

**WICHITA STATE UNIVERSITY HLC QUALITY INITIATIVE (QI): Graduation Partnership
Annual Report
May 2014**

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. To meet these goals the GP includes the following:

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

To measure the effectiveness of these efforts, Wichita State University has developed the HLC Quality Initiative (QI) dashboard (Figure 1). 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 GP being delivered?

The first question asks how well the GP 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.
- For GradesFirst (GF), the percentage of first-time IPEDS freshmen captured in GF was measured. The QI also measured the percentages of those first-time-fulltime IPEDS students deemed to be at risk (as flagged by faculty), and the percentage of IPEDS students who agree/strongly agree on understanding the purpose of GradesFirst.
- For Supplemental Instruction, the number of sections offered and students attending as well as student GPA were measured.
- WSU101, a student success course, was measured for the percentage of first-time-fulltime IPEDS students participating.

Overall, Question 1 demonstrates students are participating in these efforts (either meeting or within +/- 5% of the target) in all of the areas measured. One weakness in the data made available from GF is the inability to export alerts raised by faculty for use in other analyses of retention. The Office of Planning Analysis will be conducting a pilot of an internally developed early alert system (Student Early Alert System – SEAS) to accommodate this need. Depending on the pilot, SEAS may take the place of GF in the future.

QI 2: Is the GP 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.
- Remedial Education is measured based on the percent of first-time-fulltime IPEDS-based freshmen passing remedial English and math courses.
- The fall to spring and fall to fall retention rates for first-time-fulltime IPEDS students participating in GradesFirst (GF) and WSU 101 are reported.
- The percent of first-time-fulltime IPEDS-based freshmen who complete Basic Skills Courses within the first 48 credit hours are reported.
- The percent of first-time-fulltime IPEDS-based freshmen students who were denied federal financial aid support for Student Academic Performance (SAP).

All the elements of the QI 2 are considered important measures of changes in student behavior, but not all yet have sufficient data to make determinations. Though these baseline measures generally have not yet reached their targets, all show sufficient progress toward those goals.

QI 3: What is the effectiveness of the GP?

QI 3 explores the overall effectiveness of the GP by looking at student satisfaction and overall retention rates.

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

To date the data for this question is considered baseline and not reflective of the initiatives outlined in the GP.

QI 4: What is the impact of the GP?

QI 4 addresses the impact of the GP 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 are 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 are reported.

Data for QI 4 reflects the impact of initiatives prior to the GP and should be considered baseline.

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



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 2011	fall cohort year 2012	2013	Target 2013	Goal Status	Goal 2017	
QI 1: How well is the Graduation Partnership being delivered?							
<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 attending orientation	n/a	89.5%	94.1%	90.6%	●	95%	↗
Indicator: % of orientation attendees who complete registration for Fall classes	n/a	96.3%	94.7%	97.0%	●	100%	↗
Indicator: student satisfaction rating of orientation program (1 low to 5 high)	n/a	4.37	4.06	4.40	●	4.5	↗
<i>GradesFirst (GF): Early alert system used by faculty to identify students at risk for academic failure.</i>							
Indicator: % of full-time new IPEDS ¹ -based freshmen in GF	97.3%	93.7%	95.0%	94.0%	●	95%	↗
Indicator: % of full-time new IPEDS-based freshmen flagged 'at risk' in GF	28.8%	24.2%	17.8%	22.4%	●	15%	↘
Indicator: % of students agree/strongly agree on understanding the purpose of GradesFirst	n/a	65.3%	65.6%	68.2%	●	80%	↗
<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	34	tbd	tbd	tbd	tbd	↗
Indicator: for classes with SI, number & percent of full-time new IPEDS-based freshmen attending SI	tbd	118/36%	tbd	tbd	tbd	tbd	↗
<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	17.8%	10.6%	22.6%	14.5%	●	30%	↗
QI 2: Is the Graduation Partnership changing student behavior?							
<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	29.3%	28.6%	27.0%	25.9%	●	15%	↘
Indicator: % of full-time new IPEDS-based freshmen flagged at-risk for academic performance	21.5%	19.2%	19.2%	18.3%	●	15%	↘
Indicator: % of full-time new IPEDS-based freshmen flagged at-risk for enrollment in high risk course	34.6%	36.9%	37.4%	32.5%	●	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%	74.7%	●	90%	↗
Indicator: % who pass WSU Math remedial course	67.8%	62.9%	63.1%	68.3%	●	90%	↗
<i>GradesFirst (GF): Early alert system used by faculty to identify students at risk for academic failure.</i>							
Indicator: Fall to Spring retention rate of full-time new IPEDS-based freshmen	90.7%	91.3%	91.6%	93.0%	●	100%	↗
Indicator: Fall to Fall retention rate of full-time new IPEDS-based freshmen	73.5%	77.0%	tbd	77.6%	●	80%	↗
<i>Supplemental Instruction (SI): Available in select courses with a history of high D-F-W grades.</i>							
Indicator: student course gpa of SI attendees exceed non-attendees (displayed as SI/non SI)	tbd	3.1/2.5	tbd	tbd	tbd	tbd	↗
<i>WSU101 Student Success Course: Targeted to full-time new IPEDS-based freshmen to provide university information and academic skill development.</i>							
Indicator: Fall to Spring retention rate of full-time new IPEDS-based freshmen	80.4%	81.2%	85.5%	80.9%	●	80%	↗
Indicator: Fall to Fall retention rate of full-time new IPEDS-based freshmen	60.1%	56.5%	tbd	61.2%	●	80%	↗

¹ IPEDS (Integrated Postsecondary Educational Data System) full-time freshmen are undergraduates who have no prior postsecondary experience except for advanced standing credit.



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desired goal direction

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

QI Graduation Partnership (GP) Performance and Goals:

	base yr 2011	fall cohort year 2012 2013		Target 2013	Goal Status	Goal 2017	
Continuation of QI 2: Is the Graduation Partnership changing student behavior?							
<i>Basic Skills Courses: Foundation courses in Communications, English and Math and part of the General Education curriculum.</i>							
Indicator: % of new full-time IPEDS-based freshmen who complete basic skills within 48 hours	34.1%	40.2%	tbd	48.2%	●	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>							
Indicator: % of full-time new IPEDS-based freshmen denied federal financial aid support for SAP	9.8%	9.4%	tbd	8.5%	●	5%	↘
QI 3: What is the effectiveness of the Graduation Partnership?							
<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)						
Indicator: % full-time new IPEDS freshmen satisfied with content in major	89.0%	91.2%	90.3%	88.8%	●	90%	↗
Indicator: % of full-time new IPEDS freshmen satisfied with academic program	79.8%	83.7%	84.4%	81.1%	●	90%	↗
<i>Retention Rates: Freshmen retention rates for IPEDS-based first-time full-time and new to WSU freshmen students.</i>							
	(cohort year)						
Indicator: Fall-to-Fall Retention Rate (2nd year enrollment)	70.2%	74.5%	tbd	75.6%	●	80%	↗
QI 4: What is the impact of the Graduation Partnership?							
<i>Degree Completion: Undergraduate Bachelor degrees conferred.</i>							
	(IPEDS cohort year)						
Indicator: # of degrees conferred to full-time new IPEDS-based freshmen	2005	2006	2007	597	●	863	↗
Indicator: % who are under-represented minorities²	9.3%	9.8%	9.4%	11.8%	●	20%	↗
<i>Graduation Rates: Freshmen graduate rates for full-time new IPEDS-based freshmen</i>							
	(IPEDS degreed cohorts)						
Indicator: 6 year graduation rate	2005	2006	2007	43.0%	●	50%	↗
Indicator: % fulltime new IPEDS freshmen reporting employment post 6 month degree conferral	79.0%	75.4%	tbd	76.3%	●	80%	↗

² Under-represented minorities include black non-hispanic, hispanic, american indian and hawaiian.