iAdapted to Adaptive Learning

Student Success: Utilization of Adaptive Learning in General Education Courses

FAYETTEVILLE
STATE UNIVERSITY

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Quality Enhancement Plan

Executive Summary

Through multiple ongoing, comprehensive planning and evaluation processes, Fayetteville State University (FSU) has identified the topic, *Student Success: Adaptive Learning in General Education Courses* to improve student success for this Quality Enhancement Plan (QEP). The FSU undergraduate student body is largely comprised of high-need and underserved students. The utilization of adaptive learning (AL) has been shown to increase student success rates in several ways, including but not limited to, increasing students' grades, pass rates, and retention rates early on when students are first faced with college-level work. AL courses will help FSU address continued challenges with improving student success rates as measured by the following: drop, fail, withdrawal (DFW) rates, course completion rates, retention rates, and graduation rates.

After identification of the topic, an operational definition of AL was developed by the QEP Steering Committee, faculty, and students based on institutional values. The QEP Steering Committee defines AL as the delivery of customized learning experiences that address the unique needs of the student through just-in-time feedback, pathways, and resources.

We at FSU expect, through this QEP's focus on AL, that we can help our students by providing efficient, effective, and customized learning paths to master the material they do not know while moving past what they do know through an individualized and tailored learning environment. By helping our students attain these skills and attributes, we will enable them to improve their General Education competencies, which ultimately will result in improvements in our overall student retention and graduation rates. AL has been shown to increase students' confidence levels, improve course engagement and comprehension, validate student learning, and overall contribute to students' success. Therefore, this helps persuade us that AL will benefit our FSU learning community.

After an extensive literature review and in-depth evaluation of FSU's Strategic Goals, our QEP Steering Committee proposes to increase student success rates and meet these institutional goals as described in this Plan and in accordance with the SACSCOC Standard 7.2 (a-e). Our Steering Committee has identified the following outcomes for this Plan:

- Student Success Outcome #1— Students will demonstrate increased student success in General Education courses that utilize adaptive learning. Achievement of this will

be evident by:

- o Decreased DFW rates by 8% in general education courses that use adaptive learning.
- o Increased course completion rates by 8% in general education courses that use adaptive learning.
- o Increased post-midterm course assignment averages by 8% in the general education courses that use adaptive learning.

● Student Success Outcome #2 — Students will acknowledge that adaptive learning contributed to their success in the general education course. Achievement of this will be evident by:

- o At least 70% of students will indicate that the adaptive learning methodology contributed to their success.

The QEP will evaluate progress toward the above goals utilizing various data collection methods from students, faculty, and staff. Implementation Years 1 and 2 will serve as pilot years and will be modified as appropriate for Implementation Years 3 – 5.

Introduction

The *Quality Enhancement Plan 2022 (QEP)* at Fayetteville State University (FSU) is designed to satisfy Standard 7.2 (a-e) of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Principles of Accreditation*. The standard reads as follows:

Standard 7.2: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

FSU's QEP proposes to implement *Student Success: Adaptive Learning in General Education Courses* to improve student success as a focused, ongoing course of action while supporting the institution's goals. We aim to implement adaptive learning (AL) in General Education courses, levels 100 and 200, that have high DFW rates (11% or higher). Preparation for FSU's pilot study began in Fall 2020 with select general education courses utilizing AL in Spring 2021. As demonstrated throughout this document, AL has been shown to improve student success by providing efficient, effective, and customized learning paths. Consequently, we have created a plan that aims to benefit our diverse, underserved student body.

Profile of the University

Dating back to 1867, FSU is a Historically Black College and University (HBCU). By a legislative act of 1877, the North Carolina General Assembly provided for the establishment of a Normal School for the education of black teachers. The Howard School was chosen as the most promising because of its successful record. By a legislative act in 1972, FSU became a constituent institution of the University of North Carolina System. Presently, FSU is the second oldest public university in North Carolina.

We are proud to say we are an HBCU with one of the most diverse campuses in the *nation*. FSU's student body today is comprised of significant rural, adult, transfer, and military populations. We at FSU acknowledge that each population has quite different academic needs and

expectations. Below is a snapshot of our student body from Fall 2021.

For undergraduate students in Fall 2021, it is evident that the majority of the student body was African American (58.69%), followed by White (18.86%), then Hispanic (9.22%), then Two or More Races (5.48%), with all other categories less than 4%. The majority of FSU's student body is female (70.47%). Additionally, FSU's student body is made up of students from rural areas (79.83%) and are underserved (enrolled by Pell offer, 48.07%).
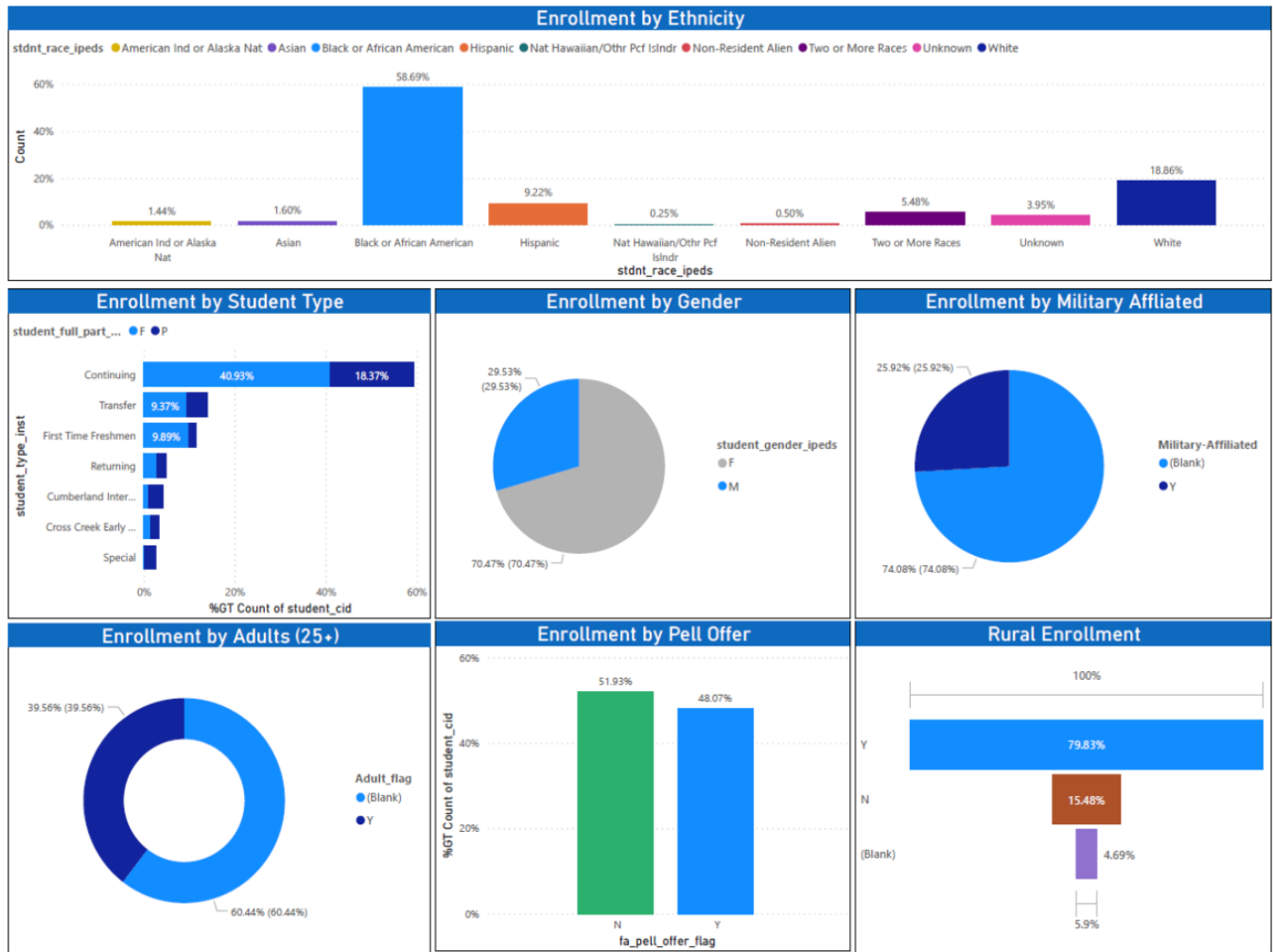
Information received from FSU's Office of Institutional Effectiveness, Planning, and Research

FSU offers robust and innovative degree programs rooted in the liberal arts. The university advances knowledge through the integration of teaching, learning, research, and public service. At FSU we strive to meet the education, career, and personal aspirations of our students from rural, military, and other diverse backgrounds so that they are equipped with academic and practical

knowledge to serve local, state, national, and global communities as enlightened citizens, globally astute leaders, and engaged solution creators.

FSU has been on a mission to understand how our various populations best succeed, what tools are most effective for their learning, and if those tools are scalable within FSU's environment. FSU's student body comprises a considerable number of first-generation and low-income students from diverse ethnicities and learning needs that differ from students whose parents have attended college. FSU's QEP Steering Committee has explored a wide body of scholarly works about teaching, learning, and student success concerning these high-need students.

Published Literature

In this literature review, we include evidence that supports AL to effectively help address inequities of preparedness, learning, and knowledge comprehension that many of our students may be susceptible to in their formative college years. If we can help our students with knowledge comprehension, then we are helping to make the content more accessible to all students, which ultimately leads to improved performance in foundational courses, time-to-degree, overall student retention, and graduation rates.

Underserved and Diverse Students: Matters of Learning

An underserved college student falls into one or more categories: first-generation, low-income or socioeconomic status, and ethnically underrepresented (Gianoutsos & Winkelmes, 2016). As increasing numbers of underserved students enter college in the twenty-first century, educators must understand how these students learn best and how to help them succeed (Ramaley, 2016). Higher education's understanding of learning has, in many ways, outpaced teaching strategies (Bass, 2012), particularly as student demographics and their differing needs of class engagement shift. In general, underserved students struggle in their first years of college more than their better-prepared counterparts. It comes as no surprise that all students do not learn in the same way. Therefore, a substantial challenge for instructors is providing equity of instruction to all students.

The "New Adult Learner"

According to Ross-Gordon (n.d.), Knowles' framework suggests that adult learners expect and need the following:

(1) Self-direction in learning. (2) Consideration of their vast reservoir of experience. (3) Courses and information that are relevant and useful. (4) Task- or problem-centered learning activities rather than subject-centered, and (5) freedom to operate from their own internal motivation (para. 11).

In addition to being millennials, FSU's adult learners have varied and complex lives. Teaching and supporting the academic pursuits of adult learners can be challenging because they are parents, caregivers, financial providers, career professionals, etc. Thus, the competing priority of adulthood makes it extremely hard for adult learners to engage in the traditional classroom setting (Glowacki-Dudka, 2019). Therefore, when considering Knowles' framework, AL is an ideal option to enhance learning for the adult learner.

Knowledge Comprehension: Not a One Size Fits all Approach

As we discuss learning styles and preferences, it is important to acknowledge that, "There is no one preferred learning style that works for all students or even for any one particular ethnic or cultural group" (Mestre, 2006, p. 28). Given that FSU's student population is comprised of a diverse student body, it is important to understand the impact technology use, classroom structure and teaching styles have on our students' learning styles. Kozinsky (2017) suggests that Generation Z, the largest demographic in college, is "disrupting the way learning happens in higher education" (para. 1). These students prefer learning experiences that engage and involve them throughout the learning process. It should also be noted that Millennial students, students born between the years of 1982 and 1996, had a similar effect on higher education several years before. Millennial students demanded the use of technology, engaging learning experiences, and meaningful learning (Jonas-Dwyer & Pospisil, 2004). Consequently, FSU's current adult learners have more in common with our Generation Z, traditional-aged population, than one might anticipate.

A study conducted by Barnes and Noble College (n.d.) suggested that 51% of students learn by doing, whereas 38% learn through visuals. Additionally, 12% reported that they learned by listening (Barnes & Noble College, n.d). This study also revealed that students surveyed listed class discussions, working through problems/questions, and course study guides as being helpful tools for learning (Barnes & Noble College, n.d). According to the Pew Research Center, the rapid evolution of information and communication technology and other digital tools shapes the learning

preferences of Generation Z learners (Dimock, 2019). Researchers at the Elton B. Stevens Company (EBSCO) Discovery Service indicate that the "Google generation" is the first generation of true digital natives...displaying adaptability with new and/or complicated technology (EBSCO Discovery Service, n.d.). As digital natives, Generation Z learners expect digital learning tools to be incorporated into their learning (Kozinsky, 2017).

Singer (2017) notes that more than 30 million schoolchildren, over half of the total in the United States, now use at least one Google application, with Google Chromebooks becoming their primary way of accessing and using the internet. Mueller and Oppenheimer (2014) provide examples from literature and the disability community to show the importance of technology and recommend that university-level educators lean in to using technology and teaching networked students. They go on to acknowledge that good solutions rest in student-centered pedagogy that focuses on study and informational literacy skills rather than trying to ban classroom technology.

Millennial attitudes fall in line with Knowles's (1980) ideas about education. Millennials yearn to see value in their learning while moving at their own pace, at the same time valuing experiences and general ambition towards life and learning This all lends itself toward adult learners preferring active and transformational learning (Ross-Gordon, 2011). Paechter and Maier (2010) discuss the technological preferences of adult learners, stating that they preferred online learning, "… for its potential in providing a clear and coherent structure of the learning material, in supporting self-regulated learning, and in distributing information" (p. 292).

Adaptive Learning

Despite the challenges of adulthood and the expectations of youth, AL has shown to be a way to take the guesswork out of the curriculum design process, leading to improved student success. Baker and Stewart (2012) describe AL as the application of learning that provides more feedback and training when students provide incorrect answers. At its core, AL provides students with real-time feedback as gaps in learning are uncovered (Baker & Stewart, 2012). The adaptive nature of the courseware allows students to master easier questions first while gradually increasing the complexity and skill required to correctly answer questions while seamlessly creating multiple opportunities for learning, support, and success within the course. The AL process allows instructors to teach at various skill levels to better meet each student's individual needs.

AL offers a way for FSU to support and acknowledge the needs of the students by giving

them the means to learn at their own pace through their own lived experiences and cultural variations (McLaren, 2013). McLaren states that "adaptivity is at the core of how people learn," (2013, p. 3). AL is a type of personalized learning that "aims to provide efficient, effective, and customized learning paths to engage each student" (Moskal, Carter, & Johnson, 2017, p. 1). As an educational technology tool, McLaren (2013) describes AL as "a software environment where technology, educational psychology, and cognitive science collaborate with big data to carve out customized pathways through curriculums for individual learners..." (p. 2).

Adaptive Learning to Improve Student Success

Research has been able to identify where and how AL can have the biggest impact so that institutions and policymakers can make the most of their resources for increasing student success. A study by Kakish and Pollacia (2018) presented the implementation of AL in Information Technology courses over several semesters. The idea of such implementation came when the course steering committee realized students were being unsuccessful in these courses because:

> (1) Instructors were sometimes covering material that students already firmly grasped, while not knowing areas where students needed more help. (2) Time was not efficiently utilized, especially with regard to topics already grasped by most students. (3) The complexity of some topics (ex: Database; Excel Pivot Tables, etc.) was out of some students' reach, and this could have been avoided if students were asked to perform less complex tasks or tasks they already might have been acquainted with (Word, PowerPoint) (Kakish & Pollacia, 2018 p. 73).

To address these issues the course steering committee produced the following goals in which they felt AL would be the best methodology to address these and improve student success.

> (1) Increase retention levels and student pass rate. (2) Assure common content and assessment across all sections. (3) Reduce time spent preparing for lectures. (4) Efficiently identify areas where students need more teaching support (Kakish & Pollacia, 2018 p. 73).

Over a period of three years, student data was tracked and compared to AL versus non-AL methodology. The results from the implementation of AL in the Information Technology courses were quite astounding. For grade distribution, the rate of As and Bs increased with the use of AL, while Ds and Fs declined. Student pass rates and exam scores rose significantly—almost 10% in

points with AL utilization. All of this provides evidence that AL contributes greatly to not only student learning, but also the bigger picture of student success. Not only did the students in these courses benefit from AL, but so did the instructors. Instructors in the AL courses noted that time spent giving quizzes, preparing for lectures, and grading assignments all decreased.

Substantial evidence exists to conclude that AL improves student success. Scalise, Bernbaum, and Timms (2007) conducted a study in an introductory chemistry course where they compared the post-test results of two student groups. The student group that utilized AL outperformed the control group by an average of nearly 21%. Another study by Stillson and Alsup (2003) explored the utilization of AL in a basic algebra course. Results noted higher final grade averages in the basic algebra course that utilized AL versus the non-AL course. Additionally, Hagerty and Smith (2005) conducted a similar study for a college algebra course. For this course, results showed that students using AL scored higher than the control group on pre- and post-test assessments (Hagerty and Smith, 2005).

Success for Students. Research reveals that under-achieving students gain the most from AL, contributing to their success in courses. This customized approach improves study habits and attitudes for all learners (Walkington, 2013). In a study by Canfield (2001) students reported feeling like they could succeed in the topic at hand, many for the first time, because of the added support provided through AL. Students report numerous reasons as to why AL contributes to their success. Below is a snapshot of those.

- Worked at their own pace, utilizing adaptive content as an extension of course materials, concepts, and activities (Stillson & Alsup, 2003).
- Learned more with AL (Canfield, 2001).
- Appreciated the support of step-by-step explanations, immediate feedback, and customized practice questions (Canfield, 2001; Stillson & Alsup, 2003).
- Motivated to strive for completion when viewing courseware graphical charts showing progress (Canfield, 2001).
- Developed better study skills and were willing to dedicate time to learn, acknowledging that these investments brought the rewards of a deeper understanding of course content and, ultimately, a passing grade (Stillson & Alsup, 2003).

- Felt less anxiety and worry because of the self-paced, just-in-time nature of AL, where new topics or practice questions are only presented when the student is ready for them (Canfield, 2001).

Success for Instructors. To unlock student success, AL is a personalized learning tool "reacting to what a student knows, analyzing how they learn, and delivering instruction to that knowledge" (p. 2). McLaren insists that instructors simply do not have the "bandwidth to customize instruction for all of their students" (2013, p. 2). AL fills this pedagogical challenge by enabling instructors to respond to and tailor to students' varying levels of motivation and knowledge. AL software is data-driven and relies on "algorithms, assessments, student feedback, instructor adjustments/interventions, and various media to deliver new learning material to students who have achieved mastery and remediation to those who have not," (Moskal, Carter, & Johnson, 2017, p. 1).

Since AL utilizes sophisticated technology, most platforms generate reports and data that inform instructors about individual student performance. The technology goes even further and includes details about the skills achieved, remaining progress to achieve mastery, problem areas, as well as other critical information. At a glance, instructors can use these vital metrics to monitor student performance and, as needed, intervene, and provide additional guidance promoting student success (Scalise, Bernbaum & Timms, 2007).

Identification of Topic (7.2.a)

FSU evaluates set goals for its strategic plan by using an annual Operational Assessment Report (OPAR) which requires all Schools and Colleges to engage students, employers, academic and non-academic units in regular and rigorous program assessment to ensure that FSU's graduates are mastering the learning outcomes in each discipline and documenting progress in achieving the goals stated in the FSU Strategic Plan. Each program's OPAR is aligned closely with the University's mission, strategic plan, and assessment plans that focus on strategic areas of improvement. A priority that emerged in FSU's 2020-2025 strategic plan was the emphasis on improvement in student retention and graduation rates which are systematically assessed by university-wide OPARs.

For the past three years, FSU's fall-to-fall IPEDS retention rates of first-time freshmen

students have been as low as 63% and as high as 73%. Additionally, for the past 3 years, the DFW rates for first-time freshmen students in gateway courses ranged from 9-18%. These rates are well below the level the University community desires, and below the rate at a number of peer institutions in the region, which admit similarly prepared incoming students. The retention and graduation rate challenge has continued to be of great importance to FSU, so much so, it has continued as at least one strategic goal with relevant strategies since 2001 in the University's OPAR. In addition, the University has responded to the changing state and federal regulatory environment, which also has provided significant improvement in the environment for learning at FSU.

The iAdapted Initiative

Conversations of a QEP focus began in Fall 2017 when FSU began adopting AL courseware in an Introduction to Chemistry course using Knewton Alta. During the 2018 academic year, the SACSCOC Liaison requested campus-wide input for FSU's upcoming QEP. One-hundred-one proposals were submitted, of which six were unanimously voted on by faculty at an FSU town hall meeting that occurred on October 12, 2018. All of the proposals had a general theme of enhancing student competencies in general education courses. A QEP committee with broad campus representation was formed and led by the Dean of the College of Health Sciences and Technology. The committee was charged with developing a QEP topic from the six proposals. The QEP committee met seven times (See Appendix A), to include meetings with campus faculty, staff, and students, to discuss the proposals, their alignment with the university's mission and vision, and the university's strategic plan.

The Emergence of Adaptive Learning at FSU

In Fall 2019, FSU's Department of Chemistry adopted Knewton Alta courseware in all sections of CHEM 141, CHEM 161, and some online sections of CHEM 105 and CHEM 106. In surveying students in these courses, 75% strongly agreed that they would like to see AL used in other courses, and 71% of the students surveyed noted that the AL format helped increase their confidence level and compelled them to spend more time with course materials when compared to courses that did not utilize AL. Additionally, students in AL courses saw a significant level of academic growth. Additionally, over 80% of the participating faculty wanted to continue using the

AL courseware and recommended that others in their department adopt AL of some sort. The success of the initial pilot and the timing of FSU's QEP created an opportunity to expand research, to include more courses and disciplines, to better understand how AL can be best utilized to support FSU's students while aligning with FSU's strategic plan, *New Challenges, Bold Promises*. Therefore, it came as no surprise that at FSU's QEP Town Hall meeting on October 12, 2018, the faculty, student, and staff in attendance unanimously agreed on QEP topics that focused on student performance.

The iAdapted initiative supports the strategic plan and is a key approach in achieving FSU's first strategic priority of *Academic Excellence* and aligns with the following strategic goals: (1) *increasing retention rates*, (2) i*ncreasing graduation rates*, (3) *fostering cutting-edge technological innovation to support and advance teaching and learning*, and (4) *enhancing the educational experiences of nontraditional and distance learners*. In considering all of this, the QEP Committee selected the overarching topic of Student Success: *Utilization of Adapted Learning in General Education Courses*.

The QEP's focus on General Education courses, levels 100 and 200, with DFW rates equal to or greater than 11%, was chosen to put the resources where FSU believes the greatest impact will be made, at the very beginning of the college student's experience. FSU expects that this outcome will be evident using existing measures of academic knowledge and skills for foundational competencies in general education. Additionally, FSU believes that utilizing AL will confirm published research, increase student learning, decrease DFW rates, increase course completion rates, and ultimately result in student success.

A major challenge and concern of the QEP committee members that emerged from the discussions about the adoption of AL software was the potential of additional course costs that students would have to bear. The QEP committee, therefore, consulted with other stakeholders, such as FSU's bookstore, the business office, and FSU's faculty senate. It was clear after those consultations that strategic textbook adoption approaches and reassessment of FSU's book rental policy would alleviate this challenge.

The QEP topic was announced by the Associate Vice Chancellor for Institutional Effectiveness, Research, and Planning, SACSCOC Liaison at the Spring 2021 Bronco Kick-Off so faculty and staff would be aware of the chosen topic and direction of the pilot study.

Additionally, the QEP topic, along with updates, has been presented to the Cabinet and Board of Trustees. To further reinforce the iAdapted initiative, information was further shared by The QEP Coordinator at a Dean's meeting in Spring 2021.

iAdapted Pilot Study

The AL pilot study officially began in Spring 2021 with nine general education courses for levels 100 and 200. Data was collected from faculty and students about their experiences with AL using Course Climate Surveys, an Adaptive Learning Survey, and a focus group session. From the data analysis, it was determined that the AL general education courses were 43% more efficacious when compared to the non-AL course taught by the same instructor. Overall, there were lower DFW rates for the AL general education courses and increased course completion rates in comparison to the non-AL courses taught by the same instructor.

The second round of the pilot study is currently underway for Fall 2021 and includes 19 general education courses for levels 100 and 200. All but one of the general education courses from the Spring 2021 pilot continued into the Fall 2021 pilot; the one course that was removed was due to the instructor not teaching the course in Fall 2021. Additionally, other general education courses were added to the Fall 2021 pilot.

Broad-Based Support and Involvement (7.2.b)

On August 15, 2018, FSU held its annual strategic planning meeting. At the meeting, FSU's Provost at the time gave an overview of the QEP as part of the reaccreditation process and invited campus-wide University faculty, staff, and students to submit topics of their choice for consideration of FSU's QEP. Over 100 topics were submitted and six were unanimously voted on by faculty, staff, and students at an FSU town hall meeting which was held on October 12, 2018. All six proposals had a general theme that focused on strategies of enhancing student performance in gateway courses. After the town hall meeting, a QEP committee with broad campus representation was formed and led by the Dean of the College of Health Sciences and Technology.

On August 25, 2021, the Board of Trustees was presented with the QEP topic at their yearly retreat (Appendix B). On September 23, 2021, the QEP topic was presented to the Academic Affairs Committee (Appendix C). On October 26, 2021, the QEP topic was presented at the

Leadership Team Meeting (Appendix D). On November 30, 2021, the QEP topic was presented at the Cabinet meeting (Appendix E). On December 8, 2021, the topic was presented once more to the Board of Trustees (Appendix F).

After the selection of the topic, the QEP committee transformed into a QEP Steering Committee. The QEP Steering Committee currently has 20 members that include students, faculty, and staff, all representing a variety of disciplines. The QEP Steering Committee continues to have active members of faculty, staff, and students from a variety of university departments.

Name	Unit	Subcommittees Committees/Roles
Dr. Misty Stone	School of Nursing	QEP Coordinator
Dr. Nicole Lucas	Academic Affairs	SACS Liaison
Dr. Afua Arhin	College of Health Sciences & Technology	Assessment/Survey
Dr. Jennifer Bushelle-Edghill	Department of Accounting, Finance, Healthcare, Information Systems, & Business Analytics	Assessment/Survey
Dr. Frank Nani	Department of Mathematics & Computer Science	Assessment/Survey
Dr. Lori Guevara	Department of Criminal Justice	Timeline
Ms. Dionne Hall	Counseling & Personal Development Center	Timeline
Dr. Sherree Davis	Department of Criminal Justice	Literature Review
Dr. Gerald Mitchell	Dean of University College	Literature Review
Dr. Karen Stealing	Academic Affairs	Literature Review
Dr. Robert Taber	Department of Intelligence Studies, Geospatial Science, Political Science, & History	Literature Review

Name	Unit	Subcommittees Committees/Roles
Ms. Letita Johnson-Arnold	Department of Health Sciences	
Dr. John Brooks	Department of Intelligence Studies, Geospatial Science, Political Science, & History	
Dr. Caroline Glackin	Department of Management, Marketing, Entrepreneurship, & Fire & Emergency	
Ms. Bonnie Grohe	Office of Faculty Development	
Mr. Gregory McElveen	Office of the Provost	
Ms. Chellese Smith-Mebane	College of Health Sciences & Technology	
Jameka Brayboy		Student Representative 2-year term
Howard Carter		Student Representative 2-year term

To date, the QEP Steering Committee continues to have broad-based support and involvement in the iAdapted initiative. The QEP coordinator was invited and spoke at FSU's Chair and Deans meeting where updates on the iAdapted initiative were provided; the coordinator also used the opportunity to recruit additional faculty teaching gateway courses for the AL pilot. The QEP Steering Committee Coordinator was invited to speak to the School of Nursing during a routine monthly faculty meeting to update faculty and staff on the progress and next steps of the iAdapted initiative.

Our QEP has received support from APLU and FSU's Office of Faculty Development in assisting with faculty training items for AL. Additionally, the Office of Faculty Development has been instrumental in providing support to faculty regarding the integration of software and materials in Canvas for AL implementation. As for leadership support, the special assistant to the Chancellor has been instrumental in providing support for AL implementation strategies at the

university as well as connecting the QEP Steering Committee with specialists such as APLU and AL faculty from other universities.

The Associate Vice Chancellor for Institutional Effectiveness, Research, and Planning was invited and spoke about the QEP and the iAdapted initiative at Bronco Kick-off in August 2021. Additional interest from faculty wanting to participate in the AL pilot came following the presentation by the Associate Vice Chancellor for Institutional Effectiveness, Research, and Planning. As shown in Appendix G, it is evident that support of the QEP is from numerous disciplines as all but one department is either currently part of the AL pilot or has been in previous semesters. FSU's bookstore has been an integral part of the success of the AL pilot by working closely with faculty, the QEP committee, and Institutional Effectiveness, Research, and Planning.

FSU's marketing department has been an integral part of helping the QEP provide current information to constituents. For example, a QEP webpage was created and published on the College's website. The page includes the promotion of the QEP topic, resources, committee members, and a list of the AL pilot courses. Once the current QEP document is submitted, this will then be added to the webpage. The webpage is updated as needed and will be done so throughout the 5-year study so constituents will have the most up-to-date information about the process of the QEP. Marketing also worked with the QEP in developing the iAdapted logo.

Student representatives were invaluable as they contributed their ideas to the development of the iAdapted logo. Student representatives helped in other areas to ensure the QEP's success. For instance, students were involved in piloting the Adaptive Learning Student Survey. They reviewed the survey to ensure it read clearly, met accessibility guidelines, and tested it out using the survey software. Additionally, student representatives encouraged their peers in the AL pilot courses to complete the Adaptive Learning Student Survey. The QEP Coordinator does check-ins with the student representatives throughout the semester. The student representatives are always invited to the QEP Steering Committee meetings.

The Office of Institutional Effectiveness, Planning, and Research plays a vital role in the success and continuation of the QEP by providing support for data collection and analysis. This helps to strengthen the QEP and committee decisions.

To keep the AL pilot faculty well informed, a meeting is held with them at the start of the new semester to provide AL data results obtained from the previous semesters' courses. In addition

to this, the AL pilot faculty are provided with the QEP assessment timeline so that they are aware of when surveys are going out to students and remain informed of the next steps of the QEP. A needs assessment is performed with AL pilot faculty throughout the academic year. Select pilot faculty were involved in the writing of the Adaptive Learning Faculty Survey as well as piloted the survey to ensure it read clearly, met accessibility guidelines, and tested it out using the survey software.

Lastly, the Department of Information Technology ensures that AL courseware will integrate with the Canvas platform and work to set this up in course shells. The Chancellor and Provost along with the Division of Business and Finance have committed Title III funds to ensure the success and sustainability of the QEP.

The QEP Steering Committee will continue to solicit broad-based support from its constituents including students, the Board of Trustees, full-time and adjunct faculty, support staff, Office of Faculty Development, Financial Aid, Institutional Effectiveness, Research, and Planning, and Information Technology throughout the 5-year study.

Focus on Student Success (7.2.c)

After identifying the topic, the first task was to operationally define AL. The QEP Steering Committee along with input from FSU faculty developed an operational definition for AL as the delivery of customized learning experiences that address the unique needs of the student through just-in-time feedback, pathways, and resources. Using this method allows FSU's students to engage academically because it addresses the complex needs of our students by allowing them to work at their own pace, highlighting where support is needed, while also meeting the technological preferences of the learner.

To improve student success via AL, the University proposes to continue to pilot this type of learning in select general education courses of 100 and 200 levels. Additionally, faculty that take part in the pilot will receive various training on AL. Training will include workshops with the Association of Public and Land-Grant Universities (APLU) to introduce faculty to the general pedagogical approach of this type of learning and instruction. Faculty will also complete additional AL training through the completion of modules offered in a Canvas Training Course. Faculty will then individually apply the training to their individual AL course(s). We have also created an

opinion survey for faculty to be used each semester for applicable courses, to measure faculty opinions on AL approaches.

- The expected outcome for faculty is, by year three, 35% of general education courses, levels 100 and 200, will utilize AL.

Faculty Training Process

FSU will accomplish the goal of improved student success using AL through targeted faculty development of general education course instructors in AL methods. This faculty development workshop series will be required of all general education instructors that take part in the pilot. This training will allow faculty to successfully modify existing courses to deliver AL methods. Over subsequent semesters, any new general education instructors that join the pilot will complete the AL training.

The QEP Steering Committee expects that the participants in this faculty development workshop series will implement these ideas and best practices in the AL courses they teach. Faculty will

1. Demonstrate an understanding of the AL concepts and best practices.
2. Modify and deliver AL assignments in their assigned general education course(s).
3. Evaluate and reflect on their experiences with AL and the effect(s) on student success.

The facilitators for the AL training will be members of the QEP Steering Committee who have significant classroom experience, including the QEP Coordinator and the Director of Online Learning. Much of the faculty training will be housed in a Canvas Course site and is set up by modules, beginning with Module 1 and ending with Module 5; faculty will progress through each module in chronological order. Once the faculty participant has completed the Canvas training, he/she will complete an acknowledgment as verification of the training. Over time, the AL training will be such that anyone who teaches an AL course must go through a university training.

On January 19, 2021, Associate Vice Chancellor for Institutional Effectiveness, Research, and Planning held a faculty training session and informational session with six faculty participants in attendance. Items discussed during this training were understanding what AL is and is not and best practices for implementing AL in courses. A kick-off meeting for the Fall 2021 faculty participants was held on August 25 and August 27, 2021; two options were provided to accommodate faculty schedules. On November 17, 2021, a meeting was held with faculty

participants to present survey results from the Fall 2021 pilot courses. The QEP Coordinator and seven faculty participants attended a needs assessment session with APLU on March 31, 2021. Throughout the semester, the QEP Coordinator held faculty mini trainings and check-ins. The QEP Coordinator is also available throughout the semester to faculty should questions or needs arise. Telephone and Zoom meetings have been held with faculty on a one-on-one basis when specific/individual questions have arisen.

Now that the AL pilot is in its second semester, participants have been paired up for mentoring purposes; this was an idea presented by the faculty participants during a faculty check-in. This suggestion arose because some faculty participants have more experience with using AL. Therefore, novice faculty were paired with more expert faculty. During other faculty check-ins, faculty were reminded to contact the courseware publisher should technical issues or questions arise and/or to contact the Office of Faculty Development.

Student Success Outcomes

After careful consideration and engaging and communicating with faculty and support staff, the student will be able to complete measurable activities of the following outcomes listed below. The successful attainment of the following outcomes will confirm improved student success.

- Demonstrate increased knowledge in General Education courses that utilize adaptive learning.
- Acknowledge that adaptive learning utilized in the general education course contributed to their success in the course.
- Exhibit decreased DFW rates in general education courses that utilize adaptive learning.

Student success outcome rates will be reported for each of the individual measures listed above. Links to activities used to measure the student success outcomes and goals for each outcome and the QEP itself are explained in Appendix H, the Assessment Plan.

Baseline Data from Pilot

As of January 2022, the QEP AL pilot has now undergone two consecutive semesters of data collection and analysis for Spring 2021 and Fall 2021. For Spring 2022, the pilot is continuing, with data collection occurring at the end of the semester.

For Spring 2021, ten courses were part of the QEP AL pilot. Departments making up this round of the pilot were (1) Criminal Justice, (2) Sociology, (3) History, (4) Math, and (5) Chemistry. Class size ranged from ten students to 45 students. For Fall 2021, nineteen courses were part of the QEP AL pilot, round two. Departments making up this round of the pilot were (1) Criminal Justice, (2) Sociology, (3) History, (4) Math, (5) Chemistry, and (6) Philosophy. Class size ranged from 18 students to 46 students.

Methodology

Enrollment of participants into the AL-piloted courses was done by the process of simple randomization in which students voluntarily assigned themselves to these courses. The course instructors were assigned by the departmental chairs based on the instructors' teaching philosophies, student evaluations, research expertise, instructional agility, and willingness to teach the assigned courses.

Data Collection

The course instructors were assigned to at least two sections of the designated courses, with one course using AL and the other, which served as the control, utilizing a non-AL approach. Each department provided the appropriate and relevant state-of-the-art AL-ITS which was UNC System approvable and possessed the modules which facilitated optimal and user-friendly student learning. The course instructors were obligated to provide data and information on the chosen AL course and the control non-AL course at the end of the semester by completing surveys via email. For example, the required data included year of course offering, course section, the number of students enrolled, number of course completion rates and DFWI grades, and mid-term assignment and post-midterm assignment grades. Additionally, at the end of the semester pilot, faculty were emailed an Adaptive Learning Faculty Survey. Further, students were emailed an Adaptive Learning Student Survey to complete at the end of the semester.

Baseline Data Findings

AL is an innovative and novel means of academic instruction and holds great promise for FSU. In Fall 2021, pilot mathematics courses saw a reduction in DFWI grades with a statistically significant increase in course completion rates. Pilot Chemistry AL courses experienced higher

post-midterm assignment averages when compared to the non-AL Chemistry courses. However, the Humanities courses did not experience a statistically significant advantage of AL. The pilot AL Criminal Justice course had a moderate increase in the post-midterm assignment average when compared to the non-AL course. Additional results are displayed in Figures 1 - 6.

Resources Committed to the QEP (7.2.d)

Fayetteville State University has committed significant resources towards the initiation of the QEP. All elements (coordinator salary, faculty stipends, travel/conference expenses, adaptive learning software, and marketing) of the QEP are being funded through a *Title III grant* and the QEP will continue to be funded using Title III funds for the duration of the project for 5 years (2022-2027). Title III funding is managed in the *Division of Business and Finance* and support is provided with regard to the budgeting and spending of funds. Title III funding is used to pay for faculty stipends and for the QEP Coordinator position, which is an extra duty contract in the amount of $15,000. Title III funding also covers the cost of the adaptive learning software, any fees associated with the implementation of the software and any fees related to the use of the software for students and/or faculty. An FSU QEP Budget for 2022- 2027 has been planned but requires annual review and approval by the Title III Coordinator and the Vice Chancellor for Academic Affairs.

5-Year iAdapted QEP Budget: 2022-2027

	Coordinator Salary *Per Year*	Faculty Stipends *Per Year ($2,000 per faculty)*	Travel/Conferences/Training	Adaptive Learning Software & AL Student-Related Fees	Marketing/ Information Sharing
2026-2027 *QEP Year 5*	$20,000	35,000	$17,000	$40,000	$5000
2025-2026 *QEP Year 4*	$20,000	35,000	$17,000	$40,000	$5000
2024-2025 *QEP Year 3*	$20,000	35,000	$17,000	$40,000	$5000

2023-2024 *QEP Year 2*	$20,000	35,000	$12,000	$40,000	$5000
2022-2023 *QEP Year 1*	$20,000	35,000	$12,000	$40,000	$5000
2021-2022 *QEP Pilot -* *Current Budget*	$15,000	$26,000	$6,000	$40,000	
2020-2021 *QEP Pilot-* *Current Budget* **First Course** **Taught: Spring** **2021**	$15,000	30,000	$6,000	$16,000	

The QEP Coordinator position reports to and meets regularly with the Vice Chancellor for Academic Affairs and is designed to provide oversight so that the plan's components follow the timeline set by the QEP Steering Committee. QEP Coordinator responsibilities include facilitating workshops, identifying/developing assessment components, helping train new full-time and adjunct faculty, arranging meeting locations, facilitating communications, preparing materials, collecting results, and analyzing and presenting data to the QEP Steering Committee. The QEP Coordinator also collaborates with the QEP Steering Committee to ensure that aspects of the QEP are being assessed. When the program was initiated, the coordinator worked closely with members from the Association of Public and Land-grant Universities (APLU) to assist with faculty training.

The QEP Steering Committee was formed and has 20 members from various disciplines and colleges. Membership of the QEP Steering Committee includes ten faculty, two students, and eight staff. Committee members are organized into three Task Groups: Assessment and Survey, QEP Timeline, and Literature Review. The broad-based disciplinary knowledge and expertise of the committee is a critical component when providing support, guidance, and consultation to the QEP Coordinator. The QEP Steering Committee also serves a key role in soliciting broad-based support from faculty.

The Office of Faculty Development was instrumental in providing support during the implementation phase of the QEP and they continue to provide needed services as faculty get acclimated to implementing adaptive learning software in Canvas, the main learning platform at FSU. The Office of Faculty Development also provides support throughout the semester to ensure the adaptive learning software is working effectively.

Institutional Effectiveness and Research has provided relevant data and information in helping the QEP Coordinator and the QEP Steering Committee understand the relevant student success metrics for Fayetteville State University as they relate to the QEP, such as retention rates, D, F, and Withdrawal rates, and various key indicators regarding our student body and our general education courses. The Office has also aided with developing and administering assessments to faculty and students participating in the QEP.

The services and support provided by the Marketing Office and the FSU Bookstore have been beneficial during the initial stage of the QEP and will continue to be integral for the duration of the project. The marketing office assisted the QEP Coordinator with developing an iAdapted logo along with the website presence for the QEP. The marketing office will continue to help develop and create materials and a digital presence to educate and promote synergy around the QEP project. Finally, the bookstore has been extremely instrumental in the initiation of our QEP project. The bookstore allowed faculty to upgrade to new course textbooks that include adaptive learning software. The bookstore is also instrumental in negotiating with textbook companies to ensure faculty have what they need as participants in the QEP.

Implementation of the QEP

Moving from initiation to implementation leverages some resources already explained: QEP Coordinator budget, faculty development, and funding to pay faculty stipends for implementing adaptive learning software. The additional elements requiring resources to implement will be for marketing the QEP and increasing awareness of this opportunity among faculty who teach general education courses that meet the criteria for being included in the QEP.

Other implementation costs will be for training additional instructional faculty as they are on-boarded. As new instructional personnel are typically on-boarded during fall and spring prior to the first day of classes, funding is provided for the time spent on training and the instruction of

the general education courses where adaptive learning software is implemented. The QEP Director will be responsible for arranging and providing this training. These expenses beyond that of the QEP Director position compensation should be minor but would include meeting supplies and refreshments. Due to COVID, many of these sessions may be offered via Zoom.

As with any ongoing academic process where continuous improvement is expected, such as general education, more extensive faculty development will require faculty participation in professional organization meetings. Registration and travel funds are a necessary resource for both the QEP Director and key faculty each year. Significant information about other institutional QEPs is shared at SACSCOC meetings, and thus FSU will support the regular attendance of the QEP Director at both the Annual Meeting and the Summer Institute. Faculty teaching general education courses will also be encouraged to participate regularly in relevant meetings and conferences. FSU expects that key personnel will be presenting outcomes of the QEP at scholarly meetings and regional institutional meetings, such as the Learning with Innovative Technology (LIT) Conference. The travel expenses are expected to be between $12,000 and $17,000 each budget year.

Hosting focus groups to hear the opinions of both faculty and students is an important aspect of the assessment process. Supplies for these meetings will be funded from the QEP annual budget. Focus group events will occur four times per academic year for faculty.

Finally, it is important to recognize the successful efforts of faculty who implement adaptive learning software in their courses in such a way as to be notable and even exemplary. Nominated faculty members will be recognized through awards after a careful review of syllabi and assignments in conjunction with student feedback. The top award recipients will receive monetary rewards; a total of six instructional faculty will be recognized each year. Full-time and adjunct faculty will be eligible for the annual awards. The review will be completed, and award decisions made, by members of the QEP Steering Committee and an Awards Task Group that will be created during the first year of the QEP.

Completion of the QEP

Completion of the QEP involves the finalization of assessment efforts and the development of the impact report. As the implementation of adaptive learning becomes more ingrained within

the collective processes of targeted general education courses, FSU anticipates that the implementation of adaptive learning courses will become the norm, not only in general education courses, but in other courses taught by these same faculty members. As long as FSU intentionally offers faculty development pertaining to the integration of adaptive learning software, broad-based integration should continue until the natural evolution of teaching and learning methodologies displaces it with an even better approach for student success.

The University will continue support of the QEP Director including travel to share successes and ways to improve the implementation of adaptive learning software, along with teaching and learning strategies, especially as it supports student success. At this time, FSU has targeted meetings such as the SACSCOC Annual Meeting in December 2027, the Gateway Course Experience Conference March 2027, Learning with Innovative Technology (LIT) conference July 2027, and others such as the Association of American Colleges and Universities annual meeting, as key opportunities for the QEP Coordinator to broadly share the impact of the QEP with a wide audience. The University will continue to fund the QEP Director position until the Fifth Year QEP Impact Report is completed and submitted to SACSCOC. At that time, the QEP Director will continue her role within the Department of Nursing. The institution has also dedicated resources to support QEP completion, including professional meeting expenses for key faculty leaders presenting QEP outcomes. Final awards and recognition for exemplary work and successes of the faculty in the FSU QEP will be awarded at the All- Employee University Meeting in August 2027.

Assessment Plan (7.2.e)

FSU will evaluate the success of its QEP by tracking and assessing student success outcomes to improve student achievement. At the QEP meeting on January 26, 2021, the QEP Steering Committee members began to develop the general student success outcomes. On June 25, 2021, members discussed reviewing and revising the student success outcomes. Following the initial pilot round, it was determined that student success was more appropriate than student learning when taking into consideration the survey questions and the outcomes that we wanted to track; therefore, on November 10, 2021, and again on November 16, 2021, committee members reviewed and revised the student success outcomes with a final decision made about these on November 23, 2021.

The QEP Steering Committee will annually review the findings each semester to assess the ongoing achievement of the QEP goals to make plans for continuous improvement and to inform strategic planning. Survey results will also be shared with AL pilot faculty for their prospective courses.

Goals of the QEP

FSU has two overarching goals for the QEP. The first goal is to improve student success through the implementation of the QEP. The second goal of the QEP is to train and develop faculty on the implementation and utilization of AL.

Outcomes of the QEP

The QEP comprises the following student success outcomes:

- Student Success Outcome #1 — Students will demonstrate increased success in General Education courses that utilize adaptive learning. Achievement of this will be evident by:
  - Decreased DFW rates by 8% in general education courses that use adaptive learning.
  - Increased course completion rates by 8% in general education courses that use adaptive learning.
  - Increased midterm course assignment averages by 8% in general education courses that use adaptive learning.
  - Increased post-midterm course assignment averages by 8% in general education courses that use adaptive learning
- Student Success Outcome #2 — Students will acknowledge that adaptive learning contributed to their success in the general education course.
  - At least 70% of students in the general education course that utilize AL will indicate that the AL methodology contributed to their success.

Rationale for Selection of Assessment Measures

The QEP Assessment Ad-hoc Committee, the QEP Coordinator, and the Office of Institutional Effectiveness, Research, and Planning began the process of determining how best to collect, measure, and assess data to determine the achievement of QEP goals and outcomes. Furthermore, the QEP Steering Committee carefully examined the literature on student success related to AL, expanded upon institutional assessment measures to develop an array of quantitative

and qualitative, direct and indirect, and formative and summative measures. In choosing to focus on General Education courses, levels 100 and 200, FSU is putting the resources where we believe the greatest impact will be made, at the very beginning of the college student's experience. By experiencing early success in general education courses, this sets the student up for success in the courses that follow.

Assessment Instruments

- **[Direct Measure] Course Completion Rates-** Course completion rates will be collected from the Office of Institutional Effectiveness, Planning, and Research at the end of each semester. Request for this data will be sent via email to all AL pilot faculty by the QEP Coordinator. These grades will be compared in the AL versus non-AL courses that were taught by the same instructor.

- **[Direct Measure] Course DFW Rates-** Course DFW rates will be collected from the Office of Institutional Effectiveness, Planning, and Research at the end of each semester. Request for this data will be sent via email to all AL pilot faculty by the QEP Coordinator. These rates will be compared in the AL versus non-AL courses that were taught by the same instructor.

- **[Direct Measure] Course Mid-term Assignment Averages-** Each semester faculty teaching an AL pilot course(s) will submit their course average for a mid-term assignment. This can be a paper, project, test, etc. of the faculty's choosing. Request for this data will be sent via email to all AL pilot faculty by the QEP Coordinator. The assignment average will be compared in AL versus non-AL courses that were taught by the same instructor utilizing the same assignment.

- **[Direct Measure] Course Post Mid-term Assignment Averages-** Each semester faculty teaching an AL pilot course(s) will submit their course average for a post-mid-term assignment. This can be a paper, project, test, etc., of the faculty's choosing. Request for this data will be sent via email to all AL pilot faculty by the QEP Coordinator. These assignment averages will be compared to AL versus non-AL courses that were taught by the same instructor utilizing the same assignment.

- **[Indirect Measure] Adaptive Learning Student Survey-** Each semester, all students in

AL courses will be allowed to evaluate their experience with AL by completing the Adaptive Learning Student Survey. The Office of Institutional Effectiveness, Research, and Planning will send this survey via email to all students in the pilot AL courses, near the end of the semester. The survey results will be sent via email to the QEP Coordinator for data analysis. This survey will be utilized to measure students' experiences with AL.

- **[Indirect Measure] Adaptive Learning Faculty Survey-** Each semester, faculty teaching an AL course(s) will evaluate their courses and students' success by completing the Adaptive Learning Faculty Survey that will be sent to them via email by the QEP Coordinator at the end of the semester. This survey will be utilized to directly measure faculty's perceptions of student success.

- **[Direct Measure] Retention Rates-** Student success in persisting toward degree completion will be directly measured by tracking and analyzing student retention rates. The Office of Institutional Effectiveness, Research, and Planning will gather retention rates to be calculated for two student populations at FSU: all first-time, full-time, degree-seeking freshmen and all first-time, full-time, degree-seeking, first-generation college student freshmen. Retention rates for each population will be calculated for freshman to sophomore years.

- **[Direct Measure] Graduation Rates-** Student success will be directly measured through tracking and analyzing four-year and five-year graduation rates for first-time, full-time, degree-seeking freshmen and first-time, full-time, degree-seeking, first-generation college student freshmen. FSU will have two sets of four-year graduation rate data and one set of five-year graduation data throughout the five-year QEP implementation period. The Office of Institutional Effectiveness, Research, and Planning will be responsible for gathering this data.

Targets for Success and Justification

- Course Completion Rates- The Office of Institutional Effectiveness, Planning, and Research will submit ABC end-of-course grades for the AL and the comparison non-AL courses. The target of success will be at least an 8% increase in ABC student grades in the AL course when compared to the non-AL course. This percent would fall in line with published research that has tracked similar data.

- Course DFW Rates- The Office of Institutional Effectiveness, Planning, and Research will submit DFW rates at the end of the semester for the AL courses and the comparison non-AL courses. The target of success will be at least an 8% decrease in DFW rates in the AL course when compared to the non-AL course.

- Course Midterm Assignment Average- Faculty in the AL pilot will choose an assignment that is completed as close to the course's midterm date as possible. The faculty will then submit the chosen midterm assignment averages for the AL course and the comparison non-AL course. The target of success will be that students in the AL courses perform at least 8% better in comparison to the non-AL course. This percent would fall in line with published research that has tracked similar data.

- Course Post Midterm Assignment Average- Faculty in the AL pilot will choose an assignment that is completed after the course's midterm date. The faculty will then submit the chosen post-midterm assignment averages for the AL course and the comparison non-AL course. The target of success will be that students in the AL courses perform at least 8% better in comparison to the non-AL course. This percent would fall in line with published research that has tracked similar data.

- Adaptive Learning Student Surveys- The Office of Institutional Effectiveness, Effectiveness, and Planning will send out the Adaptive Learning Student Survey (Appendix I) to all students in the AL pilot courses approximately 2-3 weeks before the end-of-course evaluations; this was decided in hopes of increasing student response rates and not having several surveys sent out at once. The target of success will be that at least 70% of students will indicate that AL methodology contributed to their success.

- Adaptive Learning Faculty Survey- At the end of the semester, the QEP Coordinator will send out the Adaptive Learning Faculty Survey (Appendix J) to all AL pilot faculty to assess faculty perceptions of student success. The target of success will be that at least 70% of faculty will indicate that AL contributed to student success.

- Retention Rates- The Office of Institutional Effectiveness, Research, and Planning at FSU annually tracks and reports institutional retention data. The target for success for the QEP will be increasing first-time, full- time, degree-seeking freshman to sophomore retention rates to at least 78% within five years and the same rate for first-generation college students

to at least 77% within five years. The current institutional student achievement goal for retention is 77% and was set based on analyzing the past five years of retention data in comparison of FSU to peer institutions. The most recent overall FSU retention rate is 57.31%, with the first-generation, first time, full-time freshman to sophomore retention rate being 63.3%.

- Graduation Rates- The Office of Institutional Effectiveness at FSU annually tracks and reports graduation rate data to IPEDS for 4-year, 6-year, and 8-year periods. Graduation rates will be tracked through the QEP for first-time, full-time, bachelor's degree-seeking freshmen and for first-time, full-time, bachelor's degree-seeking, first-generation college student freshmen. The target for success for first-time, full-time, bachelor's degree seeking freshmen for 4-year graduation rates will be 50%, with a 5-year graduation target of 55%. The target for success for the first-generation college student cohort 4-year graduation rate will be at least 45%, with a 5-year graduation rate target of at least 50%. All targets were set based on the analysis and trends of past FSU graduation rate data along with taking into consideration FSU's strategic plan.

The QEP Assessment Plan and Timeline Overview (Appendix K) provide details of the above-mentioned measures and the timing of the assessments. The QEP Coordinator will annually collect and report all assessment data using the Outcomes Assessment Report, in addition to collecting and analyzing data each semester to assess the QEP progress and recommend necessary improvements. The Office of Institutional Effectiveness, Research, and Planning will provide appropriate support to the QEP Coordinator in the data collection and analysis processes. The QEP Steering Committee will review the data at the end of each semester and after each academic year to assess the overall annual effectiveness of the QEP and will make recommendations for improvements going forward. The QEP Coordinator and the Associate Vice Chancellor for Institutional Effectiveness, Research, and Planning will be responsible for facilitating recommended improvements and budgetary modifications.

Conclusion

Fayetteville State University proposes the above Quality Enhancement Plan to continue incorporating AL into its general education, level 100 and 200 courses. Through the efforts of our

QEP Steering Committee, we have:

a. Identified the topic, *Student Success: Utilization of Adaptive Learning in General Education Courses* as being beneficial to our students and institutional goals after extensive reviews of relevant scholarly literature and the University's Strategic Planning Goals.

b. Obtained broad-based support from our institutional constituencies, including input and support from our learning community and various committees of faculty, staff, and students. The Board of Trustees, Chancellor, Vice Chancellor, and Deans have provided input and affirmation.

c. Focused on improving specific areas of student success, defining expected outcomes for both faculty and students, which began with in-depth faculty training in Spring 2019.

d. Committed resources to initiate, implement, and complete the QEP, starting with the formation of the FSU QEP Steering Committee, which has prepared this Plan, and extending to the hire of a QEP Coordinator, who will oversee its implementation and maintenance during the next five years.

e. Included a plan to assess the achievements of *Student Success: Utilization of Adaptive Learning in General Education Courses* aligning with the stated Goals and Outcomes of the QEP.

Our QEP Steering Committee values and understands the diversity within our student body, and we seek to discover a way to enhance the power of our students' diversity to help them learn. We believe that AL tools can help us and our students achieve such a goal. We understand that students come to us at different points in their academic journey and having the ability to adapt our curriculum to support the unique ways in which they learn will be greatly beneficial (McLaren, 2013). The adaptive nature of these course technologies allows students to master the material they do not know while moving past what they do know in an individualized and tailored learning environment (Baker & Stewart, 2012). It is for these reasons that we are committed to integrating AL into our general education courses with hopes of decreasing DFW rates and improving student success. While we, the QEP Steering Committee, realize the work that lies ahead for our students and faculty as we continue to implement our plan, we are excited and confident that AL for general education courses will significantly benefit our entire FSU community!

Appendices

Appendix A: QEP Committee Meeting Minutes

QEP Exploratory Committee Welcome Meeting

Minutes

January 24th, 2019

Chancellor Conference room

QEP Attendees: Dr. Dana Dalton, Dr. Nichole Lucas, Dr. Marilyn Lanier, Mr. Lamar Battle, Dr. Stacye Blount, Dr. Jennifer Bushelle-Edhill, Dr. Caroline Glackin, Dr. Dionne Hall, Dr. Gregory Rich, Dr. Gerald Mitchell, Dr. Lori Guevara, Dr. Frank Nani, Ms. Steven Mack, Dr. Letitia Johnson-Arnold

Facilitator: Dr. Afua Arhin

Guest: Dr. Jon Young

Call to order and Welcome
The meeting was called to order at 2:05 pm

Introduction for Dr. Arhin was given by Dr. Dana Dalton and Dr. Jon Young.
Dr. Jon Young welcomed and thanked everyone for their participation in this committee.
Committee members were introduced.

Committee members agreed for subsequent meeting days to be scheduled on 2nd and 4th Thursday. Committee leader, scribe and writing committee to be assigned at next meeting.

The committee had extensive discussion regarding the seven selected QEP proposals generated from the focus groups about fit, whether they were applicable, measurable, sustainable or required fine tuning to develop as an QEP topic. The following proposals were discussed:

1) **Empowering Academic Success by creating a University, Disciplinary-Focused Community of Writers**
   After much discussion, committee decided that this proposal needs more detail but can be measurable. It was considered a Possibility.

2) **Bronco Grit: Improving Student Success through Goal-Setting and Perseverance**

   After much discussion, committee decided that this proposal was a little too abstract and not inclusive. Committee suggested that this proposal could be bundled with something else. It was considered a Possibility.

QEP Exploratory Committee Meeting

Minutes

February 14, 2019

NERC 328

QEP Attendees: Dr. Dana Dalton, Dr. Marilyn Lanier, Mr. Lamar Battle, Dr. Stacye Blount, Dr. Gregory Rich, Dr. Gerald Mitchell, Dr. Frank Nani, Dr. Sherree Davis, Mr. Ty Hamer-Yelverton, Ms. Shontae Halsey

Facilitator: Dr. Afua Arhin

Call to order and Welcome
The meeting was called to order at 2:35 pm

The minutes from January 24th meeting were reviewed with a motion to accept by Dr. Rich, seconded by Dr. Frank Nani.

Fayetteville State University QEP Making Evidence-Based Decisions and impact report was distributed and all were instructed to review for further discussion at the next meeting.

Discussion of Tentative QEP Topic

The committee had discussions about the tentative topic of Solution based learning across the curriculum and versus Problem based learning because of the limited literature. Dr. Dalton suggested that each member writes a half page to define what the topic means to them.

Selection of Committee Leader, Scribe (notes &minutes) and Writer

Dr. Gerald Mitchell volunteered to take on the Committee leader role and will confirm next week.
Ms. Shontae Halsey Scribe/ volunteered to take on the note taker role.
Sub committees and writer will be formed later.

Meeting was adjourned at 3.30

QEP Attendees: Dr. Stacye Blount, Dr. Dana Dalton, Dr. Sherree Davis, Dr. Jennifer Bushelle-Edghill, Dr. Lori Guevara, Dr. Dionne Hall, Ms. Shontae Halsey, Dr. Letitia Johnson-Arnold, Dr. Marilyn Lanier, Dr. Nicole Lucas, Dr. Gerald Mitchell, and Dr. Greg Rich

Facilitator: Dr. Afua Arhin

Committee Leader: Dr. Gerald Mitchell

Call to Order and Welcome: The meeting was called to order at 2:35 pm. The minutes from February 14, 2019 meeting were reviewed with a motion to accept by Dr. Lucas and seconded by Dr. Dalton

Discussion of QEP Topic and Evidence Based Learning, Feedback

The committee had extensive discussions about the evidence -based learning report and paralleled it to our process. The committee also discussed the topics of Solutions Based Learning with pathways of critical thinking, writing skills, quantitative literacy media literacy and life skills. It was suggested that individual departments focus on consistent unit outcomes which will drive dependable data reporting strategies and relevant pathways. For example, if the Sociology Department selected critical thinking as their pathway they would operationalize, implement and conduct data analysis on it and share it with the university.

It was also suggested that individual academic units work on the QEP be incorporated into CLA with associated funding to ensure faculty engagement with the mission of QEP. Committee members also had discussions about the exploration of robust assessment tools for the pathway selected.

QEP Topic Development

Committee members unanimously agreed that there is a gap in the literature regarding Solution Based vs. Problem Based. There is exhaustive literature on problem-based learning and very

little on solution- based learning. Problem based learning is not only about academics but also about life skills, critical thinking, etc. From this discussion, the topic of Problem Based Active Learning emerged. Committee members suggested that each unit area decides what active learning strategy they will like to implement.

Next Steps: Have further discussion on the topic of Problem Based Active Learning and consider strategies for implementation as well as assessment tools.

Next Meeting: March 18 2019 (Monday) at 3:00-4:30 pm and 28 March 2019 (Thursday) 2 pm. Meeting was adjourned at 3:36.

QEP Exploratory Committee Meeting
Minutes
March 18, 2019
NERC 328

QEP Attendees: Dr. Stacye Blount, Dr. Sherree Davis, Dr. Jennifer Bushelle-Edghill, Dr. Lori Guevara, Dr. Dionne Hall, Dr. Frank Nani, Dr. Letitia Johnson-Arnold, Dr. Nicole Lucas, Dr. Gerald Mitchell, and Dr. Greg Rich

Facilitator: Dr. Afua Arhin

Committee Leader: Dr. Gerald Mitchell

Call to Order and Welcome: The meeting was called to order at 3:15 pm. The minutes from February 28, 2019 meeting were reviewed with a motion to accept by Dr. Lucas and seconded by Dr. Nani.

Discussion of QEP Topic of Problem Based Active Learning, Feedback

The committee had extensive discussions about which strategies for the pathways of critical thinking, writing skills, quantitative literacy, media literacy and life skills that would work best for all students and for different disciplines. Baseline data is the high DFW's, that will inform the implementation of active learning strategies to improve student learning outcomes. The committee suggested finding standardize rubrics and instruments for the five pathways and to operationalize active base learning strategies to gain effective outcomes. Also, there was discussion to include qualitative assessments and focus groups. Committee members agreed to operationalize five active learning strategies: flipping classroom, case studies, experiential learning, learning by teaching and forum theater to be adopted by core major courses and capstone courses.

Buy-in from University constituents

Plan to go to department faculty meetings starting in October 2019 for faculty buy-in and will confirm if Title III funds are available for CIR prior to those meetings.

Volunteers to go meetings: Dr. Afua Arhin, Dr. Gerald Mitchell, Dr. Lori Guevara and Dr. Sherree Davis

Writing and Implementation Group

The template and problem statement draft is slated to begin in November.

Dr. Nicole Lucas, Dr. Lori Guevara and Dr. Jennifer Bushelle-Edghill volunteered to lead the writing of the document.

Next Steps: Have further discussion on the topic of Problem Based Active Learning, refine the topic, examine the literature, for the five active learning strategies chosen: flipping classroom, case studies, experiential learning, learning by teaching and forum theater as well as exploring standardize rubrics and assessment tools for the pathways. Committee members also suggested beginning informal focus groups feedback with freshman and senior seminar about active learning strategies. It was also suggested to explore exactly what the NSSE assessments look like.

Next Meeting: March 28, 2019 at 2pm

Meeting was adjourned at 4:25.

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QEP Exploratory Committee Meeting
Minutes
April 25, 2019
NERC 328

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QEP Attendees: Dr. Afua Arhin, Dr. Stayce Blount, Dr. Sherree Davis, Dr. Leticia Johnson-Arnold, Ms. Dionne Hall, Mr. John Toth, and Ms. Shontae Halsey.

Facilitator: Dr. Afua Arhin

Committee Leader: Dr. Gerald Mitchell

Call to Order and Welcome: The meeting was called to order at 2:30 pm. The minutes from March 28, 2019 meeting were reviewed with a motion to accept by Ms. Halsey.

Evolution of QEP Topic: "Shifting the teaching/learning paradigm through the infusion of active strategies and a sprinkle of grit."

Discussion of Literature and standardized rubrics, formative and summative evaluation:
The committee had extensive discussions about Grit: Guts, Resiliency, Integrity, Tenacity, led by PhD Candidate, Mr. John Toth. Background: Grit was formulated by Dr. Angela Duckworth and found that, "West Point cadets who scored highest on the Grit Test were 60% more likely to succeed than their peers, Ivy League undergraduate students who had more grit also had higher GPAs than their peers — even though they had lower SAT scores and weren't as "smart," when comparing two people who are the same age but have different levels of education, grit (and not intelligence) more accurately predicts which one will be better educated, and competitors in the National Spelling Bee outperform their peers not because of IQ, but because of their grit and commitment to more consistent practice" -Mr. Toth explained. Talent x effort = skill, skill x effort = achievement. Further explanations about grit is that it is about perseverance, it's a marathon not a sprint, and one develops grit through practice. Grit can be taught (keep practicing) with the purpose of adaptive learning, resulting in achievement.

How would we implement grit at Fayetteville State University?

Point 1: Dr. Arhin discovered that Freshmen do not like the idea of flipped classrooms, especially pertaining to S.T.E.M. We should explore other strategies because one size does not fit all. Grit continuum: ask the students having an informal conversation, being mindful that there exist structural inequalities. Grit cannot be incorporated into every population because we must look at those who are marginalized structurally, keeping demographic variables into account.

Point 2: Grit is wonderful for some students, but it does not account for the hundreds of years of structural and cultural oppression for marginalized students of color. Grit leaves out the impact of racist and gendered policies. Case in point, we know that SAT outcomes are based on the SES of the student and not their rate of literacy or intelligence. We should approach from an active and adaptive learning standpoint and not a deficit position. Ask the students what they need, approaching from an asset building framework. There are several variations and levels of

learning and not every strategy is a one size fits all solution. We need to formulate how to measure and track the students participating (database approach as listed by Dr. Johnson-Arnold).

Point 3: How do we engage students to participate in student organizations and civic engagement, noting that this is sustainable for them? We must push co-curricular transcripts and explain that employers look at these to gauge skill, performance, and overall participation outside of the GPA. Let's work with the Office of Civic Engagement to complete an updated video explaining all the benefits of the co-curricular transcript. Additionally, we must assess their life skills (pre-test/ post-test). The Nine Dimensions of Wellness and cultural awareness is key in this process.

Point 4: We will move forward with the first part **of the QEP topic:** "Shifting the teaching/learning paradigm through the infusion of active strategies. Topic will be operationalized to include active learning strategies including flipping classroom, adaptive learning, case studies, experiential learning, learning by teaching and forum theater. Pathways to assess include critical thinking, writing skills, quantitative literacy, media literacy and life skills.

Time lines and next steps: The Committee forms a subcommittee writing group which will spearhead the reviewing of the literature, and produce a working draft of the QEP. During Fall Semester 2019 (October) the Committee will visit academic departments to discuss the QEP project and explore the possibility of Title III Funding for CIR to tie into the QEP project.

Next Meeting: 13 June 2019 from 1-2 pm, Please notify Ms. Smith-Mebane for availability of conference call and she will provide you with access codes and setup closer to the date. Thank you

Meeting was adjourned at 3:30 pm.

QEP Exploratory Committee Meeting
Minutes
June 13, 2019
NERC 328

QEP Attendees: Dr. Afua Arhin, Dr. Lamar Battle, Dr. Jennifer Bushelle-Edgehill, Dr. Chellese Smith-Mebane, Dr. Frank Nani, and Ms. Shontae Halsey.

Facilitator: Dr. Afua Arhin

Committee Leader: Dr. Gerald Mitchell

Call to Order and Welcome: The meeting was called to order at 2:14 pm. The minutes from April 25, 2019 meeting were reviewed with a motion to accept by Dr. Bushelle-Edgehill.

Evolution of QEP Topic: "Shifting the teaching/learning paradigm through the infusion of active strategies and a sprinkle of grit." Please note that topic is still evolving.

Discussion of Active Learning Strategies

Point 1: We have discovered that upper division students excel in flipped classrooms, gaining the opportunity for independent learning, application, and activities which are opposite of the traditional lecture style presentation. Active learning strategies creates critical thinking needed for the 21st century and beyond, improving their quality of dynamic engagement. We have discovered that traditional styles of teaching through lectures does not challenge our new generation of learners.

Point 2: Our pilot study will consist of incorporating various methods to determine the bottom line. Understanding that each department is unique in their specific framework, we will strategize a good fit for each discipline. The intent is to replicate these strategies, keeping in mind that each discipline will select an active teaching/ learning strategy which resonates with their students. The active learning strategies are flipped classrooms, adaptive learning, case studies, experiential learning, learning by teaching, and forum theater. Pathways to assess include critical thinking, synthesizing new information through writing skills, quantitative literacy, media literacy, and life skills.

Point 3: During our next meeting at the end of August, the Chemistry or History department will be invited to share with us their adaptive learning implementation strategies and data. This data will be used to inform our pilot study, serving as a baseline for our implementation. The current data suggests that the implementation of adaptive learning within the Chemistry and History departments has led to the improvement of student grades.
Adaptive learning uses algorithms to identify student's needs to tailor curriculum and course work. We will conduct a pre-and post-test to see if there are different results after implementation.
Formulating Writing and Implementation Group The goal is to have a working draft including a literature review by the end of the 2020 Fall semester.

QEP Exploratory Committee Meeting
Minutes
September 19, 2019
NERC 328

QEP Attendees: Dr. Afua Arhin, Dr. Frank Nani, Dr. Lori Guevara, Dr. Rob Taber, Dr. Marilyn Lanier, Dr. Dionna Hall, Dr. Jennifer Bushelle-Edghill, Mrs. Letitia Johnson-Arnold, Ms. Kelisha Graves, Dr. Caroline Glackin, Dr. Gerald Mitchell, Dr. Sherree Davis, and Ms. Shontae Halsey

Facilitator: Dr. Afua Arhin

Committee Leader: Dr. Gerald Mitchell

Call to Order and Welcome: The meeting was called to order at 3:05 p.m. The minutes from June 13, 2019 meeting were reviewed with a motion to accept by Dr. Marilyn Lanier and the 2nd motion was held by Dr. Kelisha Graves.

Evolution of QEP Topic: Learning to Adapt: Adopting Adaptive Learning

Discussion of Active Learning Strategies

Point 1: Dr. Taber explained Adaptive Learning and how it impacts student outcomes in his experience. He emphasized that the tool is not a replacement for good pedagogy. It requires immediate feedback as students go through modules and provide brief summaries. Students are prompted to self-assess and engage in how they feel in the learning process. He found that students complete their homework more often and perform 10% better on in-class assignments. Overall, he saw improvements in student outcomes in his class.

Just in time lesson planning: In this approach the faculty assess how students are doing on particular subject modules and intervene right away. Faculty still require students to synthesize and summarize what they are learning and continue to provide structure (quizzes, exams, mid-terms and finals). It is a good idea to conduct a pre and post-analysis of student learning outcomes.

Funding: We are spending 100K on Adaptive Learning. Faculty researched the tools/ platforms to purchase ($55 per student) and presented it to Academic Affairs. Questions that arose was if institutionalized, whether we could we identify what course sections were using adaptive learning and assign a cost to those. We will continue to research the impact of the additional costs, etc.

Point 2: There was a discussion on assessing what type of adaptive learning that is already occurring in each college and how the different strategies can be interfaced with our current learning management system, CANVAS.

Point 3: There was a discussion on how adaptive learning can be translated into student affai and how outcomes can be assessed. They are learning how to be leaders in student organizations. Can their learning be assessed in Bronco Advantage for their co-curricular transcripts? Question: If we can find an adaptive learning tool for what we use for the leadership academy, can it be linked to finding out if they learned or assess competencies?

Formulating Writing and Implementation Group

- Literature Review Assignment: It does not have to be exhaustive, it maybe 20 pages, double space, and will include the design of the pilot: **Dr. Taber, Dr. Mitchell, Dr. Davis and Ms. Graves.**

- Design assignment for Pilot? **Dr. Nani, Dr. Lanier, and Dr. Bushelle-Edghill.**

- We must have a draft by Fall Semester, 2020. The first draft will be due on February 1, 2020.

- We will invite the Provost during Spring Semester, 2020 for information sessions and proposals.

- Smaller groups will meet amongst themselves.

<u>**Next Meeting:**</u> Late November (Doodle Poll).

The meeting was adjourned at 4:20 p.m.

Appendix B: August 2021 Board of Trustees Meeting

FAYETTEVILLE STATE UNIVERSITY

Wednesday, August 25, 2021

8:30am	*Photographer available for individual headshots*
9:00-9:30am	**Breakfast**
9:30am	**Welcome** *Val Applewhite, Vice Chair* *Darrell T. Allison, Chancellor*
9:40-10:00am	**Introductions of Board Members** *Glenn Adams, FSU Board Member*
10:00-11:00am	**Role of Trustees | Meeting Logistics** *Wanda Jenkins, VC Legal, Audit, Risk and Compliance* *Benita "Angel" Powell, Assistant General Counsel*
11:00-11:15am	**Break**
11:15am-12:15pm	**Presentation: Effective Board of Trustees** *Andrea Poole, Executive Director NCSEAA*
12:15-1:30pm	**Lunch** *(informal)* *Photographer available for individual headshots*
1:30-2:00pm	**FSU New Academic Leader and New Vision** *Monica Leach, Sr VC for Academic Affairs & Provost*
2:00-4:00pm	**Overview of Departments: GOALS & SWOT Analysis** *Business & Finance: VC Carlton Spellman (2:00-2:20)* *Legal, Audit, Risk, Compliance: VC Wanda Jenkins (2:20-2:40)* *Student Affairs: VC Juanette Council (2:40-3:00)* *University Advancement: VC Bruce Rosengrant (3:00-3:20)* *FSU Athletics: AD Todd Bennett (3:20-3:40)* *External Affairs &Military Relations: VC Wendell Phillips (3:40-4:00)*
4:00-4:15pm	**Closing Remarks** *Val Applewhite, Vice Chair* *Darrell T. Allison, Chancellor*
4:15pm-5:15pm	**Reception** *Photographer available for individual headshots*

Thursday, August 26, 2021

8:30am	*Photographer available for individual headshots*
9:00-9:30am	**Breakfast**
9:40am	**Opening Remarks** *Val Applewhite, Vice Chair* *Darrell T. Allison, Chancellor*
9:40-10:20am	**SACSCOC** *Nicole Lucas, Assoc. VC for Institutional Effectiveness, Research, and Planning and SACSCOC Liaison*
10:20-11:15am	**FSU Leadership & Board of Trustees Moving Forward** *Darrell Allison, Chancellor*
11:15-11:30am	**Break**
11:30am-12:00pm	**New Member Swearing-in Ceremony** *Judge Gale M Adams, Presiding* • Dr. Kimberly Jeffries Leonard • Mr. Frederick Nelson Jr. • Mr. Gregory Pinnix
12:00-1:00pm	**Lunch and Closing Remarks**

Page 1 of 1

Appendix C: September 2021 Academic Affairs Meeting

Board of Trustees
Committee Meeting
Rudolph Jones Student Center
Room 242

Academic Affairs and Personnel Committee
Thursday, September 23, 2021
9:00 a.m.

AGENDA

Call to Order	Ms. Valenica Applewhite, Acting Committee Chair
Welcome and Opening Remarks	Ms. Valencia Applewhite
Roll Call	
Approval of Minutes:	June 10, 2021

Information/Action Item:

A. Enrollment Update — Dr. Monica T. Leach

SACSCOC Update — Dr. Nicole Lucas
AVC for Institutional Research/SACS Liaison

30-60-90 Update — Mr. Willie Moore
Business Technology Specialist

Academic Advising/ — Dr. Teresa Thompson-Pinckney
Bronco One-Stop — AVC for Access & Student Success

B. CERPAA* — Dr. Monica T. Leach
(Center for Enterprise Resource Planning
and Advanced Analytics)

Action Items:
B. *
C. Closed Session — Dr. Sameul Adu-Mireku
Interim AVC for Academic Affairs

Committee members: Ms. Valencia Applewhite, Mr. Glenn Adams, Mr. Will Warner,
Mr. Stuart Augustine (ex officio)

For further information, please contact:
Dr. Monica T. Leach
Provost & Sr Vice Chancellor for Academic Affairs
910-672-2309

Appendix D: October 2021 Leadership Team Meeting

FAYETTEVILLE STATE UNIVERSITY

Leadership Team Meeting
Tuesday, October 26, 2021
10:30am-12:00noon

Agenda

I. **Open Meeting & Updates**
   - Samantha Hargrove, Chief of Staff
   - Minda Watkins, Deputy Chief of Staff/Secretary to the University

II. **Academic Affairs Update**
   - Dr. Sam Adu-Mireku, Interim Associate Vice Chancellor for Academic Affairs

III. **Bronco One Stop Update**
   - Dr. Teresa Thompson-Pinkney, Assistant Vice Chancellor for Access & Student Success

IV. **SACSCOC and Strategic Plan Updates**
   - Dr. Nicole Lucas, Associate Vice Chancellor for Institutional Effectiveness, Research, and Planning

V. **Round the Room**
   - Updates from Various Departments

Appendix E: November 2021 Cabinet Meeting

Cabinet Meeting
Tuesday, November 30, 2021
8:00-10:00am
Chancellor Conference Room

FAYETTEVILLE
STATE UNIVERSITY

Agenda

8:00 – 8:10am   **Breakfast**

8:10 – 8:45am   **SACSCOC Report**
- Dr. Nicole Lucas
  AVC Institutional Effectiveness, Research, and Planning

8:45 – 9:00am   **Study Abroad Update**
- Dr. Monica Leach
  Provost and Senior VC for Academic Affairs

9:00 – 9:15am   **ncImpact Draft Agenda**
- Dr. Monica Leach
  Provost and Senior VC for Academic Affairs

9:15 – 9:45am   **All things BOT**
- Cabinet Discussion

9:45 -10:00am   **Chancellor Allison**

Appendix F: December 2021 Board of Trustees Meeting

Board of Trustees
Committee Meeting
Rudolph Jones Student Center
Room 242

FAYETTEVILLE
STATE UNIVERSITY

Committee on Academic and Students Affairs
Wednesday, December 8, 2021
10:45a.m.

AGENDA

Call to Order	Brandon Phillips, Committee Chair
Welcome and Opening Remarks	Brandon Phillips
Roll Call	
Approval of Minutes:	September 23, 2021

Information/Action Item:

A. Bronco One-Stop — Dr. Teresa Thompson-Pinckney
    AVC for Access & Student Success

    SACSCOC Update — Dr. Nicole Lucas
    AVC for Institutional Research/SACS Liaison

    Faculty/Staff Highlight — Dr. Monica T. Leach
    Provost & Senior VC for Academic Affairs

    Promoting Student Success: — Dr. Juanette Council
    COVID-19 Mitigation Strategies *Vice Chancellor for Student Affairs*

Committee members: Brandon Phillips, Frederick Nelson, Valencia Applewhite, Sydney Harris, Glenn Adams

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For further information, please contact:
Dr. Monica T. Leach
Provost and Senior Vice Chancellor for Academic Affairs
910.672.2309

Appendix G: Adaptive Learning Pilot Course List

Course Title	Course Number
Introduction to Criminal Justice	CRJC - 200
Principles of Sociology	SOCI-210
World History to 1600	HIST-110
Quantitative Reasoning	MATH-126
General Chemistry II Lecture	CHEM-161
Introduction to Chemical Principles Lecture	CHEM-105
General Chemistry I Lecture	CHEM-141
Organic and Biochemistry	CHEM 106
Philosophy	PHIL-220
Math	MATH-126
Chemistry	PHYS 125
Chemistry	PHYS 126
Math	MATH-130
Math	MATH-129
Math	MATH-126
Psychology	PSYC-210

Appendix H: QEP Assessment Plan

Overall QEP Goal(s)	Outcomes	Assessment Measures	Targets
QEP Goal #1: Implementation of the QEP will improve student success.	**Student Success Outcome #1:** Students will demonstrate increased success in General Education courses that utilize adaptive learning.	**Measure #1: (Direct Measure)** Student success will be measured by tracking course Drop, Fail, Withdrawal rates.	**Target #1:** The target for success will be decreased DFW rates by 8% in General Education courses that utilize adaptive learning.
		Measure #2: (Direct Measure) Student success will be measured by tracking course completion rates.	**Target #2:** The target for success will be increased ABC grades by 8% in General Education courses that utilize adaptive learning.
		Measure #3: (Direct Measure) Student success will be measured by tracking midterm course assignment averages for the adaptive learning course and comparing those to the non-adaptive course.	**Target #3:** The target for success will be that students in the AL courses perform at least 8% better in comparison to the non-AL course.
		Measure #4: (Direct Measure) Student success will be measured by tracking post-midterm course	**Target #4:** The target for success will be that students in the AL courses perform at least 8% better in comparison to the non-AL

		assignment averages for the adaptive learning course and comparing those to the non-adaptive course.	course.
		Measure #5: (Direct Measure) The retention rates of First-Generation students will be tracked by the Office of Institutional Effectiveness, Effectiveness, and Planning.	**Target #5:** The retention rates of First-Generation Students from freshman to sophomore years will increase to at least 75%.
		Measure #6: (Direct Measure) Student graduation rates will be measured by tracking the percentage of first-time, full-time, bachelor's degree-seeking freshman graduating within 4 and 5 years.	**Target #6:** a) The target for success for 4- year graduation rates will be 50%. b) The target for success for 5- year graduation rates will be 55%
		Measure #7: (Direct Measure) The four-year and five-year graduation rates of First-	**Target #7:** (a) The four-year graduation rates of undergraduate First-Generation Students will be at least 45%.

		Generation Students will be measured by the Office of Institutional Effectiveness, Planning and Research by tracking the percentage of undergraduate First-Generation students graduating within 4 and 5 years.	**(b)** The five-year graduation rates of undergraduate First-Generation Students will be at least 50%.
	Student Success Outcome #2: Students will acknowledge success in General Education courses that utilize adaptive learning.	**Measure #1: (Indirect Measure)** Student success will be measured utilizing the Adaptive Learning Student Survey, measuring student perceptions of improved success through utilization of adaptive learning.	**Target # 1:** At least 70% of students will indicate that the adaptive learning methodology contributed to their success.
QEP Goal #2: Implementation of the QEP will improve course delivery and improve student success through the utilization of adaptive learning.	**Faculty Training and Development Outcome:** Implementation of the QEP will improve student success through faculty training for enhancing content delivery of adaptive learning.	**Measure #1: (Indirect Measure)** Course delivery will be measured using the Adaptive Learning Faculty Survey, measuring faculty perceptions of improved student success through utilization of adaptive learning.	**Target #1** At least 70% of faculty will indicate that the adaptive learning methodology contributed to student success.

Appendix I: Adaptive Learning Student Survey

QEP: Student Adaptive Learning Evaluation

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1. I knew how the adaptive learning technology/software would be used in the course

2. The instructor gave clear directions for each activity when using the adaptive learning technology/software

3. The adaptive learning assignments were connected to course objectives

4. I knew the purpose of each adaptive learning assignment

5. I felt comfortable using the adaptive learning technology/software for the course

6. The results from the adaptive learning technology/software helped with my learning and comprehension

7. The adaptive learning technology/software feedback helped me to do well in the course

___

	Not at all	A little	A lot	A great deal

8. The adaptive learning technology/software helped with my confidence in completing course assessments

9. The adaptive learning technology/software made the course more engaging

10. The instructor made use of the adaptive learning technology/software to help prepare for tests and/or quizzes

11. I understood the course content through the use of the adaptive learning technology/software

	Agree	Disagree

12. Adaptive learning technology/software should be used in my other courses

Appendix J: Adaptive Learning Faculty Survey

QEP: Faculty Survey (End of Semester)

Hello! Please complete the following survey to share your experience using adaptive learning! Thank you for contributing to the QEP initiative, *iAdapted*!!

Course Name/Number/Section you are Providing your Adaptive Learning Experience for:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1. I had the knowledge necessary to implement the adaptive learning technology/software in the course

2. I felt comfortable using the adaptive learning technology/software in the course

3. The adaptive learning assignments were connected to course objectives

4. The assignment results provided by the adaptive learning technology/software helped me understand the student's learning and comprehension

5. I plan to use adaptive learning technology/software in my other courses in the coming semesters

    *If no to the above answer, briefly explain why.

6. The adaptive learning technology/software increased my confidence in teaching the course content

7. The adaptive learning technology/software increased student engagement in the course

8. I believe that the adaptive learning technology/software increased student comprehension

Free text here

9. How did you gain the knowledge necessary to use the adaptive learning technology/software?

10. Thinking about the prep work that was involved to implement the adaptive learning technology/software, estimate the number of hours you spent on this?

11. Please share any additional feedback about your experience and/or challenges utilizing adaptive learning technology/software in your course.

Appendix K: QEP Assessment Timeline

Item	Year One 2022-2023		Year Two 2023-2024		Year Three 2024-2025		Year Four 2025-2026		Year Five 2026-2027		Year Six 2027-2028	
	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
Annual QEP Steering Committee Review and Planning		X		X		X		X		X		
New Faculty Orientation & Training on Adaptive Learning	X	X	X	X	X	X	X	X	X	X		
Course Syllabi Review	X	X	X	X	X	X	X	X	X	X		
Course Implementation Plan	X	X	X	X	X	X	X	X	X	X		
Adaptive Learning Student Evaluations	X	X	X	X	X	X	X	X	X	X		
Adaptive Learning Faculty Evaluations	X	X	X	X	X	X	X	X	X	X		
Course Data Collected from Faculty	X	X	X	X	X	X	X	X	X	X		
Data Collected from the Office of Institutional Effectiveness, Planning, & Research	X	X	X	X	X	X	X	X	X	X		
Data Analysis	X	X	X	X	X	X	X	X	X	X		
Review of Feedback by Students	X	X	X	X	X	X	X	X	X	X		
Review of Feedback by Faculty	X	X	X	X	X	X	X	X	X	X		
QEP Steering Committee Data Review of DFW rates	X	X	X	X	X	X	X	X	X	X		
First Generation Five-year Graduation Rates got Fall 2022 Freshman Cohort											X	
First Generation Four-year Graduation Rates got Fall 2022 and 2023 Freshman Cohort									X		X	
First Generation Student Retention			X		X		X		X		X	
Overall Four-year Graduation Rates for Fall 2022									X			
Overall Five-year Graduation Rates for Fall 2022							X		X			
Student Retention	X		X		X		X		X			

Figures

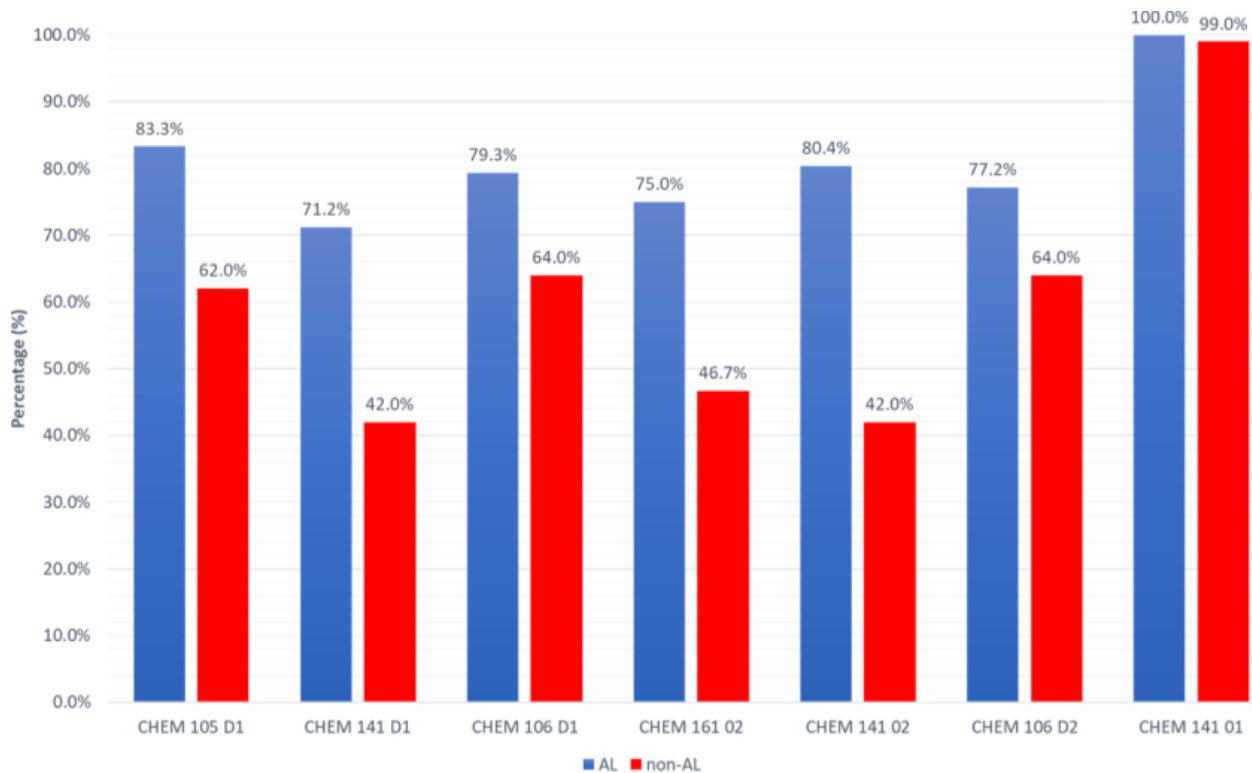*Figure 1: Fall 2021 Baseline Data from Pilot – Chemistry Post Mid-Term Assignment Grades*

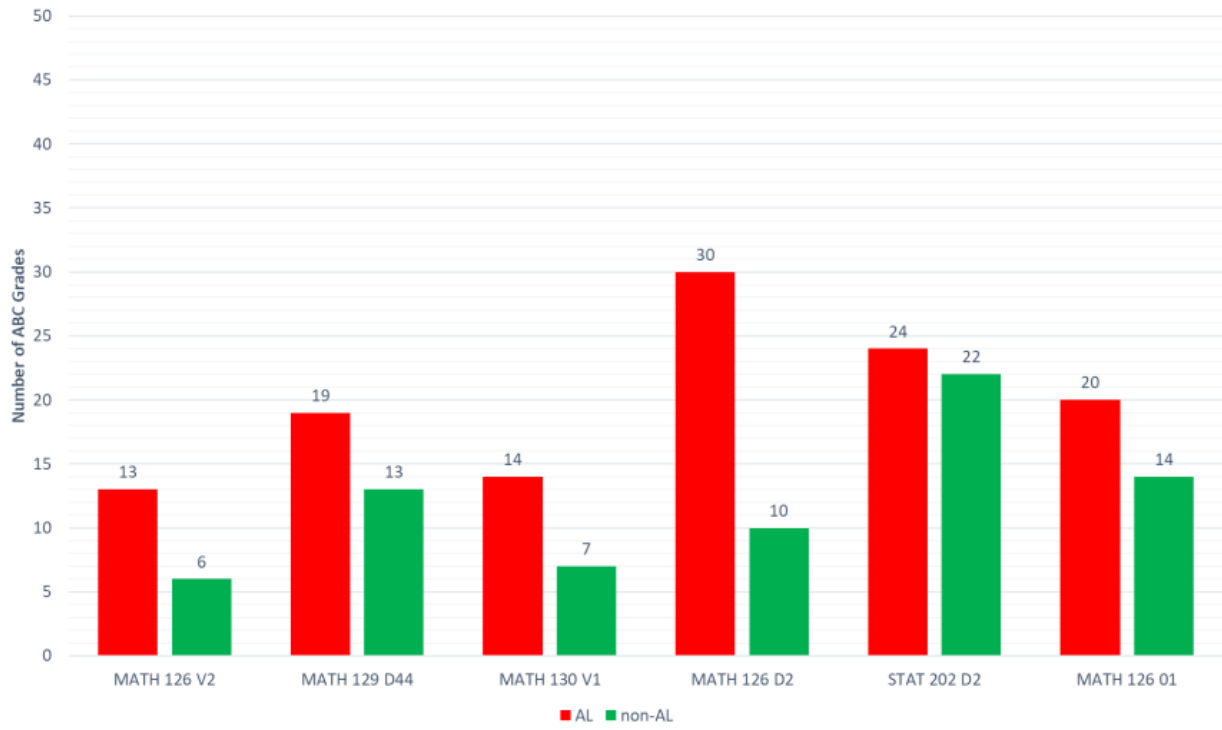*Figure 2: Fall 2021 Baseline Data from Pilot – Mathematics Course Completion Grades*

Figure 3: Fall 2021 Baseline Data from Pilot – Mathematics DFWI Rates
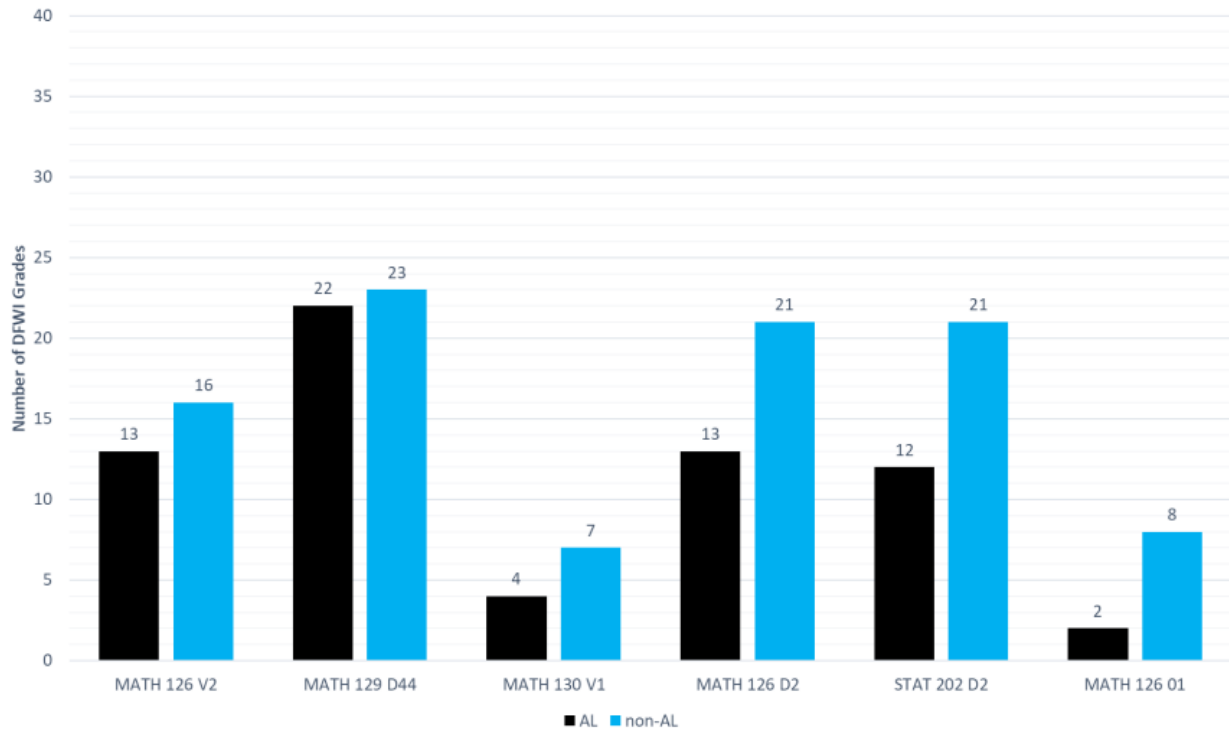
Figure 4: Fall 2021 Baseline Data from Pilot – Criminal Justice Post Mid-Term Assignment Grades
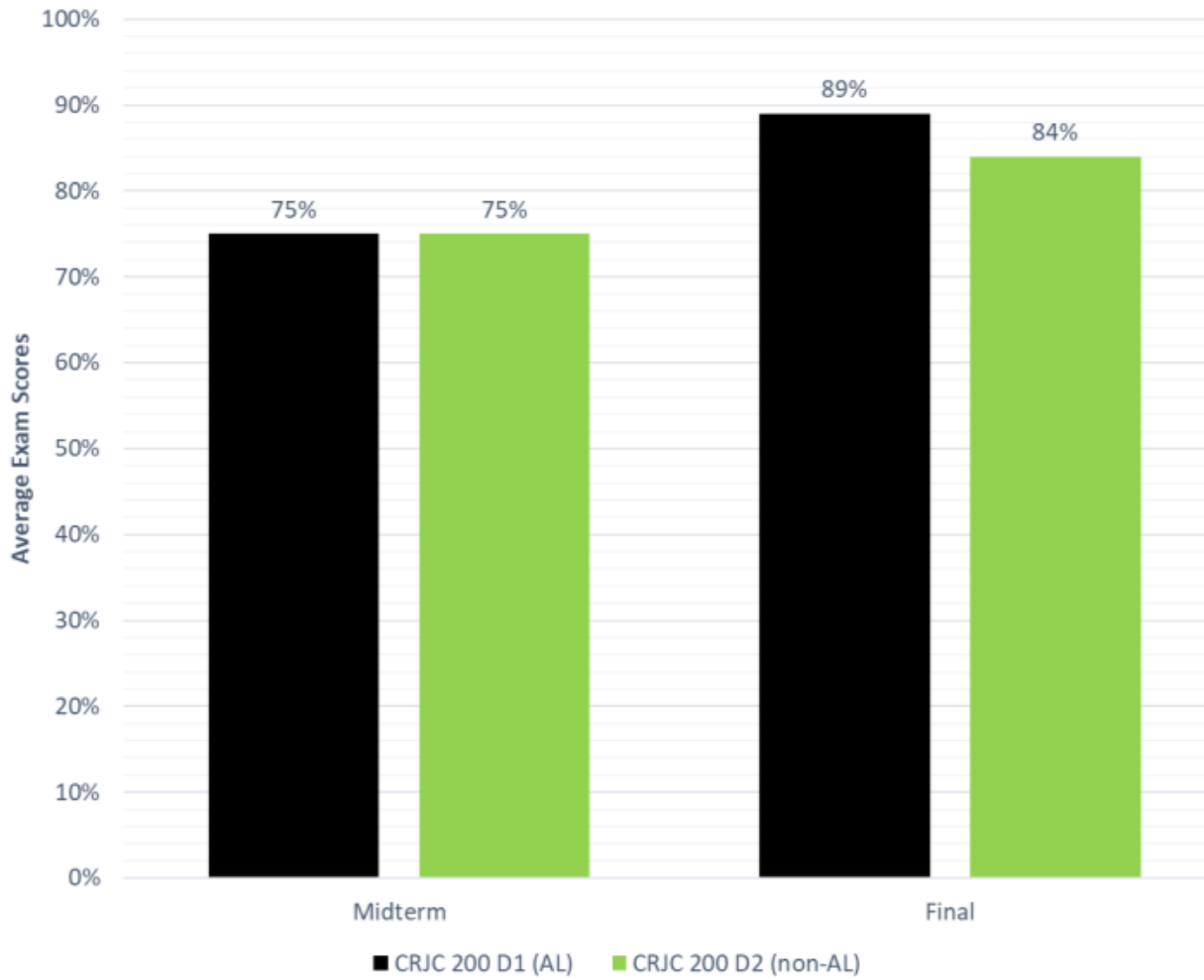
Figure 5: Fall 2021 Baseline Data from Pilot – Humanities Course Completion Rates
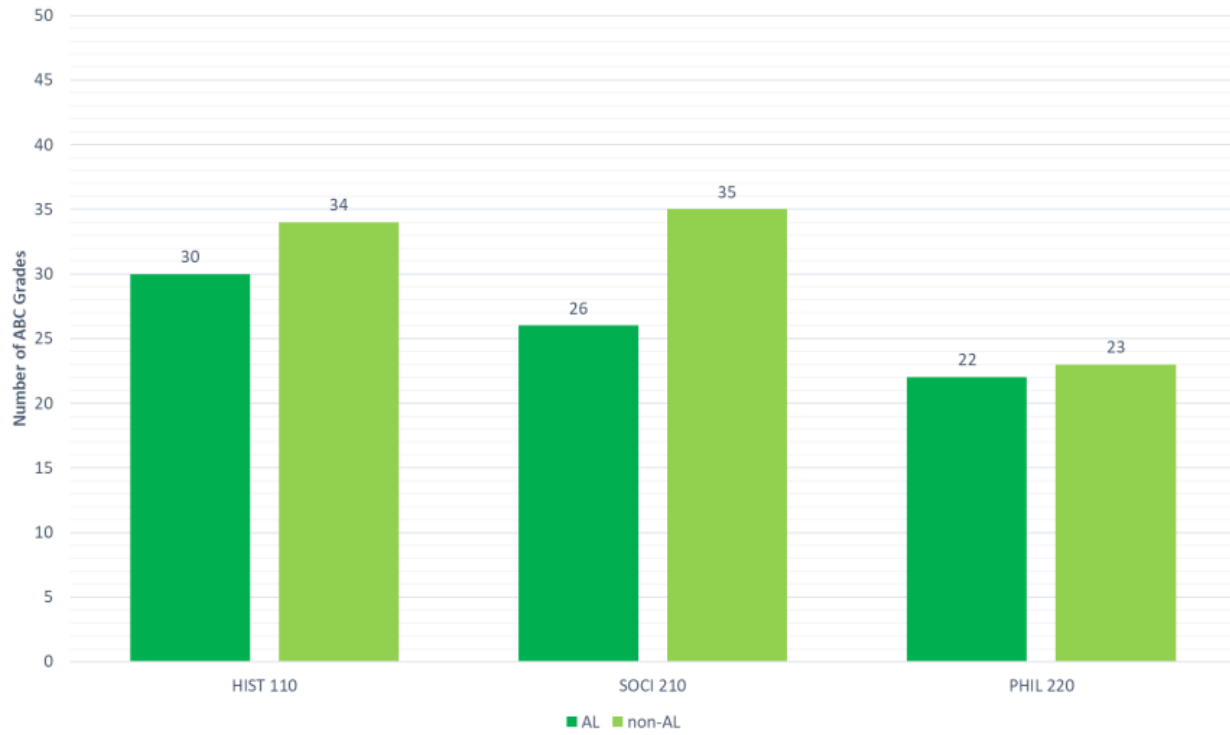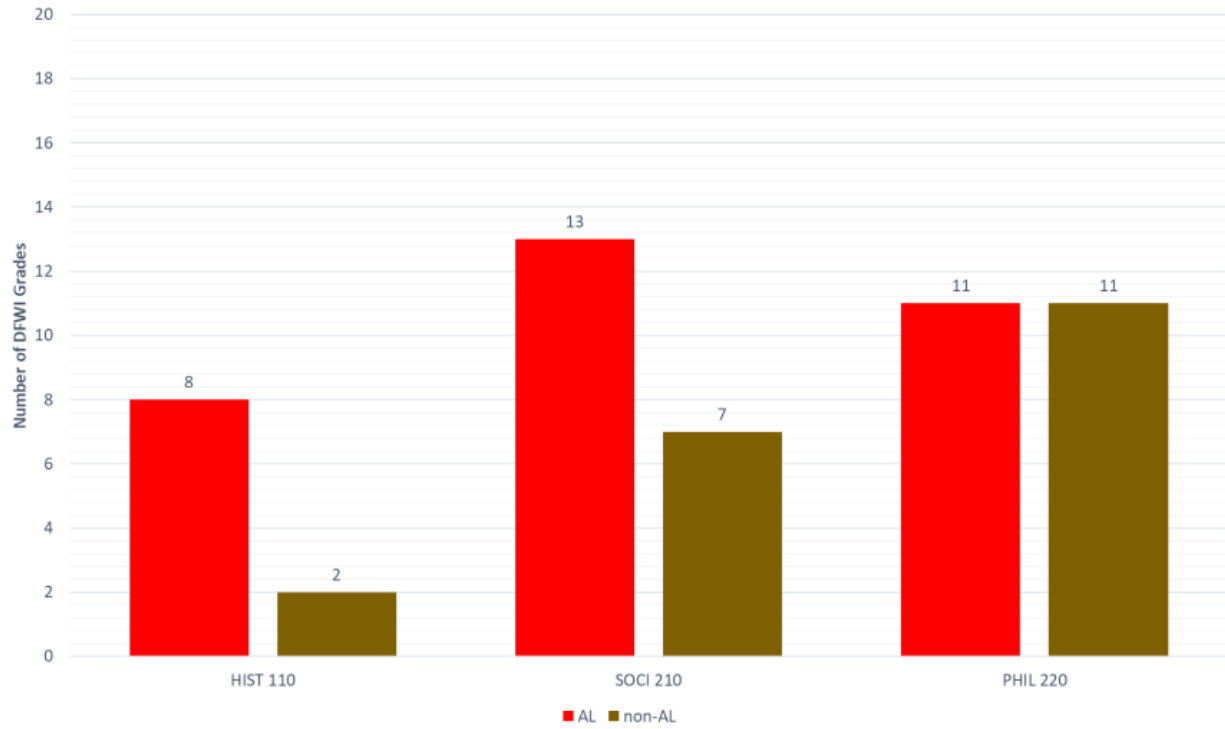
Figure 6: Fall 2021 Baseline Data from Pilot – Humanities DFWI Rates

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