

## EQUITY IN PRACTICE FOR STUDENT SUCCESS Executive Summary

Winston-Salem State University’s “Equity in Practice for Student Success (EIPSS)” Quality Enhancement Plan (QEP) has identified gateway courses with historically high enrollments and relatively high DFW rates. Administrators, faculty, and staff are studying these courses, which generally provide the foundation for successful learning in subsequent courses, to identify and eliminate barriers to student success. Faculty Learning Communities (FLCs) will redesign the courses in an evidence-based and iterative process that addresses issues of equity and results in improved student outcomes (learning, grades, and credit accumulation). To accomplish these goals, the university has engaged with the Gardner Institute’s “Gateways to Completion” program for the first three years of the project. The FLC for each course will collect historic and current course analytics along with other institutional and course-level forms of evidence to develop a course redesign plan. The findings will inform the plans to iteratively improve the course structure and administration over a five-year timeframe. Data relative to the outcomes will be collected and reported based on an assessment schedule to measure the success of two primary goals that should influence a secondary goal.

Goal	Outcome
1. Improved learning in gateway courses (primary)	Gateway classes will have (a) clearly defined learning outcomes for the most important foundational knowledge and skills, (b) assessments that directly measure those outcomes and (c) students will demonstrate the knowledge and skills defined in the course student learning outcomes.
	Redesigned gateway courses will have (d) identified and (e) addressed factors using root cause analysis (RCA) that are under the control of faculty and support staff that create disparity in the learning experiences for low-income and students of color.
2. Improved success (higher grades) in gateway courses (primary)	At least 82% of students enrolled in any of seven revised gateway courses with high enrollments and historically high DFW rates will successfully complete the courses with a grade of $\geq$ C. At baseline these courses range from a 54 % to 78 % success rate.
3. Improved outcomes for first-year students (secondary)	At least 70% of the first-time full-time cohort will earn 30 hours by the end of their second semester (over baseline of 51% in 2017).
	At least 85% of the first-time full-time cohort will have at least a 2.0 GPA by the end of their second semester (over baseline of 74.4% in 2017).

The university has committed financial and human resources to accomplish the goals and outcomes of the QEP. The Office of the Provost will administer the project through a structure that involves: 1) a director of the QEP who is a faculty member with release time and a stipend, 2) the director of the teaching center (CITI), as well as 3) support from an associate provost; 4) a steering committee that involves leadership from both Academic Affairs and Student Development and Engagement; and 5) course committees which are led by senior faculty or chairs in the academic departments.

### QEP Contacts

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