

**WICHITA STATE UNIVERSITY HLC QUALITY INITIATIVE (QI): GRADUATION PARTNERSHIP**  
**Annual Report**  
**May 2015**

Wichita State University's Quality Initiative, the Graduation Partnership (GP), has stated goals aimed at increasing the retention rate of first year, full-time freshmen by 10%; increasing the six-year graduation rate of first-time, full-time freshmen by 10%; and developing metrics to measure graduation rates for transfer students and then increase those rates by 10%, all by 2020. This is the third report since gaining approval for this initiative from the Higher Learning Commission. To meet these goals the GP includes the following:

- Improved freshmen orientation.
- Measures to identify academically at-risk students for pro-active advising.
- An alert system.
- Student success course (WSU 101)
- Increased offerings of supplemental instruction (SI).

To measure the effectiveness of these efforts, Wichita State University has developed the HLC Quality Initiative (QI) dashboard (Figure). This dashboard focuses on four primary questions relating to delivery, student behavior, effect, and impact among participants (defined as the Integrated Postsecondary Educational Data System [IPEDS] freshmen). Answers to these questions provide guidance to the University to determine whether changes are needed in the QI project going forward.

**QI 1: How well is the Graduation Partnership being delivered?**

The first question asks how well the Graduation Partnership is being delivered and student participation in the Partnership.

- The Freshman Summer Orientation Program was measured for high school student orientation participation, those completing registration for fall classes, and satisfaction of the orientation program.
- Student participation in the early alert system was measured.
- WSU101, a student success course, was measured for the percentage of first-time-fulltime IPEDS students participating.
- Number of SI sections and attendance in these sections were measured.

Overall, Question 1 demonstrates students are participating in these efforts (either meeting or within +/- 5% of the target) in all of the areas measured with the exception of WSU 101. WSU 101 is not a required course, just highly recommended for IPEDS-based freshmen. Because of this, enrollment has always been a problem. Based on continued poor enrollment, faculty have decided to phase-out WSU 101 in the GP and develop a new freshmen seminar course that will be required for all freshmen beginning in the fall of 2016. A proposal is currently being developed where 1/3 of the course will focus on freshmen transition issues (covered in WSU 101) either as standalone content or infused throughout the course (e.g., study skills, library skills, getting connected, etc.) and 2/3 would focus on a topic determined by faculty designed to meet the general education expected outcomes: critical thinking, problem solving and analytical reasoning, communication skills, and acquired knowledge in natural and social science, arts, and humanities.

Additionally, a change in our early alert system was made. With our experience using GradesFirst (GF) as an early alert tool, we found it difficult to export alerts raised (or removed) by faculty for use in various analyses

of retention. Therefore, a new in-house early alert tool was developed (Student Early Alert System – SEAS) replacing GF in the fall of 2014. For the academic 2014-2015 year, the first year using SEAS, the percent of IPEDS-based students participating decreased slightly, but the percent marked at risk students increased. With this tool we can now evaluate the percent of students who were removed from being marked at risk in the same term, which allows us to evaluate indirectly whether a student is changing their behavior (see figure and question number two below).

### **Q1 2: Is the Graduation Partnership changing student behavior?**

The goal of this question is to determine if students are making behavior changes based on their participation in the GP. The idea being, if students participate they should improve in terms of their academic performance, skill in negotiating the University system, and ultimately be retained.

- The WSU Student At-Risk Report measures the percent of first-time-fulltime IPEDS-based freshmen flagged at-risk, the percentage at risk for academic performance, and the percent of those enrolled in high risk courses. Additionally, those flagged at-risk in SEAS, and then removed were reported.
- Remedial education was measured based on the percent of first-time-fulltime IPEDS-based freshmen passing remedial English and math courses.
- The fall to spring retention rates for first-time-fulltime IPEDS students participating in SEAS and fall to spring and fall to fall retention for WSU 101 were reported.
- The percent of first-time-fulltime IPEDS-based freshmen who complete Basic Skills Courses within the first 48 credit hours were reported.
- The percent of first-time-fulltime IPEDS-based freshmen students who were denied federal financial aid support for Student Academic Performance (SAP) were reported.

The measures for whether or not the GP is changing student behavior indicate either success or encouraging movement toward articulated target goals. Fall retention shows improvement. Remedial math performance is one area needing improvement and plans to address this are underway for the 2015-2016 academic year.

### **Q1 3: What is the effectiveness of the Graduation Partnership?**

Q1 3 explores the overall effectiveness of the Graduation Partnership by looking at student satisfaction and overall retention rates.

- The Exit Survey was used to report the percentage of first-time-fulltime IPEDS freshmen satisfied with the content in their majors, and those satisfied with their academic program.
- The Retention Rate was used to measure the fall to fall retention rates for first-time-fulltime IPEDS-based (second year enrollment).

The first two indicators related to the exit survey show students are generally satisfied with the content in their majors. While the retention rate does not yet meet its target, it demonstrates an overall movement toward its goal.

### **Q1 4: What is the impact of the Graduation Partnership?**

Q1 4 addresses the impact of the Graduation Partnership in terms of degree completion, graduation rates, and ultimately employment.

- The number of degrees conferred to first-time-fulltime new IPEDS-based freshmen, and for comparison, the percentage of those who are under-represented minorities were reported.

- The percentage of IPEDS-based freshmen who graduate within 6 years and the percentage of those who report employment 6 months after degree conferral were reported.

Because data collected to answer QI 4 will not be fully reflective of GF initiatives for several years, they should be considered baseline.

Overall the Wichita State University HLC Quality Initiative (QI), Graduation Partnership (GP), shows students are effectively participating in most measurable areas. Even those areas not currently meeting targeted goals show improvement overall.



Stoplights: actual to target  
 ● greater than +/- 5% of target  
 ● within +/- 5% of target  
 ● met target

desired goal direction

## Wichita State University HLC Quality Initiative (QI) Graduation Partnership (GP)

### QI Graduation Partnership (GP) Performance and Goals:

	base yr	fall cohort year			Target	Goal	Goal	
	2011	2012	2013	2014	2014	Status	2017	
<b>QI 1: How well is the Graduation Partnership being delivered?</b>								
<i>Freshmen Summer Orientation Program for Fall Enrollment: Required of all new non-transfer freshmen, includes campus orientation, housing contracts and academic advising.</i>								
Indicator: % of matriculated admitted high school seniors (IPEDS-based freshmen) attending orientation	n/a	81.5%	89.9%	91.5%	84.2%	●	95%	↗
Indicator: % of IPEDS-based freshmen orientation attendees who complete registration for Fall classes	n/a	96.5%	95.2%	93.6%	97.2%	●	100%	↗
Indicator: student satisfaction rating of orientation program (1 low to 5 high)	n/a	4.37	4.06	4.19	4.40	●	4.5	↗
<i>GradesFirst (GF): Early alert system used by faculty to identify students at risk for academic failure. [DISCONTINUED for QI]</i>								
Indicator: % of full-time new IPEDS <sup>1</sup> -based freshmen in GF	97.3%	93.7%	95.0%	n/a	n/a	n/a	n/a	n/a
Indicator: % of full-time new IPEDS-based freshmen flagged 'at risk' in GF	28.8%	24.2%	17.8%	n/a	n/a	n/a	n/a	n/a
Indicator: % of students agree/strongly agree on understanding the purpose of GradesFirst	n/a	65.3%	65.6%	n/a	n/a	n/a	n/a	n/a
<i>Student Early Alert System (SEAS): in-class behavioral risk [attendance, participation, assignments, exams]</i>								
Indicator: % of total student body participating	n/a	n/a	n/a	68.3%	68.0%	●	80%	↗
Indicator: % of IPEDS-based freshmen participating in SEAS	n/a	n/a	n/a	77.3%	77.0%	●	90%	↗
Indicator: % of SEAS participating students marked at-risk	n/a	n/a	n/a	20.6%	20.0%	●	15%	↘
Indicator: % IPEDS-based freshmen marked at-risk	n/a	n/a	n/a	20.7%	20.0%	●	15%	↘
Indicator: % of students agree/strongly agree on understanding the purpose of SEAS	n/a	n/a	n/a	68.3%	68.0%	●	90%	↗
<i>Supplemental Instruction (SI): Available in select courses with a history of high D-F-W grades.</i>								
Indicator: number of SI sections offered	tbd	36	23	26	22	●	32	↗
Indicator: for classes with SI, number & percent of full-time new IPEDS-based freshmen attending SI	tbd	381/17.0%	285/18.2%	482/23.7%	23.0%	●	25%	↗
<i>WSU101 Student Success Course: Targeted to full-time new IPEDS-based freshmen to provide university information and academic skill development.</i>								
Indicator: % of full-time new IPEDS-based freshmen in participating colleges enrolled in WSU101	18.8%	11.3%	23.1%	14.7%	15.1%	●	30%	↗
<b>QI 2: Is the Graduation Partnership changing student behavior?</b>								
<i>WSU Student At-Risk Report: identifies undergraduate students who are at risk of academic probation based on academic ability, academic performance and enrollment in high risk courses.</i>								
Indicator: % of full-time new IPEDS-based freshmen flagged at-risk	26.9%	26.2%	25.5%	23.6%	24.0%	●	15%	↘
Indicator: % of full-time new IPEDS-based freshmen flagged at-risk for academic performance	21.5%	19.2%	19.2%	21.3%	18.4%	●	15%	↘
Indicator: % of full-time new IPEDS-based freshmen flagged at-risk for enrollment in high risk course	32.7%	35.4%	37.4%	35.0%	31.4%	●	15%	↘
<i>Remedial Education Need: Remedial courses in English and Math for students who need skill development or lack proficiency in english and math.</i>								
Indicator: % who pass WSU English remedial course	72.5%	70.9%	73.3%	86.8%	74.7%	●	90%	↗
Indicator: % who pass WSU Math remedial course	67.8%	62.9%	63.1%	51.4%	68.3%	●	90%	↗
<i>GradesFirst (GF): Early alert system used by faculty to identify students at risk for academic failure. [DISCONTINUED for QI]</i>								
Indicator: Fall to Spring retention rate of full-time new IPEDS-based freshmen	90.7%	91.3%	91.6%	n/a	n/a	n/a	n/a	n/a
Indicator: Fall to Fall retention rate of full-time new IPEDS-based freshmen	73.5%	77.0%	n/a	n/a	n/a	n/a	n/a	n/a
<i>Student Early Alert System (SEAS): in-class behavioral risk [attendance, participation, assignments, exams]</i>								
Indicator: % of total students removed from at-risk status during term	n/a	n/a	n/a	28.9%	28.0%	●	40%	↗
Indicator: % of IPEDS-based freshmen removed from at-risk status during term	n/a	n/a	n/a	11.7%	11.0%	●	30%	↗
Indicator: Fall to Spring retention rate of full-time new IPEDS-based freshmen	n/a	n/a	n/a	91.7%	91.0%	●	100%	↗



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**Wichita State University HLC Quality Initiative (QI) Graduation Partnership (GP)**

**QI Graduation Partnership (GP) Performance and Goals:**

	base yr 2011	2012	fall cohort year 2013	2014	Target 2014	Goal Status	Goal 2017	
<b>Continuation of QI 2: Is the Graduation Partnership changing student behavior?</b>								
<i>Supplemental Instruction (SI) : Available in select courses with a history of high D-F-W grades.</i>								
<b>Indicator: student course gpa of SI attendees exceed non-attendees (displayed as SI/non SI)</b>	tbd	2.94/2.30	2.63/2.52	2.93/2.58	2.9/2.4	●	2.9/4	↗
<i>WSU101 Student Success Course : Targeted to full-time new IPEDS-based freshmen to provide university information and academic skill development.</i>								
<b>Indicator: Fall to Spring retention rate of full-time new IPEDS-based freshmen</b>	80.4%	85.4%	81.2%	91.1%	84.3%	●	80%	↗
<b>Indicator: Fall to Fall retention rate of full-time new IPEDS-based freshmen</b>	60.1%	66.0%	58.8%	73.4%	68.8%	●	80%	↗
<sup>1</sup> IPEDS (Integrated Postsecondary Educational Data System) full-time freshmen are undergraduates who have no prior postsecondary experience except for advanced standing credit.								
<i>Basic Skills Courses : Foundation courses in Communications, English and Math and part of the General Education curriculum.</i>								
<b>Indicator: % of new full-time IPEDS-based freshmen who complete basic skills within 48 hours</b>	34.1%	40.2%	56.3%	61.2%	65.0%	●	80%	↗
<i>Financial Aid : Students on federal financial aid who are at risk of losing financial aid access due to Satisfactory Academic Performance (SAP).</i>								
<b>Indicator: % of full-time new IPEDS-based freshmen denied federal financial aid support for SAP</b>	9.8%	9.4%	9.3%	tbd	8.5%	●	5%	↘
<b>QI 3: What is the effectiveness of the Graduation Partnership?</b>								
<i>Student Exit Survey : Required of all undergraduates who complete a degree and includes metrics on program satisfaction and skill development.</i>								
			(IPEDS degreed cohorts)					
<b>Indicator: % full-time new IPEDS freshmen satisfied with content in major</b>	89.0%	91.2%	90.3%	90.8%	88.8%	●	90%	↗
<b>Indicator: % of full-time new IPEDS freshmen satisfied with academic program</b>	79.7%	83.7%	84.5%	82.1%	81.0%	●	90%	↗
<i>Retention Rates : Freshmen retention rates for IPEDS-based first-time full-time and new to WSU freshmen students.</i>								
<b>Indicator: Fall-to-Fall Retention Rate (2nd year enrollment)</b>	70.2%	74.5%	74.6%	tbd	75.6%	●	80%	↗
<b>QI 4: What is the impact of the Graduation Partnership?</b>								
<i>Degree Completion : Undergraduate Bachelor degrees conferred.</i>								
	(IPEDS cohort year)							
	2005	2006	2007	2008				
<b>Indicator: # of degrees conferred to full-time new IPEDS-based freshmen</b>	602	545	614	587	609	●	863	↗
<b>Indicator: % who are under-represented minorities<sup>2</sup></b>	9.1%	9.7%	10.9%	10.1%	11.8%	●	20%	↗
<i>Graduation Rates : Freshmen graduate rates for full-time new IPEDS-based freshmen</i>								
	(IPEDS degreed cohorts)							
	2005	2006	2007	2008				
<b>Indicator: 6 year graduation rate</b>	43.4%	41.2%	46.1%	44.2%	43.0%	●	50%	↗
<i>Alumni Employment : Employment post Bachelor degree conferral.</i>								
<b>Indicator: % fulltime new IPEDS freshmen reporting employment post 6 month degree conferral</b>	79.0%	75.0%	84.8%	tbd	83.8%	●	80%	↗

<sup>2</sup> Under-represented minorities include black non-hispanic, hispanic, american indian and hawaiian.