information Literacy

A survey was administered to administrators, faculty, staff, and students to identify the top eight topics and an opportunity for stakeholders to recommend other topics (**Exhibit 2**). The survey focused on asking stakeholders if the topics were (a) very useful, (b) useful, (c) undecided about the topic, (d) somewhat useful, or (d) not very useful. The next portion of the discovery phase was to narrow down the topic and fine tune the focus to three topics. These themes have been identified by all constituent groups (i.e., administrators, faculty, staff, and students) through survey administration. The following are the eight topics reviewed by stakeholders, considering the five key components for a successful QEP.

- **Academic Advising:** engage students through a quality intrusive advising experience through Orientation and a Common Core Reader.
- **Career Pathways & Readiness:** help more students persist through their first year of college while strengthening the profession focus of our programs (information literacy and career planning).
- **Computer Literacy:** guarantee that all students are exposed to a variety of information-gathering techniques and that they are consistently expected to use technology in all courses they complete.
- **Faculty Mentoring:** first-time, full-time degree seeking students enrolled in English and mathematics will be paired with faculty mentors during the fall and spring semesters annually.
- **Information Literacy:** teach students how to seek and evaluate multiple sources of information and multiple perspectives and to approach problems from multiple perspectives.
- **Qualitative Literacy:** to improve the mathematical reasoning and quantitative literacy skills. To strengthen the visibility of quantitative literacy as an important component of ASU students' educational experiences in and out of the classroom.
- **Supplemental Instruction:** devise a plan to equip students to be successful learners, acquire knowledge skill, abilities, behaviors, attitudes and values which will persist through the completion of their academic program.
- **Writing Across the Curriculum:** enhance students' academic writing skills while strengthening their reading comprehension and critical/analytical thinking skills.

The QEP Exploratory Team was instrumental in the discovery phase of the topic identification process. A formal announcement of the top three QEP topics were shared during the Spring 2018 Faculty Institute.

The President and the institution's leadership team selected staff and faculty members to form the QEP Leadership Team. The leadership team strategically selected a diverse group of committee members that reflected campus-wide representation from academic and non-academic units, as well as the student body. Specifically, the QEP Topic Selection Committee was formed from the QEP Leadership Team.

Phase 3: Develop Topic Selection
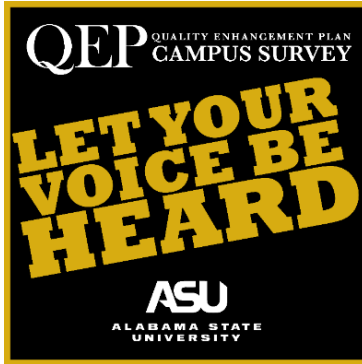
During the development phase of the topic selection, the institution hosted a "*Let Your Voice Be Heard*" campaign to ensure that all stakeholders had an opportunity to be involved in the QEP topic selection process (**Exhibit 3**). A Call for White Paper proposals related to the identified topics, which were derived from Phase I (discovery) and Phase II (dialogue), were provided to all stakeholders. Proposals submitted had to be led by research to inform the general plan to address one or more specific learning outcomes at ASU. Additionally, proposals included the reasons the topic is compelling for ASU and its students. Importantly, all proposals demonstrated a relationship to the University mission and the impact the topic would have on the University goals. An outline was provided for the content of the white papers, to provide guidance on the content and structure.

The solicitation of white papers began in the Spring semester 2018. Various communication methods were used to ensure all stakeholders were informed of the "*Let Your Voice Be Heard*" campaign and had an opportunity respond. The following were communication methods used to inform the campus community:

- Campus wide emails were sent to all ASU employees six (6) times between August 9th and September 24th, 2018.
- Meetings were held with all academic deans to encourage the participation of faculty in the QEP development process.
- News announcements posted in the *Hornet Happenings: Weekly Buzz*, which has a wide distribution to alumni, faculty, staff, and external stakeholders between August 22nd and October 12th, 2018.
- Social Media notifications were also shared on the institutional social media sites to include Facebook and Twitter.

At the end of the solicitation period, three (3) faculty and/or staff collaborative white papers met all requirements. The QEP Topic Selection Committee reviewed all white papers and reported the white papers to the leadership team. The proposals submitted included the following:

- White Paper # 1: Utilizing Faculty to Build Rapport with 1st Year Students to Improve Retention
  This proposal was geared toward modifying the curriculum of the First-Year Experience course at Alabama State University (ORI 100: Orientation 100) which aids in offering new students a smooth transition from high school to University life because "making the transition from being a high school student to being a successful college student does not happen instantaneously, and it certainly does not occur by simple osmosis" (Hunter, 2014, p. #?). The modifications will include utilizing faculty to build rapport with first-year students to improve retention.
- White Paper #2: Collaboration & Engagement to Improve Students' Academic Success
  This proposal outlined the need for three ASU units to work together to "equip" ASU students with the knowledge, skills, and abilities to succeed as citizens of the global workforce. The units included Academic Advising, Career Services, and the Levi Watkins Resource Center (Library). Coordinating their individual yet connected efforts will greatly impact students' academic success and, as a result, help ASU reach critical goal to help first-year students.

- White Paper # 3: Enhancing the Major to Career Trajectory through Early Career Exploration and Academic Advising Intervention
  This proposal would integrate academic advising and sustained career readiness development practices as a means of reducing the attrition rates among first- and second-year undergraduate students and, thus, increasing graduation rates within six years. Additionally, conduct surveys to assist the institution in better preparing students to select an academic major.

Collaboratively, the QEP Topic Selection Committee and the QEP Leadership Team conducted a campus survey to allow individuals to review the three white papers. To ensure student participation, a survey station was set up in the Hardy Student Center for student feedback between September 27th and September 28th, 2018. Additionally, this phase of the campaign allowed for the teams to solicit individuals to participate in focus groups and interviews about the QEP.

The overall survey findings from the *Let Your Voice Be Heard* are provided in Tables 5. A summary of feedback is as follows:
- Staff, Alumni, and External Stakeholder indicated a preference for the 3rd White Paper.
- Faculty was almost evenly split among the three options.
- Students indicated a preference for the 1st White Paper.
- Seventy-six percent (76%) of respondents advocated for combining the three White Papers to craft the QEP proposal.

Table 5: Percentage of Stakeholders Ranking White Papers

Constituents	Utilizing Faculty to Build Rapport with 1st Year Students to Improve Retention	Collaboration & Engagement to Improve Students' Academic Success	Enhancing the Major to Career Trajectory through Early Career Exploration and Academic Advising Intervention	Total Unique Responses
Faculty	32%	32%	30%	35
Staff/ Administration	32%	17%	33%	25
Alumni	25%	21%	33%	25
Students	53%	33%	29%	277
External Stakeholders			100%	2

Note: Percentages will not add up to 100% since some respondents ranked more than one white paper as #1 and others did not rank any white papers as #1.

Additionally, Table 6 provides the statistical overview of the stakeholder's recommendations to combine the topics of the QEP white papers. The qualitative comments indicated that the stakeholders noticed consistent similarities in the QEP white papers.

Table 6: Stakeholders Recommendations to Combine Elements of all White Papers into the QEP

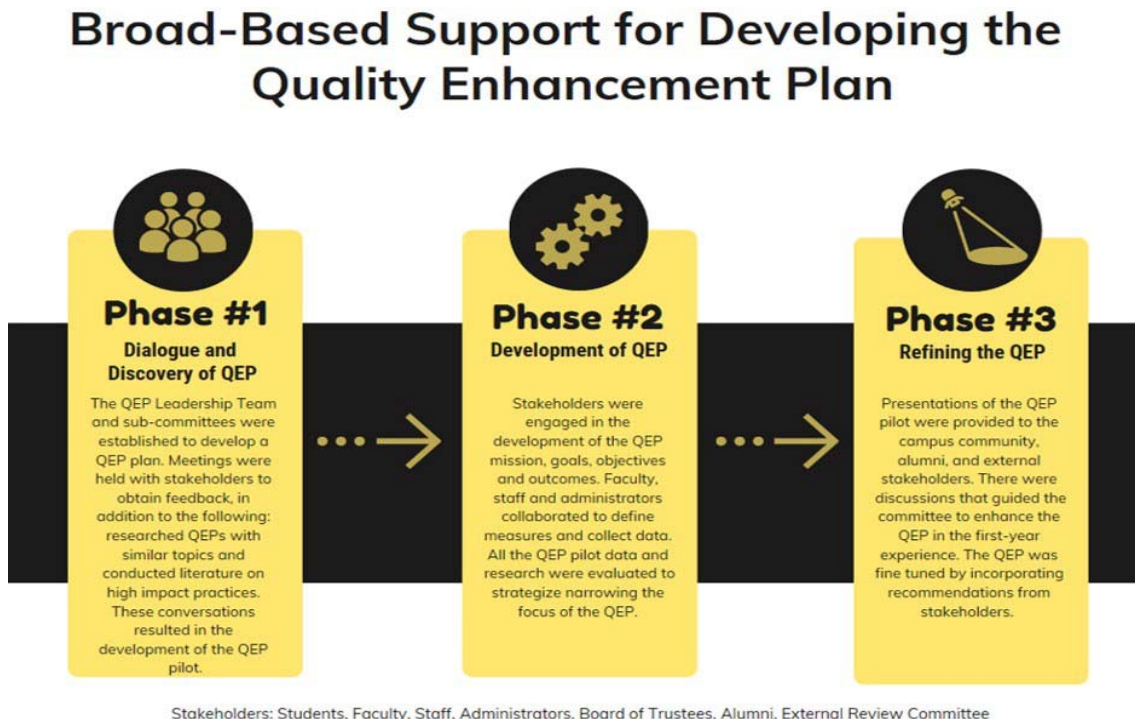| Constituents	% recommending combining topics	Total Unique Responses
Faculty	79%	33
Staff/ Administration	75%	24
Alumni	92%	25
Students	75%	266
External Stakeholders	0%	2

Phase 4: Topic Selection Design
During the design phase of the QEP topic selection process, the themes common across all three white papers and potentially complementary programming ideas were identified. There was the need for expanded communications between academic advisors, deans, faculty, and department chairs, particularly about the ASU first-year experience and orientation course that all freshmen enroll in upon admission to the University. The discussions highlighted concerns that many of the students arriving at ASU are not fully prepared for college and do not holistically know what to expect as they enter college. Therefore, faculty, staff, and students emphasized that the QEP should contain a broad range of goals and activities enabling the improvement of the first-year experience, which could have an impact throughout student's tenure at ASU. Finally, there was an opportunity to address the writing ability of students who enter the University. Additional meetings were held with the QEP Leadership Team to gain feedback and recommendations on the topic selection, as well as the conceptual framework and the logo. A consensus had been formed that the QEP five-year period in implementing and assessing various strategies focused on improving the learning environment in the first-year experience for ASU students. The literature provides convincing research indicating that college students at various levels are positively impacted during the first year upon entrance to college (Hunter, 2006a). As a result of this research and the substantial input from our internal and external stakeholders, the topic selection process culminated in the formulation of the QEP initiatives.

V.   DEVELOPING THE QUALITY ENHANCEMENT PLAN WITH BROAD-BASED SUPPORT

The development and inclusive process of the Quality Enhancement Plan for Alabama State University included the collaborative efforts of internal and external stakeholders. To foster a holistic view of the QEP to develop the goals and outcomes, the committee defined the stakeholders necessary to ensure a focused QEP that impacts student success and promote continuous improvement. During the development of the QEP, the broad-based constituents provided input and ongoing feedback. Figure 2 provides the phases of the QEP development and its broad-based stakeholders.

Figure 2. Broad-Based Support for Developing the QEP

Broad-Based Support for Developing the Quality Enhancement Plan

Phase #1
Dialogue and Discovery of QEP

The QEP Leadership Team and sub-committees were established to develop a QEP plan. Meetings were held with stakeholders to obtain feedback, in addition to the following: researched QEPs with similar topics and conducted literature on high impact practices. These conversations resulted in the development of the QEP pilot.

Phase #2
Development of QEP

Stakeholders were engaged in the development of the QEP mission, goals, objectives and outcomes. Faculty, staff and administrators collaborated to define measures and collect data. All the QEP pilot data and research were evaluated to strategize narrowing the focus of the QEP.

Phase #3
Refining the QEP

Presentations of the QEP pilot were provided to the campus community, alumni, and external stakeholders. There were discussions that guided the committee to enhance the QEP in the first-year experience. The QEP was fine tuned by incorporating recommendations from stakeholders.

Stakeholders: Students, Faculty, Staff, Administrators, Board of Trustees, Alumni, External Review Committee

Phase 1 – Dialogue and Discovery of QEP Development

The QEP Leadership Team guided the development of sub-committees, drafting a plan of action, documenting and reviewing QEP discussions with different stakeholders, and finalizing the QEP plan to align with the University's mission and strategic priorities. Sub-committees were formed from the campus community to represent diverse thoughts and carry out the important components of planning and supporting the QEP (**Exhibit 4**).

With the charge and challenge in mind, the QEP Leadership Team initiated a multidimensional approach toward developing the QEP: engaging stakeholders, examining institutional data and research, and creating sample proposals.

The QEP Leadership Team considered the SACSCOC guidelines for identifying and finalizing a QEP plan. Within the framework of SACSCOC requirements, the Team evaluated the collected data, research, and qualitative feedback. The analysis offered an inclusive assessment on student engagement, retention, student satisfaction, faculty and staff satisfaction, educational trends, university inclinations, and institutional capacity. Surveys, open forums, meeting discussions, and focus groups were vital in collecting feedback to steer the QEP's plan of actions. The QEP Leadership Team met with university leadership, student leadership, administrators, faculty, staff, students, alumni, and community leaders for feedback. Based on the stakeholder's informed recommendations, the Team developed a proposal to support student success for first-time, full-time, degree-seeking students that would impact persistence and student success.

The Dialogue and Discover Phase led to the following:
- Review of QEPs with a First-Year Experience focus and identification of areas that align with Alabama State University's profile of first-year, full-time degree-seeking students.;
- Discussion with stakeholders integrating high-impact practices in the first-year experience and curricular and co-curricular activities;
- Meetings with Deans to discuss potential student learning outcomes, student success pedagogy, career identification, and rubric development;
- Meetings with the advisement center to discuss the advising and major selection processes;
- Meetings and discussions with Student Affairs and Enrollment Management regarding retention, engagement, career identification, and assessment activities;
- University College meetings to discuss possibilities of implementing the QEP in the Orientation 100 course; and
- Department of Language and Literature meetings to discuss incorporating the QEP and a common core reader in English 130, 131, and 132.

Through rigorous meetings and open dialogue, the committee was able to move into phase 2 of developing ASU's QEP.

Phase 2 – Development of QEP (The Pilot and Committee Work)

The Dialogue and Discovery phase uncovered many crucial areas of interest surrounding student success. Therefore, in collaboration with Academic Affairs, University College, the Department of Languages and Literature, Student Affairs and Enrollment Management, the QEP Leadership Team focused its engagement efforts on the first-year experience. The teams worked in partnership to establish the mission, goals, objectives, and outcomes for the QEP, establishing a robust and measurable assessment plan to strategically collect data on student success and persistence. Faculty supported these efforts by defining and implementing assessment activities and adopted rubrics within the courses that would accurately measure the learning outcomes. Student Affairs and Enrollment Management outlined and implemented co-curricular activities for the pilot program to support learning and measure objectives that align with the overall QEP pilot goals.

To impact the first-year experience, the QEP Development committee selected foundation courses and incorporated curricular and co-curricular success activities. The committee defined foundation courses as courses that every student must take regardless of their major. There was a consensus four courses for the QEP Pilot be adopted: Orientation 100, English 130, English 131, and English 132. The pilot was conducted in Fall 2019 as a collaborative effort. This holistic experience would lead to freshmen completing engagement and success activities to improve persistence. Consistent updates and discussions about the QEP topic were presented in various meetings with administrators, faculty, staff, students, alumni, and community members.

The QEP dialogues continued as efforts were made to ensure the outcomes were achievable and within reason for the institution. Therefore, during summer 2019, the QEP Office hosted a leadership training to discuss the implementation of the pilot over a two-day period. Faculty, staff, and administration brainstormed on the meaning and impact of persistence, as well as curricular and co-curricular activities to promote persistence. Additionally, presentations were made at the Fall 2019 Faculty and Staff Institute, student organizations, and sub-committee meetings.

As a foundational course of the University, the Orientation 100 course became the initial focus for the QEP's emphasis of impacting student success and persistence at the University. The following were integrated in selected sections of the Orientation 100 course to initiate student success activities for the QEP Pilot:
- Reflective writing assignments,
- Suggested co-curricular activities for writing assignments,
- Survey completion: Focus 2 Career Assessment and First-Year Experience Survey, and
- Use of Technology in the course: Blackboard, Guidebook and ASU email.

Co-curricular activities were significant in creating a cohesive QEP. As the QEP Development Committee continued to work with the different offices within Student Affairs and Enrollment Management, the following co-curricular activities were selected as engagement and learning opportunities:
- Founder's Day,
- Library Tour,
- National Civil Rights visit,
- Academic Center for Educational Success (ACES),
- Student Success Lab (5 hours),
- Meet the Deans, and
- Athletic Events.

As the pilot progressed, the QEP Leadership Team and sub-committees continued to encourage discussions from all stakeholders. Faculty was integral in establishing assessment activities and measures, providing feedback from the pilot, and establishing pedagogy supportive of student success models. Students participated in the pilot program, surveys, and focus groups as the committee continued the efforts of defining student achievement and success. Students provided valuable feedback on their definition of student success and ways the institution can support learning and growth. QEP Ambassadors were established to constantly communicate with pilot students about activities and receive feedback about their experiences. Staff and administration supported the co-curricular initiatives and provided data on program progression, participation, and impact. As conversations evolved around the preliminary performance and statistical data from the pilot, leadership continued to emphasize student success as a priority. Subsequently, ASU's president, Dr. Quinton T. Ross, Jr., suggested a focus on establishing a student success model.

A Journey to Success in the First-Year Experience was established to focus on student success. The QEP Leadership Team worked in partnership with the Office of Institutional Effectiveness to create a systematic assessment plan according to the revised mission and goals that support student success. Benchmarks were established using a compilation of research, data, and feedback to update the Orientation 100 syllabus, define co-curricular activities, and establish assessment activities and measures. The QEP Leadership Team researched reflective writing rubrics, systematic processes to collect data, and available campus resources to support a robust assessment process.

Phase 3 – Refining the QEP
In response to leadership's suggestions, the QEP Leadership Team established a three-step process to develop a student success model for the first-year experience based on data and research.

- Step One – Evaluate the QEP Pilot.
- Step Two – Get feedback from Stakeholders about the QEP pilot and student success.
- Step Three – Research literature on student success.

As the QEP further developed into *A Journey to Success in the First Year Experience*, the collected data was shared to the campus community, alumni, students and external stakeholders. Table 7 is a summary of all the data collected for the QEP pilot and feedback from constituents.

Table 7: Summary of Collected Data and Suggested Changes

Types of Data	Summary of Data	Changes
QEP Pilot Data	Data collected for 108 students in the Orientation 100 course – 85% of students received a B or higher overall grade; 88% students persisted from fall to spring semester; 25% received 3 or higher on writing assignment	- Restructure Orientation 100 syllabus to organize co-curricular activity schedule to increase student participation. - Make reflective writing assignments required. - Require students to complete Focus 2 assessment during class. - Extend student success experience to English 130, English 131 and English 132 and implement common reflective writing rubrics and a common reader.

Types of Data	Summary of Data	Changes
QEP Pilot - Student Course Evaluations	Overall Student Satisfaction – 4.3 on 5.0 scale. Comments from the student course evaluations (summary of comments): • Learned a lot about ASU history. • Learned new things about life and being an adult. • This is a needed class to help students know about the little stuff that could get them in big trouble. • Very important course to take as a freshman and gives you tips and tricks to survive college. • Instructor very understanding and wants all students to succeed. • Course really helps with college life and instructor connects with students. • Teacher explained and demonstrated material and was always available after class - above and beyond. • Encouraging and engaging • Because of her teaching skills, she makes you want to come to class and makes it enjoyable. This was one of those classes I had no problem going to because of her and the environment was always positive • Events made me feel welcomed.	• Require all students to take Orientation 100 in the fall term of their freshman year. • All Orientation 100 faculty will be required to attend professional development sessions on student success teaching methods. • Students engage positive classroom experiences and as the QEP develops, training should support this environment.
QEP Pilot – Student Survey	Survey administered to all QEP Pilot students who completed the Orientation 100 course. – • 92% Satisfied that Orientation 100 assisted with transition • 96% Satisfied Overall with their first-year academic experience • 100% Satisfied with skills presented for Student Success • Orientation 100 was very helpful • The class was enjoyable.	• Student's feedback supported data to revamp the Orientation 100 course that would assist students with successfully transitioning from high school to college.
Faculty	An interview was conducted with the Orientation 100 faculty and University College. • Enhancing student engagement is exciting and has the potential to positively impact student retention. • All activities should be clearly set with times, dates, and locations	• Implement a First Year Experience Calendar. • Incorporate social media usage in marketing and communication plans. • Decrease the number of events per semester to 10 and require the students to attend 8.

Types of Data	Summary of Data	Changes
	clearly articulated in a fashion to best communicate the information to students. • Utilizing social media outlets such as Instagram and Twitter would be helpful in communicating activities to students enhance student participation it is recommended that the host for the events also create some form communication for students, independent of the Orientation class a representative from the hosting event visit the classes to invite students to spread out throughout the semester to prevent the congestion of events and that students be provided with a visually inviting calendar of events. Events that are available to students during multiple times and dates may increase participation. • The number of events should also be reduced in number. Students were reluctant to participate in many events due to the number of hours spent outside of class time. • Student reflections and informal classroom discussions indicated that students were appreciative of the experiences. • Faculty implementing the additional engagement activities will need to be able to assign, grade and manage assignments on Blackboard. • Incorporate a common rubric for the Orientation course writings.	• Require all who teach Orientation 100 to use Blackboard for all assessments. • Establish a common rubric for all writing assignments in the course. • Have support services staff engage students in the classroom to encourage participation in activities and events.
Student Focus Groups	47 Students – Athletes, Student Organizations, International Students, Honor Students and General Students • Students need: Tutoring resources; Flexible hours for academic labs; Meetings with advisors; Organization and People Skills; Orientation 100 to be the freshman foundation course; Time Management Skills • Define student success: Being employable; Making connections on campus; Being prepared; Self-	• Develop a usage plan for Student Success Labs to include tutoring and supplemental instruction. • Extend hours in Student Support Labs. • Incorporate Blackboard demonstrations in the Orientation 100 course. • Students need support to increase self-efficacy skills.

Types of Data	Summary of Data	Changes
	awareness; Completing school within 4 years • Challenges transitioning: Adapting to the college environment; Finances; Balancing relationships; Keeping up with homework; Navigating Blackboard; Motivation; Tutoring; Management • Personal challenge: Lack of school spirit; Motivation; Academic Advising; Adjusting/adapting to culture; Communication from the University; Lack of activities on campus; Faculty engagement • Success Tools/Resources: Faculty Engagement; Enjoyable first year experience; Information regarding choosing a major; Resources and supplies; Support system on campus • Successful Freshman: Time Management; Well-rounded; Accountability; Adaptable; Driven to Learn; Engaged; Good decision-making techniques; Involved on campus; Prepared for next level; Resourceful	
Alumni/External Committee	11 Alumni and Community Leaders - The stakeholders agreed and supported the University's focus to enhance the student experience within the first year. Overall, the committee was pleased with the direction of the QEP. They agreed that the first-year experience would help students get exposed to the resources on campus, increase student's potential for success, provide life-long success skills, and impact student retention. The committee also challenged the QEP leadership to integrate student involvement throughout the QEP implementation process, motivate students to connect and engage, collect accurate and intentional data, and disseminate the QEPs outcomes and objectives to all stakeholders.	• Include financial literacy within the framework to focus on financial aid, personal finance, credit worthiness, and budgeting.
Council of Academic Deans and Directors	University Deans and Directors-- The council voiced support in moving to establish a student success model inclusive of engaging students in the first	• Clearly interpret major declaration policy.

Types of Data	Summary of Data	Changes
	year to impact student assimilation from high school to college. They were also in agreement with the research data and conceptual framework for student success. The deans and directors also voiced a few ideas to support the implementation of the QEP. • Assign ASU emails sooner to promote ASU email usage. • Incorporate ASU Connect Day as an activity for students to meet the deans. • Clarify major change policy to ensure that student's will have an opportunity to change their major if necessary, after selecting one within the first year. • Consider adding activities or extending major declaration timeline to help students make an informed decision and minimize financial impact • Offer multiple training opportunities and platforms for Orientation 100 faculty • Ensure accuracy as data is collected and reported	• Offer various training opportunities and platforms for Faculty
Board of Trustees	Board of Trustees – The Board had no recommendations and was happy to see the University focus on student success and the first-year experience.	• The first-year experience is important in the success of the University. The Board is supportive of the institution's student success efforts.
Leadership Team	Consist of the President's Cabinet members – The Leadership Team will be integral in providing oversight in the Development of the QEP.	• The campus community agreed and supported the direction of the QEP. Student Success model was suggested approved within leadership.
Faculty and Staff Institute	The Institute is designed to (a) build campus morale, (b) increase communications, and (c) demonstrate commitment to ongoing learning and professional growth opportunities. Information about the QEP was shared at 2 institutes and faculty and staff were able to provide input and feedback through surveys.	• The campus community agreed and supported the direction of the QEP. • Faculty and staff agreed that professional development was important to supporting student success.

Types of Data	Summary of Data	Changes
Student Success Labs	Over 14, 619 hours utilizing labs – 43% printing, 41% general computer usage • GradesFirst is used to collect data. • Labs were understaffed with limited tutoring hours available.	• Restructure student success labs. • Collaborate with faculty to hold office hours in the labs to assist students with academic needs. • Require all students to complete 5 hours of supplemental instruction using the Success Labs.

With the decision to focus on *A Journey to Success in the First Year Experience*, the QEP Leadership Team collaborated with the Strategic Planning Committee to strategize a potential student success model based on assessment data, stakeholder's responses to the data, and academic research. The model would continue to be embedded within the Orientation 100 course to impact first-time, full-time degree-seeking student's persistence rates. The committee established a framework and modified student learning goals and assessment measures. All stakeholders were integral in determining evaluation timelines and important student success data to collect.

As an extension of the first-year experience, the student success activities were identified to be embedded into English 130, English 131, and English 132 courses in the first and second semester. Although the English activities were not piloted like the freshmen orientation course activities, it was determined that the activities would be extended to the English courses for the full implementation. Students will continue reflective writing as the core for their activities, incorporate information literacy, critical thinking, a common core reader, and participation in institutional activities that focus on the book read. Faculty, staff, and students from Student Affairs and Enrollment Management, the Office of Academic Affairs, and the Office of Institutional Effectiveness will work collaboratively to develop intentional activities for the book read.

Upon approval of the QEP by SACSCOC, Table 8 actions are required to complete the development of the QEP, based on the mission, goals, and outcomes established for *A Journey to Success: First Year Experience.*

Table 8: Broad Based Support for Summer Development of the QEP

	Develop Student Success Committee and QEP Implementation Committee	Leadership
Summer 2020	• Set deadlines for Implementation of QEP Activities	• QEP Implementation Committee • QEP Leadership Team
	• Course Syllabus Updates – Curriculum Change – ORI 100	• Academic Affairs • Institutional Effectiveness
	• Define Success Strategies and Collaborative Opportunities	• Student Success Committee • Student Affairs and Enrollment Management • Academic Affairs • Institutional Effectiveness
	• Faculty Success and Engagement Training for Orientation 100 and English Faculty	• Faculty Development Committee • Academic Affairs • Institutional Effectiveness
	• Technology Training	• Academic Affairs • Student Affairs and Enrollment

	• Management
	• Institutional Effectiveness
• Format Blackboard Course	• Academic Affairs
	• Student Affairs and Enrollment Management
	• Institutional Effectiveness
• Setup Student Success Labs Schedule and Tutors	• Academic Affairs
	• Student Affairs and Enrollment Management
	• Institutional Effectiveness
• Develop Common Core Reader Activities	• Academic Affairs
	• Student Affairs and Enrollment Management
	• Institutional Effectiveness
• Develop Common Reflective Writing Rubric	• Academic Affairs
	• QEP Leadership Team
• Develop Marketing Plan and Marketing Materials	• Office of Institutional Effectiveness
	• Academic Affairs
	• Institutional Advancement
• Finalize Common Core Reader Schedule	• Academic Affairs
	• Student Affairs and Enrollment Management
	• Institutional Effectiveness

QEP Internal and External Stakeholders
The stakeholders have been engaged throughout the entire process. Faculty and staff were engaged in a campus-wide call to provide white papers that would address priority topics for the University. All constituents were provided an opportunity to give feedback on the white papers and the final topic selection. Students were also involved and participated in focus groups on student success. All stakeholders were encouraged to voice their opinions in different intervals of the QEP process; this collaboration sought to positively affect development, direction, and success. The following is a summary of stakeholder engagement.

Board of Trustees – Consist of community leaders and institutional stakeholders that are vested in the community and the success of the University. The Board of Trustees were integral in providing universal thought to the QEP topic and establishing assessment guidelines for success. They reviewed and provided assessment thoughts to the final QEP topic.

Institutional Committees – Committees included university leadership and administration. The President's Cabinet and the Council of Academic Deans and Directors provided integral feedback in the development of academic and student affairs components of the QEP success model. Many of the committee members participate on QEP committees and engaged in discussions across campus. These committees helped to define the QEP focus and establish the student success model.

- President's Cabinet-Members of the Cabinet include the Chief of Staff, Provost and Vice President of Academic Affairs, Assistant Provost of Academic Affairs, Associate Vice President of Institutional Effectiveness, Vice President of Advancement, Interim Vice President of Business and

Finance, Interim Vice President of Technology, Chief of Police, Athletic Director, and the General Council.

- Council of Academic Deans and Directors (CADD)-Members of the CADD include the Provost and Vice President of Academic Affairs, Assistant Provost of Academic Affairs, all of the college Deans, Graduate School Dean, and the Registrar,

QEP Leadership Team, Exploratory Team, and Subcommittees – This group included university faculty, staff, administration and students; these committees were integral in steering planning direction, analyzing data and soliciting feedback from all constituents.

Office of Institutional Effectiveness (OIE) – The Office of Institutional Effectiveness, directed by the Associate Vice President for Institutional Effectiveness and the SACSCOC Institutional Accreditation Liaison, led the development of the QEP committees, institutional research, student success framework, assessments, and QEP events. The assessment team helped to design the assessment process and develop goals and outcomes for the QEP. The QEP team has been vital in developing and managing the process and team. The OIE has continued to assist with training efforts and program evaluation. The Director of Institutional Research, Institutional Effectiveness Coordinator, QEP Coordinator, and QEP Specialist were involved in the development of the QEP.

Academic Affairs – The Provost, Assistant Provost, deans, professors, and administrators supported the QEP process by serving on committees, providing recommendations, and partnering with the QEP committees to integrate all academic offices in planning. The General Education committee and the Department of Languages and Literature were integral in establishing assessment measures to strategically assess student learning and development. The reflective writing rubric was adopted for the assessment pieces.

Faculty – Faculty from all colleges were involved in all QEP committees and were essential in each phase of defining the QEP. From analysis of institutional data to assisting with research, faculty contributed to the foundation of student success. Also, faculty collected and analyzed data for the Orientation 100 Pilot program and provided feedback on syllabus revision to maximize student impact. Faculty is integral in managing the assessment activity and collecting data from the measures. In accordance to the University's ongoing mission of improvement, faculty engaged heavily in streamlining and managing the assessment process and analyzing the data and its impact on the University.

Students – The basis of student success is students. The QEP staff and committees have intently involved students in every aspect of planning and developing. Everything from actual student contact to analyzing student responses were used as groundwork for the QEP. Direct and indirect feedback from surveys, focus groups, classroom participation, course evaluations, and committee involvement streamlined the topic ideas to a student success focus. Baseline data was established from the analysis of student data and serves as the main objectives for the student success assessment plan. QEP Ambassadors were created to engage pilot students directly and act as a liaison between the QEP development team and students.

Additionally, student focus groups (e.g., Athletics, Honors Students, General Students, Student Organizations, and International Students) were instrumental in the development of the QEP. Furthermore, data collected from student course evaluations and first-year experience were vital feedback for plan development.

Student Affairs and Enrollment Management – Co-curricular activities and events are essential in engaging students and supporting learning. Staff within the division have been integral in the QEP by

participating on QEP committees, developing co-curricular activities, providing software to track and support activities, creating announcements, engaging students within the classroom, and developing statistical reports. The following offices are instrumental in collaborating with Academic Affairs and the Office of Institutional Effectiveness to ensure meaningful and intentional first-experience activities: Academic Advising, Career Services, Academic Advising, Career Services, Director, Academic Labs First- & Second-Year Experience, and Retention Office. Other units within the division will provide assistance in the planning of events.

Staff/Administration – Staff and Administration committed to develop a robust QEP topic from the beginning of the project, starting with the Division of Academic Affairs, Students Affairs and Enrollment Management, the Office of Institutional Effectiveness, Levi Watkins Library Center, Business and Finance, the President's Office, the Office of Technology Services, Advising, and more. Staff and Administration have been involved in every aspect of developing and refining the QEP topic. As student success developed, staff/administration helped to establish assessment measures and plans to evaluate the QEP's impact on persistence.

External Advisory Committee - The QEP External Committee is made of 11 constituents outside of the University. They were selected to ensure a broad base of support from members of the community who have a specific content or area of expertise that would be a benefit to the successful implementation of the QEP. A presentation was provided to the committee that included the purpose and goals of the QEP, followed by discussion, concerns, and feedback. Subsequent committee meetings will take place as needed but are scheduled annually. They were also encouraged to complete a survey at the end of the meeting. The External committee has been invited to the QEP Kickoff held on March 24, 2020.

VI. LITERATURE REVIEW AND BEST PRACTICES

Introduction
The rate at which students enter college is an indication of the degree by which a country's population is achieving higher levels of skills and knowledge (Wirt, Choy, Rooney, Provasnik, Sen & Tobin, 2004). Today's global market demands more from educated people through environmental, global, intercultural, technological, and scientific implications (Kuh & Schneider, 2008). Furthermore, there is an increased awareness that what was known as an appropriate high school education is no longer adequate to succeed in college or the current workforce (Kuh, Buckley, Bridges, & Hayek, 2006). A college degree is most relevant when it symbolizes learning that empowers the individual and is valued by society (Kuh & Schneider, 2008). Thus, it is incumbent of institutions to invest and establish effective, high-impact practices that become indicators of student success amongst students pursing a higher education (Kuh & Schneider, 2008).

Economic realities and workforce development are shaping and redefining the meaning and definition of student success (Kuh et al., 2006). According to Connolly, Flynn, and Oestreicher (2017), the incipience of college is challenging for most students, but those who have been identified as at-risk for dropping out their first semester are even more challenged. Rentz (1988) purports that the first year of college is crucial "during which students' attitudes, identities, goals, values, beliefs, adjustments and future successes in higher education are most influenced" (as cited in Connolly et al., 2017, p. 2.) The research is clear in delineating that an increase in new students' peer group interaction, their participation in campus clubs and organizations, a "sense of belonging to the college community, as well as regular use of student support services helps in determining a "student's full integration and involvement in the academic and social communities of the institution" (Connolly et al., 2017, p. 2).

Persistence

The major concern for most institutions is student persistence (Stewart, Lim & Kim, 2015). Not only is persistence an indicator of student goal attainment and success, but of institutional success as well (Green & Wright, 2017). Empirical research conducted by Astin (1975) and Tinto (1993) support the findings disseminated by Netscape News with CNN (2004), that says one in four college freshmen at 4-year institutions did not return for their sophomore year in 2004 (Schrader & Brown, 2008). According to the U.S. Department of Education, the 2012 graduation rate for full-time, first-time in college students who began their college careers in the fall of 2006 was 59% (NCES, 2014). Furthermore, 23% of full-time students who began their academic careers in 2008 did not persistent the following fall (Stewart et al., 2015). Moreover, data produced from a 2010 national survey by ACT regarding student retention at public four-year institutions reports the median retention rate for first- to second-year students as 75%, with a mean of 74% (Ashraf, Godbey, Shrikhande, & Widman, 2018).

The concept of persistence is based on Tinto's (1975, 1987) theory of student departure and Bean's (1980, 1983) model of student attrition (Burrus et al., 2013). Tinto's theory of student departure (Tinto, 1975, 1982,1987,1993) highlights the role institutions have in campus-based interactions and integrations on persistence (Burrus, et al., 2013). His theory declares that positive interactions and involvement in academic and social settings equips students with the capital they need to assimilate into the institution (Burrus, et al., 2013). This, in turn, creates an enhanced commitment to completing college (Burrus, et al., 2013).

Similarly, Bean's model underlines "the ways in which background characteristics and interactions with an institution influence satisfaction, commitment to degree completion, and persistence" (as cited in Burrus, et al., 2013, p. 8). According to the literature, some of those factors may extend beyond the control of the institution but have an influence on student persistence (Burrus, et al., 2013). Additionally, student interaction and integration coupled with a student's experience may have a direct impact on overall satisfaction and an indirect impact on persistence (Burrus, et al., 2013). The two theories feature a sequence of academic and social interactions and experiences that can be conceptualized as student engagement (Pascarella & Terenzini, 2005).

Consequently, Tinto (1993) devised a longitudinal model of institutional departure that focused on exploring and explaining dropout behavior and student persistence of traditional students at four-year universities (Stewart et al., 2015). The constructs used to help identify the factors that best describe persistence patterns include "student background, educational and institutional goals and commitment, and academic and social integration" (Stewart et al., 2015, p.14). Tinto (1993) acknowledged that student performance was influenced by an array of background characteristics and goal commitments. Additionally, he recognized that finances impact a student's decision to persist or leave school.

According to Green and Wright (2017), student persistence is essential to retention and college student success as well as a key measurement of student and institutional success. Some students enter college well prepared for the academic and social challenges they will encounter while others are inadequately equipped to meet the expectations that higher education has awaiting them (Annual College Readiness Report, 2012; Kidwell, 2005). As a result, institutions are implementing some form of intervention, both formal and informal, to increase academic achievement and positive social adjustment (Schrader & Brown, 2008). Petty (2014) asserts that understanding the intrinsic and extrinsic factors that inspire students allows institutions to motivate them to persist. The literature also suggests that professors (and teachers) should assist students in adjusting to the transition by gaining an understanding of the challenges caused by the first-year experience (Kidwell, 2005). Institutional success results in the institution's capacity to involve faculty and administrators collaboratively to create an environment that actively engages students in learning (Tinto, 2003).

The First Year Experience
The term 'first-year experience,' coined by John Gardner, describes the set of initiatives that are designed and implemented to strengthen the satisfaction and quality of student learning during the first year of college (Gardner, 1986; Koch & Gardner, 2014; Upcraft, Gardner, & Barefoot, 2005). The University of South Carolina's National Resources Center for the First Year Experience and Students in Transition refers to the first-year experience as a comprehensive and intentional approach (Hunter, 2006b). In efforts to positively impact student retention, institutional initiatives are being developed to increase student involvement and enhance a sense of campus community during the first year upon entrance to college (Hunter, 2006b). Hunter (2006b) makes reference to Upcraft et al.'s (2005) suggestion that first-year students are successful when they make gains toward "developing academic and intellectual competence, establishing and maintaining interpersonal relationships, exploring identity development, deciding on a career and lifestyle, maintaining personal health and wellness, developing civic responsibility, considering the spiritual dimensions of life, and dealing with diversity" (p. 5).

The Association of American Colleges and Universities (AAC&U) has called for institutions of higher learning to support four key learning outcomes for student success in the twenty-first century (Kilgo, Sheets, & Pascarella, 2015). These include, ''knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative learning'' (Kilgo et al., 2015, p. 510). These outcomes, which are considered high-impact practices, are designed to make certain that students gain the knowledge, skills, capacities, and competences to compete locally and globally, solve significant problems, and navigate diverse environments (National Leadership Council for Liberal Education & America's Promise, 2007).

High-impact practices
High-impact practices support students' discovery of deep approaches to learning. Students who apply these approaches are more likely to earn higher grades and be retained at higher rates (Kuh, 2008). According to research, high-impact practices are successful because they typically (a) demand that students dedicate a significant amount of time and effort to meaningful tasks, (b) necessitate that students communicate with classmates and faculty, (c) provide an opportunity for consistent feedback and assessment of work, (d) allow for exposure to diverse opportunities and people and (e) allow students to apply knowledge to experiences outside the classroom (Kilgo et al., 2015; Kuh & Schneider, 2008). These skills are necessary if students will become effective members of society and their communities (Kinzie, 2017).

The National Survey of Student Engagement (NSSE) gathered data that examined the effectiveness of high-impact practices at the campus level using campus level assessments of high-impact practices (Finley, 2011). The learning outcomes where were first analyzed using initial aggregated data at the state level. The second phase of analysis included a review of the system level data to provide national findings (Finley, 2011). According to the results, nearly each high-impact practice examined was connected to significant gains.

Information Literacy
According to Freeman and Lynd-Balta (2010), information literacy is a basic and key element of general education requirements. Having a strong literacy program is important for students to strengthen their understanding of library resources and provides students with a competitive advantage as they matriculate through college and eventually enter the workforce (Krysiewski, 2018). Thus, there is an expectation that students graduate with proficiency in information literacy (Riehle & Weiner, 2013). The American Library Association refers to an information–literate person as one who has the ability to recognize when information is needed as well as has the skills needed to locate, evaluate, and use that information effectively (https://libguides.ala.org/InformationEvaluation/Infolit). According to Harris (2008) the development of information literacy skills requires interaction among people (Riehle & Weiner, 2013). The socialization component of information literacy could create opportunity for practice and reinforcement of

information literacy within learning communities, which are based on shared learning (Riehle & Weiner, 2013).

Varlejs and Stec (2014) reference the research conducted by Foster (2006); Kolowich (2011); Mittermeyer (2005); Purcell et al. (2012); and Taylor (2012) that indicated that first year students begin college ill prepared to make use of the resources that their institutional libraries provide. More studies are being conducted on information literacy, and its importance is being stressed toward student retention (Krysiewski, 2018). The information seeking skills developed in college will be used by individuals throughout their entire life (Krysiewski, 2018). Thus, being considered information-literate is imperative for one's academic and career success (Krysiewski, 2018).

George Kuh identified strategies that would assist with student persistence (Bell, 2008). These strategies focus on increasing student engagement in their studies and the institution (Bell, 2008). According to Bell (2008), this includes establishing quality connections among students and educators, identifying high-risk students early in their academic pursuits, creating learning experiences outside of the classroom, and improving quality teaching. The focal point of these strategies is people and not physical resources (Bell, 2015).

Kuh asserts that academic libraries contribute to improved retention rates and increased student engagement (Bell, 2008). Furthermore, he purports that librarians may indirectly impact "student success through their interactions with students and by helping them acquire needed research and information literacy skills and competencies" (Bell, 2008, p. 2). By establishing a relationship with students, librarians can help foster a supportive campus environment which has beneficial effects on student engagement and achievement (Bell, 2008). However, according Stewart-Mailhiot (2014), as well as Guo, Goh, Luyt, Sin and Ang (2015), it is important for all campus educators to emphasize the importance of information literacy education and awareness by demonstrating how information literacy is applicable to assignments and course outcomes (Krysiewski, 2018). Additionally, collaboration with faculty and students in the classroom and other creative ways allows librarians the opportunity to systematically integrate information literacy into the curriculum (Bell, 2008). In order for students to become information literate, faculty and staff should work collaboratively in developing assignments that require students to become acquainted with information technology that can be used in pedagogical practices (Bell, 2008).

Kuh, Borruff-Jones, and Mark discovered the need for institutions to incorporate meaningful information literacy instruction into the curricula using library related assignments collaboratively for first year courses (as cited in Douglas & Rabinowitz, 2016). Douglas and Rabinowitz (2016) conducted a mixed methods study to investigate the relationship between faculty-librarian collaboration and course for first year students and students' demonstrated information literacy abilities. The study was conducted using "surveys, interviews and rubric-based assessments of student research essays" (Douglas & Rabinowitz, 2016, p. 144). A diverse group of faculty, administrators, librarians and first year the students were recruited for the study. The team developed a survey that was used to "gather information on students' level of familiarity with and use of libraries and accompanying resources during high school" (Douglas & Rabinowitz, 2016, p. 147).

The surveys were printed and distributed to students in their first-year seminar class during the first week of class to yield a favorable return rate. There were 385 students enrolled in the seminar and 98% responded to the survey. Faculty members were interviewed using questions that focused on information literacy integration, working with librarians, and over all teaching experiences during first-year seminars. They pointed out that student engagement and interpersonal relationships had a big impact on the success of their course (Douglas & Rabinowitz, 2016). Furthermore, the study revealed that students had varying levels of familiarity with and use of the library's resources. Thus, those enrolled in seminars with greater faculty-librarian collaboration were more likely to report using library resources and services.

Cook and Klipfel (2015) outlined a framework for information literacy instruction for facilitating student retention as well as transfer of information literacy skills. They provide five principles and strategies for providing retention (Cook & Klipfel, 2015). They include creating a problem context, doing less, building a narrative, focusing on deep structure, and understanding that active learning is proactive of deep structure (Cook & Klipfel, 2015). Their model of instruction was developed to serve as a guide for librarians who wanted to use the findings of cognitive science to improve student learning outcomes (Cook & Klipfel, 2015).

Best Practice Sense of Belonging
When looking from a student' perspective, persistence is another way of referring to motivation (Tinto, 2017b). Motivation is what is needed to continue pursuit of a goal although challenges may arise (Tinto, 2017b). This is important to understand because it allows universities to evaluate what can be done to not only retain students but to influence student motivation in efforts to impact persistence and then ultimately graduation (Tinto, 2017b). Coupled with motivation and self-efficacy is the need to ensure that students consider themselves as a part of and valued by the dominant community of students, faculty and staff (Tinto, 2017b). Tinto (2017a) describes this as a sense of belonging and is directly impacted by the dominant campus climate with "other students, academics, professional staff and administrators, whether on-campus or on-line" (p. 4).

A student's sense of belonging can positively impact their persistence and academic achievement (Green & Wright, 2017). Strayhorn (2012) defined a sense of belonging as a student's perceived social support on campus, feeling of connectedness, feeling mattered or feeling cared about as well as accepted, respected, and valued by the college community which includes faculty, staff and peers (Green & Wright, 2017). Those students who lack a sense of belonging rarely stay in college (Strayhorn, 2012), however research indicates that supporting student and faculty interactions can increase academic achievement integration and retention rates (Astin, 1993; Pascarella and Terenzini, 1991; 2005; Sax, Bryant and Harper, 2005).
Plett and Wilson (2014) conducted a mixed methods study to explore the specific factors that affect a (STEM) student's sense of belonging and the effect that faculty and community had on student engagement. The researchers used a variety of approaches including surveys, interviews, focus groups and classroom observations to examine the connections students have with the campus community suggested by the conceptual framework (Plett & Wilson, 2014). Data were analyzed separately quantitatively and qualitatively and together using mixed methods approaches. Five diverse higher educations in four different areas of the of the United States. They included an Historically Black College/University, a private faith-based teaching institution, a Research 1 institution, a midsized reaching institution and a women's college (Plett & Wilson, 2014). The findings indicated that "a student's sense of belong in classes…is strongly associated with academic engagement and other positive outcomes" (Plett & Wilson, 2014, p. 8).

The authors report the following:
1. Belonging reflects the experiences of a student in the STEM environment and has implications for what they do in class (effort and participation) and how they feel about their experiences in class and their major (positive and negative emotions). Our research indicates that strong connections to peers and faculty in class (and other highly local settings) are closely correlated to the degree to which students engage in their academics.
2. Faculty and peer support of students are correlated to the students' sense of belonging at multiple levels (Plett & Wilson, 2014, p. 8).
3. Faculty behaviors can influence student academic engagement, and small adjustments to faculty behavior can improve student engagement (Plett & Wilson, 2014, p. 8).

4. Although lecture still predominates in the engineering classroom, a modified lecture style observed in our study is associated with high student academic engagement and faculty interaction that is otherwise typically observed only in active learning environments. (Plett & Wilson, 2014, p. 9).

5. Informal academic communities, especially lab groups, study groups, and faculty-led groups, are valuable to most students, but not all. Providing dedicated space, structured opportunities for academic groups, and options to transfer to other groups or temporarily withdraw from such groups altogether can be key to successful community building for engineering students (Plett & Wilson, 2014, p.10).

6. Participation in non-academic communities (e.g., extracurricular activities) provides opportunities for many students to meet belonging and safety needs (anxiety and stress reduction) which in turn, support better student academic engagement (Plett & Wilson, 2014, p.10).

First-Year Seminar
The first academically credited seminar offered to first-year students has been traced to Lees College in 1882 (Barefoot & Filder, 1996; Gordon, 1989). They have a common goal to increase academic performance and persistence through academic and social integration, while striving to increase degree attainment (Goodman & Pascarella, 2006). A significant amount of research suggests that first-year seminars provide positive benefits to students and serve as a valuable intervention to impact persistence (Goodman & Pascarella, 2006). A number of studies conclude that participation in first-year seminars increases meaningful interactions amongst students and their peers, as well as with faculty and others (Goodman & Pascarella, 2006). Additionally, students who participate in first-year seminars achieve higher grades and have a more positive perception of themselves and their ability to learn (Goodman & Pascarella, 2006). Pascarella and Terenzini (2005) found substantial evidence that indicated "that first-year programs increase persistence from the first to second year of college" (Goodman & Pascarella, 2006, p. 26). Most first-year seminars have a common theme of holding regularly scheduled meeting times with instructors and new students (Goodman & Pascarella, 2006). Elements as such the frequency and duration of the class times as well as "content, pedagogy, and structure; credit hours and grading; and whether the course is required or an elective may vary from program to program" (Goodman & Pascarella, 2006, p. 26).

Research from the Center for Community College Student Engagement suggests that first-year seminars, which were a part of a list of 13 practices identified by CCSSE (2016) as educationally effective for student success in community colleges, are an effective educational practice that leads to strong educational outcomes (Young & Keup, 2016). By definition this practice is offered to first year students where they would be introduced to college-level work and also serve as a model of quality for other higher education interventions (Young & Keup, 2016). Furthermore, first-year seminars serve as a catalyst for other high-impact practices such as "writing intensive educational experiences, collaborative assignments and projects, and diversity and global learning" (Young & Keup, 2016, p. 60). The authors port that using interventions to better structure educational environments can lead to processes that would support student success (i.e., in community colleges) (Young & Keup, 2016).

Reflective Writing
Reflective writing may take several different forms such as reflective statements, essays, portfolios, journals, diaries, or blogs (Tsingos-Lucas, Bosnic-Anticevich, Schneider, & Smith, 2017). Research purports that reflection skills for millennial students is scarce (Everett, 2013). However, the benefits that emerge from engaging in the process of reflection is extensively accepted in the field of education (Dewey, 1933; Kolb, 1984; Schön, 1983). Research (viz., Braxton, Jones, Hirschy, & Hartley, 2008; Tinto, 2012; Trotter & Roberts, 2006) indicates that levels of student engagement and retention can be affected by teaching methods. Furthermore, persistence can be enhanced through the use of teaching and learning strategies that stress shared experiences, positive feedback, and reflection (Huntly & Donovan, 2009). During the first-year seminars, some institutions employ reflective writing through journaling activities (Everett, 2013). A study conducted by Everett (2013) examined the ways reflective journal writing

improved teaching and learning outcomes from a first-year seminar (p.214). The course was designed to help students make a successful transition to college (Everett, 2013). Students in the class were required to write and submit a journal entry that could have been as long or short as the students wanted them to be. The study revealed that journaling served as a means for students to work through personal issues and challenges (e.g., identity issues, homesickness, social issues and academic challenges) that they encountered (Everett, 2013). Additionally, reflective writing also provided the opportunity for students to engage in self-discovery, personal growth, and stress relief (Everett, 2013). Furthermore, this activity allowed students to share private details with instructors that they might not have otherwise shared, thus serving as an avenue of social engagement (Everett, 2013). The findings of this study indicated the use of reflective journal writing as beneficial pedagogical strategy to improve student retention and student success (Everett, 2013).

Engagement
Student engagement has been acknowledged as an important factor that influences achievement in higher education (Kahu, 2013). Engagement is defined by Sweat, Jones, Han and Wolfgram (2013) as "a set of experiences and perceptions that bring students and institutions into greater alignment, such that there is a match between student goals and institutional expectations; this requires the provision of opportunities to participate in activities that result in an increased student commitment to learning and pursuing a degree" (p. 3). The literature offers five approaches to understanding engagement: (1) behavioral perspective, which places an emphasis on effective teaching practice; (2) the psychological perspective, which views engagement as an internal individual process; (3) the socio-cultural perspective, which considers the critical role of socio-cultural context; (4) logical perspective, which considers engagement as an internal individual process; and (5) a holistic perspective, which makes efforts to pull the strands together (Kahu, 2013). Kahu and Nelson (2017) devised a conceptual framework that illustrated student educational interface that included the emotional, cognitive, and behavioral connects to their academic life. Kahu, Nelson, and Picton (2017) conducted a qualitative study that explored the student interests, "which are known to be associated with persistence and learning" (p. 55). Following 19 students from an Australian university, the findings indicated that "students' emotions, self-efficacy, and sense of belonging are important factors in clarifying the connects between student interest, the teaching environment, and student engagement" (p. 55).

Common Reader
As institutions have sought to improve the first-year experience, the idea of requiring a common reader for students has gained popularity (Ferguson, 2006). These readers are typically integrated into orientation courses for new students and hinge on small group discussions that facilitate a shared experience among students. The concept rests on the premise that reading the same book creates a sense of community and common space (Ferguson, 2006). Most common reading programs are incorporated in new student orientation to assist with the transition to college and though they are structured differently from campus to campus; they have the same intended goals: to bridge the gap between disciples, promote a shared intellectual experience and enhance the first year of college (Ferguson, 2006).

Academic Advising
George Kuh asserts that institutions can implement strategies to connect students to high-impact learning experiences and to the campus environment by embedding solid academic advising programs in them (Drake, 2011). According to Drake (2011), Pascarella and Terenzini write that students are most happy and academically successful when they develop a strong bond with someone who can assist with them navigating through the academy such as an academic advisor, faculty member or administrator. Academic advising is understood to be a process of decision making that leads to students reaching their academic potential by a communicating and exchanging information with an academic advisor (Drake, 2011). Academic advisors assist students in navigating the higher education maze, make beneficial decisions about their futures, adapt life skills necessary in the academic world and to develop both academic skills and knowledge to be successful (Drake, 2011). As it is the common factor of student academic, career

readiness, and personal success, academic advising is the key element in ensuring the retention, persistence, and graduation of students (Drake, 2011).

Intrusive Advising

Reducing the attrition among freshmen who are having difficulties with transitional issues require advisors to be more intentional with providing intervention strategies (Earl, 1988). First-year students are often reluctant to seek help when needed. Intrusive advising is a process of identifying students early in their academic journey and pairing them with advisors who will provide them with the support needed to keep students engaged and motivated to do well academically (Earl, 1988). Additionally, intrusive advising involves using an early alert system to identify students who are at risk of failing classes and a referral process to ensure students are guided towards appropriate resources on campus (Heisserer & Parette, 2002).

VII.   CONCEPTUAL FRAMEWORK

Once the QEP topic was identified, the Development and Implementation Committee met to discuss the main focus of the plan. This committee included members from the University's faculty, Division of Student Affairs and Enrollment Management, Office of Institutional Effectiveness, University Library, and other members of the campus community. Collaborative efforts resulted in clearly defining student success in a way that Alabama State University constituents (i.e., faculty, staff, students, alumni, administration and community stakeholders) would not only understand but be able to recognize and promote during the first-year learning experience at ASU. Thus, the agreed upon definition of student success at Alabama State University is, "students engaging in academic and social experiences that cause them to persist beyond their first semester of college". This working definition is based upon the research of Voigt and Hundrieser (2008), as well as Kahu and Nelson (2017).

The QEP conceptual framework for student success is depicted in Figure 3. Research suggests that institutions have a role in how students are integrated into the college community. With this in mind, the conceptual framework was developed to illustrate how students who have positive academic and social interactions through the implementation of high-impact practices are more likely to persist beyond their first semester of college. Subsequently, institutional and student goals are achieved. Each tenet of the conceptual framework is listed and defined below.

- **Engagement:** Participate in campus activities and become knowledgeable of campus resource
- **Self-Awareness:** Identify strengths and recognize opportunities for growth to achieve success
- **Reflective Writing:** Self-expression through writing about experiences in and out of the classroom
- **Skill Development:** Enhance skills in information literacy, financial literacy, time management, and critical thinking skills
- **Career Identification:** Complete a career assessment that will help students identify a career choice by the end of their first year
- **Pride:** Develop a sense of pride (self-pride, pride in schoolwork, and pride in the institution)

Figure 3: Conceptual Framework – Student Success Model
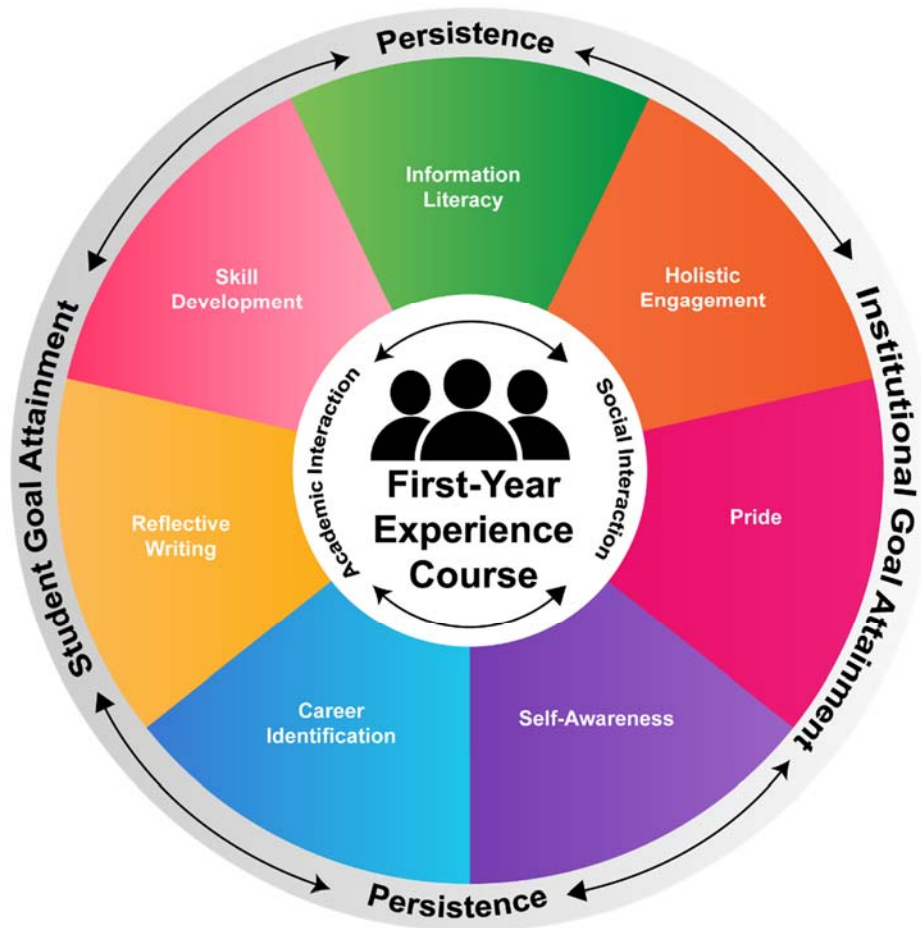
VIII.   DESIRED LEARNING OUTCOMES/STUDENT SUCCESS INDICATORS

The overarching purpose of the Quality Enhancement Plan, "*A Journey to Success in the First-Year Experience*" is to renew the culture of student success for first - time, full-time, degree-seeking students at Alabama State University. This includes unifying academic affairs and student affairs in a collaborative effort to enhance the ASU student experience in the first year by engaging students in curricular and co-curricular activities that promote student success and goal attainment through a purposeful effort to encourage academic and social interaction in the areas of:

Holistic Engagement	Self-awareness	Skill Development
Reflective Writing	Career Identification	School Pride
Information Literacy		

QEP Mission
The QEP will enhance the student success culture at Alabama State University by fostering an environment of learning and engagement for first-year students, by actively engaging in the college experience through academic and non-academic experiences and through nurturing professional relationships, students will develop their academic knowledge, professional skills, and career knowledge that will propel them towards academic persistence and professional success.

The mission of ASU's QEP directly aligns with the University's Mission by "fostering critical thought and developing professional competence" for its students. Furthermore, the targeted QEP outcomes also align with the University's strategic plan by providing students a "holistic educational experience" that ultimately enhances their overall educational involvement.

QEP Goals
At Alabama State University, over 85% of our new students each year are first-time, full-time degree-seeking students (hereafter referred to as "first-time"). ASU recognizes the critical importance of ensuring first-time students build a strong foundation in their first year to increase the likelihood of their persistence to the second year and to graduation. ASU's first-time students face barriers that can make it more difficult to persist. About 75% of the first-time students come from low-income families, as many as 50% are considered first-generation college students, and approximately 75% have gaps in their academic readiness for college. Research has provided that many first-generation students arrive at educational institutions culturally, academically, and psychologically unprepared for a college environment and college-level coursework (Robinson, 1996). With these barriers, and knowing that nationally, colleges lose the most students after the first year, it is critical to provide ASU's first-time students with a first-year experience that helps them become engaged in the college experience while also providing them the academic and personal supports to carry them through the first year and into the second year.

As such, the overarching goals for ASU's QEP are:
1. improve the persistence of first-time students,
2. strengthen skills to support academic success, and
3. increase the satisfaction of first-year students regarding their experience at ASU in their first year.

QEP Outcomes
To support ASU's mission, achieve the QEP mission, and reach the goals, four outcomes have been identified that will focus the work of the QEP. These four outcomes encompass both student learning and student success outcomes.

As part of their first-year experience, first-time, full-time, degree-seeking students will:
- **Outcome 1**: Become holistically engaged in their college experience by participating in curricular and co-curricular activities throughout the first year (student learning and student success)
- **Outcome 2**: Demonstrate enhanced reflective writing skills (student learning)
- **Outcome 3**: Utilize campus resources and supports (student learning and student success)
- **Outcome 4**: Increase their connection to ASU by identifying a career pathway and selecting a major by the end of their freshman year (student success)

The specific measures, baseline data, and targets for each of these four outcomes are detailed below in the Table 9:

Table 9: QEP Outcomes, Measures, Baseline Data and Targets

Outcome	Measure(s)	Baseline Data	Target
Holistic engagement by participating in curricular and co-curricular activities	• Participation in curricular and co-curricular activities as part of the Orientation 100 class during the fall term	• In the pilot ORI 100 courses, students were asked to attend 8 of 10 curricular and co-curricular activities. No students attended 8 or more events. 75% of students attended between 3 and 7	• 70% of ORI 100 students will attend at least 8 curricular and co-curricular activities during the fall term • 50% of ORI 100 students will average a

Outcome	Measure(s)	Baseline Data	Target
throughout the first year	• Scores on skill development assessments (time management, study skills, financial literacy, and critical thinking)	events. As a result of the pilot, the curricular and co-curricular activities are being more interwoven with the ORI 100 curriculum. • In the pilot ORI 100 courses, students took five assessments related to skill development. 31% of the students had an average score of 80% or greater on these assessments. As a result of the pilot, curriculum adjustments are being made to the skill development aspect of the course.	score of '80' or better in the skill development assessments
Enhanced reflective writing skills	Reflective writing rubric score (ranges from 0 to 4) for ORI 100 and English courses taken during the first year	In the pilot ORI 100 courses, 37% of students earned a score of 3 or better on the reflective writing rubric. The remaining 63% of students earned lower than a 3 on the rubric.	• 50% of ORI 100 students will earn a score of 3 or higher on the reflective writing rubric. • 60% of students will earn a score of 3 or higher on the reflective writing rubric for the English course they take during the spring term.
Utilize campus resources and supports	Number of hours students receive support from the Student Support Labs during the fall term	In the pilot ORI 100 courses, 62 students (53%) visited the Student Support Labs for academic support at least one time during the fall term. Of the pilot students, 23 (17%) visited a Student Support Lab five or more times during fall term. During the pilot, duration of time spent in the labs was not tracked. Duration began being tracked in the spring 2020 term.	50% of first-time freshmen will spend at least 5 educational hours in the Student Support Labs
Identifying career pathway and selecting major	• Completion of the FOCUS 2 Career assessment • Declare major by end of first year in meeting with advisor	• In the pilot ORI 100 courses, 60.71% of students completed the FOCUS 2 Career assessment. As a result of the pilot, the timing of the assessment was changed to align it with the career exploration part of the curriculum.	• 70% of ORI 100 students will complete the Focus 2 Career assessment • 10% of first-time freshmen will declare a major and be eligible to transition to their

Outcome	Measure(s)	Baseline Data	Target
		• For Fall 2018 first-time freshmen, 7% declared a major by the end of their first year and were eligible to transition to their major college. *	major college by the end of their first year.

Note: * To be eligible to move to their major college, students must have finished all remedial courses, earned 24 credit hours, and passed (i.e., with an A, B, or C) both ENG 131 and ENG 132.

IX.   ACTIONS TO BE IMPLEMENTED

The purpose of the QEP is to strengthen the first-year experience for first-time, full-time, degree-seeking students at Alabama State University in order to achieve the goal of increasing student satisfaction with their first-year experience and increasing student persistence. To reach these goals and meet the student learning and student success outcomes, the QEP team has developed three critical actions. All three actions are considered high-impact practices since they involve active learning to deepen the educational experience for students which have been shown to increase student engagement and persistence (Kuh 2008).

ACTION #1│*First-Year Experience* Course
The Orientation 100 (ORI 100) course is the anchor for students' First-Year Experience. This course is required of all undergraduate students and serves as a critical resource to help students transition from high school to college. The QEP will strengthen the curriculum of this course to incorporate components to increase student engagement, self-awareness, skill development, and career readiness, all of which are linked to increasing persistence for first-year students. There are two major aspects to this action: (1) redesign the ORI 100 course and (2) provide professional development to those involved in the First-Year Experience to strengthen their skill set in supporting students in their transition to college.

- *First-Year Experience* **Facilitators**: To ensure all first-time students take ORI 100 in their first semester on campus, ASU will have to identify additional instructional staff to teach the number of sections needed. In addition to the full-time instructors who currently teach ORI 100, Academic Affairs will identify qualified staff with the experience and credentials necessary to teach ORI 100. The staff members who will be considered for this instructional role are staff members from Academic Advising and the Academic Center for Educational Success (ACES).

  All instructors of ORI 100, whether full-time instructors or staff, will receive professional development before teaching ORI 100 courses. The professional development sessions will cover topics such as pedagogy, student transitions, using resources, norming rubrics, Blackboard usage, EAB Navigate, and other topics as identified through ASU's continuous improvement process. A schedule of trainings and professional development opportunities for faculty and staff will be developed and coordinated by the Learning and Development Officer at Alabama State University. Trainings will be provided using a number of approaches including online, in-person, conference calls, and webinars. The schedule for professional development will be published Spring 2020, with trainings beginning Summer 2020 and running on a continual basis.

- *First-Year Experience* **Curriculum Redesign:** Given the importance of the ORI 100 course in supporting students' transition from high school to college and to ensure they have the knowledge and skills necessary to be success in college, ASU will require all first-time students to take ORI 100 their first fall semester. Additionally, a recommendation for a course name change from Orientation 100 to First-Year Experience (FYE) Student Success 100 will be made to the Office of Academic Affairs to align with best practices and norms.

The successful implementation of the QEP will be predicated on a careful examination and redesign of the ORI 100 course in efforts to achieve the student learning and student success outcomes and program goals set forth in the QEP. A cross-functional team worked collaboratively to create a redesigned ORI 100 course. The team members included ORI 100 faculty members and the Faculty Curriculum Committee (Academic Affairs), the Director of First- and Second-Year Experiences (Student Affairs & Enrollment Management), and the QEP Coordinator and staff (Institutional Effectiveness). As part of the redesign, the following were updated or developed: course syllabus, teaching structure, logistics of course assignments, student learning outcomes, content delivery practices (Blackboard), and grading rubric for reflective writing. The redesigned course was based on research findings from current literature; best practices; and the formulation of inventive practices to promote holistic engagement, skills development, self-awareness, school pride, career exploration, information literacy, and reflective writing during the learning process. Many of the ORI 100 assignments will focus on curricular and co-curricular activities that students are expected to participate in. The mandatory activities for the fall term are listed in Table 10, and the spring term provides the activities that align with the common core reader in English 132 and Hornet Experience are listed in Table 11.

Table 10: Curricular and Co-Curricular Activities for Fall Terms

Activity/Date	Description	QEP Outcome
1. Library Tour	Students are required to attend an information literacy session and a 45-minute tour of library exhibits, to include Knight v. Alabama, Marion 9, Levi Watkins, Interactive Learning Center and E.D. Nixon.	Outcome 1 Outcome 2
2. Civil Rights	Students will attend a program or event sponsored by the National Center for the Study of Civil Rights & African American Culture.	Outcome 1 Outcome 2
3. Fall Convocation	Students are required to attend the University's Fall Convocation.	Outcome 1 Outcome 2
4. Athletic Event	Students will attend at least one Alabama State University sports game (e.g., Football in the fall).	Outcome 1 Outcome 2
5. Advisement/Career Readiness	Students will meet with their Academic Advisor for an advisement and registration session during their first semester. A copy of the FOCUS 2 Career assessment should be sent to advisor.	Outcome 3 Outcome 4
6. Financial Literacy	Students will participate in financial literacy activities in- and out of the classroom.	Outcome 3
7. Career Services	Students will attend an ASU's Fall Career Activity.	Outcome 4
8. Academic Center for Educational Success (ACES)	Students will be required to attend at least one Academic Center for Educational Success workshop.	Outcome 3 Outcome 4
9. College Departmental Visits	Students will visit one of the seven colleges for awareness of undergraduate degree-offerings.	Outcome 4
10. Student Success Labs	Students will participate in at least five (5) hours of supplemental instruction in the Student Success Labs to promote student success.	Outcome 1 Outcome 2 Outcome 4

Curricular and Co-Curricular Activities for Spring Terms

During the spring terms, students will have the opportunity to create their own "Hornet" experience and use the skills developed in the first semester to write reflectively on their Hornet experience. This will encourage and promote a sense of belonging.

Table 11: Curricular and Co-Curricular Activities for Spring Terms

Activity/Date	Description	QEP Outcome
1. English 132 Common Core Reader Activities (Just Mercy)	Student and Faculty Lead Discussions Visit to Equal Justice Initiative (EJI) Museum and Memorial	Outcome 1 Outcome 2
2. Career Services Activities	Career Fair, College Fairs, Resume Writing Seminar and Occupational Outlook Hangout	Outcome 3 Outcome 4
3. Academic Advisement Activities	Students will meet 1:1 with their Academic Advisor for mandatory advisement and registration sessions.	Outcome 3 Outcome 4
4. Financial Literacy Activities	ACES Workshops	Outcome 3
5. Student Affairs and Enrollment Management Activities (Hornet Experience)	See **Exhibit 5**	Outcome 1
6. University wide Activities (Hornet Experience)	University Wide Convocation	Outcome 1
7. Athletic Event	Students will attend at least one Alabama State University sports game (e.g., Football in the fall).	Outcome 1

ACTION # 2 │ Writing Across the First Year Curriculum:

Embedding reflective writing in courses will assist students in cultivating the necessary skills to be successful in writing, critical thinking, self-awareness, and self-expression. These skills are fundamental as student's matriculate through college and move on to their careers.

Reflective writing assignments will be incorporated in the following courses:
- Orientation 100 – eight (8) reflective writing assignments based on their participation in co-curricular activities.
- English 130 – (developmental English course) – two (2) reflective writing assignments
- English 131 – two (2) reflective writing assignments
- English 132 – a common reader book will be implemented in this course. Reflective writing will be designed around the book.

It was determined by the Advancement Studies and Department of Languages and Literature Faculty to use an instrument that was reliable and valid. Therefore, the Association of American Colleges and Universities (AAC&U) rubrics will be used to assess the reflective writing assignments (**Exhibit 6**).

Professional Development: During the Summer Faculty Retreat, faculty will be trained on the appropriate use of the AAC&U rubrics for evaluator consistency.

Tracking and Monitoring: The institution will use the Blackboard Learning Management Systems to track and monitor students' performance and progress. Additionally, the Early alert system, *Navigate* will be utilized to monitor students' academic progress.

ACTION # 3 │ Student Success Labs Established
There will be significant adjustments made to the Student Success Labs (hereafter referred to as "Labs"), including a restructure of staffing made by the department of Academic Affairs. The labs are currently designated for a specific content area (i.e., math lab, writing lab, etc.). The centrality of the academic labs will be an environment that is supportive, student-centered, and that offers quality tutoring services and resources while promoting the need for personal responsibility for students' individual learning.

The need for restructuring and rebranding the Labs is to ensure that all students are using the Labs to the fullest extent possible since the services these Labs provide will give students the tools needed to achieve academic success. Currently, the Labs are open from 8-5, Monday through Friday. The primary reason students are visiting the Labs currently is to print. To be a resource that meets the students' needs, the lab hours will be adjusted to allow students to have flexible access to the Labs.

First-year, full-time students will be required to spend five (5) hours in the academic labs for supplemental instruction. The required five (5) hours of academic lab attendance for students will be tracked via EAB Navigate.

The goals of the academic labs will:
- In addition to scheduled classes, Labs will be for educational, drop-in use, and student-directed activities.
- Labs will be a resource to develop new uses of computer-based educational activities.
- Labs will be used by a variety of disciplines.
- The Labs equipment and software environments will serve as models for other campus instructional labs.

Professional Development: Student Success Center staff will be trained on the EAB Navigate Student Management Tool.

Tracking and Monitoring: The EAB Navigate Student Management Tool will be used to track student activity in the Labs. Students will check in as they enter Labs and check out as they leave in order to track their time spent in the center.

ACTION #4 | Intrusive Advising
In an effort to provide high impact support services to first-year students, the Academic Advisement office in coordination with the Academic Center for Educational Success (ACES), will enforce a process of intrusive advisement that will ensure that all students are provided with intensive ongoing support to increase the probability of academic success. Accordingly, prior to the commencement of the fall semester, all incoming first-year freshmen and incoming freshmen transfer who do not have transferable credit for Orientation 100 will be required to attend a New Student Orientation session on academic advisement procedures and the University's academic progress policies. During the session, students and parents will be informed of advisement practices during the first year to include an explanation of general education courses and available support services afforded to students who are at-risk of not meeting ASU's academic and financial aid progress policies. Upon the conclusion of the session, students will receive a pre- generated class schedule that is created based on the student's admissions information (ACT/SAT scores, High School GPA, and intended major). Students will be assigned to one of four (4) advisors or a Transfer Student Coordinator. Each student will have a registration hold on their HornetsWeb account to prevent them from altering their schedules without the consultation of their assigned advisor.

Within the first two (2) weeks of the semester, advisors will reach out to their assigned students for a "one on one" appointment via the EAB Navigate Advisement appointment campaign system. The purpose of

the initial appointments is to establish a rapport with students to ascertain immediate and long-term academic support needs, including a discussion on the student's intended major. Advisors will also receive a copy of students' career assessment results to discuss with the student the next steps towards declaring a major (if applicable) or following up with their major college. Additionally, advisors from the Academic Advisement and ACES offices will present information on advisement and academic policies and procedures. In week four of the semester, a mid-term progress report campaign will be emailed to the professors of first-year freshmen. The reports completed by professors will inform Academic Advisement Advisors and the Academic Labs tutoring personnel of students who are at risk of failing their courses and in need of tutoring support. Students identified as at-risk and/or in need of additional tutoring support will be contacted by their advisors and respective Labs personnel via the Navigate System's Advisement and Tutoring appointment campaigns.

As a means of encouraging early registration for the subsequent semester, the Academic Advisement Office will host a registration blitz immediately after the mid-term progress report campaign.

Students who are placed on academic probation and financial aid suspension or who have a cumulative GPA below 2.0 but not eligible for academic or financial aid probation will be identified and notified by the Academic Center for Educational Success (ACES). The ACES staff is responsible for providing intervention services to students who are at risk of losing their enrollment of financial aid eligibility. As with the Academic Advisement protocol, all students served through ACES will have a registration hold placed on the HornetsWeb account and assigned to Retention Specialists and monitored and in the same manner. Additionally, students served through ACES will be required to adhere to an Academic Improvement Plan that may include attendance to mandatory workshops, mandatory Labs hours for tutoring, regularly scheduled meetings with their ACES advisors, and academic progress monitoring via the Navigate system.

In addition to providing direct intervention services to students served through the ACES office, in the beginning of the fall and spring semesters, the ACES office staff will create and disseminate a workshop schedule to all undergraduate students, faculty, and staff. The workshop schedule will cover topics to include but not limited to study skills, financial aid literacy, and learning strategies.

Professional Development: Faculty and staff will participate in a retreat that provides training on inter-rater reliability and norming rubrics to ensure consistent scoring of Association of American Colleges & Universities (AAC&U) Value Rubrics. Training will also be provided during the summer in the following areas: technology integration (e.g., Blackboard, GuideBook, PeopleSoft, Navigate and GradesFirst); pedagogy; integrating best-practices in the classroom; career exploration tips for students; and transitioning from high school to college.

Tracking and Monitoring: The institution will use the Blackboard Learning Management Systems to track and monitor students' performance and progress. Additionally, the Early alert system, *Navigate* will be utilized to monitor students' academic progress.

X.   TIMELINE FOR IMPLEMENTATION

The timeline for the QEP begins in Fall 2019 to include the planning period when elements of the redesigned Orientation 100 course were piloted. Table 12 reflects the timeline of major activities that will be taking place to ensure the successful implementation of Action 1, Action 2, and Action 3. In addition, the timeline includes critical assessment activities that will take place as part of the QEP implementation.

Table 12: QEP Implementation Timeline (Fall 2019 through Fall 2025)

Academic Years	Actions to be Implemented	Responsible Parties
Fall 2019	**Planning: QEP Pilot** Pilot implementation of QEP engagement activities and reflective writing activities with one ORI 100 instructor and the three sections of her in-person course sections.	- Orientation Faculty - Director of First- & Second-Year Experiences - QEP Coordinator/Staff - Academic Affairs
	Assessment & Improvement Collect data about student attendance at curricula and co-curricular activities, reflective writing assignments, satisfaction with course, student performance, etc. Analyze data and make necessary course adjustments for the Spring 2020 pilot.	- Orientation Faculty - Director of First- & Second-Year Experiences - QEP Coordinator/Staff - Academic Affairs - Student Affairs & Enrollment Management - Institutional Effectiveness
Spring 2020	**Planning: QEP Pilot** Conduct a second pilot of the revised ORI 100 course including the revisions based on the feedback from the Fall 2019 pilot. The second pilot will be with the same ORI 100 instructor and her three in-person course sections.	- Orientation Faculty - Director of First- & Second-Year Experiences - QEP Coordinator/Staff - Academic Affairs
	Assessment & Improvement • Collect data about student attendance at curricula and co-curricular activities, reflective writing assignments, satisfaction with course, student performance, etc. • Analyze data and make course adjustment recommendations for the Fall 2020 launch of the updated ORI 100 course.	- Orientation Faculty - Director of First- & Second-Year Experiences - QEP Coordinator/Staff - Academic Affairs - Student Affairs & Enrollment Management - Institutional Effectiveness
	ACTION #1 │ First-Year Experience Seminar (Facilitators) • Collaborate with Academic Affairs and Human Resources to identify and assign additional teaching duties to qualified staff to teach ORI 100. • Training schedule for First Year Experience Facilitators will be finalized and communicated to identified facilitators.	- Academic Affairs - Human Resources - Institutional Effectiveness - QEP Coordinator/Staff
	ACTION #1 │ First-Year Experience Seminar (Course Redesign) • Adjust the course offerings to ensure every first-time, full-time, degree-seeking freshman takes ORI 100 in their first fall term. • Based on the feedback from the two pilots, adjust the redesign of the ORI 100 course, including the newly aligned syllabus to include logistics of course assignments, student learning outcomes,	- Academic Advising - Orientation Faculty - QEP Coordinator/Staff - Academic Affairs - Student Affairs & Enrollment Management - Institutional Effectiveness

Academic Years	Actions to be Implemented	Responsible Parties
	content delivery practices (Blackboard), rubric for reflective writing, etc. (**Exhibit 7**)	
	ACTION #2 │ Writing Across the First Year Curriculum Meet with ENG staff to plan the logistics of implementing the reflective writing components in the ENG 130, ENG 131, ENG 132 courses and to finalize the rubric for the reflective writing assignments.	- Academic Affairs - English Faculty - QEP Coordinator/Staff
	Assessment & Improvement Administer the National Survey of Student Engagement (NSSE) for baseline data for first-year students	- Institutional Effectiveness - QEP Coordinator/Staff
Summer 2020	**ACTION #1 │ First-Year Experience Seminar** • During summer orientation sessions when class schedules are created for new students, all first-time, full-time, degree-seeking freshman will be enrolled in ORI 100 for Fall 2020. • Provide professional development to First-Year Experience Facilitators in the areas of pedagogy, specifically regarding student success strategies and resources; ORI 100 content; writing rubrics; Blackboard usage; EAB Navigate usage; etc. • Obtain approval from Undergraduate Curriculum Committee for changes to Orientation 100.	- Academic Advising - Orientation Faculty - QEP Coordinator/Staff - Academic Affairs - Student Affairs & Enrollment Management - Institutional Effectiveness
	ACTION #2 │ Writing Across the First Year Curriculum Provide professional development to all faculty teaching ENG 130, ENG 131, and ENG 132 in the Fall 2020 term to train them on the assignment changes and the use of the reflective writing rubric.	- Academic Affairs - English Faculty - QEP Coordinator/Staff
	ACTION #3 │ Student Success Labs Established • Re-brand the Academic Labs to Student Success Labs. • Finalize staffing plans and hours of operations. • Ensure technology in place to track student use of and duration at Student Success Labs.	- Academic Affairs - Director of First- & Second-Year Experiences

Academic Years	Actions to be Implemented	Responsible Parties
	Assessment & Improvement Review feedback from summer professional development sessions and make any final adjustments to the implementation plan.	- Institutional Effectiveness - QEP Coordinator/Staff
	ACTION #4 │ Intrusive Advising • Assign first-year students to academic advisors. • Setup appointment campaign via EAB Navigate system for first-year cohort. • Establish processes and procedures for communicating with students regarding career assessment results and campaign. • Establish workshop schedule for Fall 2020 and Spring 2021.	- QEP Coordinator/Staff - Academic Affairs - Student Affairs & Enrollment Management - Institutional Effectiveness
Fall 2020	**ACTION #1 │ First-Year Experience Seminar** • Ensure all first-time, full-time, degree-seeking students are registered for ORI 100. • Implement the redesign for ORI 100. • Administer Focus 2 Career assessment • Ensure students are checking in when attending curricular and co-curricular activities. • Hold mid-term training to assist faculty with challenges relating to course re-design.	- Orientation Faculty - QEP Coordinator/Staff - Academic Affairs - Student Affairs & Enrollment Management - Institutional Effectiveness
	ACTION #2 │ Writing Across the First Year Curriculum • Implement the redesign writing assignments and grading rubric in the ENG 130 and ENG 131 courses. • Hold mid-term training to assist faculty with challenges with the grading rubric to improve inter-rater reliability. • Identify book and prepare curriculum for Common Reader for Spring 2020.	- Academic Affairs - English Faculty - QEP Coordinator/Staff
	ACTION #3 │ Student Success Labs Established Track student attendance at the Student Success Labs, including purpose of visit and duration.	- Academic Affairs - Director of First- & Second-Year Experiences
	Assessment & Improvement • Ensure assessment data are collected for all outcomes. • Monitor implementation strategies for effectiveness and modification needs. • Collect and analyze student course evaluations. • Review results of the NSSE and share with QEP Committees. • Administer the Ruffalo Noel Levitz Student Satisfaction Inventory.	- Institutional Effectiveness - QEP Coordinator/Staff

Academic Years	Actions to be Implemented	Responsible Parties
	ACTION #4 │ Intrusive Advising Track student attendance at any of the ACES workshops; completion of meeting academic advisors' discussion of career assessment results, and early alert system of all first-year students.	- Academic Advising - Retention - QEP Coordinator
Spring 2021	**ACTION #1 │ First-Year Experience Seminar** • Implement student engagement plan • Meet with advisor. • Hold spring training to assist faculty with challenges relating to course re-design. • Review assessment data.	- Orientation Faculty - QEP Coordinator/Staff - Academic Affairs - Student Affairs & Enrollment Management - Institutional Effectiveness
	ACTION #2 │ Writing Across the First Year Curriculum • Implement the redesign writing assignments and grading rubric in the ENG 132 courses. • Introduce the common reader program. • Hold mid-term training to assist faculty with challenges with the grading rubric to improve inter-rater reliability.	- Academic Affairs - English Faculty - QEP Coordinator/Staff
	ACTION #3 │ Student Success Labs Established Track student attendance at any of the Student Success Labs, including purpose of visit and duration.	- Academic Affairs - Director of First- & Second-Year Experiences
	Assessment & Improvement • Ensure assessment data are collected for all outcomes. • Monitor implementation strategies for effectiveness and modification needs. • Collect and analyze student course evaluations. • Conduct focus groups with students involved in the First Year Experience and the ORI 100 courses in the fall to understand the strengths and drawbacks of the QEP from their perspective.	- Institutional Effectiveness - QEP Coordinator/Staff
	ACTION #4 │ Intrusive Advising Track student attendance at any of the ACES workshops, completion of meeting academic advisors' discussion of career assessment results, and early alert system of all first-year students. Students will declare major upon completion of the first year and report to advisors and will be tracked in PeopleSoft.	- Academic Advising - Retention - QEP Coordinator

Academic Years	Actions to be Implemented	Responsible Parties
Summer 2021	**Assessment & Improvement** • Review all formative and summative assessment data collected throughout the year and identify adjustments needed for Action 1, 2, 3 and 4. • Analyze and review student satisfaction and engagement survey data to understand student feedback about their first-year experience. • Complete annual performance assessment report and make modifications to QEP based analysis.	- Institutional Effectiveness - QEP Coordinator/Staff
	ACTION #1 │ First-Year Experience Seminar Provide additional professional development to First-Year Experience Facilitators to strengthen their skills in supporting first-year students.	- Orientation Faculty - QEP Coordinator/Staff - Academic Affairs - Student Affairs & Enrollment Management - Institutional Effectiveness
	ACTION #2 │ Writing Across the First Year Curriculum Provide additional professional development to English faculty to strengthen their skills in teaching writing and using the grading rubric.	- Academic Affairs - English Faculty - QEP Coordinator/Staff
	ACTION #4 │ Intrusive Advising Provide summer training for all academic advisors and orientation faculty and staff.	- Orientation Faculty - QEP Coordinator/Staff - Academic Affairs - Student Affairs & Enrollment Management - Institutional Effectiveness
Fall 2021 through Spring 2025	Continue the implementation plan described above for fall, spring, and summer terms.	See above
Fall 2021 through Spring 2025	An annual QEP Impact Report will be completed and shared with all stakeholders. Plan modifications and resource allocation adjustments will be made annually based on data.	- Orientation Faculty - QEP Coordinator/Staff - Academic Affairs - Student Affairs & Enrollment Management - Institutional Effectiveness
Summer/Fall 2025	Prepare and submit QEP Impact Report with Fifth-Year Interim Report.	- Orientation Faculty - QEP Coordinator/Staff - Academic Affairs - Student Affairs & Enrollment Management - Institutional Effectiveness

XI.   RESOURCES AND BUDGET

The implementation of the QEP will require a significant investment of time and human resources. This section of the plan provides a detailed budget in terms of annual and total expenditures required throughout the five-year implementation cycle. The University is committed to providing fiscal support appropriate to plan, implement, and sustain the QEP as outlined. As the University has been developing its QEP, it has

also secured the financial resources to support this endeavor. For the last two budget cycles, the University has made the QEP one of its top funding initiatives to ensure adequate recurring support for the plan.

Alabama State University has the institutional capability to develop, implement and sustain the QEP, "*A Journey to Success in the First-Year Experience*." The units responsible for ensuring its success are depicted in Figure 4 and it conveys the diverse stakeholders involved in the QEP implementation. They are also the constituents who will participate in the coordination and collaborative efforts to successful implement the QEP.

Figure 4: Institutional Stakeholders for QEP Implementation

Table 13 provides an illustration of the budget summary for five-years and demonstrates a firm commitment for the proposed QEP to promote improved student learning and student success. It will require an estimated $1,332,100.00 financial commitment of new dollars for implementation of the QEP from Fall 2020 through Summer 2025. As a part of the ongoing planning and evaluation process, the annual data collection reported in the yearly QEP impact report will determine if changes are required and a reallocation of resources.

To ensure that the institution adhered to cost effective measures, departmental budgets will be utilized for purchase of assessment measures. The Office of Institutional Research will cover the cost for the National

Survey of Student Engagement (NSSE) and the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI). Additionally, the FOCUS 2 Career assessment will be paid by the Office of Career Services. The rubrics that will be used for the reflective writing for students was obtained at no cost to the institution through the Association of American Colleges and Universities (AAC&U).

Table 13: ASU Financial Commitment for QEP Pre-Planning and Implementation

Allocation	2019-2020 QEP Pre-Planning	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Personnel:						
QEP Coordinator	$60,000	$60,000	$60,000	$60,000	$60,000	$60,000
QEP Specialist	$55,000	$55,000	$55,000	$55,000	$55,000	$55,000
QEP/Assessment Specialist – 2@$50,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000
(3) 20-hour Students @$7.25-$9.75 per hour	$30,420	$30,420	$30,420	$30,420	$30,420	$30,420
QEP Staff Professional Development/Travel	$25,000	$5,000	$5,000	$5,000	$5,000	$5,000
Equipment (computers, iPads, printers, etc.)	$15,000	$3,000	$3,000	$3,000	$3,000	$3,000
Supplies	$10,000	$2,000	$2,000	$2,000	$2,000	$2,000
Summer Faculty Retreat	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000
Marketing Materials	$22,000	$1,000	$1,000	$1,000	$1,000	$1,000
Total	**$327,420.00**	**$266,420.00**	**$266,420.00**	**$266,420.00**	**$266,420.00**	**$266,420.00**

The detailed summary of budget includes a description for personnel cost and operating expenses for five years of operation, to include funds earmarked for initial startup cost reflected in the pre-planning phase of the QEP development and implementation.

<u>Personnel</u>

The ASU administration and QEP Leadership Team recognized the scope of the QEP and the personnel require to ensure a successful implementation of the QEP. Therefore, approximately, 80.7% of the QEP resource will be directed toward personnel which is $215,000 each year over the five-year implementation. Personnel costs include the QEP Coordinator, the QEP Specialist, and two QEP/Assessment-Specialist. The QEP Development Committee recognized the scope of the QEP and the human capital needed to ensure a successful implementation and positive results. Therefore, approximately 60% of the QEP resources each year will be directed toward personnel, which is over $100,000 each year over the five-year implementation period. The individuals hired are 100% effort for the QEP.

QEP Staff Professional Development/Travel

Travel is essential to providing the QEP staff opportunities to improve skills and learn new and/or better strategies for providing instruction to students and improving engagement.

<u>Operating Expenses</u>

In addition to personnel, the administration and QEP Leadership Team identified several operating expenses necessary to implement the QEP. The operating expenses cover marketing, professional development, QEP Faculty Retreat, supplies and equipment.

- Marketing of QEP: Marketing and advertisement of the QEP to the University also represents an increased budgetary need. The budgeted marketing costs are for the purpose of enhancing awareness of the QEP among stakeholders and bringing awareness to external stakeholders. The marketing budget is intended to allow for a wide variety of purchases to promote the QEP, such as posters, pens, t-shirts, fans, shakers, and similar items.

- Professional Development: In the University's commitment to the QEP, there is a plan for professional development for the staff. The University will continue to support staff members attending both the QEP Summer Institute and the Annual SACSCOC Conference. ASU recognizes the important role accreditation plays at the institution and encourages staff members to grow and learn as they become part of the SACSCOC processes.

- QEP Summer Faculty Retreat: A college-wide professional development day to incorporate a workshop focusing on *A Journey to Success in the First-Year Experience* to share data project accomplishments and receive feedback for modifications as the project moves forward each year. Funds will also be used to bring in content experts to provide workshops on specific areas related to the QEP.

- Equipment: The funding allocated to the equipment line item will be spent to purchase computers, iPads, printers, and other peripheral technology that will be used by the QEP Staff.

- Supplies: The supplies that will be purchased are reasonable and adequate to support the project. Supplies will consist of consumable office supplies but are not limited to pencils, desk supplies, file folders, notebooks, file organizers, pens, writing pads, adding machine paper, computer paper, computer diskettes, compact discs, printer toner, items for on-campus workshops, etc.

Funding sources committed to the QEP budget include General Funds and Title III dollars for personnel and operating expenses.

XII. ORGANIZATIONAL STRUCTURE OF THE QEP *A JOURNEY TO SUCCESS IN THE FIRST-YEAR EXPERIENCE*

Alabama State University is dedicated to commencing the implementation of the Quality Enhancement Plan (QEP). It will require specific personnel to carry out the goals, student learning outcomes, and objectives of the plan. The President has established a Division of Research and Economic Development that provides oversight for Institutional Effectiveness. The area will coordinate the Quality Enhancement Plan activities and compile and disseminate data. The Office is led by an Associate Vice President for Institutional Effectiveness and funds were allocated to hire a QEP Coordinator, a QEP Specialist, and two QEP/Assessment Specialist. Other areas on campus will provide support and be responsible for assisting in the implementation of the QEP. This section illustrates how the implementation of the QEP fits the overall administrative organization of the University and explains the responsibilities of the University personnel, QEP Staff, committees, and other divisions and units involved.

The ASU QEP will be housed in the Office of Institutional Effectiveness. The day-to-day management will be the responsibility of the QEP Coordinator, who will report to the Associate Vice President for Institutional Effectiveness. The Provost and Vice President for Academic Affairs and the Vice President for Student Affairs and Enrollment Management will provide oversight and work congruently with the Office of Institutional Effectiveness to ensure harmonious implementation and execution of the QEP.

The following chart reflects the lines of authority and responsibilities of the divisions and units directly associated with implementing and sustaining the QEP (**Exhibit 8**).

Figure 5. Organizational Chart for Implementing and Sustaining the QEP
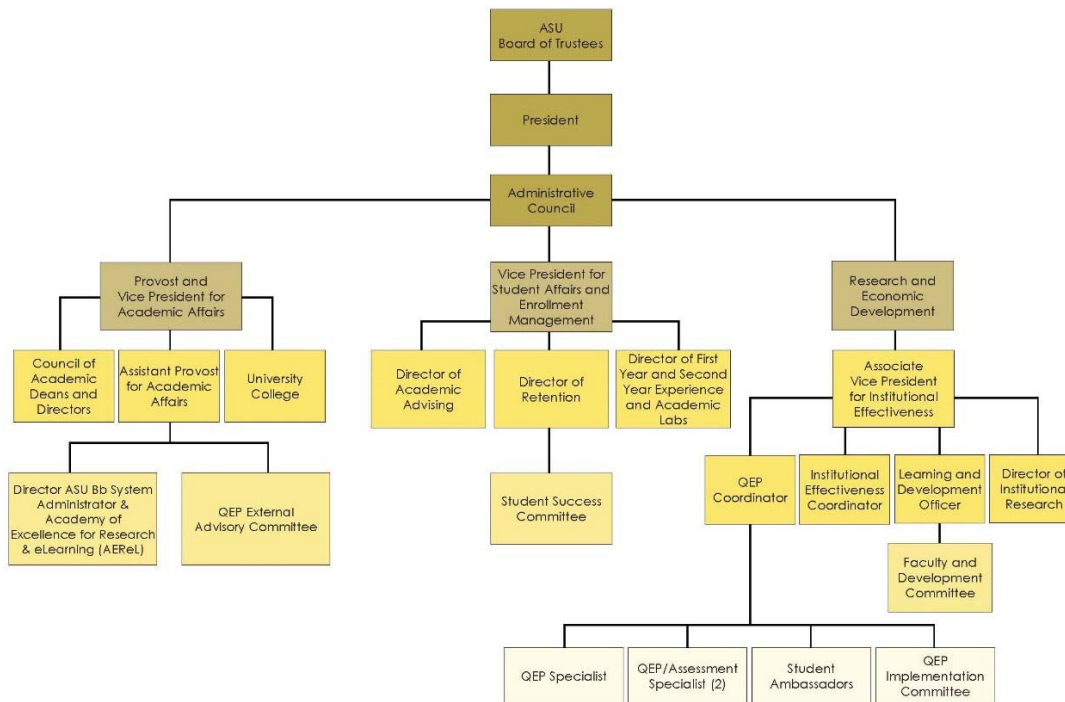
Explanation of Responsibilities

1. The **ASU Board of Trustees** has ultimate legal authority for policy development and fiscal responsibility for the University.

2. The **President** is responsible for all divisions and units of operation within the University and reports directly to the Board of Trustees.

3. The **Administrative Council (President's Cabinet)** will participate in QEP activities as required by the President and engage in quarterly updates to provide ongoing feedback of progress. The President's Administrative Council includes the following: the Chief of Staff, Chief General Counsel, Provost for Academic Affairs, Interim Assistant Provost for Academic Affairs, Interim Vice-President for Institutional Advancement, Associate Vice-President for Institutional Effectiveness/SACSCOC Liaison, Director of Public Safety, Vice-President for Business and Finance, Vice-President for Student Affairs, and Vice-President for Facilities Management and Operations. Minutes will be collected for annual review and reporting in the annual QEP impact report that will be prepared by the QEP Coordinator. The Associate Vice President for Institutional Effectiveness will provide the QEP Coordinator with the minutes. The Provost, Assistant Provost, Vice President of Student Affairs, and Associate Vice President for Institutional Effectiveness will provide updates, feedback, solicit recommendations for improvements of the QEP.

4. The **Provost and Vice President for Academic Affairs** is the chief academic officer responsible for academic affairs and the seven degree-granting colleges. This officer reports directly to the President and serves on the President's Administrative Council. Oversight for the implementation of student learning outcomes in Orientation 100, English 130, English 131 and English 132 will be the direct responsibility of the Provost with the assistance of the Council of Academic Deans and Directors (CADD).

   The Provost and Vice President of Academic Affairs's responsibilities include development of qualifications, position description, recruitment, and recommend appointment of Orientation 100 faculty; provide oversight of the work with Orientation 100, English 130, English 131, and English 132; ensure faculty involved utilize Blackboard Ultra Learning Management System, student use of University email account, and GradesFirst (early alert system) for all general education courses (to include Orientation 100 and English 130, English 131 and English 132); execute QEP duties and responsibilities as assigned by the provost/vice president for Academic Affairs.

5. The **Director for the Academy of Excellence for Research and eLearning** (AEReL), which reports directly to the Office of Academic Affairs, will provide faculty and students with technical support when using Blackboard. Additionally, the Director of AEReL will be responsible for providing professional development for Blackboard for faculty and first-year students.

6. The **Orientation 100 and English 130, English 131, and English 132 Faculty** will be responsible for successfully implementing and evaluating student performance. They will participate in mandatory summer retreats and professional development. Faculty will be responsible for collecting data from the reflective writing rubric, skill development rubric and administering FOCUS 2 assessments.

7. **All Faculty** teaching general education courses will be responsible for the use of Blackboard and the Navigate systems to track and monitor student engagement and performance.

8. The **Levi Watkins Learning Center** (LWLC) is the University's library and learning resources center for academic research at Alabama State University. The Dean of LWLC reports directly to the Provost and Vice President of Academic Affairs. The information literacy components are embedded in the revisions for the Orientation 100, English 130, English 131, and English 132 courses.

9. The **Council of Academic Deans and Directors (CADD)** is directly responsible to the provost and vice president for academic affairs. As a group, the CADD will assist the provost in all areas of the QEP. The seven college deans, dean of the library and the Director are direct reports to the Provost. Deans will participate in weekly meetings with the Provost and Vice President for Academic Affairs and Assistant Provost. As needed they will provide feedback on the implementation for the QEP.

10. The **Vice President for Student Affairs and Enrollment Management** is a direct report to the President and will provide oversight for the planning and implementation of student affairs activities and events for first-year students; develop an annual calendar of events; and provide oversight for tracking and monitoring of first-year students.

11. The **Director of Retention** will provide QEP support through the coordination of student success efforts with GradesFirst (the early alert system) and Navigate systems and offering of student workshops each semester (fall and spring). The Retention Office will collect data from FOCUS 2 assessments, ACES Workshop evaluations, and student satisfaction surveys to determine impact of support services. The Director will be responsible for providing data for the Satisfactory Academic Progress.

12. The **Director of Academic Advising** will provide oversight of first-year student career identification by ensuring all students identify a major by the end of the first year at Alabama State University. The Director of Academic Advising will ensure all staff participate in annual summer training and retreats and work closely with the Provost to coordinate efforts for advisors to teach Orientation 100 courses. The Director will be responsible for providing data on major declarations, intrusive student-advisor meetings, and student satisfaction.

13. The **Director of First- & Second-Year Experience and Academic Labs** will be responsible for the tracking and monitoring of students during the first-year experience. The Director works alongside the Orientation course faculty to ensure that social and cultural programming for first-year students are implemented. Additionally, the Director provides oversight for all academic labs to ensure that first-year students are utilizing and sending notifications through Guidebook. He/She is also responsible for the development and dissemination of communications messaging around the Common Core Reader Initiative. The Director will communicate annual campus activities and events to first-year students. The Director will create *A Journey to Success in the First-Year Experience* Guidebook app. The Director will collect and provide data on co-curricular attendance, Student Success Lab usage, student satisfaction, and common core activities.

14. The **Office of Institutional Effectiveness** will have selected staff to assist in the implementation of the QEP.

15. The **Associate Vice President for Institutional Effectiveness and SACSCOC Accreditation Liaison** will provide oversight for the implementation of the QEP, assist in the planning, assessment and evaluation of the QEP, monitor progress to determine impact, and ensure SACSCOC compliance.

16. The **Director of Institutional Research** provides leadership in the development and implementation, as well as management of institution-wide data gathering, analysis, and interpretation. The Director will provide data to support the QEP and continuous improvement, research, planning, and institutional accountability and is responsible for developing, administering, and analyzing surveys that measure engagement, performance, and satisfaction of students during the first-year experience. The Director will assist with administering the First-Year Student Survey, Faculty and Staff Survey, and Course Evaluations.

17. The **QEP Coordinator** will be responsible for the planning, assessment, and evaluation of the QEP; production of an annual progress report; fifth-year impact report, executing any changes and improvement; and ensure appropriate communication with constituents regarding progress. The QEP Coordinator will collaborate with the Director of First- & Second-Year Experience and Academic Lab**s** to ensure the following are implemented: common core reader and activities; Academic Labs, Engagement Activities, GuideBook, Tracking and Monitoring of Student Engagement, and Administering of Assessments.

18. The **IE Coordinator** will guide the annual planning, assessment and evaluation process for the QEP; provide training on using assessment forms; distribute assessment tools and resources; and conduct consultations with faculty and staff and data collection and analysis.

19. The **QEP Specialist and QEP/Assessments Specialists** are instrumental in providing support to the QEP Coordinator. They are responsible for tracking and monitoring progress of the Orientation 100, English 130, English 131, and English 132. When necessary, staff will provide technical support of technological systems used in the implementation of the QEP.

20. The **QEP Ambassadors** will assist in communicating events and activities with first-year, full-time degree seeking students via email; they will serve as ambassadors for the QEP and will participate in a student advisory capacity for the QEP.

21. The **Learning and Development Officer** will provide leadership and project management skills in the development, implementation, and management of training programs to support faculty and staff in the areas related to the QEP. The Learning and Development Officer will provide recommendations to the Faculty and Course Development Committee on needs for professional development. The Officer will collect data on attendance and satisfaction of faculty and staff trainings.

22. The **Faculty and Staff Professional Development Committee** will work collaboratively with the Learning and Development Officer to plan training sessions and retreats for University faculty and staff relating to student learning outcomes for the QEP

23. The **QEP Implementation Committee** is responsible for developing the proposal for submission requirements to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The team will safeguard execution of the QEP.

24. The **Student Success Committee** will review data collected and provide recommendations to the QEP Implementation Team, examine annual assessment reports for all QEP goals and outcomes, and conduct QEP Assessment and Data Days for stakeholders.

Table 14 outlines the names and position titles of members who were chosen to work closely with the Leadership Team to safeguard that the *A Journey to Success in the First-Year Experience* is implemented and executed according to the plan.

Table 14: QEP Committees Upon SACSCOC Approval

QEP Implementation Committee		
Name	**Title**	**Division/Department**
Dr. Carl S. Pettis	Provost and Vice President for Academic Affairs (Interim)	Academic Affairs
Dr. Tanjula Petty	Assistant Provost for Academic Affairs (Interim)	Academic Affairs
Dr. Janice Franklin	Dean, LWLC	Academic Affairs
Dr. Christine C. Thomas	Associate Vice President for Institutional Effectiveness & SACSCOC Accreditation Liaison	Research and Economic Development/Institutional Effectiveness
Dr. Davida Haywood	Vice President for Student Affairs and Enrollment Management	Student Affairs and Enrollment Management
Vacant, Search is Underway	QEP Coordinator	Institutional Effectiveness
Dr. Rolanda Horn	QEP Specialist	Institutional Effectiveness
Dr. Ronda Westry	Director of Retention	Student Affairs and Enrollment Management
Mrs. Bryn Bakoyema	Director of Institutional Research	Institutional Effectiveness
Dr. Denise Vaughn	Director of First- & Second-Year Experience and Academic Labs	Student Affairs and Enrollment Management
Ms. Carolyn Stevens	Director, Academic Advising	Student Affairs and Enrollment Management
Mr. Albert C. Calhoun Jr.	Director, AEReL	Academic Affairs
Dr. Evelyn A. Hodge	Dean, University College	Academic Affairs/University College
Mrs. Sondra Obas	Orientation 100 Faculty	Academic Affairs/University College
Dr. Jacqueline Trimble	Professor & Chair Languages and Literature	Academic Affairs/College of Liberal Arts and Social Sciences
Student	SGA President	Student Affairs and Enrollment Management
Representative from Faculty Senate	Faculty Member	Academic Affairs
QEP Ambassadors	First-Year Students	Academic Affairs
Faculty and Staff Professional Development Committee		
Name	**Title**	**Department**
Mrs. Avis Wheeler	Learning and Development Officer	Institutional Effectiveness
Dr. Ronda Westry	Director of Retention	Student Affairs and Enrollment Management

Dr. Denise Vaughn	Director of First- & Second-Year Experience and Academic Labs	Student Affairs and Enrollment Management
Ms. Carolyn Stevens	Director, Academic Advising	Student Affairs and Enrollment Management
Mrs. Sondra Obas	Orientation 100 Faculty	Academic Affairs/University College
Dr. Jacqueline Trimble	Professor & Chair Languages and Literature	Academic Affairs/College of Liberal Arts and Social Sciences
Mr. Fagdeba Bakoyema	LWLC	Academic Affairs/LWLC
Student Success Committee		
Name	**Title**	**Department**
Dr. Denise Vaughn	Director of First- & Second-Year Experience and Academic Labs	Student Affairs and Enrollment Management
Mrs. Bryn Bakoyema	Director of Institutional Research	Institutional Effectiveness
Ms. Carolyn Stevens	Director, Academic Advising	Student Affairs and Enrollment Management
Dr. Rolanda Horn	QEP Specialist	Institutional Effectiveness
Orientation 100 Faculty	Faculty	University College
Mrs. Shae Robinson	IE Coordinator	Institutional Effectiveness

XIII.   QEP MARKETING AND COMMUNICATION PLAN

In efforts to ensure a sustained broad-based support of the campus community and its stakeholders, the QEP Leadership Team and QEP Marketing Committee established an exhaustive plan for marketing the mission, goals, and objectives related to the Quality Enhancement Plan entitled *A Journey to Success in the First Year Experience* depicted in Table 15.

The marketing plan focuses on providing continual updates regarding the progress of the QEP so that the campus community and stakeholders are informed and actively involved. First-year, first-time students will be provided the goals and objectives of the program through the means of various touch points to include the initial application process, the guidebook app, emails, and engagement activities with the QEP Student Ambassadors. These goals and objectives will also be reinforced during the Freshman Orientation course as well as academic advising sessions. The institutions social media platforms such as Facebook, will be used to launch the marketing campaign for the quality enhancement plan. The campaign will focus on the first-year experience for first time, full time freshman and offer resources available to support their journey to success. The marketing plan also includes training opportunities for faculty and student success staff.

In addition to the initial kick off, the campus community will be updated regularly through emails, newsletters, and meetings that will take place on and off the main campus. All marketing efforts will be supported financially by funds allocated within the QEP budget.

Table 15: Marketing Plan for QEP

Date	Task	Description
April 24, 2019	Marketing of QEP	Meeting held to discuss QEP logo ideas, QEP banner for website, and strategies for creating an awareness of the plan using social media.
June 19, 2019	Marketing the QEP Topic and Preliminary Development	The QEP topic selection and development was shared with ASU Board of Trustees.
August 7, 2019	Marketing the QEP Topic and Preliminary Development	The QEP topic selection and development was shared with internal constituents during the Faculty and Staff Institute.
August 2019	Marketing Pilot QEP with Ambassadors	Hired QEP Ambassadors to assist in the pilot phase of the QEP. They were responsible for communicating, sharing, and engaging with first-year students in Orientation to promote campus activities and events, as well as direct students to campus resources and support.
September 19, 2019	QEP Video Production	Met with College of Liberal Arts and Social Sciences Department Chair to discuss QEP video and jingle. Recommendations were made to hire Communications students to assist with video production.
October 16, 2019	Brainstorming Session: Marketing Campaign for QEP	Discussed ideas on video production for Department of Communications, posters, logo, yard signs, t-shirts, and save the date card.
November 1, 2019	QEP Video Production	Toured the studio in LWLC with Department Chair, IE Staff, and students to identify production location for QEP.
January 15, 2020	Marketing the QEP Topic and Development	Discussed completed contracts for the 20-hour workers. Revised job description and discussed expectations. The students will begin working on the project on January 16 once they sign their contracts
February 6, 11 and 27, 2020	QEP Video Story Board	Department of Communications and students worked closely with QEP and IE staff to develop the video storyboard.
February 6, 11, and 22, 2020	QEP Jingle	External stakeholders and institutional constituents worked to develop QEP Jingle for *A Journey to Success in the First-Year Experience.*
February 20, 2020	QEP Kickoff Save the Date	Internal and external constituents received the QEP Kickoff save the date announcement.
March 9, 2020	QEP Video	Finalized QEP Video.
March 16-23, 2020	QEP Kickoff Announcements	Scheduled announcements will be disseminated to internal and external constituents daily and posting on social media.
March 24, 2020	QEP Kickoff	Distributed QEP promotional items: bookmarks, t-shirts, shakers, fans, posters, wristbands and informational cards. Share QEP Jingle and video (infomercial).

Date	Task	Description
March 24-April 13, 2020	#J2S Success Campaign Launch	The social media campaign of the Quality Enhancement Plan was launched.
March 30-April 3, 2020	QEP Awareness Week	Conducted presentation to all Divisions at the institution and student groups. Distribute QEP posters.
March 30, 2020	Preparing for Onsite	Information manual created to share with stakeholders in preparation for the SACSCOC Reaffirmation Onsite visit.

The branding of the QEP is an integral part of creating awareness amongst internal and external constituents. Figures 6, 7, 8 and 9 depict samples of the QEP's marketing (logo, poster, t-shirt, and pop-up banner).

Figure 6. QEP Logo

Figure 7. QEP Poster
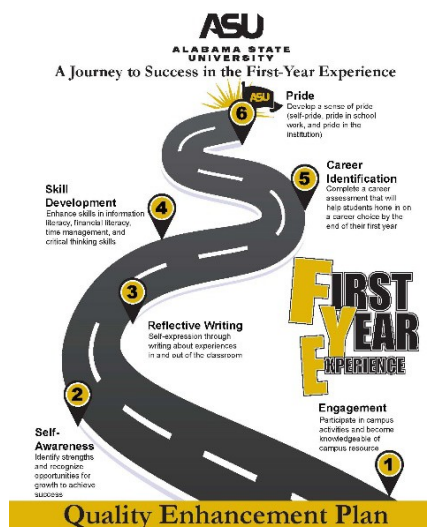
Figure 8. QEP T-Shirt

Figure 9. Pop-Up Banner

MARKETING & COMMUNICATIONS COMMITTEE:

As illustrated in Table 16, the Marketing and Communications Committee was established to support the marketing and branding and all other creative elements for the QEP. ASU student interns will collaborate with staff and external committee members to create a commercial that will be used to market the QEP, its purpose, goals, and objectives.

Table 16: QEP Marketing & Communications Committee

NAME	DEPARTMENT
Patina Moss	Chair/ Institutional Effectiveness
Tim Ervin	Institutional Advancement
Haley Cumbie	Institutional Advancement
Lois Russell	Institutional Advancement
Lynne Scheider	College of Liberal Arts and Social Sciences
Denise Vaughn	Student Affairs and Enrollment Management
Cynthia Steele	University College
Rolanda Horn	Institutional Effectiveness
Christine C. Thomas	Institutional Effectiveness
Tanjula Petty	Academic Affairs
Student Ambassadors (2)	Institutional Effectiveness

As a part of the Quality Enhancement Plan, communication to engage students will be strategically planned to promote the first-year experience and encourage student participation. QEP Ambassadors will connect with students through university email, activities and events, and social media (i.e., Facebook, Twitter, and Instagram). The ambassadors will welcome students to campus, connect students with support services, share event flyers, and act as liaisons between the students and the QEP initiatives. The QEP Team will attend and setup table displays at connection events to engage parents and students and provide information promoting the QEP. Using defined touchpoints and marketing plans, students will receive strategic communications about signing up for Guidebook, complete student course evaluations, and provide awareness to help students persist from semester to semester.

XIV. ASSESSING ACHIEVEMENT

Plan to Assess Achievement

The QEP will be evaluated by internal measures and external standardized assessments. The Provost's Office of Academic Affairs, the Director of First-Year Experience, and the QEP Coordinator will be responsible for implementation of the plan and will work with the Office of Institutional Effectiveness.

As a part of the institutional effectiveness process, units within the University participate in the university-wide planning and assessment/evaluation system. This system is an adaptation of the Weave Assessment Model. Therefore, the overall institutional effectiveness process includes an ongoing planning, assessment, and improvement cycle. As illustrated in Figure 10, the institutional assessment process incorporates a plan that requires the unit to define outcomes, identify activities, establish measures and criteria for success, collect data, analyze results, and make improvements.

Figure 10 illustrates ASU's assessment model used in the University's annual assessment cycle. The model involves the collection and analysis of QEP data to determine performance and success rates through surveys, evaluations, and persistence data to yield a deeper understanding of first-year students' progress.
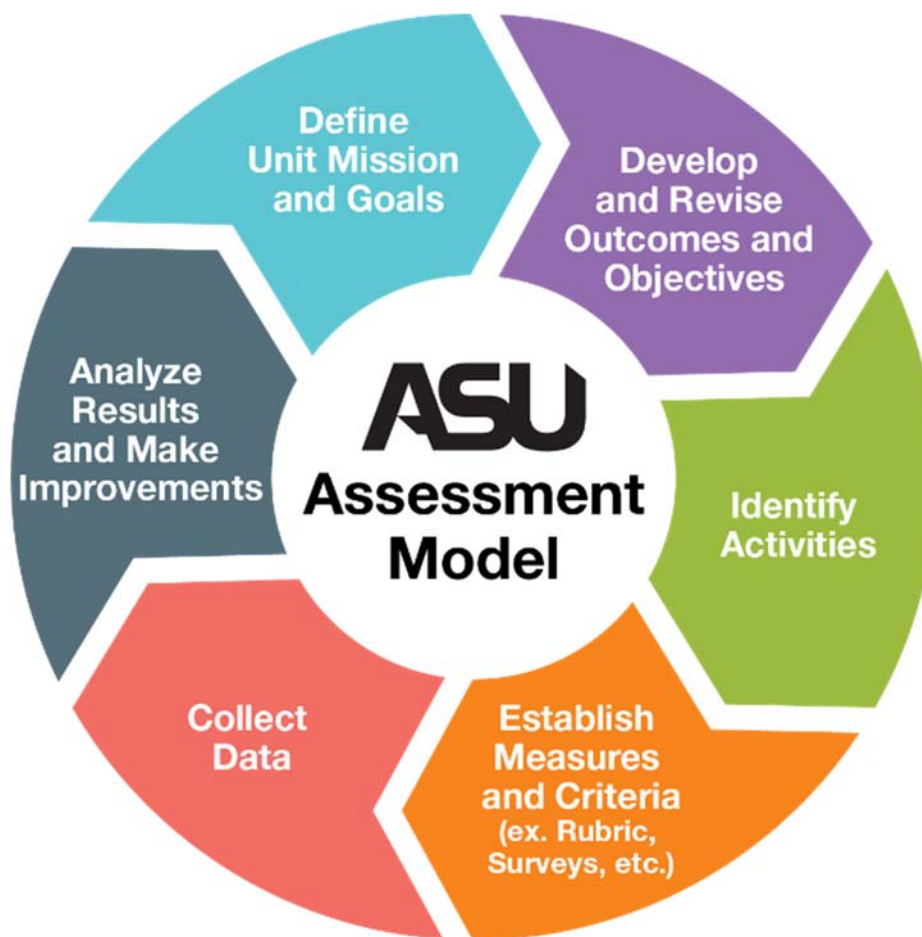
Figure 10. ASU Assessment Model

Exhibit 9 is a template used to assess and evaluate the student learning outcomes and student success outcomes for the 2020-2021 assessment process at ASU. The QEP will utilize the form to document data collection for each term, as well as analysis of findings to make improvements and adjustments. Exhibit 10 outlines the University's assessment calendar process.

QEP Assessment Strategies

The focus of ASU's QEP is to help first-time, full-time, degree seeking students with their transition from high school to college by infusing them with a campus community that encourages them to be socially and academically engaged with campus activities, events, course work, and resources. The effectiveness of *A Journey to Success in the First-Year Experience* will be monitored and assessed on a continuous basis. We will use a specific set of measures associated with the student learning and student success outcomes and strategies identified within the plan. Both formative and summative data will be collected throughout the process in order to monitor progression associated with the implementation of the plan and inform decision-making related to recommended modifications to the implementation of the QEP over the next five years.

Based on designated goals and outcomes, both formative and summative assessment data will be collected and analyzed to determine changes that need to be implemented. Formative assessment involves reviewing data to make adjustments while in process of the QEP's implementation (i.e., number of activities attended,

blackboard assignments, self-assessment, etc.). Summative assessments will be reviewed at the end of the assessment period to determine necessary changes.

The QEP Coordinator, along with the guidance of the Institutional Effectiveness Coordinator, will have oversight of the assessment process and ensure tracking and monitoring of students and activities, collection of critical data points, and timely analysis of assessment data to inform potential improvements. The QEP Coordinator will enlist the support of the QEP/ Assessment Specialists in this work. At regular intervals during and between semesters, the QEP Coordinator will initiate assessment meetings to provide feedback to all of the stakeholders involved and to plan for adjustments needed to strengthen the QEP and further align learning outcomes, course content, instruction, and assessment to enhance student learning and success. Units responsible for QEP student learning outcomes and success outcomes will complete an assessment report and contribute to the development of a QEP impact report annually. The assessment timeline and plan adjustments details can be found in Table 17.

Table 17: Assessment Activities for each Student Learning/ Success Outcome

Goal Alignment: 1, 2 and 3				
Outcome 1: First time, full-time degree seeking students will become holistically engaged in their college experience by participating in curricular and co-curricular activities throughout the first year.				
Task/Activity	**Assessment Measures**	**Criteria for Success**	**Responsible for Data Collection, Assessment and Evaluating QEP**	**Timeline**
Students will participate in ORI 100 curricular and co-curricular engagement activities.	Collection of activity logs	70% of ORI 100 students will attend at least 8 curricular and co-curricular activities during the fall term	• ORI 100 Faculty and Staff will collect data • QEP Coordinator, QEP Staff, and Director of First- & Second-Year Experiences will analyze collected data • QEP Coordinator with the support of Institutional Effectiveness will complete assessment plan/report for outcome.	At the end of each fall term
Students will increase skill development by participating in specific curricular and co-curricular activities (e.g., financial literacy, time management, etc.).	Scores on skill development assessments	50% of ORI 100 students will average a score of '80' or better in the skill development assessments	• ORI 100 Faculty will collect data • QEP Coordinator, QEP Staff, and Director of First- & Second-Year Experiences will analyze collected data • QEP Coordinator, with the support of Institutional Effectiveness, will complete assessment plan/report for outcome.	At the end of each fall term
Students will participate in the Hornet Experience activities and events for the common core	Collection of activity logs	30% of first-time, full-time degree seeking students will participate in at least 3 activities pertaining to	• Director of First- & Second-Year Experiences and Director of Career Development will collect data.	At the end of each spring term

Task/Activity	Assessment Tools	Criteria for Success	Responsible	Timeline
reader and career exploration.		common core and career activities for spring term 20% of students will participate in 10% of the institutional activities	• QEP Coordinator, QEP Staff, and Director of First- & Second-Year Experiences will analyze collected data. • QEP Coordinator with the support of Institutional Effectiveness will complete assessment plan/report for outcome.	

Goal Alignment: 1 and 2

Outcome 2: First time, full time, degree seeking students will demonstrate enhanced reflective writing skills

Task/Activity	Assessment Tools	Criteria for Success	Responsible	Timeline
Students will express their thoughts and experiences through reflective writing assignments in ORI 100 and ENG 130, English 131, and English 132 (to include the common core reader).	Reflective writing rubric adopted from the standards-based concepts from the AAC&U Value Rubric (scores range from 0-4)	• ORI 100 - 50% of students will receive a score of 3 or better. • Spring English course – 60% of students will receive a score of 3 or better.	• ORI 100 and English faculty will score writing assignments using rubric. • QEP Coordinator, QEP Staff, and Director of First- & Second-Year Experiences will analyze collected data. • QEP Coordinator with the support of Institutional Effectiveness Staff will complete assessment plan/report for outcome.	• ORI 100 - end of each fall term • ENG 130, 131, 132 – end of each fall and spring term

Goal Alignment: 1 and 3

Outcome 3: First time, full time degree seeking students will utilize campus resources and supports

Task/Activity	Assessment Tools	Criteria for Success	Responsible	Timeline
Students will utilize Student Success Labs	Student Success Labs Attendance Report	50% of ORI 100 students will utilize the Academic Student Success Labs for at least 5 hours in the fall term.	• Director of First and Second Year and Academic Labs will utilize EAB Navigate to collect and analyze data. • QEP Coordinator, QEP Staff will analyze collected data. • QEP Coordinator with the support of Institutional Effectiveness staff will complete assessment plan/report for outcome.	At the end of each fall term

Goal Alignment: 1 and 3

Outcome 4: First time, full time degree seeking students will increase their connection to ASU by identifying a career pathway and selecting a major by the end of their freshman year

Task/Activity	Assessment Tools	Criteria for Success	Responsible	Timeline

Students will participate in a Career Assessment.	Focus 2 Career Participation Report	70% of students will participate in a Focus 2 Career assessment used to provide students with guidance on identifying a career and selecting a major.	• ORI 100 Faculty will administer survey to students. • Office of Institutional Research, QEP Coordinator, QEP Staff, and the Director of First- & Second-Year Experience will analyze data.	In the middle of the fall term
Students will identify a major that aligns with their career interests.	Declaration of Major Report	10% of freshman students will declare an academic major by the end of their freshman year.	• Academic Advising and Office of Institutional Research will provide reports. • QEP Coordinator, QEP Staff and Director of First- & Second-Year Experiences will analyze collected data.	End of the spring term of their first year

In addition to the assessment activities directly connected to each of the student learning and success outcomes for the QEP, additional aspects of the QEP will be evaluated to help inform continuous improvement to best serve ASU's students and guide them to success in their first year (see table 18). These assessment activities will provide data regarding the degree to which the QEP is helping to meet the larger goals of the QEP: (a) to increase student satisfaction in the first-year experience, (b) to increase persistence for first-year students, and (c) to strengthen student skills to support academic success. Similar to the outcome's assessment activities, the evaluation activities occur regularly with analysis and continuous learning meetings involving all stakeholders held at least annually.

Table 18: Summary of Evaluation Activities

Assessment Measures	Measure		Description	Data Analysis Method	Data Collection Procedures
	Direct	Indirect			
First-Year Experience Survey		X	Collects data about student self-assessment of preparedness for college and academic and social experiences in high school.	Descriptive statistics	Electronic survey administered via a link in Blackboard within the first month of school in the fall term
QEP Student Satisfaction Survey		X	Each term students will complete the QEP Student Satisfaction Survey to share satisfaction, perceptions and opinions regarding participation in Orientation 100, English Courses, campus activities and events.	Descriptive statistics	Electronic Survey administered via a link in Blackboard
Reflective Writing Essay Rubric	X		Analyze the development of writing skills over time and across students to determine when the most growth occurs and, in aggregate, on which rubric components students are succeeding and struggling.	Trend analysis, descriptive statistics	Collect from the ORI 100, ENG 130, ENG 131, and ENG 132 faculty members in both the fall and spring terms
Orientation and English Course Analysis: ORI 100, ENG 130, ENG 131, & ENG 132 (Formative and Summative)	X		Formative: Mid-semester, analyze student engagement by examining attendance rates and assignment completion rates and grades by course, instructor, and student characteristics. Summative: Analyze course completion rates by course, instructor, and student characteristics.	Cross-tabulation and ANOVAs to analyze correlations and significance; descriptive statistics	Attendance, assignment completion and grade data from Blackboard Final course grade data from PeopleSoft Collected in both the fall and spring terms.
Student Success Lab Participation		X	Analyze the correlations among hours in the labs, course grades and student characteristics	Cross-tabulation and ANOVAs to analyze	Lab attendance, duration, and purpose captured in EAB Navigate during the

Assessment Measures	Measure		Description	Data Analysis Method	Data Collection Procedures
	Direct	Indirect			
				correlations and significance; descriptive statistics	fall term of students' first year
Student Course Evaluations: ORI 100, ENG 130, ENG 131, & ENG 132		X	Standard university-wide questions will be utilized along with a few QEP specific questions to gather student feedback about course content and instructor effectiveness.	Trend analysis, descriptive statistics for each course.	Collect electronically using SmartEvals software within the last three weeks of each term
English 132: Common Core Reader	X		AAC&U Value Rubric	Descriptive statistics for each course, analyses of rubric by criteria, and trend analyses.	Faculty will complete rubric for each student and record in Blackboard.
Hornet Experience (activities that focus on Common Core Reader, Career Readiness, and participation in campus activities and events)		X	At the end of the spring term, students will complete the Hornet Experience Satisfaction Survey to gather satisfaction, perceptions and opinions regarding participation in campus activities for the Common Core Reader, Career Readiness engagement activities.	Descriptive Statistics, counts and frequency	Electronic Survey administered via a link in Blackboard and track tool for participation
Students Focus Groups		X	Collect qualitative data regarding students' experiences with the *Journey to Success in the First-Year Experience* components including the revised ORI 100, reflective writing, student engagement activities, success labs, etc.	Trend analysis from coding of qualitative data.	Focus groups will be conducted in the spring term of the students' first year.

Assessment Measures	Measure		Description	Data Analysis Method	Data Collection Procedures
	Direct	Indirect			
Persistence Rates		X	Number and percentage of first-time, full-time, degree-seeking students who continue their college education at ASU or another instruction the following year.	Trend analysis, descriptive statistics.	Data on each respective cohort will be collected and assessed to determine impact on course instruction.
Ruffalo Noel Levitz Student Satisfaction Inventory (SSI)		X	SSI measures student satisfaction and priorities, indicating how satisfied students are as well as what issues are important to them.	Comparative analysis across student characteristics and longitudinally.	Collect electronically every other academic year. Baseline was collected in Spring 2018. Next survey administrations will be Fall 2020 and Fall 2022.
National Survey of Student Engagement (NSSE)		X	NSSE collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. Supplemental modules for academic advising and first-year experience and senior transitions will also be administered.	Comparative analysis across student characteristics and longitudinally.	Collect electronically every other academic year. Baseline data will be collected Spring 2020. Next survey administrations will be Spring 2022 and Spring 2024.
Faculty and Staff Professional Development Survey		X	Collect faculty and staff satisfaction and feedback regarding the professional development offerings to prepare them for supporting first-year students.	Mean scores, descriptive statistics, qualitative analysis	Collect electronically vis a survey link sent to participant email addresses after the professional development sessions.
Academic Advisement Report (Student declaration of Major) and 1:1 Visits		X	Academic Advisement will provide report on student declaration.	Mean scores, descriptive statistics, qualitative analysis	Extract data from Peoplesoft

XV.   EVALUATION OF QEP

Alabama State University is dedicated to the use of data to facilitate improvements during the implementation phase of the QEP. The Office of Institutional Effectiveness will provide data across the campus to benchmark persistence, performance, academic skills, faculty and student satisfaction, and withdrawal rates for the institution. As a result of the data collected from the QEP, an evaluation on the effectiveness of processes and procedures utilized in the implementation, along with the impact on student learning and student success, will be conducted to answer the subsequent questions.

- How many participants attended/did not attend? Did they attend or use all university activities and events? Are participants satisfied with what they have gained from the QEP?
- What did the participants learn, gain, and accomplish through the QEP experience?
- What are the strengths and weaknesses of the QEP?
- What activities contributed the most or least to the success of the QEP?
- What unanticipated or unintended outcomes did participants experience while engaging in the QEP? Positive or negative?
- How efficiently are institutional resources being used?
- To what extent have we reached the QEP goals and the performance targets?
- What is the overall impact of the QEP on the first-year student in comparison to prior first-year students?
- Which QEP characteristics contribute to which results? Which program factor relates to better outcomes?
- How do results change over time?
- To what extent was retention improved?
- Are we impacting the university by increasing the following?
    - persistence from semester to semester
    - student satisfaction
    - skill development
    - faculty satisfaction in the course implementations to improve student learning
    - writing skills through reflective writing
    - participation in activities and events

XVI.   REFERENCES

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XVIII.   EXHIBITS

Exhibit 1.   QEP Topic Selection Phases

Exhibit 2.   QEP II Topic Selection

Exhibit 3.   Let Your Voices Be Heard

Exhibit 4.   Leadership Team and Subcommittee Listing

Exhibit 5.   List of Student Affairs Activities

Exhibit 6.   Association of American Colleges and Universities (AAC&U) Rubric

Exhibit 7.   ORI 100 Course Syllabus

Exhibit 8.   Organizational Chart for Implementing and Sustaining the QEP

Exhibit 9.   ASU Assessment Form

Exhibit 10.   2020-2021 Institutional Assessment Cycle Calendar

Broad-Based Support for Developing the Quality Enhancement Plan

Phase#1
Dialogue and Discovery of QEP

The QEP Leadership Team **and sub-committees** *were* estobhshed10developo QEPpion. Meetings were held with stakeholders to obtain feedback. in addition 10 the following: researched QEPs with **s1mdor topics and conducted literature on** high1mpoct pract ices **These conversotJons.** resulted 1n the development of the QEP pilot

Phase#2
Development of QEP

Stakeholders were engaged1n the development of the QEP **missiongools objeCt1ves ondO\Jlcomes !=acuity, staff andadministrators** collaborated 10 define measures and collectdata. Al I the QEPpilot data and **research were evaluated to suategize narrowing the** focus of the QEP.

Phase#3
Refiningthe QEP

Presentauons of the QEP pilot *were* provided to the **campus community olumn1. and external stakeholders . There were** discussions that guided the **committee to enhance the** QEP1n the first-yea, experience. The QEP was **fine tuned by mcorporating recommendouons from** stakeholders.

Stakeholders: Students. Faculty,Stoff. Administrators. Boordof Trustees. Alumni. External Review Committee

Memo

To: Alabama State University Deans

From: Dr. Denise A. Vaughn, QEP Director

cc: Dr. Christine C. Thomas, Interim Associate Vice President for Institutional Effectiveness & Institutional Accreditation Liaison

Date: October 25, 2017

Re: QEP II Topic Survey

Colleagues,

It's time to continue with the process of selecting a topic for the QEP II. We are asking that you distribute the enclosed surveys to your full-time faculty. Please ask them to complete and return them to your office. Once you have received all completed surveys from your department, please bring them to Councill Hall, Room 215, no later than **Friday, November 17, 2017**. It is our hope and goal to receive 100% participation from all faculty members to ensure a successful and inclusive topic selection process.

Once all surveys have been tallied, we will select the top 3 and make a formal announcement at the Spring Institute in January. Shortly thereafter, a full campaign will be launched to the entire campus community in an effort for the FINAL QEP II Topic to be selected.

Thank you in advance for your consideration and cooperation in this endeavor! If you have any questions, please do not hesitate to contact me via email at dvaughn@alasu.edu or at X4620.

Remember: THE QEP II Is Everybody's Business!

QEP II
Topic Survey

As a part of the reaffirmation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Alabama State University will develop a new Quality Enhancement Plan to enhance the college experience for students. As a part of this process, the university must identify an area that targets improvement of our students' educational experience in response to SACSCOC Core Requirement 2.12. The final QEP will **1)** embody an institutional process for identifying key issues emerging from institutional assessment; **2)** identify a significant issue that focuses on learning outcomes and/or environment supporting student learning and accomplish the College mission; **3)** show evidence of institutional capability for the initiation, implementation, and completion of the Plan; **4)** include broad-based involvement of institutional constituencies; and **5)** identify goals and a plan to assess the achievement of those goals.

Thank You
Denise A. Vaughn, QEP Director

We invite your input in helping to pinpoint the most important topics for our students at ASU. Please review the eight topics, considering the aforementioned five key components for a successful QEP.

Please rank each of the following topics in order of importance with #1 being the most important QEP II topic to #8 being the least important topic.

Suggested Topics	Rank
Academic Advising: Engage students through a quality and intrusive advising experience through Orientation & Common Course Reader	
Career Pathways & Readiness: Help more students persist through their first year of college while strengthening the professional focus of our programs. • Information Literacy: Career Planning	
Computer Literacy: Guarantee that all students are exposed to a variety of information-gathering techniques and that they are consistently expected to use technology in all courses they complete.	
Faculty Mentoring: First-time-in-college students who are enrolled in mathematics and English courses will be paired with Faculty Mentors for the fall and spring semesters of their first year.	
Information Literacy: Teach students how to seek and evaluate multiple sources of information and multiple perspectives and to approach problems from multiple points of view.	
Quantitative Literacy: To improve the mathematical reasoning and quantitative literacy skills. To strengthen the visibility of quantitative literacy as an important component of our students' education both in and out of the classroom.	
Supplemental Instruction: Devise a plan to equip students to be successful learners, acquire the knowledge, skills, abilities, behaviors, attitudes and values which will assist them to persist through the completion of their academic program.	
Writing Across the Curriculum: Enhance students' academic writing skills, while strengthening their reading comprehension and critical/analytical thinking skills.	

The top three QEP II Topics will be shared during the Opening Spring 2018 Faculty Institute.

A Quality Enhancement Plan results in a five-year university wide project that is carefully designed, well-defined and focused around a topic or issue related to enhancing student learning at Alabama State University. Integral to accomplishing the University's mission, the QEP should impact a broad group of students. The plan should be manageable and support data-driven decision making. Ultimately the plan is an opportunity to contribute the lifelong success of students.

QEP Timeline

QEP Data Gathering and Topic Discussions	**Fall 2017**
QEP Topic Selection	**Summer 2018**
QEP Plan Development	**Fall 2018**
QEP Plan Due	**Spring 2019**
On-Site SACSCOC Visit (QEP Plan Approval)	**Spring 2019**
QEP Implementation Fall 2019	**Fall 2019**

The work of the QEP Topic Development Committee revealed a number of possible topics for the QEP which have been narrowed to a list of greatest interest and potential to impact the University community.

Suggested Topics

Academic Advising/Retention
- Common Course Reader
- Orientation Courses

Career Readiness
- Career Assessment Inventory
- Information Literacy: Career Planning

Reading Across the Curriculum
- Research Literacy
- Supplemental Instruction
- E-portfolio

Writing Across the Curriculum
- Research Literacy
- Supplemental Instruction
- E-portfolio

Content of the paper should include:

- Topic: Selected from the final topic list.

- Overview of plan: Describe the general plan you would put in place to address one or more specific learning outcomes at Alabama State University.

- Identification of the problem: Why is the topic a challenge for student learning and the reasons the topic is compelling for ASU and its students.

- Identification of the student population(s): Name the student population(s) that will be the focus of the proposed QEP topic.

- Relationship to the University mission and goals: State the impact of the topic on the University mission and/or goals.

- Strategies: Describe one or more of the strategies to address the student learning topic.

- Assessments: Do you envision development of new assessment strategies as part of your plan? If so, please describe.

- Departments: What departments or administrative units at ASU would play key roles in the implementation of this plan?

- Research: Are you aware of related literature sources that might be used in writing a full QEP Proposal? Please identify as many resources as necessary to provide adequate support for your plan and include a bibliography.

Instructions for White Papers

- Submit the paper as a Word email attachment by the deadline to Dr. Tanjula Petty, Executive Director, Research, Assessment and Evaluation at **tpetty@alasu.edu**.

- Use the following format for the document file name: QEPWhitePaper_Last name of sender.

- Identify the most compelling topic, targeted student populations, and the potential impact of the topic on the institutional mission and supporting goals, as well as strategies proposed to address the topic.

- The paper should be a maximum of 1300 words, typed, double spaced with one-inch margins and twelve-point font.

- Please choose a creative and engaging title for the paper that could be the title for the QEP.

- The audience for the paper is university students and employees.

- **Deadline: June 1, 2018**

The QEP Topic Selection Committee will review the submitted papers and select the most compelling to share with the President's Leadership Team, who after considering university wide input, will finalize the QEP topic selection. The topic will be shared with the campus community during the Opening Fall Conference in August 2018.

ASU
ALABAMA STATE
UNIVERSITY

Quality Enhance Plan (QEP) White Papers

Review all 3 and complete the survey!

A. Utilizing Faculty to Build Rapport with First-Year Students to Improve Retention

Focus Area: Advising
Student Population: New freshmen and new transfer students
Student Learning Outcomes: students will (1) understand importance of ASU history, (2) perform ASU hymn, (3) create/apply time-management strategies, (4) construct a well-developed resume, (5) increase knowledge of students resources at ASU

Strategy:

1. **Extending Orientation:** In order to ensure a successful transitional matriculation experience and increase retention, Orientation will be separated into two half-credit sections. Students will take one part per semester with the same instructor. This will increase retention because the Orientation instructors and their students establish a rapport, which aids in creating a positive learning experience; establishing a solid rapport creates trust. Trust yields accountability. Therefore, in order to improve retention, it will be stressed that students have the same Orientation instructor for two semesters. Retention will be assessed by using the data of the number of students to date and the graduation rate to date. Our goal is a 20% increase of student retention of freshman after completion of the ORI 100 course sequence.

2. **Mandatory Attendance at University-Sponsored Events:** Students need to have a sense of pride, love, and respect for Alabama State University. The First-Year Experience program will require that students attend at least four University-sponsored events per semester (one sporting event will be allowed). Students will be allowed to provide documentation of attendance by taking pictures and via social media outlets such as Snapchat and Twitter. In this time, students are more connected to their phones and social media outlets than ever before. Instead of weaponizing the platforms, we can integrate them into the classroom and use them as tools of retention and recruitment, thus showing students how to use social media to have positive impacts on the University, which is another important skill that students will learn in ORI 100.

3. **Exit Survey:** The recurring question is how effective is the ORI 100 course? In order to answer that question, an exit process will be implemented to show the correlation, statistically, between the students who attend Orientation 100 for two semesters and whether or not they persisted and graduate. Every student who completes the ORI 100 course sequence will complete an ORI 100 survey (at the conclusion of each semester enrolled) for data driven continuous improvement.

Quality Enhance Plan (QEP)
White Papers

Review all 3 and complete the survey!

B. All Hands On Deck: Collaboration & Engagement to Improve Students' Academic Success

Focus Area: Academic Advising, Career Readiness, Information Literacy
Student Population: Freshmen
Student Learning Outcomes: students will (1) be responsive to challenges and opportunities for success in college, (2) make informed decisions on careers and course selection, (3) have extensive knowledge of support programs and centers at ASU

Strategy:

1. **Library 101 Course:** A mandatory one credit hour hybrid course, taught by librarians that all freshmen must take. Students are constantly bombarded with information, but they often have not acquired the skills and abilities they need to assess the validity of information sources, to know where to find reliable information, and to be able to translate information they access into meaningful and usable information. The curriculum of the course will center on students' acquisition of core information literacy and research skills and learning the basics and mechanics of what it means to do research and write a paper in college. Information literacy and research abilities cannot be taught effectively as a set of distinctive skills without reference to content and context. The library will partner with the Career Center for this course, so students can complete a career assessment and then explore dimensions of this career through the Library 101 assignments. The students will research educational requirements, job skills, and job trends for their chosen careers. Based on the information learned, they will then develop career plans to follow throughout their time at ASU and beyond.

2. **Career-Focused Information Literacy:** One of the library's key services is to partner with faculty to develop research-based assignments and information literacy instruction for students. By collaborating with the Career Center, the library can re-inforce career exploration, investigation, and focus through the information literacy classes and faculty-partnered assignment development projects.

3. **Career-Informed Advising:** The Advising Center can also benefit from collaborating with the Career Center and the Library in order to strengthen advisors' understanding of key career resources that can be used to help motivate and guide students as part of the advising process.

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Quality Enhance Plan (QEP)
White Papers

Review all 3 and complete the survey!

C. Prepared for Life: Enhancing the Major to Career Trajectory through Early Career Exploration and Academic Advising Intervention

Focus Area: Academic Advising and Career Readiness

Student Population: All undergraduate students, with a focus on 1st year students

Student Learning Outcomes: students will (1) increase knowledge of careers related to majors, (2) develop supportive networks with faculty members within major, (3) increase confidence in selecting and committing to a major, (4) decrease taking courses not related to major, (5) increase knowledge of career pathways (6) develop a career portfolio, (7) increase graduation rates

Strategy: This proposed QEP will integrate academic advising and sustained career readiness development practices as a means of reducing the attrition rates among first and second year undergraduate students, and thus, increasing graduation rates within six years.

1. **Academic Advising:** Students will take placement tests during summer orientation and two tracks will be established for students. Track 1 will be for students needing developmental courses and they will initially be assigned an advisor in University College. When they are academically ready to transition to their major field, they will be assigned an advisor specializing in their major and then a faculty/professional advisor. Track 2 will be for students not needing developmental courses and they will immediately be assigned an advisor specializing in their major for the first year and then a faculty/ professional advisor once they fully transition to their major field.

2. **Orientation Courses:** the fall semester orientation courses will be adjusted to better meet the needs of each Track Track one students will take an orientation courses focusing, in part, on study skills. Track 2 students will take an orientation courses focusing, in part, on developing peer mentorship skills.

3. **Career Exploration:** in the spring of their first year, all students will take a Career Exploration Courses taught by an instructor with career counseling credentials. As part of the course, students will take a career assessment and explore careers related to their results and well as learning more general career preparation skills.

4. **Career Readiness:** Special programming will be available for students during their second year at ASU including career focused lunch and learn series with students' assigned specialized/faculty advisor during the fall semester and a 'What Can I Do with My Major" career professional development series in the spring semester. During their remaining years at ASU, students will continue to be advised by faculty/ professional advisors and will be encourage to complete internships in their major field.

5. **Advisor training:** All faculty advisors will be trained on how to successfully advise students toward career goals.

QEP QUALITY ENHANCEMENT PLAN CAMPUS SURVEY

LET YOUR VOICE BE HEARD

What does QEP mean?

- Quality Enhancement Plan

Why does ASU need a QEP?

- The QEP is an ASU developed plan that ASU commits to implementing to enhance student learning. ASU must develop a QEP as part of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation Accreditation requirements. ASU previously implemented a QEP (2010 – 2015) and is now in the process of identifying our next QEP which will begin implementation in 2020.

What are the key elements of a QEP required by SACSCOC?

- Institutionally driven
- Reflects self-assessment and identification of key issues related to student learning outcomes or the learning environment. It can focus on challenges or enhancing strengths
- Reflects the Mission of ASU
- Futuristic! A plan that launches ASU into the future and enhances the learning experience on campus
- Must be able to be implemented and assessed
- Identifies measurable goals that can be achieved

Who is responsible for developing the QEP?

- Everyone!
- Faculty, Staff, Students, Alumni, Community Members

What is the QEP topic for ASU?

- What the faculty, staff, students, alumni, and community members collectively agree that it should be! Stakeholder buy-in is key to a successful QEP. It must be recognized as a key issue on campus by all stakeholders.

What should I do?

- Review the three white papers (the result of a Spring 2018 campus-wide call for White Papers that address the priority topics identified by faculty in Fall 2017)
- Take the Institutional QEP Survey to provide feedback about the three white papers
- Participate in focus groups and interviews about the QEP
- Help move ASU 150 years forward!

How can I contribute?

- Volunteer to participate on the QEP committee
- Participate in focus groups and QEP surveys
- Get involved!

To review the white papers now and provide feedback, go to http://www.alasu.edu/about-asu/reaffirmation/quality-enhancement-plan/index.aspx

Deadline: **August 31, 2018**

For more information, contact:
Dr. Tanjula Petty, tpetty@alasu.edu or Dr. Denise Vaughn, dvaughn@alasu.edu

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QEP II COMMITTEES

The following are the names, descriptions and members who have elected to serve on the QEP II committees.

QEP II LEADERSHIP TEAM

Spearhead the QEP II preparation, and provide general oversight of the process and the initial topic selection.

- Dr. Carl S. Pettis – Interim Provost and Vice President for Academic Affairs
- Dr. Tanjula Petty – Interim Assistant Provost for Academic Affairs
- Dr. Christine C. Thomas, Associate Vice President for Institutional Effectiveness
- Dr. Davida Haywood, Vice President of Student Affairs & Enrollment Management
- Dr. Caterina Bristol – Associate Dean, Professor of Music
- Dr. Denise Vaughn, Director of Academic Labs, First and Second Year Programs
- Dr. Evelyn Hodge – Dean, University College
- Dr. Sonya Webb, Associate Dean, College of Education
- Dr. Janice Franklin, Dean of Levi Watkins Learning Center
- Dr. Ronda Westry, Director of Retention
- Dr. Sara Kiser, Professor, College of Business Administration
- Mrs. Bryn Bakoyema, Director of Institutional Research
- Dr. Rolanda Horn, QEP Specialist
- Student Representatives from Honors College – 1 Sophomore, 1 Junior

Assessment & Data Committee

Ensure the QEP II process is informed by relevant data and institutional processes to include both student learning outcomes and institutional level outcomes, action steps, and indicators of success. Monitor QEP II data collection; review and analyze data for interpretation, application and recommend intervention and monitoring student outcomes.

- Bryn Bakoyema – IE– **Chair**
- Brenda Gill – CLASS - Co-**Chair**
- Cemeria Ehis – IE
- Sebella Abidde - CLASS
- Elisha Dung - CLASS
- Jesse McKinnon – CLASS
- Sonya Webb – COE
- Harrah Harding – CSTEM
- Shae Robinson - IE
- Jowaune Williams – IE
- Cedric Davis - LWLC
- Ronda Westry – Student Affairs
- Margie Thomasl - UC
- Albert Calhoun, Academic Affairs

Development & Implementation Committee

Responsible for developing the proposal that will be submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Work closely with the Leadership Team to safeguard that the QEP II is implemented and executed according to the plan

- Dr. Christine C. Thomas, Chair
- Tanjula Petty – Academic Affairs
- Rolanda Horn, QEP
- Jacqueline Trimble – CLASS
- Sandra Stanton CLASS
- Lemanski Walker –COE
- Diane Jordan – CSTEM
- Shae Robinson, IE
- Sondra Obas – UC
- Margie Campbell - UC

- Fagdeba Bakoyema – Library
- Sara Kiser, COBA

- Ronda Westy, Student Affairs
- Patina Moss, IE

Faculty Development Committee

Provide a plan of action for training sessions and forums for University faculty and staff relating to student learning outcomes for the QEP II.

- Avis Wheeler – IE –**Chair**
- Caterina Bristol-CVPA, Co-Chair
- Margie Thomas-UC
- Kianna Webb-Robinson - UC
- Thomasina Austin - UC
- Kim Smith – COBA

- Sandra Obas, UC
- Latoya McClain, IE
- Jeremy Hodge, Student Affairs

Academic Support Committee

Guarantee the QEP II processes and procedures are appropriately developed to execute the plan. More specifically, the institutional level outcomes.

- Denise Vaughn – <mark>Chair</mark>
- Ronda Westry – EM – **Co-Chair**
- Pearla Griffin - COE
- Carmela Drake – CHS
- Pam Waley – Library
- Michelle Johnson – COBA

- Patina Moss-IE
- Doris Youngblood - UC
- Lynda Humphrey – UC
- Carolyn Stevens, Student Affairs
- Jeremy Hodge, Student Affairs
- <mark>CLASS Representative</mark>

Marketing & Communication Committee

Consult with the University Community to develop the QEP II's logo, annual marketing and communication plans.

- Patina Moss-IE – **Chair**
- Tim Ervin
- Haley Cumbie, IA
- Lois Russell-IA

- Lynne Schneider – CLASS
- Denise Vaughn, Student Affairs
- Cynthia Steele – UC
- Rolanda Horn, QEP

External Committee

Provide feedback on the external perspective for curricular and co-curricular elements of the QEP.

- Antonio Williams, Ed.D.
- Marcus Vandiver, Ed.D.
- Melvin Lowe, Ph.D.
- Terrance Baldwin
- Stephanie Wilson
- LaShae King
- Brandon Dean
- Paul Blackmon

- Delbert Madison
- Lauren E Cochran
- Michelle Otwell

"2020-African Americans and the Vote"
2020 African American Heritage Month Events
Scheduled Events

February 1-February 28
Black Culture: Black History Month Art Exhibit
Tullibody Fine Arts Center-Warren Britt Gallery
*Sponsored by: The College of Visual and Performing Arts and Music Department

Tuesday, February 4
Hornet Nation Ready and Rise!
Area Montgomery Public Schools
*Sponsored by: Alabama State University (for more information, please contact Dr. Dawana Nelson at dnelson@alasu.edu or Kenn Waters at kwaters@alasu.edu)

Tuesday, February 4
My Love is Worth Your Respect: Dating Violence Awareness Event
11:00 am
John G. Hardy Student Center-Student Theatre
*Sponsored by: The ASU Health Center

Tuesday, February 4
Black History Family Feud
7:00 p.m.
Ralph D. Abernathy Auditorium
*Sponsored by: Miss Alabama State University

Thursday, February 6
2020 Founders' Day Celebration of Service
11:30 am
Ralph D. Abernathy Auditorium
*Sponsored by: The Office of Alumni Affairs

Thursday, February 6
National Black HIV Awareness Day Event
5:00 p.m.
John G. Hardy Student Center-Ballrooms B&C
*Sponsored by: The ASU Health Center

Friday, February 7
Founders' Day Convocation featuring alumnus Pastor Ennis F. Tait (ASU Class of 1995)
8:30 am- Bell Ceremony (Levi Watkins Learning Center)
8:45 am- Campus Processional to Dunn-Oliver Acadome
10:00 am-Convocation Begins (Dunn-Oliver Acadome)

Wednesday, February 12

2020 Global Carnival
3:00 p.m.
John G. Hardy Student Center-Cyber Lounge
*Sponsored by: The Office of Diversity and International Affairs/Title IX and Amplified

Wednesday, February 12
Black Doctors Matter
7:00 p.m.
John G. Hardy Student Center-Ballroom A
*Sponsored by: Miss Alabama State University

Thursday, February 13
Spoken Word/Black History Trivia
6:00 p.m.
Great Hall of Teachers
*Sponsored by: The Association of Black Social Workers

Saturday, February 15
Health and Wellness Awareness at the ASU & Alabama A&M Basketball Game (in acknowledgement of Mental Health and National Black HIV/AIDS Awareness Day)
3:00 p.m.
Dunn-Oliver Acadome
*Sponsored by: The Offices of Diversity and International Affairs/Title IX, ASU Health Center, ASU Counseling Center and ASU Athletics

Sunday, February 16
Voting Rights Art Exhibition Opening Reception
3:00 p.m.
National Center for the Study of Civil Rights and African American Culture
 (1345 Carter Hill Road; Montgomery, AL 36104)
*Sponsored by: The National Center for the Study of Civil Rights and African American Culture

Wednesday, February 19
E.D. Nixon Brown Bag Series, Part I: The Women's Political Council and the Development of a New Generation of Montgomery African-American Leaders: The WPC's Youth City Initiative
12:00 noon
National Center for the Study of Civil Rights and African American Culture
 (1345 Carter Hill Road; Montgomery, AL 36104)
*Sponsored by: The National Center for the Study of Civil Rights and African American Culture

Wednesday, February 19
African Dance Class
7:00 p.m.
Tullibody Fine Arts Center-Tullibody Dance Studio
*Sponsored by: Miss Alabama State University

Thursday, February 20-Saturday, February 22

"Rabbit Hole" Theatre Production
7:00 p.m. (nightly)
Tullibody Fine Arts Center-Leila Barlow Theatre
*Sponsored by: The College of Visual and Performing Arts and Music Department

Friday, February 21
Culture Sip & Paint Class
6:30 p.m.
Great Hall of Teachers
*Sponsored by: Miss Alabama State University

Monday, February 24-Wednesday, February 26
Alabama Sit-In Movement Conference: To Commemorate the Student Sit-In of 1960
8:00 am – 4:00 p.m. (daily)
John G. Hardy Student Center Student Center Ballrooms A, B & C
*Sponsored by: The College of Liberal Arts and Social Sciences and Department of History and Political Science

Tuesday, February 25
Black History Month Forum honoring Marshall Taggart and the Honorable Mayor Steven Reed
7:00 p.m.
Ralph D. Abernathy Auditorium
*Sponsored by: The Collegiate 100 and the Beta Upsilon Chapter of Alpha Phi Alpha Fraternity, Incorporated

Tuesday, February 25
African American Art Songs and Spirituals
7:30 p.m.
Tullibody Fine Arts Center-Recital Hall
*Sponsored by: The College of Visual and Performing Arts and Music Department

Thursday, February 27
Black History Month Closing Convocation featuring Dr. Joy DeGruy, author of ***Post Traumatic Slave Syndrome***
11:00 am
Ralph D. Abernathy Auditorium
*Sponsored by: The Lyceum Committee, Division of Student Affairs and Enrollment Management, National Park Service and National Center for the Study of Civil Rights and African American Culture

Friday, February 28
The Legacy Showcase
7:00 p.m.
Ralph D. Abernathy Auditorium
*Sponsored by: Miss Alabama State University

INFORMATION L ITERACY VA LU E RUBRIC

far more information,pl ease contact va!ue@aacu.org

D efin iti o n

Th e ability to kno w wh en the re is a need for inform ation, to be able to iden tify, locate, evaluate, and effectively and respo nsibly use and share that info rmation for the prob lem at hand. - Th e N ational Fo rum on Informatio n Literacy

Evaluators are encouraged to assigp a :zyrv to any work sample or collection of work that doe.s n ot meet benchmark (cell one) level peiformance.

	Ca ps t on e 4	Mi le stone s 3	2	B ench mark 1
D eter m in e the E x t en t of Information Needed	Effectively defines the scope of ther esearch question or thesis. E ffectively de termines key con cepts. Types of information (sources) selected directly relate to concep ts or answer research question.	Defines the scope of the research question or the sis com pletely. Can determ ine key conce pts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow,etc.). Can determine key concepts. Types of infon nation (sources) selected partially relate to concepts or answer research question.	Hasdifficulty defining the scope of the research question or thesis. H as difficulty determining key concepts. Types of info rma tion (sources) selected do not relate to concepts or answer research question.
Access the Needed Inform ation	Accesses information using effective, well-designed search strategies and most appropriate info rma tion sou rces.	Accessesinformation using variety of sera ch strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves inform ation from limited and similar so urces.	Accesses information randomly,retrieves information that lacks relevance and qu ality.
E valu ate In fo rm a tion and it s Source s Critically*	Chooses a variety of inform ation sourc es approp riate to the scope and discipline of the research question. Selects sources after considering the impor tance (to the researched topic) of the multiple criteria used (such as relevance to the research questio,n currency, autho rity, audience, and bias or point o f view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question . Selects sources using multiple criteria (such as relevance to the research question currency, and authority).	Chooses a variety of in fo rm ation sou rces. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Info rm ati on E ffecti vely to Ac co m plis h a Sp ecific Pur pose	Comm un icates, organi zes and syn thesizes information from sources to fully achieve a specific purpose, with clarity and dep th	Co mm uni cates, organi zes an d syn thes izes inform ation from sources. In tended purpose is achieved.	Comm unicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and or used inapprop riately (misquo ted, taken out of con text, or inco rrectly paraphrased, etc.), so the intended purpose is not achieved.
Acce ss and Use Information Ethically and Legally	Students use correctly all of the following informa tion use strategies (use of citations and references; choice of paraphrasing, swnma.ry, o r quo ting; usin g in form ation in ways that are true to original context; distinguishing between comm on knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and / or p roprietary info rma tion .	Studen ts use correctly three of the following information use strategies (use of citations and refe ren ces; choi ce of para phr asing, swnm ary, or quo ting; using in fo rm ation in ways tha t are true to original con text; distinguishing between common knowledge and ide as requiring att ribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of publishe,d con fidential, and / or p roprie tary info rmation .	Students use cor rectly two of the following information use strategies (use of citations and refe ren ces; choice of pa raph rasing, swnm ary, or quotin g; usin g in fo rm ation in ways tha t are true to original con text; distinguishing between common knowledge and ideas requiring attribution) and demon strates a full nnderstanding of the ethical and legal restrictions on the use of published, con fiden tial, and/ or proprietary info rmation .	Studen ts use co rrectly one of the following information use strategies (use of citations and reference s; cho ice o f pa raphrasing, swnm ary, or q uotin g:, using information in ways that are true to original con text; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full nnderstan ding of the ethic al and legal restrictions on the use of published, confiden tial, and or pro prietary info rmation.

*Corrected Dimension 3: E valuate Info rmation and its Sources Critically in July 2013

WRITTEN COMMUNICATION VALUE RUBRIC

for more i,iformation, please contact value@aacu.o,:g

Definition

Written communication is the development and expression of ide:!s in writing Written oommunication involves learning to w)fk inrruny genres and styles. It can invo lve w x king with rrunydifferent writing technologies, and mixing texts, chta, and images. Written communication abilities develop thro ugh iterative experiences across the curriculum.

Evaluators are encouraged to assign a zeroto any work sample or colleation of work that does not meet benchmark (œll one) levelp eiforma nce

	Capstone 4	Milestones 3	2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surroundingthe writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular l,Jorms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writingtask(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to suppott ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the pottfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

INSTRUCTOR: _____

OFFICE: Building_____Room_____Hours: _____

Extension:_____**Email:** _____

Scheduled Class Days:_____**Section:** _____

ADA ACCOMMODATIONS

Under ADA, any student requiring alternative formats for testing and/or handouts for this course, or other types of accommodation, due to a handicapping condition, should advise the instructor within the first week of class and must present the appropriate documentation.

COURSE DESCRIPTION:

FYE ORI 100 is a required course that aims to address the needs of first-time, full-time students as they make the transition from high school to college life. The focus is on positive academic and social development through high impact practices that promote skill development, engagement, and student success. These academic and social interactions are designed to connect students to Alabama State University resulting in institutional pride and self-confidence as student matriculate from one semester to the next, and eventually graduating.

PREREQUISITES:

All first time, full time degree seeking students are required to take this course. There is no prerequisite to this course.

REQUIRED TEXTS:

Selected Common Core Reader

COURSE REQUIREMENTS:
1. Required materials
2. Blackboard usage is required to access and upload assignments as well as to communicate with professors and classmates.
3. ALASU.EDU email usage is required.
4. Students are required to download the guidebook app for usage in the course and first year experience
5. Use google calendar that is attached to your ALASU.EDU email

COURSE OBJECTIVES:
During this course, students should be able to:
    1). Effectively use a weekly planner (google calendar) to organize academic and social commitments.
    2). Demonstrate the use of effective time management strategies.
    3). Demonstrate knowledge of Alabama State University (history, resources and requirements)
    4). Exhibit knowledge and use of skills in career awareness and identification.
    5). Adopt and utilize strategies in maintaining a healthy lifestyle.
    6). Utilize campus technology to organize, access and communicate information (Blackboard, Guidebook).
    7). Adopt and utilize strategies promoting academic success.
    8). Effectively plan and budget financial resources.
    9). Recognize the importance of understanding and managing money in reaching financial goals as well as
    10). Understand the value that reflection has on learning and the benefits of reflection in academic study

STUDENT LEARNING OUTCOMES:
    Outcome 1: become holistically engaged in their college experience by participating in curricular and co-curricular activities throughout the first year (student learning and student success)

Outcome 2: demonstrate enhanced reflective writing skills (student learning)
Outcome 3: utilize campus resources and supports (student learning and student success)
Outcome 4: increase their connection to ASU by identifying a career pathway and selecting a major by the end of their freshman year (student success)
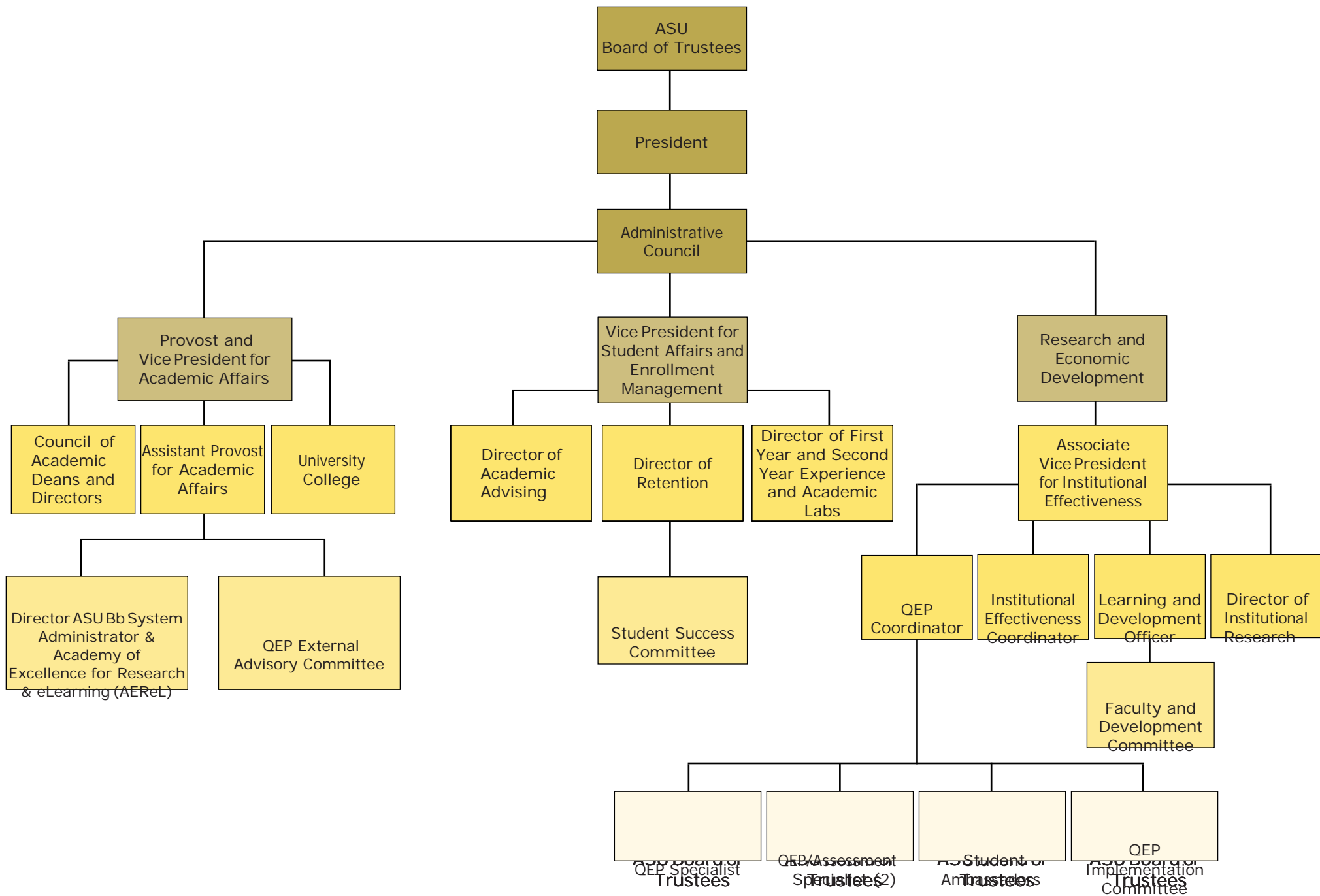
MINIMUM STANDARDS:

Below is a list of projects, assignments, and activities which will assess mastery of the course objectives. Each project, assignment and activity is assigned a point value, as well as the number of the objective it will assess. **All assignments (unless stated otherwise by instructor) must be typed, printed and turned into instructor via Blackboard on the specified due dates.**

Course Calendar and Assignments

WEEK	THEME & ASSIGNMENTS	NOTES
#1		
Aug 17 - 21	*Connect. Engage. Reflect*	
Activity Attended	Blackboard Access	Introduction - Student Forum -
	ALASU Email Review/Calendar	Email Professor
	Overview of Syllabus	Contract
	Review of Student Schedule and Buildings	Reflective Writing
	Focus 2 Career Assessment	FYE Survey
	Engage in Welcome Week	Signed Contract
	Campus Resources - Labs, ACES, VAWP	Focus 2 Career Assessment
#2		
Aug 24 - 28	***Becoming a Successful ASU Student***	Reflective Writing Assignment
	Connect students to College Campus	
	5 Hour Academic Lab log in and out	
#3		
Aug 31 - Sept 4	*ASU History and Pride*	Video of them reciting the hymn
	Walk students around campus	History - Reflective Writing
	ASU Presidents	
	Strategic Initiatives - Mission, Hymn	
	Marion 9	
	Logistics for LWLC, National Civil Rights	
	Wear university paraphernalia	
	Giving back to ASU	
	Greek Organizations	
	Video of the History of ASU	
	Labor Day Classic	
#4		
Sept 7-11	***Information Literacy*** - Library Tours	Reflective Writing
	Labor Day Holiday	

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#5			
Sept 14-18	*Convocation* and Reflective Writing		Reflective Writing Assignment for Convocation
	Fall Convocation 9/17/19		
#6			
Sept 21 -25	*Skill Development*		Reflective Writing
	Time Management, Study Skills		
#7			
Sept 28 - Oct 2	*Critical Thinking & Emotional Intelligence*		Reflective Writing
#8			
Oct 5 – 9	**MIDTERM**		**MIDTERM**
	Academic Advising		Resume and Cover Letter
	Midterm Week		Reflective Writing
	Homecoming - Oct 10		
#9			
Oct 12 - 16	*Planning Your Career* - Advising Blitz/Career/Deans		
	Planning Your Career Assignment - Reflective Writing		
#10			
Oct 19-23	*Financial Literacy: Student Financial Aid*		Videos Reflective Writing
#11			
Oct 26 - 30	*Financial Literacy: Credit Worthiness, Budgeting*		Reflective Writing
	Magic City Classic - Oct 31		
#12			
Nov 2-6	*Financial Literacy: Budgeting*		Real World Project and
Presentation/Reflective Writing			
#13			
Nov 9-13	*Wellness - Mental, Physical, Emotional*		Reflective Writing
#14			
Nov 16-20	*Open Week*		Reflective Writing
	Visual and Performing Arts		
	ACES		
	Civil Rights		
#15			
Nov 23-27	*Common Core Reader*		Reflective Writing
	Thanksgiving Holiday		
#16			
Nov 30 -Dec 4	*Presentation on Student Success*		

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                          ASU
                    Board of Trustees
                           |
                       President
                           |
                    Administrative
                       Council
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Provost and Vice President for Academic Affairs
- Council of Academic Deans and Directors
- Assistant Provost for Academic Affairs
  - Director ASU Bb System Administrator & Academy of Excellence for Research & eLearning (AEReL)
  - QEP External Advisory Committee
- University College

Vice President for Student Affairs and Enrollment Management
- Director of Academic Advising
- Director of Retention
  - Student Success Committee
- Director of First Year and Second Year Experience and Academic Labs

Research and Economic Development
- Associate Vice President for Institutional Effectiveness
  - QEP Coordinator
    - QEP Specialist
    - QEP/Assessment Specialist (2)
    - ASU Student Ambassadors
    - QEP Implementation Committee
  - Institutional Effectiveness Coordinator
  - Learning and Development Officer
    - Faculty and Development Committee
  - Director of Institutional Research

ASU Board of Trustees

ASU Board of Trustees

ASU Board of Trustees

2020-2021 Non-Instructional Unit
Assessment Plan/Report

Research & Economic Development	**Quality Enhancement Plan**
(Division)	(Unit)

(Assessment Period Covered)	(Date Submitted)

Linkage of "University Expanded Statement of Institutional Purpose" to this Unit:
Use verbatim passages from the *Institutional Goals,* Divisional Mission, and Unit Mission Statements.

Type of Unit: ☐ Administrative Support Services   ☐ Academic and Student Support Services
             ☐ Research   ☐ Community/Public Service

Institutional Mission Statement: Alabama State University is a comprehensive diverse student- centered public HBCU committed to global excellence in teaching, research and service. The University fulfills its mission by: fostering critical thought, encouraging artistic creativity, developing professional competence, promoting responsible citizenship in its students, adding to the academic and experiential bodies of knowledge ν Enhancing the quality of life through research and discovery, cultivating global citizenship through thoughtful (meaningful, purposeful conscientious, intentional) and engaging public service, ASU offers baccalaureate through doctorate degrees in an expansive array of academic programs. We maintain a scholarly and creative faculty, state-of-the-art facilities, and an atmosphere in which members of the university community live, work and learn in pleasant surroundings. ASU offers a bridge to success for those who commit to pursing quintessential educational opportunities and lifelong endeavors.

Institutional Goal(s) Supported (highlight support goals that align with unit/program): (1) holistic Student Engagement; (2) fiscal growth and integrity; (3) focused customer service; (4) global engagement; (5) robust academic programs and leadership; (6) infrastructure expansion and sustainability; (7) continuous improvement, (8) enrollment growth and enhancement of intramural programs, and (9) leadership.

Divisional Mission Statement:

Quality Enhancement Plan Mission Statement:

Unit/Program Goals:

Goal 1:

Goal 2:

Goal 3:

Measurable Objectives:

Objective 1:

Objective 2:

Objective 3:

Faculty/Staff Involvement:

How Were Unit Staff Involved in Developing and Implementing the Assessment Plan for this Program?

ASSESSMENT PLAN/REPORT: OBJECTIVE #1
FOR

Research & Economic Development	Quality Enhancement Plan
(Division)	**(Unit)**

(Assessment Period Covered)	**(Date Submitted)**

Intended Administrative or Educational Support Objective #1 *(repeated from Linkage Page)*:

Objective/Outcome #1:

How many Means of Assessment are proposed for this Objective?

First Means of Assessment for Objective #1:

1.1-1. *State Means of Assessment and Describe Data Collection Plan*:

1.1-2. *Define Criteria for Success*:

*After data collection, at the end of the Assessment Period, you will complete blocks **1.1-3** and **1.1-4**.*

1.1-3. *Describe Data Collected, Data Analysis, and Whether Criteria for Success Were Met*:

1.1-4. *Describe How Assessment Results Were Used to Improve Unit*:

Second Means of Assessment for Objective #1:

1.2-1. *State Means of Assessment and Describe Data Collection Plan***:**

1.2-2. *Define Criteria for Success***:**

*After data collection, at the end of the Assessment Period, you will complete blocks **1.2-3** and **1.2-4**.*

1.2-3. *Describe Data Collected, Data Analysis, and Whether Criteria for Success Were Met*:

1.2-4. *Describe How Assessment Results Were Used to Improve Unit*:

ASSESSMENT PLAN / REPORT: OBJECTIVE #2
FOR

Research & Economic Development	**Quality Enhancement Plan**
(Division)	**(Unit)**

(Assessment Period Covered)	**(Date Submitted)**

Intended Administrative or Educational Support Objective #2 *(repeated from Linkage Page)***:**

Objective/Outcome #2:

How many Means of Assessment are proposed for this Objective?

First Means of Assessment for Objective #2:

2.1-1. *State Means of Assessment and Describe Data Collection Plan***:**

2.1-2. *Define Criteria for Success***:**

*After data collection, at the end of the Assessment Period, you will complete blocks **2.1-3** and **2.1-4**.*

2.1-3. *Describe Data Collected, Data Analysis, and Whether Criteria for Success Were Met*:

2.1-4. *Describe How Assessment Results Were Used to Improve Unit*:

Second Means of Assessment for Objective #2:

2.2-1. *State Means of Assessment and Describe Data Collection Plan***:**

2.2-2. *Define Criteria for Success***:**

2.2-3. *Describe Data Collected, Data Analysis, and Whether Criteria for Success Were Met*:

2.2-4. *Describe How Assessment Results Were Used to Improve Unit*:

ASSESSMENT PLAN / REPORT: OBJECTIVE #3
FOR

Research & Economic Development	**Quality Enhancement Plan**
(Division)	**(Unit)**

(Assessment Period Covered)	**(Date Submitted)**

Intended Administrative or Educational Support Objective #3 *(repeated from Linkage Page)***:**

Objective/Outcome #3:

How many Means of Assessment are proposed for this Objective?

First Means of Assessment for Objective #3:

3.1-1. *State Means of Assessment and Describe Data Collection Plan***:**

3.1-2. *Define Criteria for Success***:**

After data collection, at the end of the Assessment Period, you will complete blocks 3.1-3 and 3.1-4.

3.1-3. *Describe Data Collected, Data Analysis, and Whether Criteria for Success Were Met*:

3.1-4. *Describe How Assessment Results Were Used to Improve Unit*:

Second Means of Assessment for Objective #3:

3.2-1. *State Means of Assessment and Describe Data Collection Plan***:**

3.2-2. *Define Criteria for Success***:**

3.2-3. *Describe Data Collected, Data Analysis, and Whether Criteria for Success Were Met*:

3.2-4. *Describe How Assessment Results Were Used to Improve Unit*:

ASSESSMENT PLAN / REPORT: OBJECTIVE #4
FOR

Research & Economic Development	**Quality Enhancement Plan**
(Division)	**(Unit)**

(Assessment Period Covered)	**(Date Submitted)**

Intended Administrative or Educational Support Objective #3 *(repeated from Linkage Page)***:**

Objective/Outcome #4:

How many Means of Assessment are proposed for this Objective?

First Means of Assessment for Objective #4:

4.1-1. *State Means of Assessment and Describe Data Collection Plan***:**

4.1-2. *Define Criteria for Success***:**

After data collection, at the end of the Assessment Period, you will complete blocks 3.1-3 and 3.1-4.

4.1-3. *Describe Data Collected, Data Analysis, and Whether Criteria for Success Were Met*:

4.1-4. *Describe How Assessment Results Were Used to Improve Unit*:

Second Means of Assessment for Objective #3:

4.2-1. *State Means of Assessment and Describe Data Collection Plan*:

4.2-2. *Define Criteria for Success*:

4.2-3. *Describe Data Collected, Data Analysis, and Whether Criteria for Success Were Met*:

4.2-4. *Describe How Assessment Results Were Used to Improve Unit*:

2019-2020 ASSESSMENT CYCLE CALENDAR
for EDUCATIONAL PROGRAMS & GENERAL EDUCATION

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Time Frame	Activity	Responsible Individual(s)	Due Date
August 2020 *Review*	**Assessment Committee will meet to discuss goals for systematic improvement** Review prior year's assessment cycle to address findings for continuous improvement	*Assessment Committee Members*	August 31, 2020
September 2020 *Goals and Student Learning Outcomes*	**Review Goals and Student Learning Outcomes** Conduct review of goals and Student Learning Outcomes.	*Deans, Department Chairs and Faculty*	
October 2020 *Assessment Plan Development*	**The following information should be entered into LiveText:** - Program Mission - Program Goals - Student Learning Outcomes - Two Assessment Measures for each objective (Total of six) - Criteria for Success for each assessment measure to determine the level of success for each outcome (Total of six)	*Deans, Department Chairs and Faculty*	Information submitted in LiveText by **October 31, 2020**
November 2020 *Preliminary Review*	**Preliminary review of established goals and objectives** Review team will provide feedback and guidance for preliminary information entered into LiveText. [Report authors should begin data collection in the interim.]	*Assessment Review Team*	Comments provided by November 15, 2020
May 2020-July 2021 *Complete Assessment Report (Data Collection, Analysis and "Closing the Loop")*	**Assessment Report:** Collect and analyze assessment data from direct assessment measures administered. The data collection process is inclusive of information gathered during the Fall, Spring, and Summer Terms. Upon collection of data, units will be required to "Close the Loop" by entering findings for each criteria for success. The evaluation of data should be specific as they relate to making a connection to the achievement of student learning and identifying gaps. Department chairs and faculty should collaboratively review data collected and discuss the results and strategies for improving student learning. Where achievement targets **are not met,** a plan of action is required. Although achievement targets are met, student learning outcomes should be assessed for at least three consecutive years.	*Deans, Department Chairs and Faculty*	Information submitted in LiveText by **July 31, 2021**
August 2021 *Audit and Evaluation of 2019-2020 Assessment Reports*	**Audit and Evaluation of Assessment Reports:** Using a customized rubric, the IE Committee will review assessment reports and will provide feedback on each element required in the development of a report. Comments will be made accessible in LiveText.	*Assessment Review Team*	Feedback available by August 14, 2021

Consultations and assessment-related workshops will be offered throughout the year.
Please consult the IE Professional Development schedule at www.alasu.edu/administration/professional-development.

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