



WICHITA STATE
UNIVERSITY

Selecting and Implementing a Quality Initiative

Richard Muma, PhD, MPH

Associate Provost

David Wright, PhD

Associate Provost

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We will cover how Wichita State:

- Organized to transition into the open pathway
- Vetted and selected a quality initiative
- Gained support for the initiative
- Planned an evaluation strategy
- Submitted and received approval from HLC

Background on WSU

- Founded in 1895, public institution since 1964
- Carnegie doctoral research university (high research)
- Located in Wichita, Kansas (largest urban area in the state) and centered in an aircraft manufacturing cluster
- 15,000 students
- Most diverse university campus in Kansas
- Reaffirmation visit will occur 2016-2017

Organizing and transitioning into the open pathway

Organizing and transitioning into the open pathway

- Began in 2011
- Hired an associate provost for quality assurance and accountability to harness assessment, program review, university accreditation, etc.
- Steering committee formed
 - President's Executive Team
- Steering committee charged Provost's Office to lead HLC efforts

Organizing and transitioning into the open pathway

- Associate Provost appointed to lead HLC efforts
- 11 member HLC Work Group formed
 - Broad campus representation of faculty, staff, and administration
 - Arranged annual stipends for members
 - Attended HLC regional and national conferences
 - Established a website <http://www.wichita.edu/thisis/home/?u=wsuhlc>
 - Developed a timeline
 - First focus – select a QI project
- “Picked the brains” of pioneering institutions

Wichita State HLC Work Group

- **Elaine Bernstorf, College of Fine Arts**
- **Darren Defrain, Fairmount College of Liberal Arts and Sciences**
- **Jen-Chi Cheng, Barton School of Business**
- **Tiffany Franks, Office of Planning and Analysis**
- **Donald Gilstrap, University Libraries**
- **Barth Hague, Campus Life and University Relations**
- **Walter Horn, College of Engineering**
- **Robert Manske, College of Health Professions**
- **Joseph Wei Cheng Mau, College of Education**
- **Richard Muma, Office of the Provost (chair)**
- **David Wright, Office of Planning and Analysis**

Vetting and selecting a quality initiative

Vetting and selecting a quality initiative

- Spent the first year (AY 11-12) organizing
- Fall 2011 began reviewing pioneer institution's QI projects
- Discussed QI possibilities:
 - HLC facilitated project
 - WSU home-grown initiative ←

Vetting and selecting a quality initiative

- Debated possible WSU initiatives
 - General education revision
 - URM enrollment
 - Program review revisions
 - STEM initiatives
 - University strategic plan
 - Student success initiatives

Vetting and selecting a quality initiative

- Settled on Graduation Partnership
- Wrote document during the spring 2012 semester

Gaining support for the initiative

Gaining support for the initiative

- Prior to submission, vetted with:
 - Steering Committee
 - Academic Affairs Planning Group
 - Provost, Associate Provosts, Deans
 - Directors
 - Retention Council
 - University Assessment Committee
 - Faculty Senate
 - Unclassified Senate

Planning an evaluation strategy

Planning an evaluation strategy

- Utilizes a mix of formative and summative methods in the evaluation to allow assessment of the extent to which the program components meet the action steps and goals outlined in the Graduation Partnership
- Process ensures continuous review
- Answers the following questions:
 - How well is the program being *delivered*?
 - Is the program changing *student behavior*?
 - What is the *effectiveness* of the initiative?
 - What is the *impact* of the initiative?
 - Is the program needing *modification*?

Dashboard developed to help
answer our evaluation questions

Stoplights: actual to target

- greater than 5%
- within 5%
- met or exceeded

desired goal direction

Wichita State University HLC Quality Initiative (QI) Graduation Partnership (GP)
QI Graduation Partnership (GP) Performance and Goals:

	fall cohort year	fall cohort year	Target	Goal	Goal	
	2011	2012	2012	Status	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	89.3%	90.0%	●	95%	↗
Indicator: % of attendees who complete registration for Fall classes	n/a	96.3%	97.0%	●	100%	↗
Indicator: student satisfaction rating of orientation program (1 low to 5 high)	n/a	4.37	4.30	●	4	↗
<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%	●	95%	↗
Indicator: % of full-time new IPEDS-based freshmen flagged 'at risk' in GF	28.8%	24.2%	22.4%	●	15%	↘
Indicator: Fall to Spring retention rate of full-time new IPEDS-based freshmen	90.3%	91.0%	92.8%	●	100%	↗
Indicator: Fall to Fall retention rate of full-time new IPEDS-based freshmen	70.1%	tbd	72.1%	●	80%	↗
Indicator: % of students agree/strongly agree on understanding the purpose of GradesFirst	n/a	65.3%	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	tbd	tbd	tbd	tbd	↗
Indicator: number of full-time new IPEDS-based freshmen attending SI	tbd	tbd	tbd	tbd	tbd	↗
Indicator: academic performance of SI attendees over non-attendees	tbd	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	18.7%	10.9%	12.0%	●	30%	↗
Indicator: Fall to Spring retention rate of full-time new IPEDS-based freshmen	78.3%	81.2%	80.7%	●	80%	↗
Indicator: Fall to Fall retention rate of full-time new IPEDS-based freshmen	52.6%	tbd	68.5%	●	80%	↗
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	29.7%	27.5%	27.2%	●	15%	↘
Indicator: % of full-time new IPEDS-based freshmen flagged at-risk for academic ability	28.3%	24.8%	26.3%	●	15%	↘
Indicator: % of full-time new IPEDS-based freshmen flagged at-risk for academic performance	21.5%	19.2%	20.7%	●	15%	↘
Indicator: % of full-time new IPEDS-based freshmen flagged at-risk for enrollment in high risk course	38.7%	38.4%	34.1%	●	15%	↘
<i>Student Housing: Freshmen are required to be in housing unless exception.</i>						
Indicator: % of full-time new IPEDS-based freshmen with housing contracts	37.7%	35.9%	44.5%	●	70%	↗
<i>Student Tutoring: Available to students enrolled in 100 to 300 level courses.</i>						
Indicator: number of full-time new IPEDS-based freshmen attending	n/a	tbd	tbd	tbd	tbd	↗
<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: % of full-time new IPEDS-based freshmen in English remedial classes	6.7%	6.5%	6.4%	●	5%	↘
Indicator: % who pass course	72.5%	70.9%	76.3%	●	90%	↗
Indicator: % of full-time new IPEDS-based freshmen in Math remedial classes	10.2%	11.5%	9.9%	●	10%	↘
Indicator: % who pass course	67.8%	62.9%	73.2%	●	90%	↗

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:

	fall cohort year	Target	Goal	Goal	
	2011	2012	2012	Status	2017
<i>Continuation of QI 2: Is the Graduation Partnership changing student behavior?</i>					
<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%	tbd	43.3%	●	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	5.6%	tbd	5.5%	tbd	5% ↘
Indicator: % of SAP students appealed	52.9%	tbd	56.4%	●	70% ↗
Indicator: % of successful SAP appeals	96.3%	tbd	97.0%	●	100% ↗
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%	91.0%	88.2%	●	90% ↗
Indicator: % of full-time new IPEDS freshmen satisfied with academic program	79.5%	82.8%	80.9%	●	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)	79.7%	83.3%	74.6%	●	80% ↗
QI 4: What is the impact of the Graduation Partnership?					
<i>Degree Completion: Undergraduate Bachelor degrees conferred.</i>					
	(IPEDS cohort year)				
	2005	2006			
Indicator: # of degrees conferred to full-time new IPEDS-based freshmen	531	559	575	●	863 ↗
Indicator: % who are under-represented minorities²	9.4%	9.5%	11.5%	●	20% ↗
<i>Graduation Rates: Freshmen graduate rates for full-time new IPEDS-based freshmen</i>					
	(IPEDS cohort year)				
	2005	2006			
Indicator: 6 year graduation rate	41.7%	43.4%	43.0%	●	50% ↗
<i>Alumni Employment: Employment post Bachelor degree conferral.</i>					
	(IPEDS degreed cohorts)				
Indicator: % full-time new IPEDS freshmen reporting employment post 6 month degree conferral	79.0%	tbd	77.6%	●	80% ↗

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

Submitting and receiving approval from HLC

Submitting and receiving approval from HLC

- Submitted to HLC
 - September 2012
- Received HLC approval
 - October 2012
- Probably the easiest step, no hassles
- Received feedback report

Questions?