



Clafin University
Quality Enhancement Plan (QEP)
Panther STEPS

**Students in Transition Engaged and Preparing
for Success**

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Panther STEPS: Students in Transition Engaged and Preparing for Success





College Wide Involvement

- Cross functional team
- Divisional representation
- Participative selection
 - Faculty forums
 - Staff meetings
 - Student focus groups
 - Call for topic proposals
 - Ballot vote





PANTHER STEPS: ORGANIZATION



Data Driven Rationale

- Evaluation of incoming freshmen
 - SAT scores
 - ACCUPLACER placements
 - Rising junior assessments
 - Student focus groups*
 - Literature review

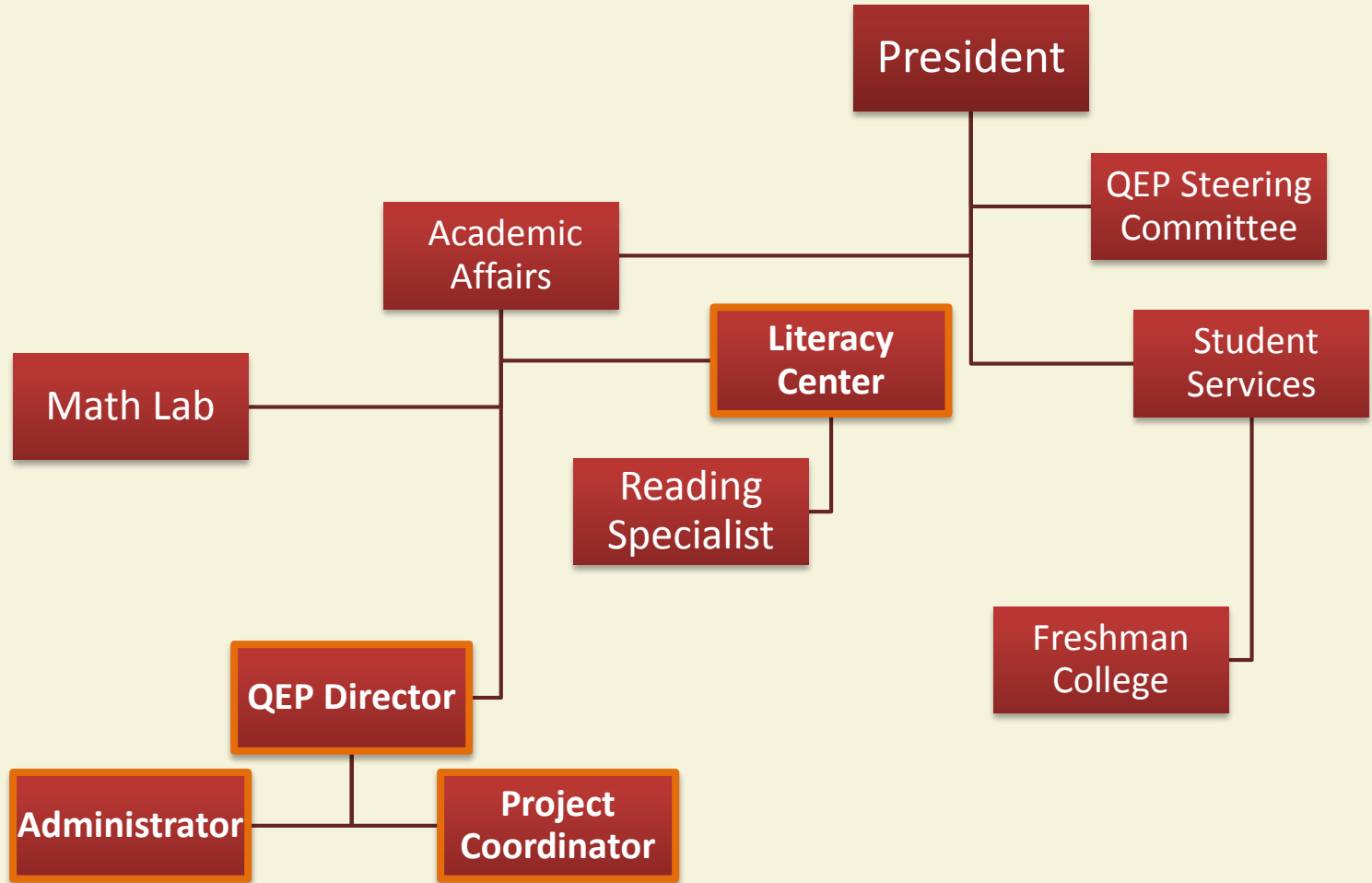


Institutional Capacity

- Proposed to build on existing programs
- Integrated and enhanced Freshman College activities



QEP Organizational Structure





PANTHER STEPS: MAJOR COMPONENTS



Clafin University Panther **STEPS**

- Addresses **S**tudent learning in the **T**ransition year
 - Enhancement of English 101 and Math 111 courses
- Addresses student **E**ngagement and **P**reparation via soft skills training
 - Creation of two new orientation courses totaling 6 credit hours
 - University 101 and 102



Panther STEPS Outcomes

Goals

1. Transition

Improve student higher level thinking skills via enhancement of gatekeeper courses.

University Outcomes 1, 2, 3, 6, and 7

Outcomes

Students will demonstrate proficiency in the fundamental skills of reading, writing, and mathematics.

At the conclusion of the First Year Experience, each student will be able to

- read and analyze texts at a significantly improved level
- demonstrate the principles of coherent and grammatically correct writing
- demonstrate proficiency at college level algebra as determined by pre- and post-assessments



Panther STEPS Outcomes

Goals

2. Engaged

Increase student engagement in service and community learning activities via the freshman year experience.

University Outcomes 5 and 7

Outcomes

Students will engage in community service to understand the value added to their preparedness for responsible citizenship.



Panther STEPS Outcomes

Goals

3.Prepared

Increase student preparedness via soft skills training and focus on Freshman Year experience.

University Student Outcomes 1, 4, 5, and 7

Outcomes

Students will develop decision-making skills, articulate long-term and short-term goals, and evince familiarity with strategies for managing stress.

At the conclusion of the First Year Experience, each student will be able to select a major that fits his/her skills, personality, aptitude, and interests.



PANTHER STEPS: ASSESSMENT



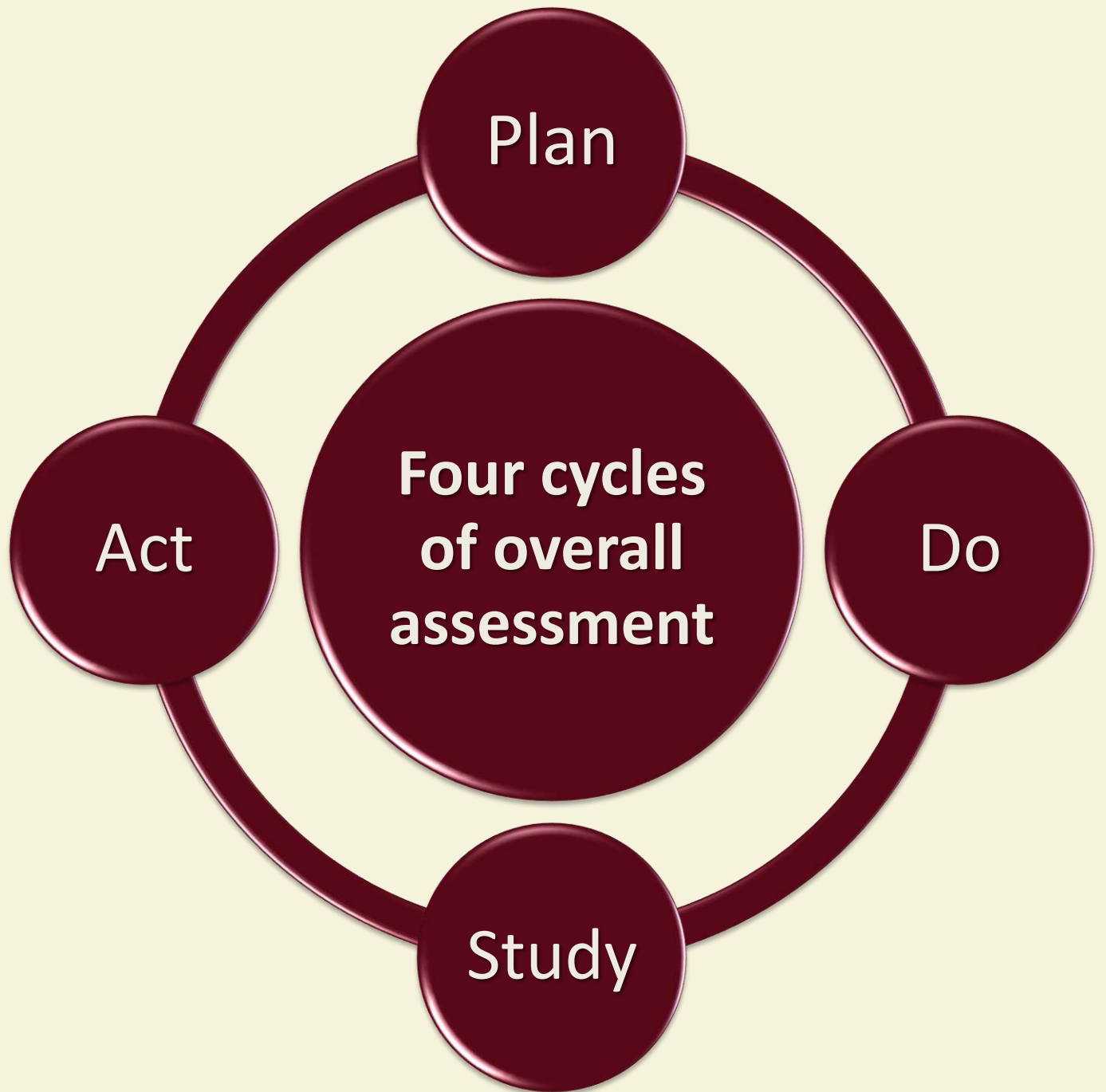
Assessment Plan

- Comprehensive Plan
 - STEPS learning outcomes
 - Learning outcomes of each supplemental course
 - Outcomes of integrated lab activities
 - Learning outcomes of co-curricular service engagement
 - Success of overall strategy



Assessment Procedures

- Final grades in extended courses
- Pre- and post-Accuplacer tests
- ETS Assessments
- Portfolios
- Student satisfaction
- Student engagement
- Retention rate





PANTHER STEPS: TIMELINE



Year 1

- Fall 2011
 - Recruitment of STEPS personnel
 - Appointment of STEPS implementation team
 - Faculty selected to teach extended “gatekeeper courses”
 - English 101/Math 111
 - Faculty selected to teach extended orientation courses
 - Education 101
- Spring 2011
 - Faculty development workshops



Years 2-5

- Summer-Fall 2012
 - Faculty development workshop
 - Placement exam (Accuplacer) administered to incoming freshmen to generate the study and the control group
 - Faculty selected to teach extended “gatekeeper courses”
 - English 101/Math 111
 - Faculty selected to teach extended orientation courses
 - Education 101
- Fall-Spring 2012-2013
 - Student placement in extended courses (study group)



Years 2-5

- Spring 2013
 - Administration of Accuplacer to study and control groups(post-test)
 - Administration of ETS
- Summer 2014
 - Implementation of Assessment Phase II
 - Summer retreat of STEPS Implementation Committee
- Summer 2014
 - Revision of strategies as warranted



PANTHER STEPS: CONCLUSIONS



Intended Consequences

- Improved student learning starting in freshman year
- Improved freshman orientation process
- Improved retention
- Increased student satisfaction
- Increased engagement (student and faculty/staff)



Actual Results-Changes to QEP

- Changed the organizational structure
- Third goal was eliminated
- Portfolio rubrics were developed and incorporated
- Team teaching in Univ 101 and 102



Extended and Regular Courses

The concept of the extended classroom assumed that underprepared students would meet or exceed the percentage pass rates of their counterparts (traditional course setting). The pass rate of traditional English courses during the QEP span was 87.1%; while extended English courses yielded a pass rate of 81.2% during the same time period

| Course | Type | N | Pass | Pass% |
|-------------|-------------|-----|------|-------|
| English | Traditional | 923 | 804 | 87.1 |
| | Extended | 383 | 311 | 81.2 |
| Mathematics | Traditional | 638 | 260 | 40.8 |
| | Extended | 443 | 332 | 74.9 |

Traditional Mathematics courses yielded a pass rate of just 40.8%; while extended Mathematics courses generated pass rates of 74.9%. Thus, students within the extended Mathematics courses outperformed their counterparts in the regular courses over the QEP cycle.



Success: UNIV 101 and 102

- The implementation of UNIV 101 and 102 (Claflin University First Year Experience) in the 2012 academic year has had a positive impact on student engagement both inside and outside the classroom.
- NSSE Results were favorable
 - 55% to 74% for community based learning
 - 44% to 62% engagement between faculty and students.
 - Consequently, the percentage of students who indicated they had participated in a learning community rose from 22% to 33%.



Retention Increases

| First-time, Degree Seeking Retention Rates | | |
|--|-----|------|
| Year | N | Pct. |
| 2012 | 440 | 70 |
| 2013 | 384 | 71 |
| 2014 | 389 | 77 |
| 2015 | 447 | 79 |
| 2016 | 490 | 78 |

Student Satisfaction Increases

Student Satisfaction Inventory Comparison

| Items | Claflin 2012 | Claflin 2016 | National 2016 | Eastern 2016 |
|--------------------------------|-------------------------|-------------------------|--------------------------|-------------------------|
| Campus Climate | 5.3 | 5.51 | 5.39 | 5.23 |
| Campus Life | 4.98 | 5.12 | 5.06 | 4.96 |
| Campus Support Services | 5.49 | 5.7 | 5.52 | 5.44 |
| Instructional Effectiveness | 5.46 | 5.56 | 5.19 | 5.43 |
| Registration Effectiveness | 5.24 | 5.41 | 5.19 | 5.06 |
| Student Centeredness | 5.26 | 5.48 | 5.43 | 5.27 |





Strengths and Weaknesses

- Deepened understanding by faculty and staff of unpreparedness of some students upon entering college and the need for immediate, deliberate intervention to secure student success.
- The results of the extended classroom effectiveness appeared to comport the idea that sustained, deliberate intervention can positively impact underprepared college students.
- The challenges were in organizational structure and in the documentation of realized outcomes utilizing various assessment techniques and instruments



Lessons Learned

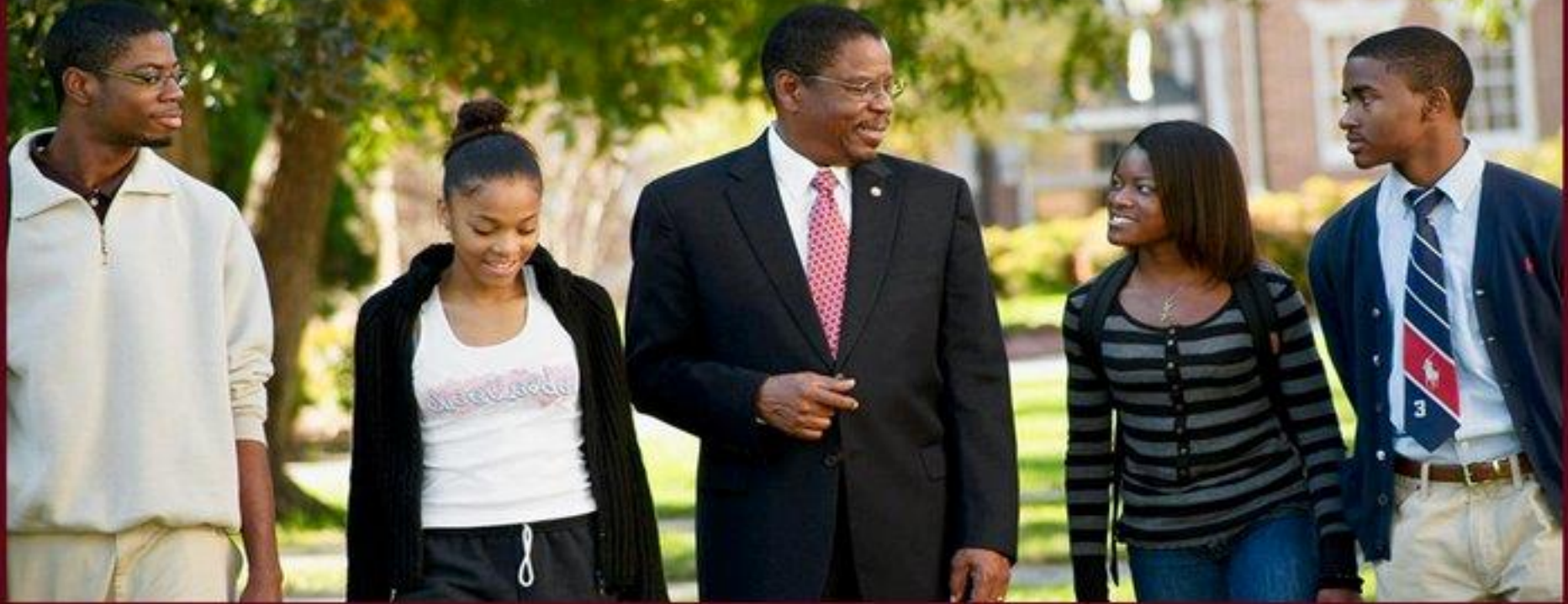
- The responsibilities of the QEP director cut across academic and student development boundaries, yet the director had limited authority
- Claflin University has an array of resources that is not fully maximized.
- The traditions of the University that help to shape its brand and define its culture were taught in UNIV 101 and 102, and sustained their value as students matriculated
- Institutionally there is inconsistency in the definition of higher level thinking



We need to tell the story...

The overall success of the Panther STEPS model presents an opportunity for the University to share the modus operandi and the results at regional and national forums so educational institutions can consider adapting a instructional process that has the potential of being deemed best practice in addressing issues that are germane to higher education in general and to gatekeeper courses in particular.

Panther STEPS:
Students in Transition Engaged in Preparing for Success



Clayton University
The World Needs Visionaries