



Miles College

Quality Enhancement Plan

QEP

The Journey so Far...

Presented on behalf of the QEP Committee

The **Quality Enhancement Plan (QEP)** is an integral component of the reaffirmation of accreditation process that a university/college develops to improve **student learning outcomes** and/or **student success** in a measurable way.

Student learning is defined broadly in the context of the QEP as **enhancing student knowledge, skills, behaviors, and/or values**. **Student success** is also defined broadly as **improvements in key student outcomes such as student retention, completion, time-to-degree**, placement in field

The QEP Committee – Formed in October 2020

Name	Unit
Adadevoh, Anthonia	Lead person QEP/Academic Affairs
Anand, Mohit – Co-Chair	Academic Affairs/Business (Administrator/Faculty)
Daniels, Patience – Co-Chair	Academic Affairs/Criminal Justice (Faculty)
Marshall, Yoruba	Provost Office/Student Success (Staff)
Jacqueline Gray Miller	Provost Office/Public Relations (Faculty/Staff)
McFadden, Misty	Provost Office/ Institutional Effectiveness (Staff) - Alumnus
Crook, Xanthia	Academic Affairs/Library (Faculty/Staff)
Greene, Vernandi	Academic Affairs/Psychology (Faculty)
Chappell, Melvin	Academic Affairs/Comp. Info. Sci. (Faculty) – Alumnus

The QEP Committee – Formed in October 2020

Name	Unit
Jones, Miquelle	Academic Affairs/Humanities (Faculty/Staff) Alumnus
Brackett, Kerry	Academic Affairs/English (Faculty)
Underwood Smith, Carle	Student Affairs (Staff)
Gumbs, Tenir	Academic Foundations/Fundamental Studies
Sankey, Courtney	Admissions (Staff) Alumnus
Bolden, Marcedia	Business Office (Staff)
Raza, Syed	Academic Affairs/Online (Faculty/Staff)
SGA, President	Student
SGA, Vice President	Student
Robertson, Christopher	Retention

First Step: Identification of the QEP topic

1. **Topic must be identified** through our College's **ongoing, comprehensive planning and evaluation processes.**
2. The selection of topic must be supported with the documentation of **evaluation of institutional data.**

*The QEP committee **met every month** to review the institutional data including student learning outcomes, to discuss and isolate potential QEP topics.*

INSTITUTIONAL DATA



The table shows the summary of retention and graduation data provided by The Office of Institutional Effectiveness and Research (IER).

Graduation Rate – National Average: Private, 4-years, Highest Degree Offered: Bachelor's Degree - **62.5%** (Cohort Year 2013)

Retention rate – National Average: Private, 4-years, Highest Degree Offered: Bachelor's Degree - **77.2%** (Fall 2018)

Year	Retention Rate Next Fall	Graduation Rate
Fall 2019	55%	
Fall 2018	64%	
Fall 2017	54%	
Fall 2016	50%	
Fall 2015	56%	
Fall 2014	53%	24%
Fall 2013	52%	25%
Fall 2012	55%	24%
Fall 2011	52%	21%
Fall 2010	54%	17%

Cohort Tracking

	<u>Freshman</u>	<u>Sophomore</u>	<u>Total Students</u>
Fall 2019	311	-	311
Fall 2020	107	63	170
Fall 2017	309	-	309
Fall 2018	77	90	167
Fall 2016	429	-	429
Fall 2017	144	105	249
Fall 2015	424	-	424
Fall 2016	136	99	235
Fall 2014	485	-	485
Fall 2015	131	145	276

DATA Based Approach

Data shows that the QEP committee must **focus on retaining students to make steady progress in initial semesters**. In addition, retention analysis results (Trellis company) also indicate that the students with **undecided major** and **low GPAs** are less likely to be retained (**Advising** can play an important role).

FAILING GRADES FIRST-YEAR COURSES DATA ANALYSIS



The data for grade distribution for the first-year courses were analyzed; the following table shows the top five first-year classes with the highest failure rates.

**Based on the data for the last 6 semesters i.e.,
Fall 2017 to Spring 2020**

**Ranking of General Education Courses based
on Failure %**

Ranking	General Education Courses	Enrollment #	Failure #	Failure %
1	SPE 111 Fundamentals of Speech	1198	365	30
2	EN102 English Composition II	1068	311	29
3	EN101 English Composition I	1120	316	28
4	MA 101 Intermediate Algebra	1278	304	24
5	CIS 110 Computer Literacy	1021	247	24

The **TOP 3** classes are related to students' **communication skills (written, oral)**. Based on retention analysis results and analysis of institutional data, the QEP committee developed the following ten potential QEP topics:

- Oral Communication Skills
- Written Communication Skills
- Digital Skills
- Advising Services
- One to One Academic Coaching
- Social Skills
- Critical Thinking Skills
- Team Learning
- Career Support Services
- Mathematics Skills

Student Success Survey Result



With further review and deep dive into the results of the surveys by the QEP Committee, a student-focused survey was administered to students to understand their focal needs that would assist with retention. Following are the results of student success survey:

<u>Rank</u>	<u>Possible Focal Needs to Assist with Student Retention</u>	<u>Total Score</u>
1	Oral Communication Skills	968
2	One to One Academic Coaching	944
3	Social Skills	942
4	Critical Thinking Skills	939
5	Written Communication Skills	935
6	Team Learning	930
7	Career Support Services	924
8	Digital Skills	923
9	Advising Services	881
10	Mathematics Skills	817
	Oral and Written Communication Skills	1898
	Academic Coaching and advising	1825

Measurable Outcomes Created from the Focal Needs of Students

The QEP topic selection process resulted in the selection of following as the areas of focus:

1. **Written Communication Skills (Student Learning Outcome)**

Assessment Tools:

- a. Pre and Post Standardized test, i.e., EPE
- b. Writing a Paper in the first-year English class (use a rubric)

2. **Oral Communication Skills (Student Learning Outcome)**

Assessment Tools:

- a. Pre and Post Standardized test for oral communications
- b. Giving an oral presentation in the first-year class (use a rubric)

3. **Advising (Student Success)**

Assessment Tools:

- a. Student Satisfaction Survey for Advising learning outcomes
- b. Persistence rates and GPA

Outcomes: Students Learning and Success

- 1) **Students learning outcome: (Written Communication Skills)** Students will demonstrate improved knowledge of communication abilities by developing effective writing processes (EN100, EN 101, EN 102,)
- 2) **Students learning outcome: (Oral Communication Skills)** Students will demonstrate improved knowledge of communication abilities by developing effective oral communication process in various contexts (REA 100, SPE111)
- 3) **Student success outcome: (Advising)** Advisors/Success coaches will assist students to craft a coherent educational plan and help in choosing a major; make sure students take at least 30 credit hours in an academic year; monitors student's persistence per semester.

Executive Summary

Miles College has identified student **retention as the broad-based topic** for the Quality Enhancement Plan (QEP). **Miles College's QEP topic is titled "Stepping Stones to Success." or "Foundation to Focus". The QEP focuses on students' communication skills and academic advising by embedding stepping stones in the first four semesters that will lead to the improved retention of the first-time/first-year freshman cohort.** At the onset of preparation for the selection of a new QEP topic for the institution, a Quality Enhancement Plan Committee which comprises of representatives from faculty, students, alumni, staff, and administrators was formed in October 2020. Several possible topics for improving student learning and success at Miles College emerged through ongoing conversations based on the analysis of institutional data provided by The Office of Institutional Effectiveness and Research (IER)

Executive Summary Contd

With further review and deep dive into the results of the surveys by the QEP Committee, a student-focused survey was administered to students to understand their focal needs that would assist with retention. **As a result, the broad-based student retention evolved into a topic that focuses on the retention of cohort starting from freshman year through the sophomore year using “stepping stones to success.”** These stepping stones would enable students to advance toward their goal of completion on time. The selection of this topic is in line with the institution's mission where it states, “cultivates students to seek knowledge that leads to intellectual and civic empowerment.”

Executive Summary contd.

From the survey results administered to students only, the committee also crafted three outcomes, which will assist in providing students with the necessary guidance, skills, academic resources, and support services needed to accomplish their goals and achieve success. These outcomes will also help students in making a successful transition from general education courses (Foundation) to the major courses (Focus)

Executive Summary contd.

The outcomes are:

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- 1) **Students learning outcome: (Written Communication Skills)** Students will demonstrate improved knowledge of communication abilities by developing effective writing processes (EN100, EN 101, EN 102,)
 - 2) **Students learning outcome: (Oral Communication Skills)** Students will demonstrate improved knowledge of communication abilities by developing effective oral communication process in various contexts (REA 100, SPE111)
 - 3) **Student success outcome: (Advising)** Advisors/Success coaches will assist students to craft a coherent educational plan and help in choosing a major; make sure students take at least 30 credit hours in an academic year; monitors student's persistence per semester.

Executive Summary contd.

Miles College expects to improve retention by implementing and achieving the above student learning and success outcomes associated with the QEP. **The intent is to retain 10% more students in the cohort by the end of the 5-year implementation data collection period.** Assessment of the outcomes will be evaluated by formative and summative assessments, focusing on the identified group. **To assess communication abilities, the college will utilize standardized assessment tests for writing and oral communication abilities. The advising component's assessment will be in alignment with the embedded stepping stones for each of the four semesters that ensure student persistence.**

Executive Summary contd.

Miles College is committed to continuous improvement of student learning and student success and has earmarked required human, financial, and physical resources to ensure the success of QEP. The QEP goals align with the College's mission and strategic goals, which both focus on promoting student success.

Examples of Proposed “*Stepping Stones to Success*” to be Embedded into Four Semesters

Semester 1

Fall 2023

Freshman

Semester 2

Spring 2024

Freshman

Semester 3

Fall 2024

Sophomore

Semester 4

Spring 2025

Sophomore

Semester 1 – Fall 2023

- Early Alert – Week 2
 - Check in to see how students are doing with campus and in class
- Tutorials
 - Bear's Den, Blackboard, Email, and other Miles College Software and Systems
- Oral Presentation in every General Education Class
 - PowerPoint
- Writing a Paper
- Register for 15 credit hours
- Student Handbook
- Take EPE during the first month of EN 101 (Pre-Test and Post-Test)

Semester 2 – Spring 2024

- Early Alert – Week 2
 - Check in to see how students are doing on campus and in class
- Tutorials
 - Bear's Den, Blackboard, Email, and other Miles College Software and Systems
- Writing Assignments
- Oral Presentation in every General Education Class
 - PowerPoint
- Register for 15 credit hours
- Declare major and get set up with major academic advisor
- Take Standardized Oral Communications Test (Pre-Test and Post-Test)

Semester 3 – Fall 2024

- Tutorials
- Early Alert – Week 2
 - Check in to see how students are doing on campus and in class
 - Bear's Den, Blackboard, Email, and other Miles College Software and Systems
- Academic Coaching and Advising
 - Advisor/Faculty/Senior Seminar (Presentation)
- Register for 15 credit hours
- Transition into major classes

Semester 4 – Spring 2025

- Early Alert – Week 2
 - Check in to see how students are doing on campus and in class
- Academic Coaching and Advising
 - Advisor/Faculty (Presentation)
- Register for 15 credit hours
- Transition into major classes
- Information Regarding Internships
 - Handshake

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QUESTIONS

Q & A

ANSWERS

Thank
you

