

Quality Enhancement Plan

April 10-13, 2023

Connect Engage Lead Apply

Improving Retention through

Scaffolded Engagement



Texas Wesleyan
UNIVERSITY



SMALLER. SMARTER.

Table of Contents

I. Executive Summary.....	1
II. Topic Selection Process.....	3
III. Broad-Base Engagement and Support for the QEP.....	5
IV. QEP Topic Description and Explanation.....	12
IV. a. Academic Success Experience (ASE) Reinforcement.....	17
IV. b. Badging Plan.....	20
IV. c. QEP Rollout Timeline.....	28
V. Resources and University Capacity.....	32
VI. Global Assessment Plan.....	34
VII. References.....	37
VIII. Appendices.....	40

I. Executive Summary

Historic retention and graduation rates at Texas Wesleyan University have lagged behind our peer group for a number of years. Since we are an institution that deliberately serves a highly diverse student population, we opted to focus on improvements to the college experience in order to close the retention and graduation gaps. This focus aligns with both the 2020 Vision¹ and the Engage 2025 Strategic Plans², and builds on other efforts the University has been undertaking over the past several years to improve retention and completion. Such efforts have included a new scholarship model for undergraduates, the expansion of centralized advising, and an extensive review of services on campus. The purpose of the Texas Wesleyan QEP is to focus on student retention and completion by making the college experience as engaging as possible, both in academics and in student life. Keying in on early engagement, as literature related to first-generation and underrepresented minorities has demonstrated, will help improve retention rates for all students, and ultimately improve on-time graduation rates.

The early engagement plan will include academic and campus life approaches.

The academic approach will include:

- Tying Academic Success Experience (ASE) courses to the scaffolded engagement opportunities to self-reflective assignments and to a badging system that integrates academic with campus and community life.
- Self-introduction videos by students in two courses taken during the first three semesters (speech and composition 2) that they will revise during the semester with the purpose of helping them to refine their goals for college, and to reflect upon what they have accomplished after about one year.
- Thematic branding of each academic level, with a badging system to help students and their advisors track progress in engaging and in reaching academic and personal goals.
 - First year: Connect

¹ **2020 Vision Plan Goal 2, Objective 4: Undergraduate students will persist to graduation.**

- a. The undergraduate six-year graduation rate will increase to the top quartile of comparable private universities as reported in the IPEDS report.
- b. The undergraduate eight-year graduation rate will increase to the top quartile of comparable private universities as reported in the IPEDS report.
- c. The undergraduate first-time, full-time transfer student two-year completion rate will increase incrementally by 2% annually.
- d. The undergraduate six-year graduation rate for Pell eligible students will exceed the national average.

² **Engage 2025 Plan Key Performance Indicators**

1. Graduation rate comparable to peer group (4/6/8-year measures)
2. Graduation rate - Pell-eligible students comparable to peer group (4/6/8-year measures)
3. Retention comparable to peer group

- Second year: Engage
- Third year: Lead
- Fourth year: Apply
- Tracking of different cohorts (e.g., athletes, Pell eligible students, different ethnicities/races as well as genders, ...) to determine which activities are most effective for any specific group.

The campus-life portion will include:

- Intentional outreach to improve participation in campus activities (e.g., clubs, events, community engagement). A short online training format may be used here as part of the process.
- Focused activities to increase internship connections and placements, especially during the sophomore and junior years.

Expected student outcomes:

- Clearer understanding of students' goals and expectations related to their time at Texas Wesleyan
- Swifter connection and engagement with the campus community and the students' classmates
- Development of a stronger safety net for all students
- Better readiness to assume campus leadership roles
- Higher level of participation in campus activities and events

Assessment of these outcomes:

- Short-term:
 - Rubric assessment of the video presentations
 - Survey questions included in the end-of-course evaluation of the two video-producing courses to monitor student perceptions
 - Monitoring progress in completing badges, and verifying that the retention rates are improved as badge completion rates rise.
 - Increased participation in campus clubs and events
 - Increased internship placements
- Long-term:
 - Improved fall-to-fall retention rates (a proxy for on-time graduation)
 - Improved post-graduate outcomes (either higher job placements in field or continuation into graduate school)

II. Topic Selection Process

Texas Wesleyan is a student-centered institution with a deep commitment to student success through quality teaching. The QEP Development Committee sought to align the selected topic, “Connect – Engage – Lead – Apply: Improving Retention through Scaffolded Engagement,” with the revised Mission Statement and Strategic Plan, which were being finalized at the beginning of the QEP development process.

Texas Wesleyan University’s Mission Statement

Texas Wesleyan University, guided by its deep Methodist heritage, provides transformational learning experiences and research opportunities to a diverse group of students to develop their full potential as individuals and as members of the world community.

The university’s faculty and staff engage in scholarship and research that inform teaching and advance knowledge and understanding, as well as innovative teaching skills and delivery modalities to afford each student individual attention to develop critical thinking, analytical reasoning and creative problem-solving skills through a small community approach that allows tailored student experiences in and outside the classroom.

With a belief that a liberal arts and sciences education develops the mental agility and social awareness to elevate socioeconomic mobility, the university’s faculty and staff are dedicated to facilitating success among students from all backgrounds in all levels of undergraduate, graduate, and professional programs in persisting to college degrees that enhance their own lives, the lives of their families, and the strength of their communities.

University Strategic Plan 2025 - Engage in Learning, Community, Leadership

- Engagement in learning fosters transformative learning experiences employing facilities and technology to support exceptional teachers who help students reach their full potential through a distinctive curriculum that focuses on knowledge, critical thinking, analytical reasoning, creative problem solving, and cross-cultural competencies that employers value.
- Engagement in community encompasses community building with our students, neighbors, alumni, and the private sector to enhance diversity, inclusion, student life, civic responsibility, and economic opportunity, thereby empowering our students’ success, as well as revitalizing our campus and our neighborhood.
- Engagement in leadership development includes acting as an example for our students by providing them with opportunities to connect academic experiences with on-campus extracurricular and athletic programming, as well as off-campus alumni and professional interactions, enabling them to develop ethical discernment and to become a driving force in making significant contributions to their professions and society.

Texas Wesleyan’s QEP aligns well with its Strategic Plan, as the needs of the undergraduate college student are woven throughout the objectives to help Texas Wesleyan meet its goal of academic

distinction. Language used in draft versions of the new strategic plan was even more explicit about student success (Appendix 1):

- **Enhance Student Engagement**
 Strong and consistent student engagement is a cornerstone of effective education, growth, and development. Student engagement is at the heart of the Smaller. Smarter. culture as our practices are grounded in relationship and connection. As a core tenant of this strategic plan, enhancing student engagement can be achieved through connections within and to Polytechnic Heights, Fort Worth, industry leaders, alumni, and the TXWES community.
- **Facilitate Student Success**
 Students are at the heart of TXWES, and their success is the foundational goal to our institutional mission. We facilitate the education, growth, and development of our students so they can be successful inside the classroom, outside the classroom, and beyond the boundaries of our campus. to educate, grow, lead, and develop so that we may be successful.

Since the finalized version of *Engage 2025 Strategic Plan* was approved by the Board of Trustees in April 2021, the QEP Development Committee focused on this draft language for guidance. Ultimately, the student success language in the Strategic Plan became KPIs 1, 2 and 3. Engagement language further appeared in KPI 10.

While the strategic plan renewal provided a clear opening for a QEP based on student success as measured by retention and completion, in fact both the *2020 Vision* and the *Engage 2025* strategic plans incorporate student success as central pillars. The 2020 plan, under which the QEP process began, included specific objectives related to student graduation as well as campus life involvement. Objective 2.4 stated, “Undergraduate students will persist to graduation,” and 2.6 “The co-curriculum and extra-curricular activities will enhance academic learning by engaging and supporting the "whole" student.” Meanwhile, the *Engage 2025 Strategic Plan* reinforces the retention goals of 2020 (KPIs 1, 2 and 3), setting peer group averages as targets, and including goals specific to Pell-eligible students (KPI 2). Additionally, the current plan expanded the co- and extra-curricular objectives to include community engagement (KPI 10) as well as diversity, equity and inclusion goals (KPI 4).

Using these complementary strategic plans as the anchor, the QEP Committee sought to lead the Texas Wesleyan University community in a process that would identify the greatest student learning needs by sending out student surveys, faculty and staff surveys, and conducting focus groups. An additional series of surveys and other University community feedback opportunities focused on possible means to address these student needs.

In addition to the Strategic Plan project, the QEP began its process during a year-long review of University practices compared with the Education Advisory Board (EAB) *Playbook*, which focuses on retention through process review. The primary goal of this review was to assess and implement best practices, especially those designed for smaller liberal arts schools, that would lead to higher retention and completion. Subsequent to the *Playbook* review, an ad hoc Recruitment-Retention-Completion Committee (RRCC) was formed to review student-facing services and to implement sections of the *Playbook* that would pertain to a smaller, private, liberal arts-oriented university. Though the

specific aspects of student-facing services do not feature in the proposed QEP, the work of the RRCC did inform the QEP Development Committee’s focus on retention and on-time graduation as the primary issues to address.

The QEP Development Committee also reviewed QEPs at other institutions in the Southern Region and to narrow down potential topics. Once the committee narrowed down the topic to retention/on-time graduation, they created and planned a series of surveys, information sessions, and focus groups that were deployed in 2021 and early 2022 (Appendices 4, 5, 6, 8). These information gathering activities had two purposes: to refine and revise the topic, and to garner broad-based support and engagement across campus constituencies. The final topic, as noted above, became “Connect – Engage – Lead – Apply: Improving Retention through Scaffolded Engagement,” which supports both the student success goals and the student engagement goals of the *Engage 2025 Strategic Plan*.

III. Broad-Based Engagement and Support for the QEP

In fall 2020, the SACSCOC Leadership Team named a new committee, the QEP Development Committee, to proceed with the development of the QEP. This committee is broad-based and representative of the University constituencies. Members included:

- Steven Daniell, chair, Associate Provost of Academic Affairs
- Cheryl Adair, School of Health Professions
- Elsa Anderson, School of Education
- Jaclyn George, Marketing and Communications
- Joshua Gibbs, Athletics (Women’s Soccer Head Coach)
- Dennis Hall, Vice President of Student Affairs and Dean of Students
- Elizabeth Howard, Director of the West Library
- Heiða Reed, School of Business Administration
- Lisa Scott, Director of Ram Success (Developmental) Programs
- Paul Sikes, Music Department (School of Arts and Sciences) until May 2021
- Carl Smeller, English Department (School of Arts and Sciences), replacing Paul Sikes in August 2021
- Lexi Barlow, Student Government Representative until May 2021
- Jasmine Salinas, Student Government Representative as of August 2021.

This QEP Development Committee—composed of faculty, staff, senior administrators, and students—began meeting in November 2020. Individual members reviewed ideas aimed at increasing Texas Wesleyan’s retention and on-time graduation rates. The committee met as a group in December 2020 to discuss topics and narrowed down the choices to five initial options:

1. First-Generation Student Success
2. Grit (Determination and “Stick-to-itiveness”)
3. Cohorts
4. TILT Learning
5. Cross-Cultural Competencies

The above options were presented to the Texas Wesleyan Community to vote on during spring 2021 via the broad-based survey instrument. These options would be revised and reviewed over the subsequent 18 months based on input from the wider University community. This process has been key to developing and implementing the broad-based support and engagement sought by the QEP process.

Campus-Wide Survey

The survey was conducted among students, alumni, faculty, staff, and trustees. The survey, done in Qualtrics, was sent out in April 2021, with a two-week window for responses. A total of 412 responses were received, with several respondents appearing in multiple cohorts (e.g., alumnus and trustee, etc.).

Ranked Averages of Different Approaches

	Overall	Responses N =	Includes GR	Responses N =	Includes UG	Responses N =	Includes Alumni	Responses N =	Includes Faculty	Responses N =	Includes Staff	Responses N =	Includes Board	Responses N =
Objective 1 1st Gen	2.01	412	2.53	72	2.13	158	2.11	62	1.96	82	1.85	86	1.42	19
Objective 2 Cohorts	3.01	412	3.1	72	3.05	158	3.15	62	3.12	82	2.87	86	2.68	19
Objective 3 Grit	2.90	412	2.85	72	2.92	158	2.60	62	2.65	82	3.08	86	2.84	19
Objective 4 Cross-cultural	3.98	412	3.75	72	3.87	158	3.95	62	4.10	82	4.29	86	4.21	19
Objective 5 TILT learning	3.05	412	2.78	72	3.03	158	3.19	62	3.17	82	2.91	86	3.84	19

Ranking Scale: 1 = most likely to achieve retention goals
5 = least likely to achieve retention goals

Survey Results

	Overall N=412	Faculty N=82	Staff N=86
1 st : First-Gen	2.01	1.96	1.85
2 nd : Grit	2.90	2.65	3.08 ^(4th)
3 rd : Cohorts	3.01	3.12	2.87 ^(2nd)
4 th : TILT learning	3.05	3.17	2.91 ^(3rd)
5 th : Cross-cultural	3.98	4.10	4.29

The results of the survey showed first-generation success as coming out on top. Although first-generation students can be a disadvantaged group, the topic development committee received feedback from the internal review team that suggested a broadening of the topic to undergraduates in general. This suggestion was supported by the three other approaches that clustered together in the survey results (Grit,

Cohorts, TILT learning). Since about forty percent of Texas Wesleyan students are athletes, for instance, elements that would help them retain better than go beyond just first-generation retention practices were deemed appropriate. Similarly, efforts to improve results for other demographic groups (e.g., males—especially Black and Hispanic males, Pell eligible students, students whose first language is not English) led to a determination that a generalized undergraduate approach would be most productive. (Further documentation in Appendices 2, 3)

Student Services Surveys

In October 2021, an extensive Student Services Survey was sent out (survey instrument Appendix 7). At the time, the QEP Development Committee was considering three tracks to the project: academic preparation, student life engagement, and a review of services to make them more first-generation friendly. The survey, and an earlier review applying the EAB *Playbook*, led to the decision by the University administration to create a new director-of-retention position to deal directly and more immediately with the issues raised by the survey. The QEP Development Committee also recognized that the third track was going to be problematic to compartmentalize and assess in any meaningful way. Furthermore, the director of retention is focusing on service and process improvements. The QEP Development Committee therefore decided to focus on the academic and student life tracks.

Faculty and Staff Information Sessions

In January 2021, the initial information session was presented to the SACSCOC Reaffirmation Steering Committee. In August 2021 and in February 2022, information sessions were held for faculty and staff with opportunities for feedback. An additional presentation to the monthly Town Hall meeting took place in February 2023 (PowerPoint, Appendix 9)

Student Focus Groups – Leadership and Athletes

Included were eight to ten students from varied demographics, including upper-level undergraduate, graduate/professional, and first-generation students. These focus groups concentrated on student leadership (e.g., SGA) and on athletics (Focus Group topics, Appendix 8), with feedback helping to refine dimensions of the selected topic of more first-generation friendly approaches to academics—especially in a student’s first year—and student life engagement throughout the entire undergraduate experience.

QEP Internal Review Committee

In spring 2022, the Development Committee sent its first draft to the Internal Review Committee for feedback. This smaller committee worked with the Development Committee chair to revise the draft. Members included:

Trisha Anderson, School of Business Administration
Stacia Dunn Campbell, School of Arts and Sciences
Jill Gerloff, Student Affairs
Josh Gibbs, Athletics

QEP Implementation Committee

Beginning with the QEP finalization process in fall 2022, the committee that will implement the project has met to revise and submit the document to the SACSCOC review team. Members of this committee include:

Steven Daniell, chair, Associate Provost of Academic Affairs
Cheryl Adair, School of Health Professions
Elsa Anderson, School of Education
Stacia Campbell, School of Arts and Sciences
Jill Gerloff, Assistant Athletic Director for Retention
Dennis Hall, Vice President of Student Affairs and Dean of Students
Elizabeth Howard, Director of the West Library
Terence Kennedy, Director of Retention
Heiða Reed, School of Business Administration
Carl Smeller, School of Arts and Sciences
Kelly Anderson, Advising and Academic Success

All constituencies of the University community are involved in the QEP process, from the students to the Board of Trustees. Community stakeholders are engaged in the process by providing internships and placement of students throughout their educational journey. Courses, as they are currently provided, are utilized, and enhancements are incorporated when possible. The various University organizations and departments are also important to the process. For instance, the central advising group and the student affairs committee are heavily involved in student enrollment and scheduling, as well as in orientation and the overall first-year experience.

Survey Findings

Undergraduate students

Undergraduate students were surveyed in 2021. First-generation students were not identified as being in greater need simply because of their first-generation status. Financial aid services were noted to be of greater importance. Delays and process challenges were identified as obstacles related to current financial aid services. This finding, in particular, informed the broadening of the scope of the QEP. Additionally, the request was made for online courses.

Graduate Students

Graduate students were surveyed in April 2021. Needs identified from the survey included virtual learning experiences in conjunction with on-campus learning for those who so choose.

It was also noted that prompt and concise mass communication is very helpful in ensuring that students meet all targets and deadlines such as advising, career opportunities, comprehensive exams, and graduation.

Since graduate and doctoral students are siloed into their programs of study, and less subject to retention issues, this helped determine that a focus on undergraduate students would be appropriate.

Faculty

When faculty were surveyed in April 2021, needs of first-generation students were identified as a priority. It was noted that the factor crucial for student success at a small, liberal arts, four-year school is quality faculty and academic facilities/support. Another respondent echoed this sentiment, stating that knowledgeable faculty with great ability to teach and motivate is the most important factor. Additionally, administration, staff, and campus services (food, housing, security, and facilities maintenance) were also noted to strongly influence retention and degree completion. One identified need was faculty training on enhancing student engagement to ensure students feel important and valued. Further requests were to continue to increase the relationship and classes offered for Early College High School students.

Faculty also reported some obstacles to student success and retention, such as lack of responsiveness and timeliness from Financial Aid. Another respondent identified poor communication across campus departments as an obstacle to students.

A QEP update was presented to TXWES faculty August 2021 and included progress to date, survey results from other stakeholders, and proposed actions for the coming year.

Staff

When staff were surveyed in April 2021, an identified student need was to have mentorship by a faculty mentor who identified with them in race and gender. Additionally, staff suggested that services should be tailored to meet the individual needs of students.

Another suggestion was made that the *Smaller.Smarter.* ethos should be evident across campus and not just in the classroom, and that the focus of the QEP should be narrow and should identify explicitly what actions the university (specifically administration and instructors) will take to improve student retention.

A QEP update was presented to staff in February 2022 and included discussion of retention rates, graduation rates, survey results from other stakeholders, and proposed next steps.

Alumni

When alumni were surveyed in April 2021, identified needs included general guidance with the transition to university. For example, “understanding how to study for a college course was one of my stumbling

blocks when I was in school. There was no hand-holding like in high school. You had to have the will to do it on your own.”

Listening to the needs of the students was an identified goal.

First-generation students were identified as needing better networking opportunities. It was suggested to aim toward connecting students with university alumni before they graduate.

Additionally, a flexible schedule was identified as a need, noting that financial responsibility outside school requires students to have more flexibility in school scheduling to meet work/life schedule.

Board of Trustees

When the Trustees were surveyed, it was suggested an overall need of how we relate to one another should be an overreaching goal of higher education. It was noted that studies/surveys show a correlation between retention/graduation rates and admissions standards/standardized test scores. Additionally, the higher quality students a university admits, the higher its rates of retention and on-time graduation. It was suggested that student retention and graduation rates might improve if we seek to admit a greater number of strong students, and if we position ourselves as a slightly more selective university.

Student Leadership and Student Athletes Focus Group

The QEP committee members invited members of TXWES’s student leadership and athletics communities to participate in focus groups sessions. The following is a summary of major findings from these sessions.

Most challenging part of the experience at TXWES

- Students reported difficulty finding student organizations that were a good fit. Some attributed the difficulty to COVID-19 restrictions and lack of regular meetings. In the past, Ram Camp, held during orientation, assisted students in connecting to one another. Due to COVID-19, Ram Camp was held virtually, and students reported poor outcomes. One student suggested a survey in Student Leadership during Academic Success Experience (ASE) courses. Another suggestion was to introduce the virtual communication site Ram Space, which provides an overview of TXWES student organizations, during orientation.
- Another freshman experience that student leaders identified as difficult was communication between various departments and offices. One example was having a scholarship that covered books, but no one could explain how to use the scholarship at the bookstore. Others reported they were not able to find out which scholarships they were eligible for.
- Student-athletes reported having additional difficulties related to social interaction. They report not having the schedule flexibility to participate in organizations. Practice schedules are difficult for the soccer and table tennis teams, resulting in not having time to eat lunch or get to classes on time. Athletes reported fear because coaches control their scholarships. In addition, they feel they are not expected to do well academically. One student suggestion was to improve communication between the departments.

- Student-athletes reported that they felt they needed to choose between other extracurriculars or the sport they participated in. They felt that part of the reason they have a disconnect on campus could be due to the time commitments required not only as students, but also as athletes in their respective sports.
- A student-athlete vocalized about not being able to fully communicate to coaches and faculty on how they want to participate in certain activities or events that interfere with practice or games, without feeling a sense fear or guilt.
- Leaders of student organizations noted the challenge posed by the low student participation rates at TXWES when they, too, want to enhance the student experience.

Evaluation of Various TXWES Departments and Offerings

- The Academic Success Experience class received very positive feedback, and students requested an increase to the number of Academic Success Experience classes and to include them every semester.
- Feedback was positive for the admissions department. The staff and provided curriculum maps were helpful.
- The initial enrollment process, including orientation and placement testing, received mixed reviews. One student reported that she had to “figure it out on my own.” Another student reported poor advising, and that student mentors were more helpful. Some felt difficulties were related to the virtual format necessitated by COVID-19.
- It was reported that some students were not able to utilize the “Smarter U” \$500/semester scholarship because they were not told it was available. One student was told she could have the scholarship, but then it was taken it away.
- The athletics department received poor reviews, but students reported it did afford them opportunities.
- Advising and Scheduling received positive reviews, although one student reported that this year was not as positive as previous years due to a change in advisor. One student admitted the problem was often with Financial Aid and not the advisors.
- The Academic Success Center received rave reviews. One highlight was that the sign-up process was very easy. Others were the workshops “How to Study” and “How to Manage Your Time.” One reported, “everything coming out of library is great. Workshops are great. How to Study, How to Manage your Time.”
- Cashier’s department received mixed reviews, some students having a good experience and others saying that the experience could have been better, with faculty and staff being more helpful regarding needed information.

IV. QEP Topic Description and Explanation

A. Thematic Approaches to Retention and Completion through Engagement

The engagement approach deriving from the University's two complementary strategic plans aims to make the college process as transparent and user friendly as possible for first-year and transfer students. As the QEP Committee discussed possible methods of implementation with stakeholders around campus, including faculty of required general education courses and staff in campus life departments, they identified three primary areas in which to incorporate the approach: 1) in Academic Success Experience classes; 2) in required general education courses such as Speech and Composition II; and 3) through student activities and resources on campus, such as the Career Services center. This holistic approach is expected to be helpful for all undergraduates. The QEP's focus on scaffolded engagement and retention is intended to complement and reinforce other efforts on campus in a manner that combines the academic component with campus life and community engagement while helping students to focus on their life goals in the short to medium terms (their Texas Wesleyan experience) and in the long term (post-baccalaureate career or study plans).

1) Academic Success Experience (ASE) course reinforcement initiatives

ASE 1111 The Freshman Success Experience is a course required for all first-semester freshmen or freshmen transfer students.. This course is designed to address issues related to the successful transition to the University. Major topics that are covered include financial aid, library usage, study skills, and time and money management. ASE 1311 College Success and American Cultural Experience is a version of the Academic Success Experience aimed toward international students, and includes more information related to adapting to life in the United States.

To reinforce these skills, the Academic Success Experience assignments related to self-awareness and goal setting will be incorporated into SPC-1301 "Fundamentals of Speech," taken by most first semester students, and ENG-1302 "Composition II," taken in the second or third semester by most students. The assignments will include a self-introductory video in speech that directs the student to focus on reasons for attending Texas Wesleyan University, as well as goals. The video for the composition course will include a reflection on the student's first terms at the university, and how these experiences are shaping study and career goals going forward.

2) Badging and Thematic Years

Upon arrival at Texas Wesleyan, undergraduate students (first year and transfer) will receive orientation into the co-curricular badging system. This orientation will include information as to the reasoning behind the badges and yearly themes, how to receive and post the badges to the LMS (Canvas) platform, and how to share the badges (along with other co- and extra-curricular activities) with professional portfolio sites such as Handshake or LinkedIn.

The students will follow a thematic path that will lead them to greater campus engagement, as well as broader community engagement, both to help with retention and to meet the goals of the Engage 2025 Strategic Plan. Note that students who enter as transfer students will be slotted into the year that matches their classification. Each year will have four to five badges for students to receive (tracked on the LMS platform and the student's electronic portfolio) to help them remain on task.

Year One: Connect. This year's theme is to help new students integrate with campus life and discover different activities available to them. Five badges will include options to attend athletic or cultural events (outside of their major or sport), meeting with individual faculty members during office hours to learn more about their academic discipline, and applying for a part-time job or volunteer for an event related to their academic goals.

Year Two: Engage. This year's theme builds on the Connect one by having students become involved in on- and off-campus activities. Five badges will include options to participate in discipline-related clubs, social clubs, and activities in the community.

Year Three: Lead. This year's theme gears the students towards heavier involvement in a couple of activities, and beginning to plan how to leverage those activities toward post-graduate life (e.g., résumé building, network building). Five badges will include options to participate in internships or co-ops, planning events for a club, presenting at University College Day or at another conference off-site, and serving in a leadership role in a campus or community activity.

Year Four: Apply. This final year's theme is meant to tie up any loose ends that the student may have, and to help the student successfully apply to a job or to graduate or professional school. Five badges will include options to repeat some of the Year Three activities, as well as to develop a résumé, finalize an electronic portfolio, capstone experience, and develop a profile on platforms such as LinkedIn and Handshake.

3) Intentional participation in campus life

For all incoming students, engagement in student activities on campus is important and can increase retention (Ericksen, 2020). Currently, students can find opportunities to get involved on campus on the [Ram Space website](#) and at the activities fair held at the beginning of each academic year, but the plan anticipates that increased outreach will be necessary to improve participation in campus activities. The development of a University Events Calendar, which would draw more faculty and staff to activities and reinforce student engagement, is a goal here.

The plan considers that continuing outreach beyond the students' first year will be important for retention and on-time graduation rates. During students' late sophomore and early junior years, in addition to participation in student organizations, emphasis will be placed on internships and cooperatives (see the badging options above). Focused activities to increase internship connections and placements will be incorporated into academic and campus life. Integrating Career Services, Academic Advising, and individual faculty advisors will be pivotal in this process.

To further prepare students for success in job or graduate school interviews, students will work with Career Services and advisors on résumé building using Bloom’s Taxonomy as an assessment tool. In our pre-test/post-test approach, a student would visit Career Services with their first résumé draft and complete a mock interview. After intensive leadership training that involves one-on-one coaching with advisors, attending speaker series offered through the Center for Excellence in Teaching and Learning (CETL) such as the Master Communicator Series, and additional video trainings, the student would have a second mock interview and résumé review to see how they have progressed in Bloom’s Taxonomy. These activities are included in the badging options for the third and fourth years.

B. Expected Outcomes

Academic Success Experience reinforcement project:

The Academic Success Experience reinforcement projects—introductory videos and reinforcing assignments in sections of speech and composition—should improve student connectedness to the University earlier in their college career. These A reinforcement projects are also intended to help students begin to solidify their goals both for their Texas Wesleyan career and their post-baccalaureate life.

Thematic years and badging:

The expected outcome with these activities is to provide a clearer pathway to campus and community engagement for Texas Wesleyan students. The themes are to be classification-appropriate ones so that students do not feel pressured into taking on too much too soon. The badges, which will have sufficient options to account for commuter and distance education students, will serve as mileposts that keep the students on track to completion. Students who lack a badge or two may catch up in subsequent years; similarly, students may work a little ahead if they have completed the year’s work. We want to keep students on track, but also to afford them some flexibility due to the wide variety of life circumstances each of them faces.

Campus life – intentional participation:

Maintaining an intentional approach to engaging students in campus activities, internships and career placement processes, and leadership training are expected to increase student retention and on-time graduation. Students who are engaged in community and who take an active part in organizations tend to retain at higher levels than those who do not participate in such activities (Caruth, 2018).

Additionally, the emphasis on résumé building using the Bloom’s Taxonomy approach, along with mock interviews and support from Career Services, should improve on-time graduation as students will be better prepared to plan for their future and have an incentive to graduate on time and move on with their career plans.

Overview of QEP Activities and Expected Outcomes

The table below provides a brief synopsis of the different activities in which the student may engage. More in-depth discussions follow. The overarching goal is for students to engage in an incremental manner with the campus (academic and co-/extra-curricular opportunities) as well as the community. Through this incremental, or “scaffolded” engagement, the ultimate result is meant to be better retention, and ultimately better completion and placement rates.

Activity	Expected Student Success or Learning Outcomes
Introductory video – speech	<ul style="list-style-type: none"> The student will reflect upon why the choice to come to Texas Wesleyan, and what sort of initial goals they have for college.
Reflective video – composition II	<ul style="list-style-type: none"> The student will reflect upon the first two or three semesters of college: what has the student learned (life skills more than academic)? how have goals and expectations shifted?
Year One: Connect badges	<ul style="list-style-type: none"> The student will create first ties with the University. The student will discover areas of interest.
Campus Connection Badge	<ul style="list-style-type: none"> The student will explore campus activities opportunities.
Academic Connection Badge	<ul style="list-style-type: none"> The student will explore academic resources and opportunities.
Ramily Connection Badge (social focus)	<ul style="list-style-type: none"> The student will form an initial <i>engagement</i> with campus co- and extra-curricular activities.
Mentor Connection Badge	<ul style="list-style-type: none"> The student will engage with curricular and co-curricular mentors (faculty, staff, student leaders).
Self-Care Connection Badge (health and wellness focus)	<ul style="list-style-type: none"> The student will improve their physical and mental well-being through connections with campus resources.
Adulting Connection Badge	<ul style="list-style-type: none"> The student will accomplish tasks related to budgeting and time management necessary to survive as an independent adult.
Community Connection Badge	<ul style="list-style-type: none"> The student will explore and make initial engagement with campus and surround community through jobs or volunteer opportunities.
Year Two: Engage badges	<ul style="list-style-type: none"> The student will deepen involvement in campus life and academic program(s). The student will branch out to community engagement.

Academic Engagement Badge	<ul style="list-style-type: none"> The student will explore and utilize a variety of academic resources – deeper dive than during Year 1.
Public Presentation Badge	<ul style="list-style-type: none"> The student will develop skills for effective public presentation or performance.
Student Organization Engagement Badge	<ul style="list-style-type: none"> The student will foster a deeper commitment to a student or academic program organization.
Community Engagement Badge	<ul style="list-style-type: none"> The student will engage with the local community. The student will seek deeper activities related to the Community Connection Badge.
Mentor Engagement Badge	<ul style="list-style-type: none"> The student will deepen connections to mentors; if appropriate, becomes a mentor to newer students.
Ramily Engagement Badge	<ul style="list-style-type: none"> The student will see reinforcement of the connections to campus life established during Year 1.
Self-Care Engagement Badge	<ul style="list-style-type: none"> The student will reinforce the self-care habits established during Year 1.
Year 3 Lead badges Activities become more project oriented rather than task oriented	<ul style="list-style-type: none"> The student will take on critical roles in class and service projects and clubs. The student will pursue internships and résumé development.
Career Leadership Badge	<ul style="list-style-type: none"> The student will establish career-related résumé activities through volunteer work, internships, campus jobs.
Campus Leadership Badge	<ul style="list-style-type: none"> The student will establish résumé-appropriate activities through leadership roles in campus or local organizations.
Academic Support Leadership Badge	<ul style="list-style-type: none"> The student will serve as a mentor, supplemental instruction leader, tutor, campus tour leader (as appropriate).
Ramily Leadership Badge	<ul style="list-style-type: none"> The student will assume campus leadership roles (some cross-over with Campus Leadership and Academic Support Leadership badges).

Community Leadership Badge	<ul style="list-style-type: none"> The student will engage in community outreach, locally or through alternative vacation break programs.
Year Four: Apply badges	<ul style="list-style-type: none"> The student will refine leadership skills and résumé The student will apply for jobs or post-graduate education
Exit Survey Completion Badge	<ul style="list-style-type: none"> The student will required to complete this survey upon filing for graduation. Done to improve feedback used to assess not just the QEP, but University functions across campus.
Post-Baccalaureate Launch Badge	<ul style="list-style-type: none"> The student will engage in a series of activities to prepare for post-graduate career/education. May begin during prior years.
Leadership Development Course Badge	<ul style="list-style-type: none"> The student will seek improvement of leadership qualities in preparation for the workforce or graduate education. Geared toward athletes.
Personal Statement Badge	<ul style="list-style-type: none"> The student will reflect upon their academic career beginning with the speech and composition II video projects to the present. The student will refine plans for the near to medium future, post-graduation. Geared toward first-generation students.
Senior Presentation Badge	<ul style="list-style-type: none"> The student will present a capstone project to act as a summative experience for the student's academic career.

IV. a. Academic Success Experience (ASE) Reinforcement

The Academic Success Experience (ASE) program at Texas Wesleyan University is a one-hour course required of all incoming first-year students. The course aims to familiarize new students with university life, as well as to introduce them to the sorts of life skills that will foster success.

Underlying the Academic Success Experience course is an effort to have students think about why they are in college, and what they hope to accomplish during their time at Texas Wesleyan. Since the one-hour course covers so many topics, however, this critical course objective tends to be overwhelmed.

The format of the reinforcement assignments (one in SPC-1301 Fundamentals of Speech, and a second in ENG-1302 Composition II) is fairly straightforward. The student will create an introductory video

presentation (60 to 90 seconds) that responds to a specific set of questions related to their personal objectives for college and beyond. The videos will be refined throughout the term (to incorporate a level of professional presentation into the project), and posted on the student's Canvas page. The audience for the final product will be advisors and instructors in future terms. Note that students will be able, even encouraged, to update their self-introduction videos as their plans evolve.

SPC-1301 Fundamentals of Speech:

The objectives of this assignment are:

- the student will think through why they are at Texas Wesleyan University, and what they hope to gain from their collegiate experience, and
- the student will develop a level of polish in a video presentation.

The assignment format and timeline begins with an introductory video to their speech class early in the semester that responds to the following questions:

- Who am I (name, demographic information, interests)?
- Why did I choose to attend Texas Wesleyan?
- What do I wish to get from my college experience?

The target audience for the first version is the student's classmates and instructor. During the semester, the student will revise and refine the video presentation with the new audience of future instructors and advisors as the target audience. They will be able to access it on the student's Canvas page.

The project will be rolled out in phases. About half of the speech sections will assign it in each of the semesters of the first year of the QEP (fall 2023 and spring 2024). If assessment results support continuation and expansion, all SPC-1301 students will do this assignment beginning with the fall 2024 semester.

SPC-1301 Assignment Assessments will come in two forms:

- All SPC-1301 students will respond to supplemental questions on the end-of-course survey:
 - I am developing a connection to the Texas Wesleyan community (Likert scale)
 - I have a clearer set of goals for my college career (Likert scale)
 - I am gaining more confidence as a student (Likert scale)
- A rubric will be applied to the final video versions by the instructor:
 - The video is well organized and shows technical polish
 - The student states clear reasons for enrollment at Texas Wesleyan
 - The student clearly expresses realistic objectives in her/his/their studies.
- A review of one-semester persistence rates, as well as one-year retention rates, broken down by whether the student participated in this assignment, as well as by other demographic data points, will be an additional assessment of this project.

Most students take SPC-1301 Fundamentals of Speech the same term as they take their ASE course; however, the intent is for this assignment to have the student focus on personal objectives regardless of when the course is taken.

ENG-1302 Composition II:

This course will include a follow-up video of 60 to 90 seconds in which the student reflects upon the previous two or three semesters. The student also refines study, campus engagement, and even career objectives and expectations.

The objectives of this assignment are:

- the student will reflect upon steps taken toward success since the beginning of studies at Texas Wesleyan;
- the student will discuss how academic and connection/engagement activities have helped their advancement toward personal and career goals

The assignment is a video extension of a reflection and argumentation essay that responds to the following questions:

- Which academic and campus activities have I found most engaging and why?
- Which steps have I taken to align my activities (in and out of class) to my personal and career goals?
- How have my interests and goals evolved since arriving at Texas Wesleyan?

The target audience for the video presentation will be future instructors and advisors. They will be able to access it on the student's Canvas page. The student will be encouraged to keep the original SPC-1301 video for the electronic portfolio, but may turn off the public view in Canvas once this new version is uploaded.

As with the SPC-1301 video, this project will be rolled out in phases. About half of the composition II sections will assign it in spring 2024 and fall 2024 semesters. If assessment results support continuation and expansion, all ENG-1302 students will do this assignment beginning with the spring 2025 semester.

ENG-1302 Assignment Assessments will come in two forms:

- All ENG-1302 students will respond to supplemental questions on the end-of-course survey:
 - I am developing a connection to the Texas Wesleyan community (Likert scale)
 - I have a clearer set of goals for my college career (Likert scale)
 - I am gaining more confidence as a student (Likert scale)
- A rubric will be applied to the final video versions by the instructor:
 - The student discusses activities that indicate a deepening level of engagement.
 - The student displays the ability to connect activities to personal and career goals.
 - The student clearly expresses realistic objectives in her/his/their eventual career path.

- A review of one-semester persistence rates, as well as one-year retention rates, broken down by whether the student participated in this assignment, as well as by other demographic data points, will be an additional assessment of this project.

Most students take ENG-1302 Composition II their second or third semester; therefore, video project will serve the function of reinforcing the personal goals and intentionality aspects of the Academic Success Experience class from their first semester.

IV. b. Badging Plan

Students will complete five badges per year, to include on their co-curricular transcript in the Canvas badging platform. Since academic success and connection to campus and community are both vital for student success, the QEP badges are intended to guide students through success milestones in both the classroom and in their student life participation. The Canvas badging platform will also be used to track student accomplishments in the General Education Curriculum and their participation in different activities and organizations on campus. In this way, the QEP will become a much more integrated experience with the rest of the student’s career, rather than a stand-alone project.

The micro-badging lists below are not exhaustive, but rather meant to epitomize the activities that will earn a broader badge. A number of the badging opportunities appear in multiple years. This tactic both provides the student with several entry points to earn these badges, and provides reinforcement through repetition for the students who may to focus on a specific set of study or life skills. The first two years focus extensively on engaging in a wide variety of smaller tasks (called “micro-badges”) that accumulate for a broader badge. In this way, the QEP (through faculty, staff and advisors) can prompt the student to remain on track, especially in tasks outside the classroom that will help improve retention. Years 3 and 4 shift to include badges that are more project oriented (e.g., internship, public presentation or performance, leadership role). These badges focus more on leadership and post-baccalaureate transition instead of essential task completion.

Year One: Connect

The student will create critical first ties with the University

Discover areas of interest

The student will complete five badges needed to satisfy the ASE-1000 requirements

Campus Connection Badge

Target group(s): all students

The student will engage in curricular/co-curricular activities to connect with Texas Wesleyan University and its resources. Students complete five micro-badges to earn the badge posted to their co-curricular transcript.

Micro-badge examples:

- Attend Ramboree/Student Organizations Fair
- Attend Texas Wesleyan sporting events

- Attend Student or Spiritual Life Events

Academic Connection Badge

Target group(s): all students

The student will engage in curricular/co-curricular activities to connect with Texas Wesleyan University and its academic resources. Check-ins can be tracked using through EAB. The student will complete at least five micro-badges to earn the badge posted to their co-curricular transcript.

Micro-badge examples:

- Download EAB App and create profile
- Attend an academic workshop sponsored by Academic Success Center/Library/Athletics
- Make an appointment with a librarian for support/assistance with library resources
- other activities including tutoring, supplemental instruction, study hall, advising, etc.

Ramily Connection Badge (social focus)

Target group(s): all students

The student will engage in curricular/co-curricular activities to connect with their Texas Wesleyan Ramily in social settings. Check-ins/event attendance can be tracked through EAB or Ramspace. Activities may be connected to clubs, academic programs, residence halls, athletics, or community outreach events. The student will complete five activities per semester (ten total) to earn the badge posted to their co-curricular transcript. (Note that the ten total is the target number; the five activities per term goal is flexible.)

Mentor Connection Badge

Target group(s): all students

The student will engage in curricular/co-curricular activities to connect with mentors in the TXWES Community and beyond. The student will complete five activities to earn the badge posted to their co-curricular transcript.

Micro-badge examples:

- Attend faculty office hours for all enrolled courses at least once per semester (both spring and fall)
- Attend professional networking/mentoring events (through departmental event or athletics)
- Meet with New Student Mentor (minimum of two meetings) after Ram Camp/Registration Days
- Self-introduction to a guest speaker or community leader visiting campus

Self-Care Connection Badge (health and wellness focus)

Target group(s): all students

The student will engage in curricular/co-curricular activities to connect with their Texas Wesleyan Ramily in health and wellness settings. Check-ins/event attendance can be tracked through EAB and/or

Morton Fitness Center. The student will complete five activities per semester (ten total) to earn the badge posted to their co-curricular transcript. (Note that the ten total is the target number; the five activities per term goal is flexible.)

Micro-badge examples:

- Download Timely Care app and Create Profile
- Attend Mental Health well-being event on campus
- Complete X number of workouts or fitness classes at Morton Fitness Center or another facility (frequency to be determined)

Adulthood Connection Badge

Target group(s): all students

The student will engage in curricular/co-curricular activities to develop the skills necessary to transition into independent adulthood. The student will complete five activities to earn the badge posted to their co-curricular transcript.

Micro-badge examples:

- Learning Preferences assessment (and how to adapt to different learning environments)
- Persistence/GRIT activity or assessment
- Financial Literacy activity/learning module
- Diversity and Inclusion activity/learning module

Community Connection Badge

Target group(s): all students

The student will engage in curricular/co-curricular activities to connect to community on campus and within local/extended/global communities. The student will complete five activities to earn the badge posted to their co-curricular transcript.

Micro-badge examples:

- Apply for/hold an on-campus job
- Participate in Service Learning
- Volunteer (on or off campus - documented)
- Help to build a partnership with an organization or business in the community

Year Two: Engage

The student will deepen involvement in campus life and academic program

The student will branch out to community engagement

The student will complete five badges needed to satisfy the ASE-2000 requirements

Academic Engagement Badge

Target group(s): all students, may be awarded up to two times

The student will engage with academic resources. This badge serves to reinforce the Academic Connection Badge. The student will complete five activities to earn the badge posted to their co-curricular transcript.

Micro-badge examples:

- visit the Academic Success Center for help with a class or serve as an ASC tutor
- visit the Maker Space (Library),
- participate in the Supplemental Instruction program by attending sessions or serving as student SI leader
- utilize other campus academic resources
- attend sessions at University College Day.

Public Presentation Badge

Target group: all students, may be awarded up to two times

The student will engage in a public presentation of a scholarly and/or creative nature. Examples to earn the badge (each is sufficiently robust that there are not separate micro-badges for this category):

- Present a paper or poster at University College Day, or at a conference related to one's major or minor. May be done as a part of a group project.
- Have a public performance or showing (e.g., music recital, theatrical role—on stage or behind the scenes, art exhibition, poetry or prose reading)

Student Organization Engagement Badge

Target group(s): all students, may be awarded up to two times

The student will join a campus organization (each is sufficiently robust that there are not separate micro-badges for this category).

Badge activity examples:

- join a club related to an academic program, or associated with Student Life
- present a bill to Student Government Association (SGA), join SGA, and/or serve as an officer in SGA
- join an honor society, Greek organization, or a sponsored club.

Community Engagement Badge

Target group(s): all students

The student will engage with community activities and events. The student will complete five activities to earn the badge posted to their co-curricular transcript.

Micro-badge examples:

- engage in a community service project
- engage in on-campus community outreach project
- participate in alternative spring break programs (counts as three micro-badges)
- volunteer at the campus food pantry

Mentor Engagement Badge

Target group: primarily first-generation students

The student will engage with one or more mentors. This badge builds upon the Mentor Connection Badge from Year 1. The student will complete five activities to earn the badge posted to their co-curricular transcript.

Micro-Badge examples:

- meet with a Rams First mentor
- become a Supplemental Instruction (SI) Leader
- meet with faculty advisor to discuss academic plans (minor, certifications, second major) and/or career goals
- invite a mentor to visit a class (in consultation with the instructor)

Family Engagement Badge

Target group: primarily commuter students

The student will engage with campus life. The student will complete five activities per semester (ten total) to earn the badge posted to their co-curricular transcript. (Note that the ten total is the target number; the five activities per term goal is flexible.)

Micro-badge examples:

- attend events sponsored by Student Life
- attend a speaker series
- attend music events
- attend theater productions
- attend spiritual life events

Self-Care Engagement Badge

Target group: primarily non-athletes

The student will engage in activities focused on health and wellness. This badge reinforces the Self-Care Connection Badge from Year 1. The student will complete five activities per semester (ten total) to earn the badge posted to their co-curricular transcript. (Note that the ten total is the target number; the five activities per term goal is flexible.)

Micro-badge examples:

- attend a wellness fair
- participate in a fitness or exercise class (at the Morton Fitness Center or a another facility)
- attend a mental health event
- attend spiritual life events

Year Three: Lead **The student will take on critical roles in class, service projects and clubs**
The student will pursue internships and résumé development
The student will complete of five badges needed to satisfy the ASE-3000 requirements
Activities become project oriented rather than task oriented

Career Leadership Badge

Target group(s): all students; may be awarded up to three times

The student will demonstrate leadership in their field. Each activity below is sufficiently robust to qualify for the co-curricular transcribed badge:

Badge activity examples:

- successfully secure an internship (on or off campus)
- complete a major academic project
- present at a professional conference related to major or career
- collaborate with a instructor for a field-specific project

Campus Leadership Badge

Target group(s): especially campus residents; may be awarded up to three times

The student will lead as residents. Each activity below is sufficiently robust to qualify for the co-curricular transcribed badge:

Badge activity examples:

- serve as Resident Assistant (RA) in a campus residence hall
- lead as a campus tour guide
- serve as a Peer Leader at Ram Camp
- design and offer an opportunity for students to spend time together in the residence halls

Academic Support Leadership Badge

Target group(s): all students; may be earned up to three times

The student will lead academically. Each activity below is sufficiently robust to qualify for the co-curricular transcribed badge:

Badge activity examples:

- Secure a position as a tutor in the ASC
- Secure a position as a Supplemental Instruction (SI) Leader.
- Secure a tutoring position off campus (documentation)
- Work or volunteer in an after-school or local AVID program helping students with homework

Ramify Leadership Badge

Target: all students; may be earned up to three times

The student will take an active leadership role on campus. Each activity below is sufficiently robust to qualify for the co-curricular transcribed badge:

Badge activity examples:

- represent the student body as a member of the Student Government Association (SGA)
- assume a leadership position in a student organization
- serve as a New Student Mentor (NSM)

Community Leadership Badge

Target group(s): all students

The student will lead by serving. Each activity below is sufficiently robust to qualify for the co-curricular transcribed badge:

Badge activity examples:

- Complete at least 10-hours of community service
- participate in Alternative Spring Break program
- facilitate a connection between the university and a community partner/service site

Year Four: Apply

**The student will refine leadership skills and résumé
The student will apply for jobs or post-graduate education
The student will complete four badges needed to satisfy the
ASE-4000 requirements**

Exit Survey Completion Badge

Target group(s): all graduating students, required badge for ASE-4000

The student will complete the exit survey required by the university for all graduating students.

Post-Baccalaureate Launch Badge

Target group(s): all students, one badge required, may be awarded up to two times

The student will prepare to enter their career. Each activity below is sufficiently robust to qualify for the co-curricular transcribed badge:

Badge activity examples:

- Take steps to enter the job or graduate school market. Examples include:
- Attend a career fair at the university or one offered by an employer in your field.
- Attend a Graduate School information event to get more information about graduate studies.
- Meet with a career counselor and develop your cover letter and resume.
- Meet with a career counselor for job search coaching. Identify job opportunities and research employers.
- Obtain letters of recommendation from your professors, advisors or counselors.
- Join a professional organization in your career field.

Leadership Development Course Badge

Target group: primarily athletes

The student will complete the Leadership Development Course. The course requires three parts to earn the badge:

- a self-paced Canvas course
- leadership activities
- a reflection essay or capstone presentation.

Personal Statement Badge

Target group(s): primarily first-generation students

The student will develop and revise a personal statement

Recommended steps:

- develop an insightful written personal statement or philosophy to use for job interviews
- develop a personal statement for graduate school applications
- seek revision help from the Academic Success Center
- seek editing help from Career Services

Senior Presentation Badge

Target group(s): all students, may be awarded up to two times

The student will seek and secure opportunities to present research or creative work in a public (outside of class) forum. Each activity below is sufficiently robust to qualify for the co-curricular transcribed badge:

Badge activity examples:

- deliver a presentation or host a poster session at University College Day (may be done as part of a group)
- share poetry or short story reading
- perform a musical recital
- be part of a theatrical performance (on stage or behind the scenes)
- present to a professional or academic organization

- present a senior thesis or portfolio

Badging Assessments

Much of the assessment of the badges will involve correlating the badges earned with the demographic groups to which a student belongs (for instance: female – Latina – first-generation – non-Pell – athlete – campus resident). The badges she earns will be included with each of those groups, and her persistence (one-semester) and retention (two-semester) results will be reported. Persistence and retention rates of students who earn any specific badge will be parsed out by demographic group, and analyzed for combinations that work best for any specific group. These results will be reported annually to academic and faculty advisors to assist students in selecting which activities they should pursue for the highest chance at success.

As a means to incentivize badge completions, the QEP will seek the creation and approval of the ASE-1000, -2000, -3000, and -4000 courses (pass/fail zero-credit courses) that will reflect student progress toward completing all their required badges for any given year. The course will be added automatically to the student’s schedule once a credit-hour threshold is reached (15 hours for ASE-1000, 45 hours for ASE-2000, 75 hours for ASE-3000, and 105 hours for ASE-4000). A failing grade may be changed later if the student completes the necessary co-curricular work. Because of the internal course approval schedule, these courses will be deployed in fall 2024 for freshmen and sophomores, and fall 2025 for juniors and seniors. The percentage of students passing these badging courses will be included in the assessment data and retention calculations.

IV. c. QEP Rollout Timeline

QEP Overview Calendar	
Term	Activities
Summer 2023	<ul style="list-style-type: none"> • Development of orientation video and Events Calendar • Development of badging materials and assessment for Year 1 (Connect)
Fall 2023	<ul style="list-style-type: none"> • First freshman class begins work with Year 1 activities • Development of video and badging materials for Year 2 (Engage) • Assessment development for Year 2 • Approval of Academic Success Experience courses to help track achievement
Spring 2024	<ul style="list-style-type: none"> • First cohort of students with sophomore hours begins work with Year 2 activities • Initial assessment of Fall 2023 results
Summer 2024	<ul style="list-style-type: none"> • Development of video and badging materials for Year 3 (Lead) • Assessment development for Year 3

	<ul style="list-style-type: none"> • Overall assessment of 2023-2024
Fall 2024	<ul style="list-style-type: none"> • First transfer class begins work with Year 3 activities • Development of video and badging materials for Year 4 (Apply) • Assessment development for Year 4 • Introduction of ASE-1000 and -2000 tracking courses
Spring 2025	<ul style="list-style-type: none"> • Students with senior hours begin work with Year 4 activities • Initial assessment of Fall 2024 results
Summer 2025	<ul style="list-style-type: none"> • Overall assessment of 2024-2025 • Modifications to QEP formulated as needed
Fall 2025	<ul style="list-style-type: none"> • Introduction of ASE-3000 and -4000 tracking courses
Spring semesters 2026 onward	<ul style="list-style-type: none"> • Initial assessment of prior fall results
Summer terms 2026 onward	<ul style="list-style-type: none"> • Overall assessment of prior academic year • Modifications to QEP formulated as needed
Fall terms 2026 onward	<ul style="list-style-type: none"> • Implementation of modifications developed during the summer

Detailed Rollout Timeline:

Late Spring and Summer 2023:

- Development of the co-curricular transcript section in Canvas (for badges and other activities). These transcripts are intended to extend beyond the QEP into other learning, leadership and service projects undertaken by the students.
- Creation of Canvas-based content to be deployed in Fall 2023 semester:
 - brief orientation to badges—how to earn, how to post, and what purpose they serve;
 - Year One (Connect) badge content that will be accessed through Canvas.
- Finalization of Year One (Connect) badge assessment instruments.
- Finalization of Academic Success Experience reinforcement assessment instruments for the SPC-1301 Fundamentals of Speech portion.

Fall 2023:

- Deployment of the QEP orientation video for incoming freshmen.
- Deployment of the Year One (Connect) badges.
- Deployment of SPC-1301 Fundamentals of Speech ASE reinforcement assignment to about half the sections of the course.

- Deployment of QEP-specific end-of-course evaluation questions in all SPC-1301 Fundamentals of Speech sections. These will become permanent additions, in current or edited form, following the Summer 2024 assessment analysis.
- Creation of Canvas-based Year Two (Engage) badge content to be deployed in Spring 2024 semester.
- Finalization of Year Two (Engage) badge assessment instruments.
- Creation and approval of the ASE-1000, -2000, -3000 and -4000 badge completion courses.

Spring 2024:

- Completion and initial analysis of assessment results from Fall 2023
- Continuation of ASE reinforcement assignment in about half of SPC-1301 Fundamentals of Speech courses.
- Deployment of reinforcement, part 2, in about half of ENG-1302 Composition II sections.
- Deployment of QEP-specific end-of-course evaluation questions in all ENG-1302 Composition II sections. These will become permanent additions, in current or edited form, following the Summer 2024 assessment analysis.
- Deployment of Year Two (Engage) badges.

Summer 2024:

- Completion and analysis of assessment results from Spring 2024 (both Academic Success Experience reinforcements, Connect and Engage badges).
- Based on assessment results, decide whether to modify the Academic Success Experience reinforcements as well as Connect and Engage badge requirements.
- Following summer assessment analysis, determine whether to modify any of the assessment processes.
- Creation of Canvas-based Year Three (Lead) badge content to be deployed in Fall 2024 semester. (May begin in Spring 2024.)
- Finalization of Year Three (Lead) badge assessment instruments. (May begin in Spring 2024.)
- Modification of QEP orientation video for transfer students. (May begin in Spring 2024.)
- Since only one or two sections of ENG-1302 Composition II and SPC-1301 Fundamentals of Speech are offered during the summer, all sections will include the Academic Success Experience reinforcement assignment. These will be assessed along with the fall sections in Spring 2025.
- Any substantive modifications to the QEP (e.g., addition or removal of assignments, badges, or other programmatic initiatives) will be discussed based upon assessment results. A rollout plan for any such modifications will be determined in conjunction with their adoption.

Fall 2024:

- Deployment of the QEP orientation video for incoming new transfer students.
- Deployment of Year Three (Lead) badges.

- Expansion of SPC-1301 Fundamentals of Speech Academic Success Experience reinforcement assignment to all sections.
- Continue ENG-1302 Composition II Academic Success Experience reinforcement in about half of sections (to expand in Spring 2025).
- Creation of Canvas-based Year Four (Apply) badge content to be deployed in Spring 2025 semester. (May begin in Summer 2024.)
- Finalization of Year Four (Apply) badge assessment instruments. (May begin in Summer 2024.)
- Deployment of ASE-1000 and -2000 badge completion courses.

Spring 2025:

- Deployment of Year Four (Apply) badges.
- Expansion of ENG-1302 Composition II Academic Success Experience reinforcement assignment to all sections.
- Completion and initial analysis of assessment results from Fall 2024.

Summer 2025:

- Completion and analysis of assessment results from Spring 2024 (both Academic Success Experience reinforcements, all levels of badges).
- Based on assessment results, decide whether to modify the Academic Success Experience reinforcements as well as any badge requirements.
- Following summer assessment analysis, determine whether to modify any of the assessment processes.
- Any substantive modifications to the QEP (e.g., addition or removal of assignments, badges, or other programmatic initiatives) will be discussed based upon assessment results. A rollout plan for any such modifications will be determined in conjunction with their adoption.

Subsequent to Summer 2025, assessments, analyses, and modifications will continue in the pattern established during the first two years:

- Academic Success Experience reinforcement will continue in all sections of ENG-1302 Composition II and SPC-1301 Fundamentals of Speech, with assessments to be reviewed the following term.
- More in-depth assessment analysis of broader QEP effectiveness will occur each summer.
- Modifications to Academic Success Experience reinforcement assignments and assessments, as well as to the badges will be addressed each summer, as indicated by assessment results.
- Revisions to any materials posted on Canvas will be identified during the assessments, and implemented within during the summer or the following fall semester.
- Any substantive modifications to the QEP (e.g., addition or removal of assignments, badges, or other programmatic initiatives) will be discussed based upon assessment results. A rollout plan for any such modifications will be determined in conjunction with their adoption.
- ASE-3000 and -4000 badge completion courses to be deployed in fall 2025 semester.

V. Resources and University Capacity

The proposed Texas Wesleyan University QEP, as currently configured, is not a resource-intensive project. It will not require the hiring of any full-time personnel nor the addition of any office space to implement. The Associate Provost of Academic Affairs (APAA) will continue to oversee and direct the project. If the APAA finds it necessary to hand off QEP Director duties to a different full-time faculty or staff member, an annual stipend is being included in the budget beginning in FY2024.

One aspect of the QEP implementation, especially during Years One (FY2024) and Two (FY2025), is the inclusion of student interns from the Mass Communication, Marketing, or Computer Science programs to assist in developing the online content in collaboration with the Division of Enrollment, Marketing and Communications. Note that our fiscal year begins June 1, so any summer activity falls into the new year. The University already has offices and full-time positions in place that can assist with the QEP—especially the training, assessment, and content development.

The CETL already has programs in place, such as Summer Institutes (in May and August). Additionally, the Center holds regular trainings throughout the academic year related to pedagogy, assessment, classroom strategies, and distance learning. While a small stipend may be paid to a faculty member who leads trainings, typically those activities count toward the university service or scholarship areas of evaluation.

Assessment and its related data analysis are areas where stipends for faculty or staff may be necessary to ensure timely results. The University has a significant number of faculty in business, sciences, and social sciences, in addition to staff in Institutional Research, who are proficient at data analysis and developing actionable plans from assessment findings.

Content development, in particular the web-based content, can be done through the existing studio in the Mass Communication department and in the Rambler Media Group (the student media unit). Specific licenses or equipment may be needed if the studio is lacking the most recent compatible versions.

Projected budget:

Year Zero (FY2023—preparatory work): \$5,000

\$5,000	acquisition of a platform, possibly with the LMS, to help students and advisors track progress in badges during each thematic year.
---------	---

Year One (FY2024—finalizing preparatory work and implementation): \$12,000

\$6,000	faculty/staff stipends to assist with assessment data analysis, training beyond Center for Excellence in Teaching and Learning (CETL), including conference travel and webinars
\$4,000	video/web course development for any Canvas-based content
\$2,000	ongoing badge tracking costs (badge and co-curricular transcript platform subscription)

Year Two (FY2025): \$12,000

\$6,000	faculty/staff stipends to assist with assessment data analysis, training beyond CETL, including conference travel and webinars
\$4,000	final video/web course development for Canvas-based content
\$2,000	ongoing badge tracking costs (badge and co-curricular transcript platform subscription)

Years Three through Five (FY2026 through FY2028): \$10,000 annually

\$6,000	faculty/staff stipends to assist with assessment data analysis, training beyond CETL, including conference travel and webinars
\$2,000	updating of video/web course content for Canvas-based
\$2,000	ongoing badge tracking costs (badge and co-curricular transcript platform subscription)

VI. Global Assessment Plan:

Activity or Goal & Outcome	Assessment	Target
Student will connect to University, engage in structured goal setting Speech video and Composition II video projects (Academic Success Experience reinforcement)	video scoring rubric	met: 75% of students will achieve $\geq 2.0/4$ on final video rubric* exceeded: 90% of students will achieve $\geq 2.0/4$ on final video rubric*
	end-of-course survey questions	students in intervention sections will rate their engagement higher than the baseline (non-intervention) students
Student will follow a scaffolded path of increasing engagement to University and community Thematic Year Badges	participation and usage levels	met: overall average participation/usage level of University programs/facilities will increase by $\geq 3\%$ annually exceeded
	badge completions	met: 75% of students in eligible years will complete their badges for the year exceeded: 90% of students in eligible years will complete their badges for the year
The student will retain at a higher level Video projects and badges	retention levels: overall and by demographic group	met: students in eligible years will achieve 2% higher retention rate (fall-to-fall or spring-to-spring for, depending on term of initial matriculation) over each prior year exceeded: students in eligible years will achieve 4% higher retention rate over each prior year
The student will report higher levels of engagement Biennial student engagement feedback survey	NSSE results 2026	First-year students will have improved engagement scores in each of the four broad areas** compared to the 2022 and 2024 baseline
	NSSE results 2028	First-year students will have improved engagement scores in each of the four broad areas** compared to the 2026 Fourth-year students will have improved engagement scores in each of the four broad areas** compared to 2026

*Rubric ratings: 1 = does not meet expectations
 2 = meets expectations
 3 = exceeds expectations
 4 = far exceeds expectations

**NSSE Broad Engagement Measurements: Academic Challenge
 Learning with Peers
 Experiences with Faculty
 Campus Environment

In addition to the activity-specific assessment plans provided in the Academic Success Experience Reinforcement and Badges sections above, the QEP will monitor and assess

- badge accumulation throughout each year
- (beginning in 2024-2025) monitoring of pass rates of the Academic Success Experience badge completion courses, and correlating these with retention and graduation rates
- activities stressed in the QEP initiatives (FAFSA filing, advising appointments, faculty visits, campus activity involvement). Where possible, comparison to the pre-initiatives baseline will occur.

B. Campus life, internships and leadership engagement:

Intentional engagement in campus life will be assessed by establishing a baseline during the 2022-2023 and 2023-2024 academic years. Since the junior- and senior-level interventions do not roll out until the second year, it should be possible to calculate a good baseline.

The NSSE results for 2022 and 2024 will serve as a baseline for a broader QEP engagement assessment. Since the NSSE will be administered in the spring semesters of 2026 and 2028, the QEP should have this global data available to incorporate and discuss in the final report.

The results from the internship participation will be assessed through a pre-test/post-test method wherein students will submit a resume and complete a mock interview with Career Services. Following a period of leadership training, resume building, and coaching, students will once again participate in a mock interview. A Bloom's Taxonomy rubric will be used to assess students' progress in resume development and interview skills. This assessment will begin during the fourth or fifth semester of the QEP, once the leading edge of the first cohort begins to participate in internship activities.

C. Long-term results:

Long-term indirect measures will be used, including annual retention and graduation rates, sorted by cohorts, beginning in the first year of the QEP. Measures will include a comparison of retention and graduation rates of students exposed to the initiatives to those who matriculated in prior (baseline) years. Additionally, retention rates will be compared to completion of badges and the types of badges completed.

Cohorts are proposed to include (with the expectation of some overlapping):

- Athletes (female, male)
- Black students (female, male)
- Hispanic/Latinx students (female, male)
- Non-URM students (female, male)
- International students (female, male)
- Pell eligible students (female, male)
- International students (female, male)
- Residential status (female, male)

Data relating to post-graduation placement rates will be collected and analyzed to determine success of the initiatives and to make any revisions needed for future years. Baseline years: 2021-2022 and 2022-2023 for retention rates (fall to spring and fall to fall), and for job placements 2023-2024.

VII. References

- Amaya, L.R., Betancourt, T., Collins, K.H, Hinojosa, O., & Corona, C. (2018). Undergraduate research experiences: Mentoring, awareness, and perceptions—a case study at a Hispanic-serving institution. *International Journal of STEM Education*, 5(9), 1-13. <https://doi.org/10.1186/s40594-018-0105-8>
- Buzzeto-Hollywood, N., & Mitchell, B.C. (2019). Grit and persistence: Findings from a longitudinal study of student performance. *Issues in Informing Science & Information Technology*, 16, 377-391.
- Caruth, G.D. (2018). Student engagement, retention, and motivation: Assessing academic success in today's college students. *Participatory Educational Research*, 5(1), 17-30. <https://files.eric.ed.gov/fulltext/ED585863.pdf>
- Childs, B. (2018). Student voice and linguistic identity: Digital badging as a tool for retention of first year and first generation undergraduates. *Journal of English Linguistics*, 46(3), 186-198. <https://doi.org/10.1177/0075424218783444>
- Ericksen, K. (2020, July 01). *8 Overlooked factors affecting college persistence and retention*. Collegis Education. <https://collegiseducation.com/news/programs-and-course-content/college-persistence-and-retention/#:~:text=Students%20who%20are%20actively%20involved,in%20school%20and%20reach%20graduation>.
- Howard, V.J. (2019). Open Educational Resources in Behavior Analysis. *Behavior Analysis in Practice*, 12(4), 839–853. <https://doi.org/10.1007/s40617-019-00371-4>
- Gabriel, K.F. (2018). *Creating the path to success in the classroom: Teaching to close the graduation gap for minority, first-generation, and academically unprepared students*. Stylus Publishing.
- Green, S.L., & Wright, C.F. (2017). Retaining first generation underrepresented minority students: A struggle for higher education. *Journal of Education Research*, 11(3), 323-338. Supplemental Index; EBSCO Discovery Service. <https://ejwl.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edo&AN=135961228&site=eds-live>
- Lopez, J.D., & Horn, J. M. (2020). Grit and retention among first year Hispanic college students at a Hispanic serving institution. *Hispanic Journal of Behavioral Sciences*, 42(2) 264-270. <https://doi.org/10.1177/0739986320910153>
- Mahoney, M. (2021). Who is a first-generation student? *Explainer*. Ascendium; Chronicle of Higher Education. https://connect.chronicle.com/rs/931-EKA-218/images/WhoisFirstGen_Ascendium_Explainerv3.pdf?aliId=eyJpIjoiOHlQK01teEZsajI5ZTk3QyIsInQiOiJkNmhtS1hzTXdmVW85ejJrUlF2WTBnPT0ifQ%253D%253D
- Manzoni, A., & Streib, J. (2019). The equalizing power of a college degree for first-generation college students: Disparities across institutions, majors, and achievement levels. *Research in Higher Education*, 60(5), 577-605. <https://doi.org/10.1007/s11162-018-9523-1>
- McGuire, S.Y., & McGuire, S. (2015). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation*. Stylus Publishing.
- McGuire, S. Y. & McGuire, S. (2018) *Teach yourself how to learn: Strategies you can use to ace any course at any level*. Stylus Publishing.

- Pratt, I.S., Harwood, H.B., Cavazos, J.T., & Ditzfeld, C.P. (2019). Should I stay or should I go? Retention in first-generation college students. *Journal of College Student Retention: Research, Theory & Practice*, 21(1), 105-118. <https://10.1177/1521025117690868>
- Quinn, D.E., Cornelius-White, J., MacGregor, C., & Uribe-Zarain, X. (2019). The success of first-generation college students in a TRIO student support services program: Application of the theory of margin. *Critical Questions in Education*, 10(1), 44-64. https://ejwl.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=con_gale2&AN=edsgcl.572401425&site=eds-live
- Romo, L.F., Magana, D., & Gutierrez-Serrano, G. (2020). Factors influencing optimism for degree attainment in Latino first-generation college students. *Association of Mexican American Educators Journal*, 14(3), 120-133. <https://doi.org/10.24974/amae.14.3.408>
- Schelbe, L., Becker, M.S., Spinelli, C., & McCray, D. (2019). First generation college students' perceptions of an academic retention program. *Journal of the Scholarship of Teaching and Learning*, 19(5), 61-76. <https://doi.org/10.14434/josotl.v19i5.24300>
- Tello, A.M., & Lonn, M.R. (2017). The role of high school and college counselors in supporting the psychosocial and emotional needs of Latinx first-generation college students. *The Professional Counselor*, 7(4), 349-359. <https://doi.org/10.15241/amt.7.4.349>
- Tingle, M.N., Schmitz, J.M., & Rettig, P. (2021). QEP is HIP: A case study implementing an institution-wide undergraduate research community of inquiry for a small private college setting. *Journal of the Scholarship of Teaching and Learning*, 21(1), 225-240. <https://doi.org/10.14434/josotl.v21i1.30359>
- Van Jura, M., & Priteo, K. (2021). Navigating college with MAPPS: Students' perceptions of a proactive advising approach. *NACADA Journal*, 41(2), 27-39. <https://doi.org/10.12930/NACADA-21-14>
- Wavle, S., & Ozogul, G. (2019). Investigating the impact of online classes on undergraduate degree completion. *Online Learning Journal*, 23(4), 281-295. <https://olj.onlinelearningconsortium.org/index.php/olj/article/view/1558/875>
- Winkelmes, M., Boye, A., & Tapp, S. eds. (2019). *Transparent design in higher education teaching and leadership: A guide to implementing the transparency framework institution-wide to improve learning and retention*. Stylus Publishing.
- Winkelmes, M.A., Copeland, D., Jorgensen, E., Sloat, A., Smedley, P., Pizor, P., Johnson, K., & Jalene, S. (2015). Benefits (some unexpected) of transparently designed assignments. *The National Teaching & Learning Forum*, 24(4), 4-6. https://www.unlv.edu/sites/default/files/page_files/164/NTLF24_4_WOL.pdf
- Wittner, B., Powazny, S., & Kauffeld, S. (2022). Supporting Rita: A social cognitive approach to (first generation) student's retention. *Journal of College Student Retention: Research, Theory & Practice*, 23(4), 965-988. <https://doi.org/10.1177/1521025119882358>
- Yang, F., & Mao, Y. (2021). Which factors impact Pell Grant students' persistence and graduation? *Journal of Higher Education Theory and Practice*, 21(3), 111-122. <https://doi.org/10.33423/jhetp.v21i3.4148>

Student Success Plans at Other Institutions:

- California State University Channel Islands (2023). *4 Year College Success Plan*. <https://www.csuci.edu/advising/4year-plan.htm>

Grand Valley State University (2023). *Four Year Blueprint for Student Success*.

<https://search.gvsu.edu/s/search.html?collection=gvsu-meta&profile=default&query=four%20year%20blueprint%20for%20student%20success>

Indiana University – Purdue University Indianapolis (2023). *Four-Year Plan: Your map to success*.

<https://acd.iupui.edu/advising/four-year-plan/index.html>

Montclair State University (2023). *Four Year Career Development Plan*.

<https://acd.iupui.edu/advising/four-year-plan/index.html>

University of Maryland (2023). *Four Year Academic Success Plan*.

<https://counseling.umd.edu/academic/resources/handouts>

University of Nebraska – Lincoln (2023). *Your Four Year Plan for Success*.

<https://cas.unl.edu/undergraduate-success-plan>

Internal Documents:

6-Year UG Graduation Rates by Race/Ethnicity: Freshman Admits. (n.d.) [Unpublished raw data].

[Percentage full time retention rate, selected peer institutions] (n.d.) [Unpublished raw data].

QEP Committee for 2023 Reaffirmation. (2020, September 8) *Minutes*.

QEP Committee for 2023 Reaffirmation. (2020, October 6) *Minutes*.

QEP Committee for 2023 Reaffirmation. (2020, October 20). *Minutes*. QEP Committee for 2023 Reaffirmation. (2020, November 3). *Minutes*.

QEP Committee for 2023 Reaffirmation. (2020, November 17). *Minutes*.

QEP Committee for 2023 Reaffirmation. (2021, January 19) *QEP Committee Minutes for January 19, 2021*.

QEP Committee for 2023 Reaffirmation. (2021, August 27). *QEP Meeting Minutes*.

QEP Committee for 2023 Reaffirmation. (2021, September 24) *QEP minutes*.

QEP Committee for 2023 Reaffirmation. (n.d.) *IPEDS 8-Year graduation rates Texas Wesleyan University and selected peers* [Unpublished raw data]

QEP Committee for 2023 Reaffirmation. (n.d.) *Potential QEP topics to discuss at focus groups and information sessions*.

QEP Committee for 2023 Reaffirmation. (2021) *QEP comments* [by demographic group] [Unpublished raw data].

QEP Committee for 2023 Reaffirmation. (2021). *QEP update: All-faculty meeting August 16, 2021* [PowerPoint Slides].

QEP Committee for 2023 Reaffirmation. *QEP survey questions* [Unpublished raw data].

QEP Committee for 2023 Reaffirmation. (2021) [QEP survey results (rankings)]. [Unpublished raw data]

QEP Committee for 2023 Reaffirmation. (2022) *Quality Enhancement Plan: Presentation to faculty February 8 and 15, 2022* [PowerPoint Slides].

QEP Committee for 2023 Reaffirmation. (2022). *Quality Enhancement Plan: Presentation to staff February 9, 2022* [PowerPoint Slides].

QEP Committee for 2023 Reaffirmation. (2021) *SACSCOC reaffirmation 2023: Standard 7.2: Quality Enhancement Plan*. [PowerPoint Slides].

QEP Committee for 2023 Reaffirmation. (2023) *Quality Enhancement Plan: Town Hall Presentation to faculty and staff February 14, 2023* [PowerPoint Slides].

Appendices

- (1) Next Steps for Steering Committee for Strategic Plan 2025
- (2) IPEDS 8-Year Graduation Rates, by student profile and compared to peer
- (3) Peer Institution Retention Rates
- (4) QEP Survey Objectives and Descriptions
- (5) QEP Survey Results (rankings)
- (6) May 2021 QEP Survey Comments
- (7) Fall 2021 TXWES Services and Processes Survey Instrument
- (8) Topics for Students Focus Group February 2022
- (9) Town Hall Presentation to Texas Wesleyan University Faculty and Staff February 2023

(1) Next Steps for Steering Committee for the Strategic Plan 2025

Due November 5th

- I. **Next Steps- Review/Discuss findings/process within each division/department**
 - a. **Steering Committee shares findings on Goals and reviews Mission Statement**
 - b. **Steering Committee takes findings to:**
 - i. Each School – lead by Deans and Provost
 - ii. Each Division – lead by Vice Presidents and President
 - iii. Athletics – lead by Athletic Director

- II. **Mechanics –October- November 5th Completion Requested**
 - a. Discuss findings with departments and get feedback or affirmation on the three identified Goals:
 - **Enhance Student Engagement**
 - **Develop Ethical Leadership**
 - **Facilitate Student Success**
 - i. Do the three goals resonate with your division/department?
 - ii. Develop up to five actions steps to achieve Goal by 2025 within each department/division.
 1. Metrics for achieving the actions steps may be further developed within each division/department but will not be included in the formal strategic plan 2025.
 - iii. Example of how TCU wrote action steps are broadly written may be found here: <https://www.tcu.edu/strategic-plan/goal-1-actions.php>
 - b. Discuss revised Mission Statement (copied below)
 - i. Are the new Goals congruent with our proposed/revised mission statement?
 - ii. Seek feedback on the revised mission statement.

- III. **Steering Committee Reconvenes to Share Input from Departments/Divisions and Adopts Final Goals and Timeline –November 9th or 10th and December if needed.**
 - a. Provide feedback to Steering Committee on Findings/Goals and Mission Statement.
 - b. Committee edits and adopts action steps.
 - c. Continue work within each department or division to develop time specific actions or objectives to achieve goals and provide departmental measures.
 - d. New Strategic Plan presented to Executive Committee **December 10th** and full Board **January 2021**

Commented [DHH1]: Patti, I think 10 may be a bit too much. Some areas are going to see this as needing 10 goals even though we say "up to." I would recommend 5.

Summary of discussion on Goals

Develop Ethical Leadership

A core tenant of the strategic plan is leadership within the community, regarding our practices, global civic awareness and action, and within the concepts of inclusion and equity. Developing ethical leadership is tied to our mission to making the world around us better through education and developing graduates to pursue responsible civic involvement locally and globally.

1 Stewardship

The student experience will benefit from strong relationships between University and the Poly Neighborhood and greater Fort Worth area. The continued economic revitalization of southeast Fort Worth

2 Agile and Adaptive Practice

Practices that are nimble, responsive, and adaptive to the changing landscape of higher education and technology, result in a high-quality education that produces learners who are equally nimble and responsive.

3 Global Awareness

Students and graduates will possess a global and inclusive view of community and civic responsibility that is modeled by faculty and staff as well as the University's curricular requirements and co-curricular opportunities.

4 Inclusion and Equity

Student competencies will reflect the values of diversity, inclusion, and equity as are the management of curricula, programmatic functions, and personnel management.

5 Innovation

Academic program development reflects the demands of local and global needs as well as a distinctive liberal arts core curriculum that leads to sustainable recruitment of new students and a strong demand for graduates.

Enhance Student Engagement

Strong and consistent student engagement is a cornerstone of effective education, growth, and development. Student engagement is at the heart of the Smaller. Smarter. culture as our practices are grounded in relationship and connection. As a core tenant of this strategic plan, enhancing student engagement can be achieved through connections within and to Polytechnic Heights, Fort Worth, industry leaders, alumni, and the TXWES community.

1 Community

Students' academic experiences are informed by industry leaders who maintain strong lines of communication to inform curricular design and desired graduate competencies.

2 Mentorship

Intentional, regular, and structured interactions among students, industry professionals and content experts. Mentoring relationships are commonplace between students and staff/faculty.

3 Alumni

Strong student experiences lead to an engaged alumni base that continues regular contact with the University.

4 Infrastructure

Enhancing student engagement through the expansion of academic, athletic, and co-curricular offerings.

5 Multi-modality

Students have a variety of media through which to engage on campus as technological improvements allow for increased modality of connecting and learning.

Facilitate Student Success

Students are at the heart of TXWES, and their success is the foundational goal to our institutional mission. We facilitate the education, growth, and development of our students so they can be successful inside the classroom, outside the classroom, and beyond the boundaries of our campus. to educate, grow, lead, and develop so that we may be successful.

1 Career Pathways

Upon graduation, recent alumni boast consistent job placement or graduate/professional school enrollment across schools and academic programs.

2 Internships and Experiential Learning

Students are placed in experiential learning opportunities at high rates across schools and academic programs.

3 Academics and Graduation

Students consistently demonstrate success in academic measures across schools, academic programs, and demographic variables. Such measures include being retained at consistently increasing rates, grade point averages, and semesterly credit hour completions. Graduation rates are consistently strong across schools and academic programs.

4 Academics and Graduation

Students consistently demonstrate success in academic measures across schools, academic programs, and demographic variables. Such measures include being retained at consistently increasing rates, grade point averages, and semesterly credit hour completions. Graduation rates are consistently strong across schools and academic programs.

Mission Statement

- a. Marketing and Communications' proposed revised draft:

Texas Wesleyan provides transformational learning experiences to a diverse group of students to develop their fullest potential as individuals and as members of the world community.

Standing behind the principle that each student needs individual attention to develop critical thinking, analytical reasoning and creative problem solving, Texas Wesleyan is driven by a small community approach, that allows tailored student experiences in and outside the classroom, and a diverse faculty, who incorporate innovative teaching skills while providing one-on-one student feedback.

With a belief that a liberal arts and sciences education develops the mental flexibility and social awareness to transition from a job to a successful career, faculty are dedicated to students at all levels — and from all backgrounds — persisting to a college degree that enhances the lives of themselves, their families and the community.

Current Mission Statement

Our mission at Texas Wesleyan University is to develop students to their full potential as individuals and as members of the world community.

Texas Wesleyan University, founded in 1890 in Fort Worth, is a United Methodist institution with a tradition in the liberal arts and sciences and a focus on professional and career preparation.

The University is committed to the principles that each student deserves personal attention and that all members of the academic community must have freedom to pursue independent thought and to exercise intellectual curiosity.

The University endeavors to create a learning environment where each student is provided an opportunity to pursue individual excellence, to think clearly and creatively and to communicate effectively. The University also strives to develop a sense of civic responsibility and spiritual sensitivity, with a commitment to moral discrimination and action. Texas Wesleyan University strives to develop informed, responsible and articulate citizens.

The University actively seeks and employs faculty and staff with commitment and dedication to teaching, inspiring and serving students. Texas Wesleyan University recognizes its responsibility to the community by providing leadership and talent through programs that enable and enrich society.

Undergraduate and graduate programs are offered on campus and through distance education. Faculty scholarship informs teaching and advances knowledge and understanding.

(2) IPEDS 8-Year Graduation Rates, by student profile and compared to peer

Texas Wesleyan University and Selected Peers

Institution	2017	2018	2019	2020	2021
	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort	2012-2013 Cohort	2013-2014 Cohort
Texas Wesleyan	42%	40%	35%	51%	28%

University Goal = 60%

Peers

Dallas Baptist University	56%	49%	54%	49%	53%
Houston Baptist University	48%	48%	49%	53%	50%
Oklahoma City University	60%	53%	57%	53%	48%
Our Lady of the Lake University	35%	36%	39%	35%	38%
St. Mary's University of Minnesota	63%	60%	56%	59%	54%
Union University	61%	63%	63%	61%	64%
University of St. Thomas of Texas	47%	49%	49%	50%	60%
University of the Incarnate Word	46%	42%	47%	46%	43%
Median of peers	52%	49%	52%	52%	52%
Texas Wesleyan difference from median	-10%	-9%	-17%	-1%	-24%

TXWES 8-Year Graduation Rates by Group

	2017	2018	2019	2020	2021
	2009-10 Cohort*	2010-11 Cohort	2011-12 Cohort	2012-13 Cohort	2013-14 Cohort
	Percent Graduated	Percent Graduated	Percent Graduated	Percent Graduated	Percent Graduated
Overall	53.3%	47.9%	46.6%	39.0%	27.1%
Freshman Admit	36.9%	29.5%	25.7%	31.5%	11.6%
Transfer Admit	61.6%	62.3%	58.0%	49.5%	51.1%
International Admit	36.4%	50.0%	30.8%	34.8%	4.7%

*cohort = summer through spring admits

Race or Ethnicity	6-Year UG Graduation Rates by Race/Ethnicity: Freshman Admits					
	Fall 2009 cohort	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort
Black/African American	21.6%	21.9%	7.7%	32.0%	36.4%	32.3%
American Indian/Alaska Native	50.0%	28.6%	0.0%	0.0%	n/a	50.0%
Asian	62.5%	100.0%	0.0%	66.7%	75.0%	n/a
Native Hawaiian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	n/a	100.0%	33.3%	27.3%	23.5%	25.0%
Hispanic/Latino	36.5%	32.7%	39.3%	46.3%	38.6%	45.9%
White alone, not Hisp./Latino	38.9%	26.1%	40.3%	40.5%	39.0%	50.0%
Unknown*	39.3%	53.3%	n/a	25.0%	50.0%	40.0%
Nonresident Alien**	20.0%	75.0%	80.0%	32.3%	14.5%	13.4%

*unusually high for Fall 2009 cohort (about 1/3 of freshman admits) Data gathering improved significantly the following years.

**very high numbers of students from Saudi Arabia, and later from Nepal were admitted in 2012, 2013 and 2014.

	TXWES Fall-to-Fall UG Retention Rates					
	2018 to 2019		2019 to 2020		2020 to 2021	
Overall Retention Rate	296 of 514	57.6%	386 of 594	65.0%	271 of 426	63.6%
Freshman Admits Retention Rate	154 of 298	51.7%	209 of 328	63.7%	148 of 243	60.9%
Transfer Admits Retention Rate	142 of 216	65.7%	177 of 266	69.1%	123 of 183	67.2%

(3) Peer Institution Retention Rates

Institution Name	Percentage Full-time retention rate Fall 2019 cohort to Fall 2020 (EF2020D)	Percentage Full-time retention rate Fall 2018 cohort to Fall 2019 (EF2020D)	Percentage Full-time retention rate Fall 2017 cohort to Fall 2018 (EF2020D)	Percentage Full-time retention rate Fall 2016 cohort to Fall 2017 (EF2020D)
Dallas Baptist University	76	72	77	70
Houston Baptist University	71	71	69	72
Oklahoma City University	76	83	81	82
Our Lady of the Lake University	65	63	68	61
Saint Mary's University of Minnesota	79	84	82	77
Texas Wesleyan University	64	52	51	57
Union University (TN)	87	84	88	86
University of the Incarnate Word	75	73	74	76
Median Rate for Peer Group	75.5	72.5	75.5	74
Texas Wesleyan difference from median	-11.5	-20.5	-24.5	-19

(4) QEP Survey Objectives and Descriptions

Objective 1: Addressing Needs of First-Generation Students	Description: A first-generation college student is one who is the first in their family to attend college. As such, they may need additional supports to ensure they are successful. These tactics are also helpful for any students regardless of background.	Examples:
--	--	-----------

Academic supports
Financial supports
Advising and mentoring in college life

Objective 2: Development of Student Cohorts	Description: A cohort is a group of about 10 students who collaborate and support each other throughout their academic journey. Students who participate in cohort learning are shown to have higher retention and completion rates. This may occur at the undergraduate or graduate level.	Examples:	Cohorts may be formed around:
---	---	-----------	-------------------------------

Academic Success Experience and general education courses
Community service
Experiential learning opportunities

Objective 3: Cognitive and Affective Competencies	Description: Grit, Tenacity, Perseverance, Focus: Students who develop these qualities in their approach to studying, research, and extracurricular activities are shown to have higher rates of retention and on-time graduation.	Examples:
---	--	-----------

Freshmen: self-care mindset; financial and study skills
Sophomores: goal setting in the major; overcoming obstacles
Juniors: social network building; community engagement
Seniors: connecting goals with job and career opportunities



Objective 4: Cross-Cultural Experiences	Description: Student diversity and global interaction provide students with opportunities to broaden awareness and understanding of multiple cultures. Cross-cultural experiences are critical for professional success in an increasingly diverse environment after graduation.	Examples:
---	--	-----------

study-abroad and international connections
culturally responsive teaching
engagement with diverse neighboring communities



<p>Objective 5: Transparency in Learning and Teaching (TILT) in instruction and processes</p>	<p>Description: TILT is an approach to teaching that does not assume that a student automatically sees how an assignment or a process is relevant to their learning. This approach embeds explanations as to how and why a certain task is to be accomplished and is especially helpful for first-generation students.</p>	<p>Examples:</p>
---	--	------------------

<p>Major project assignments divided into manageable components with clear explanations.</p>
<p>Clearer explanations as to how university processes should be approached (e.g., course drops, financial aid applications, etc.)</p>

(5) QEP Survey Results (rankings)

		Includes		Includes		Includes		Includes		Includes		Includes		
	Overall	Responses	GR	Responses	UG	Responses	Alumni	Responses	Faculty	Responses	Staff	Responses	Board	Responses
Objective 1 <i>1st Gen</i>	2.01	412	2.53	72	2.13	158	2.11	62	1.96	82	1.85	86	1.42	19
Objective 2 <i>Cohorts</i>	3.01	412	3.1	72	3.05	158	3.15	62	3.12	82	2.87	86	2.68	19
Objective 3 <i>Grit</i>	2.90	412	2.85	72	2.92	158	2.60	62	2.65	82	3.08	86	2.84	19
Objective 4 <i>Cross-cultural</i>	3.98	412	3.75	72	3.87	158	3.95	62	4.10	82	4.29	86	4.21	19
Objective 5 <i>TILT learning</i>	3.05	412	2.78	72	3.03	158	3.19	62	3.17	82	2.91	86	3.84	19

Rating Scale:

- 5 = Very Strongly Contribute*
- 4 = Strongly Contribute*
- 3 = Moderately Contribute*
- 2 = Not Contribute*
- 1 = Definitely Not Contribute*

(6) May 2021 QEP
Survey Comments

QEP COMMENTS

Texas Wesleyan University

(a few may be repeated due to multiple categories of some respondents)

Alumni	Board of Trustees	Graduate Students
<p>Understanding how to study for a college course was one of my stumbling blocks when I was in school. There was no hand-holding like in high school. You had to have the will to do it on your own.</p>	<p>Understanding how to study for a college course was one of my stumbling blocks when I was in school. There was no hand-holding like in high school. You had to have the will to do it on your own.</p>	<p>Virtual learning options in conjunction with in person for those who choose</p>
<p>N/A</p>	<p>the overall understanding of how we relate to one another should be an overarching goal of higher education</p>	<p>N/A</p>
<p>Listen to the needs of the students.</p>	<p>Studies/surveys show a correlation between retention/graduation rates and admissions standards/standardized test scores. The higher quality of students a university admits, the higher its rates of retention and on-time graduation. I am not a fan of standardized tests by any means, especially for the diverse student population at TxWes. However, our student retention and graduation rates may improve if we seek to admit a greater number of stronger students, and if we position ourselves as a slightly more selective university.</p>	<p>Listen to the needs of the students.</p>
<p>For first gen students, we need better networking opportunities. Connect students with university alum before they graduate.</p>		<p>I say that although diversity is great but there needs to be understanding that we have to be respectful of the learning environment .</p>

(a few may be repeated due to multiple categories of some respondents)

Alumni	Board of Trustees	Graduate Students
<p>Flexible schedule - it may be often that financial responsibility outside of school require student to have more flexibility in school schedule to meet work/life schedule.</p>		<p>Ensuring that all mass communication to students is prompt and concise is also very helpful in ensuring that students meet all targets and deadlines such as advising, career opportunities, comprehensive exams, and graduation.</p>
		<p>Continue to increase the relationships and classes offered for Early College High School students</p>

(a few may be repeated due to multiple categories of some respondents)

Undergraduate Students	Faculty	Staff
<p>Understanding how to study for a college course was one of my stumbling blocks when I was in school. There was no hand-holding like in high school. You had to have the will to do it on your own.</p>	<p>Within the cohorts, address the needs of first gen students--which I think are things all students can benefit from.</p>	<p>You missed the point of challenging the students by not setting to the lowest common denominator in the classroom. It has been my experience teaching that all students will come up to that standard if they know what is expected of them. A former student</p>
<p>Texas Wesleyan as a business is going to burn itself out. You can't keep targeting inner-city/poor communities and keep driving up tuition prices. You are going</p>	<p>The number one factor in HE at a small Liberal Arts 4 year school is quality faculty and academic facilities/ support. Moreover, these factors fundamental</p>	<p>Students desire to have mentorship in faculty. They desire to have faculty that identify with them in race and gender.</p>
<p>Teaching to Real World Applications would be something to look into</p>	<p>The Administration, the Staff and Campus Services (food, housing, security, & facilities maintenance) also strongly influence Retention and Degree Completion</p>	<p>Students attend a college for 2 reasons. One because it has a top ranked program that they are interested in or two because they like what they see on campus. The smaller smarter is a great marketing tool, but students need to see what that is and be able to live it, not just in the class room, but across the campus.</p>
<p>Student:professor checks and balances</p>	<p>teachers need instruction on engagement of students to insure that students feel important and valued</p>	<p>Objective 1 is very broad. Changes in our academic support of students will have a strong impact, while changes in the other two will have a moderate impact. The majority of the objectives focus on what students will do without indicating what university stakeholders (admin and instructors) will do. We aren't going to improve retention without a laser focus on what the university will do for students.</p>

(a few may be repeated due to multiple categories of some respondents)

Undergraduate Students	Faculty	Staff
NA	Student/faculty engagement	N/A
N/A	Stop micromanaging faculty. Friendly advice.	I am sure this is just a matter of how it read, but I wanted to share something on the Cognitive and Affective Competencies. This will be helpful provided we do not assume that these issues are only felt by those in the respective classifications. We are a small enough institution that we should be able to tailor services like the ones listed as examples to meet students at the point of their needs.
n/a	Overall this looks like a good QEP for Wesleyan.	Financial literacy and support for career development (career services) are very important factors that need to be incorporated as well.
I have no additional comments to make. I think these objectives perfectly capture the necessary concepts a student should be familiar with for retention and on-time graduation.	Knowlegable faulcty with great ability to teach and motivate is teh most important factor.	Anything we do to help first-Gen student is going to help all students. Many students who aren't first-gen are probably too shy or embarrassed to ask for help because they "should know" ahead, at least in their own minds.

QEP COMMENTS

(a few may be repeated due to multiple categories of some respondents)

Undergraduate Students	Faculty	Staff
<p>good</p>	<p>I hear financial obstacles and lack of timeliness and responsiveness of Financial Aid as a key obstacle to student retention. Communication obstacles across campus cause considerable student frustration which leads to strong student dissatisfaction. For being a small campus we have too many burdensome processes for students, sending them running all over campus to chase down signatures. We need to be nimble and transparent. I would have expected this to be one of the leading items to address for a QEP on student retention.</p>	
<p>Every time there's change in leadership within financial aid or registrars office, there seems to be heavy delay with a lot. I understand that the process can be difficult but I'm sure there has to be a way or resources that allow fast processing and not cause stress on students i.e. seeing a semester bill of 30k with no financial aid listed. It's also ridiculous that with degree plans changing in length, there's no reflection of that within financial aid. Still needing to take full course loads of 18 hours, but not being able to afford the 2k + fees to complete their degree "on-time" hopefully this is no longer an issue with the degree changes.</p>	<p>How did this come to be the QEP, and what happened to the previous one? We seemed to have dropped it.</p>	

(a few may be repeated due to multiple categories of some respondents)

Undergraduate Students	Faculty	Staff
<p>As the first in my family to graduate college, I do not believe my needs (just because I am the first in my family) are more important than another students needs. My financial issue is my need, but all college students need something. We are not more important in receiving help because we are first generation students, of a certain race, age, etc.</p>	<p>Assessment of any of these will be a "bit**" though the interest might exist. I think other topics like numeracy or even literacy (in the rhetorical sense) would be more manageable and smarter</p>	
<p>add more online classes for those who have families and can not make it in person to class. This has definitely helped me since I teach my two little ones at home. Thank you please consider this.</p>	<p>Anything we do to help first-Gen student is going to help all students. Many students who aren't first-gen are probably too shy or embarrassed to ask for help because they "should know" ahead, at least in their own minds.</p>	
	<p>Admissions criteria should be higher. The University basically lets anyone in and then wonders why they leave.</p>	

(7) Fall 2021 TXWES Services and Processes Survey Instrument

Texas Wesleyan University is seeking student feedback regarding processes and services on campus. Please indicate your level of satisfaction on the scale below. There will be a space for brief comments after each section, plus an area for general comments at the end.

Likert Scale: 5 = Very Satisfied
4 = Somewhat Satisfied
3 = Neither Satisfied nor Dissatisfied
2 = Somewhat Dissatisfied
1 = Very Dissatisfied
N/A = no experience with this process or service

Section I: Beginning at Texas Wesleyan

1. Undergraduate Orientation, often corresponding with first-time registration.
2. Masters or Doctoral Program Orientation
3. New Student Registration
4. Ram Camp

[space for comments]

Section II: Academic and Pre-Career Matters

5. Advising process after initial orientation
6. Registration process after initial registration
7. Changing your schedule after classes have begun (for instance, adding or dropping a course)
8. Declaring or changing a major
9. Overall quality of courses
10. Permission to enroll at a different university (the Texas Wesleyan parts of the process)

- 11. Tutoring or Academic Success Services
- 12. Career guidance
- 13. Help in finding internships or similar opportunities

[space for comments]

Section III: On-Campus Housing and Services

- 14. On-campus housing application
- 15. On-campus housing renewal process
- 16. Residence hall/on-campus apartment experience
- 17. Meal plans
- 18. On-campus dining options

[space for comments]

Section IV: Student Affairs and Student Support

- 19. Disability accommodations (ease of filing for and receiving support)
- 20. Counseling services (ease of getting an appointment and quality of services)
- 21. Healthcare or medical services (ease of getting an appointment and quality of services)
- 22. International Student Services (support in navigating university and governmental paperwork and policies)
- 23. Campus activities

[space for comments]

Section V: Finances

- 24. Financial aid processes (including application, counseling)
- 25. Setting up a payment plan
- 26. Student worker/student assistant application and assignment processes
- 27. Overall affordability

[space for comments]

Section VI: Technology

- 28. Access to working technology on campus for course work or extra-curricular projects
- 29. Accessibility of course materials in the Learning Management System (Blackboard)
- 30. Overall quality and timeliness of instructor interactions in online courses

[space for comments]

Demographic

My classification this semester is:

- Freshman
- Sophomore
- Junior
- Senior
- Master's Program Student
- Doctoral Program Student

I identify as:

- Female
- Male
- Non-binary
- Prefer not to answer

I am eligible for a Pell Grant:

Yes

No

Please add below any further comments you think would help the University improve its processes and services.

[space for comments]

Separate Survey—not to tie identifying info to the prior one

If you would like to be entered into a drawing for a \$25 gift card, please press the “Submit and Open New Form” button below. The new form will not be attached to your answers to this survey. If you do not wish to be entered into the drawing, please hit the “Submit Only” button.

Thank you for your assistance in improving the Texas Wesleyan experience.

Note: The survey would go to native undergraduate students who have completed at least two semesters of study at Texas Wesleyan, as well as to transfer undergraduate and any graduate/professional students who have completed at least one semester of study at Texas Wesleyan.

New Form:

Please enter the following information to participate in the gift card drawing:

Name:

Email address:

Would you be interested in participating in a focus group related to this survey later in the semester? (participation interest not related to gift card drawing)

Yes

No

(8) Topics for Students Focus Group February 2022

Potential QEP Topics to Discuss at Focus Groups and Information Sessions

- How did you hear about Texas Wesleyan, and what made you decide to enroll?
- What has been most helpful in navigating classes and services at TxWes?
- What has been the most challenging part of your experience here?
- What has been your experience with getting involved with campus life such as activities, clubs, events, ...?
- What grade would you give each of these offices or experiences (A to F)? For any really high grade (A) or really low grade (D or F), explain your reasoning.
 - Admissions
 - Initial Enrollment process including orientation and placement testing
 - Financial Aid
 - Cashier
 - Advising and Scheduling
 - Athletics department
 - Blackboard and Ramlink
 - Academic Success Center
 - Library access and services—both West Library and online
 - Bookstore
 - Housing / Res Life
- What do you think could help improve the services or experiences of the low-rated items?
- What sorts of activities could help new students—especially those without college experience in their families—to adapt more quickly to college life at Texas Wesleyan? Think of both things inside and outside the classroom.

SACSCOC 7.2: Quality Enhancement Plan (QEP)

(9)Town Hall Presentation to Texas Wesleyan University

Faculty and Staff February 2023

- Implementation Committee: Cheryl Adair (SOHP), Elsa Anderson (SOE), Stacia Campbell (SOAS), Jill Gerloff (Athletics), Dennis Hall (DOSAs), Elizabeth Howard (Library), Terence Kennedy (Retention), Heidi Reed (SOBA), Carl Smeller (SOAS), Steven Daniell (Academic Affairs)
- Steps taken to select and refine topic (fall 2020 through summer 2022):
 - Consideration of Engage 2025 Strategic Plan
 - Work with the EAB retention *Playbook*
 - Surveys, presentations, and focus groups, especially in calendar year 2021
 - Review of other QEPs
 - Feedback from our SACSCOC liaison in May 2022, and our off-site committee in Nov.

QEP: "Connect – Engage – Lead – Apply: Improving Retention through Scaffolded Engagement"

- Components:
 - Student introduction and reflection videos (SPC-1301 and ENG-1302)
 - Freshman and sophomore badges related to the first two themes (connect, engage). These badges are more task oriented, and intended to integrate students into campus life.
 - Junior and senior badges related to the final two themes (lead, apply). These badges are more project oriented, and intended to bridge the student to post-college life.
- Rollout:
 - 2023-24 – video assignments; orientation video; connect and engage badges
 - 2024-25 – lead and apply badges
 - Modifications to be made as assessments each summer indicate.