



The Prospect for Success QEP: Student Engagement at a Comprehensive Urban University

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UNC CHARLOTTE

In this Presentation

- Introduce UNC Charlotte's QEP: the Prospect for Success engagement plan for first-time Freshmen.
- Discuss and share ideas for improving this engagement curriculum including how we can foster more opportunities for experiential learning.
- Share indirect outcomes related to Prospect for Success



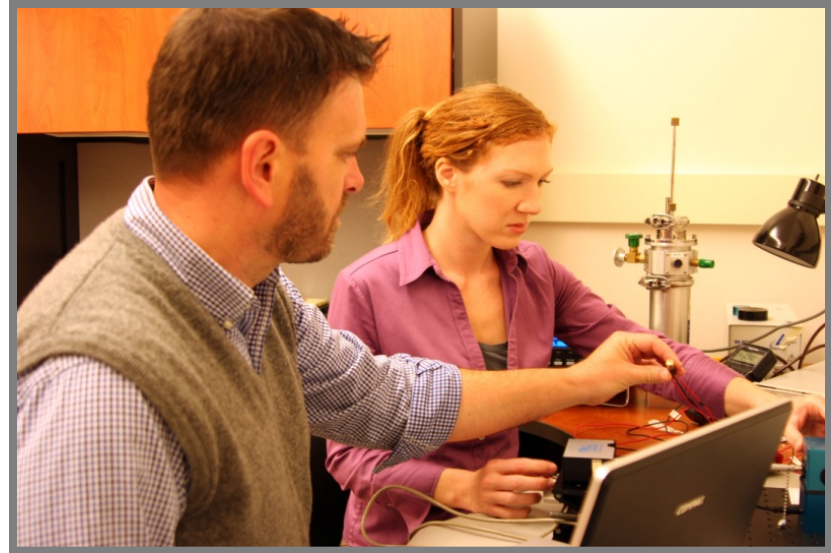


What makes
a successful
student?



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How do we give all students the opportunity to be successful?



ANSWER

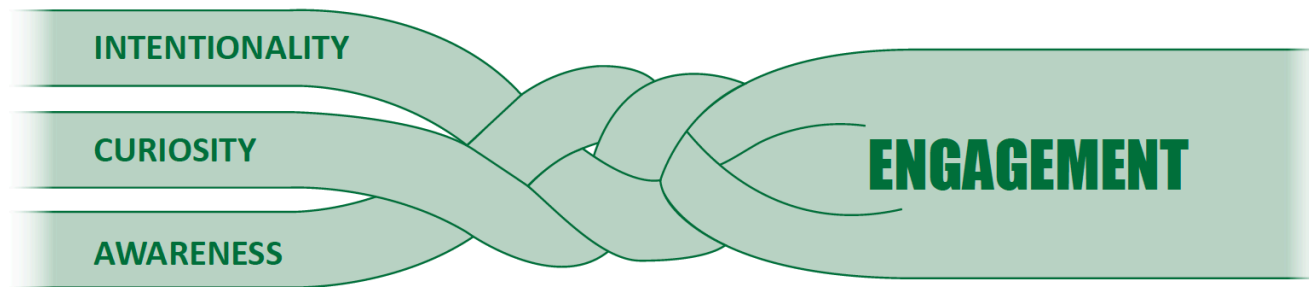
= a FYE focused on Academically Engaging New Students



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Engagement

The Prospect for Success is UNC Charlotte's plan to engage undergraduate students in a potentially life-changing opportunity for personal and professional growth. The Prospect is designed around three interconnected goals--Intentionality, Curiosity, and Awareness--what might be thought of as the DNA of education.



The three strands relate to our Student Learning Outcomes.



Challenges

- Large Size
 - 28,000 students
 - Fall 2015 n=3,460 new freshmen
- Diversity of Programs
 - 18 separate PFS courses in 7 colleges
- Limited Resources



Opportunities

Start where the students are:

- Top 40 Courses
- Learning Communities & Freshmen Seminars
- Introductory courses in the disciplines

Leverage existing resources:

- Career Center & Campus Learning Center
- Top 40 Faculty Academy



Planning Process:

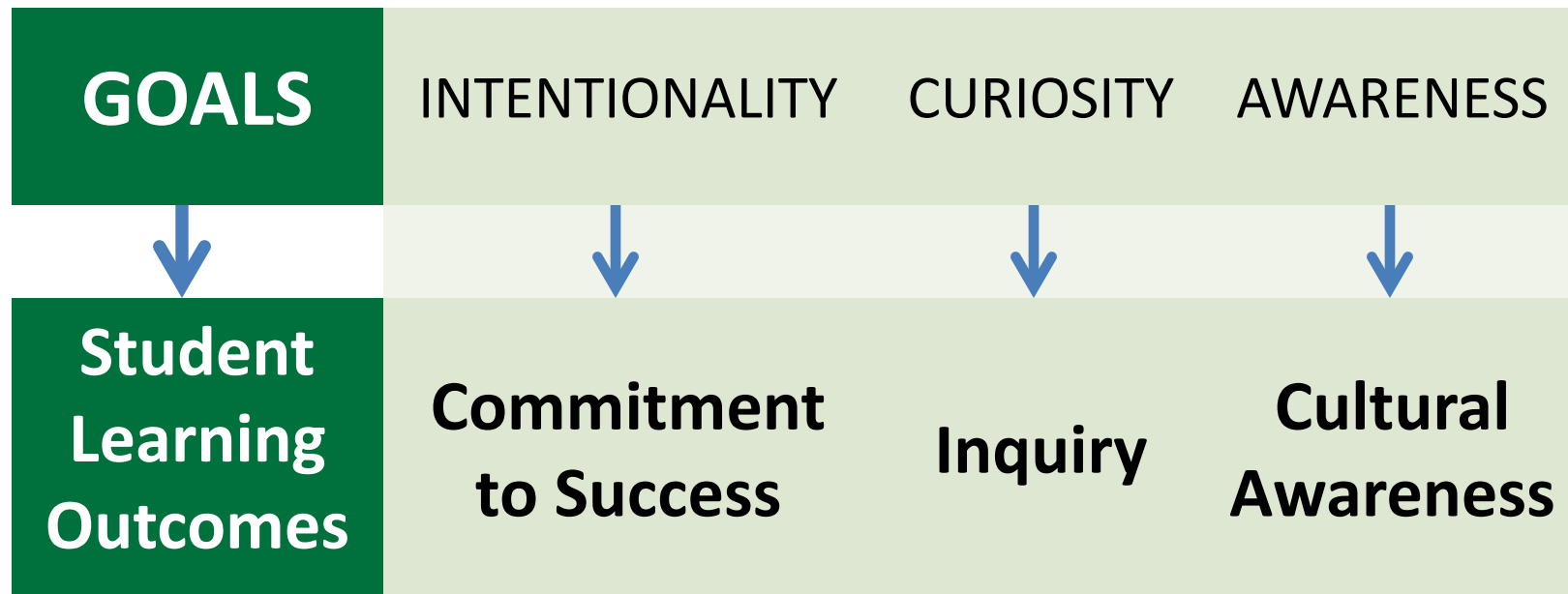
Reciprocal and Iterative

- A central steering committee and college development teams.
- Manage the tension between campus and college.



Prospect for Success

Academic engagement...
...embedded in the curriculum



Commitment to Success

Identifying comprehensive, realistic and meaningful goals and developing intentional strategies to achieve them.



C2S Examples

- Work with Career Center (UCC) to have students take an interest inventory or StrengthsQuest. UCC liaison comes to class to discuss and interpret results.
- Campus Scavenger hunt of resources. Reflective writing follow up. Education: advisors respond and discuss with students.
- University Center for Academic Excellence tour and supplemental instruction support and/or take LASSI (Learning & Study Strategies Inventory)
- *Ideally, there is a focus on identifying goals and needs and using these tools. Not just sitting through presentations about resources.*



Inquiry

The open-ended pursuit of knowledge
which is driven by curiosity.



Inquiry Examples

- Students in an LBST Humanities/Environment course research topics (ex., bee hive collapse) and think about questions this raises for them.
- Education majors use their clinical work in schools to research an issue in education.
- Engineers write a Whole Life Paper in which they consider ways in which engineering can solve important problems.
- *Ideally, more than just research (does this support your thesis). Should get students to think of the questions this inquiry raises for them.*



Cultural Awareness

Understanding yourself and others whose world view and experiences differ.



Cultural Awareness Examples

- In CoAA, how does theater communicate culture non-verbally? Dance: partner with community members on diverse dance forms.
- Education: interview a student whose experience differs from your own.
- In Engineering, Business, Computing: focus on working in diverse teams.
- Attend International Festival, Int'l Coffee Hour, other event (speaker series).
- *Ideally, this is active and reflective and helps students consider their own culture as well as those of others.*



A Diverse Campus

Arts + Architecture

Business

Computing and Informatics

Education

Engineering

Health and Human Services

Liberal Arts and Sciences /
University College

Common Requirements

- Common SLOs embedded in curriculum
- Authentic Assessment
- Small-group interaction
- Connects to common messaging
- Co-curricular activities
- Integrated with academic advising
- Partnerships with support units





College of Liberal Arts and Sciences / University College

Prospect Course – LBST

Existing Gen Ed course “Prospectized”

- 3 Credits, new freshmen only,
- ~ 100 students: Lecture + small group break out
- Analytic skills

Commitment to Success	Inquiry	Cultural Awareness
<ul style="list-style-type: none">• Common C2S syllabus in all sections facilitating links with Advisors, Academic Support, and Career Services	<ul style="list-style-type: none">• Extended Inquiry Project related to course topic 	<ul style="list-style-type: none">• Course topics all include exploring cultural diversity: historical to contemporary or between groups
 <p data-bbox="691 1219 1238 1276">Reflective Writing</p>		

College of Education

Prospect Course – EDUC 2100 (now 1100)

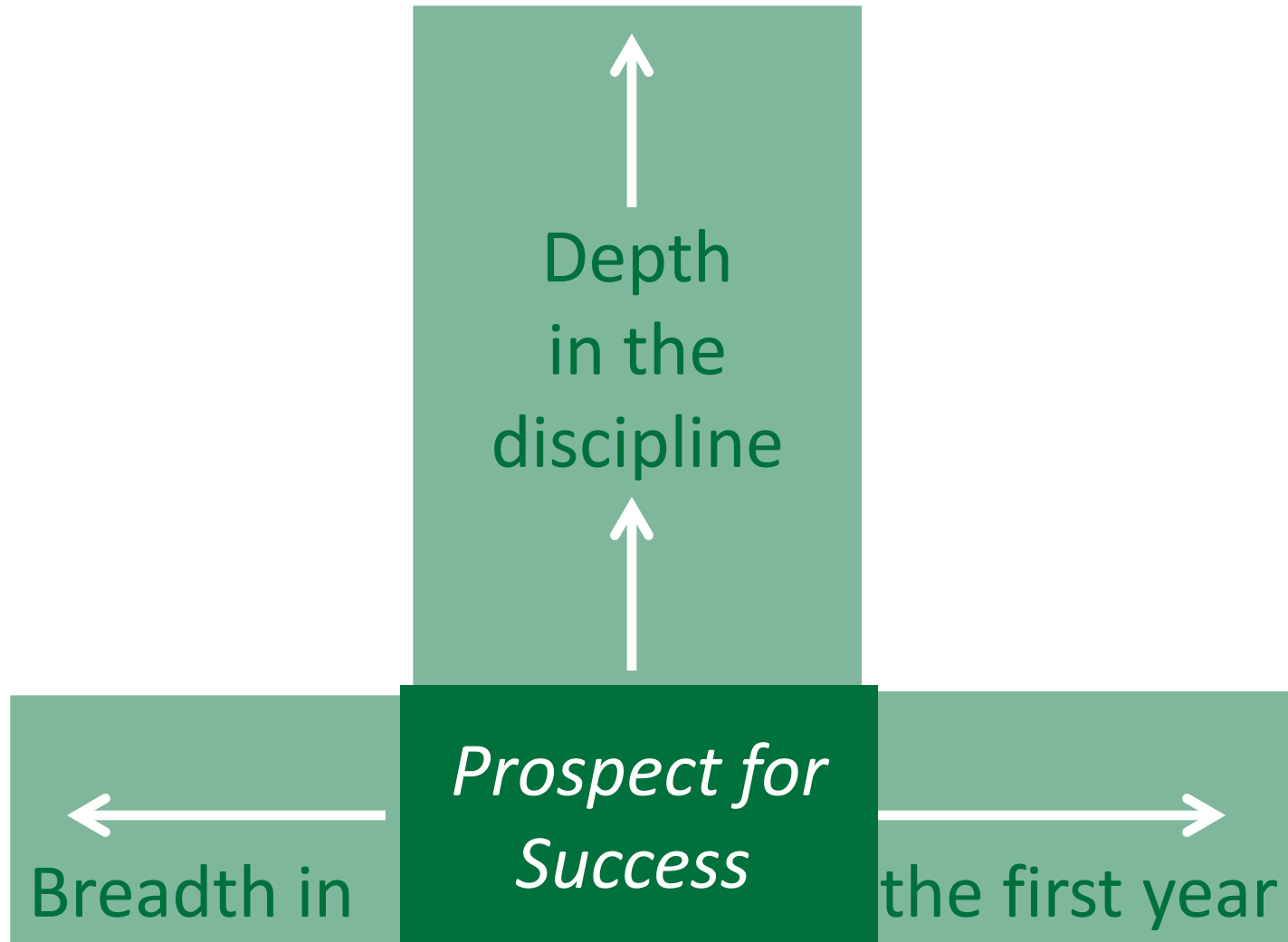
Redesigned “Intro to Education” course:

- 4 credits, new freshmen only
- Active involvement of advising office
- Experiential Learning

Commitment to Success	Inquiry	Cultural Awareness
<ul style="list-style-type: none">• Dream Resume and Advisor visits in class	<ul style="list-style-type: none">• Exploration of current issues in education	<ul style="list-style-type: none">• Service project in schools featuring discussions of diversity in urban classrooms
<p>Reflective Writing & Direct Assessment</p>		



Aspirations:



Transformative Potential: Key Indicators

BREADTH

Inquiry projects designed in general education courses

Partnership with First Year Writing faculty and *Prospect* curriculum

Prospect curriculum linked with gateway courses

Programmed activities explicitly supporting *Prospect* curricula

International Programs and diversity initiatives supporting

Awareness

Intentional use by students of Career Center, Academic Excellence, Library, and advising services



Transformative Potential: Key Indicators

DEPTH

Inquiry activities throughout the major culminating in a capstone experience.

Reflective and proactive advising practices, e.g., the use of an advising portfolio in the major.

E-Portfolios articulate the skills students are developing as demonstrated in the work they have completed

Increases in study abroad and service learning participation



Student Learning Outcomes (1/3)

Commitment to Success

Students will

- identify specific and realistic goals for their collegiate experience,
- develop or exhibit strategies for achieving those goals, and
- recognize the need to make change in light of experience.



Commitment to Success

Dimension	0	1	2	3
Goal Setting	No evidence	Goals are stated but they are not specific or realistic	Goals are somewhat specific and realistic	Goals are specific and realistic
Strategies	No evidence	Articulates only vague strategies for achieving goals	Articulates a few specific strategies for achieving goals	Articulates several specific strategies for achieving goals
Experience → change	No evidence	Shows limited recognition of the need to make changes in light of experience	Recognizes the need to make changes in light of experience	Recognizes and specifically describes the need to make changes in light of experience



Student Learning Outcomes (2/3)

Inquiry

Students will understand or experience inquiry as an open-ended process that explores evidence and/or approaches to generate ideas/conclusions.



Inquiry				
Dimension	0	1	2	3
Exploratory Process	No evidence	Discussion and/or results indicate that the focus of inquiry was static and narrowly focused	Discussion and/or results indicate that the focus of inquiry evolved to some degree	Discussion and/or results indicate that the focus of inquiry evolved
Evidence / Approaches	No evidence	Discussion and/or results indicate limited exploration of appropriate evidence or approaches	Discussion and/or results indicate some exploration of appropriate evidence or approaches	Discussion and/or results indicate substantial exploration of appropriate evidence or approaches
Originality	No evidence (derivative)	Limited evidence of originality in discussion or results of inquiry	Some evidence of originality in discussion or results of inquiry	Strong evidence of originality in discussion or results of inquiry



Student Learning Outcomes (3/3)

Cultural Awareness

Students will demonstrate
an understanding of themselves, and of others, as
individuals whose worldview and capacities are
shaped by culture and experience and
a willingness to take the worldview and capacities
of others into consideration.



Cultural Awareness				
Dimension	0	1	2	3
Awareness of self	No evidence	Limited awareness of how culture and experience shape <i>own</i> perspectives and capacities	Some awareness of how culture and experience shape <i>own</i> perspectives and capacities	Strong awareness of how culture and experience shape <i>own</i> perspectives and capacities
Awareness of others	No evidence	Limited awareness of how culture and experience shape <i>others'</i> perspectives and capacities	Some awareness of how culture and experience shape <i>others'</i> perspectives and capacities	Strong awareness of how culture and experience shape <i>others'</i> perspectives and capacities
Openness	No evidence	Limited consideration of multiple points of view	Some consideration of multiple points of view	Strong consideration of multiple points of view



Discuss & Share Ideas



What are your campuses doing to engage students?

- How do you engage and support through FYE?
- Set realistic goals, identify resources and use them?
- Engage them in meaningful inquiry?
- Understand themselves and others who differ?
- Depth and breadth issue—how do you connect the FYE experiences



What are your campuses doing to engage students?

What you and your campuses are doing to engage students.

Commitment to Success	Inquiry	Cultural Awareness
Identifying comprehensive, realistic and meaningful goals and developing intentional strategies to achieve them.	The open-ended pursuit of knowledge which is driven by curiosity.	Understanding yourself and others whose world view and experiences differ.

How that can inform our work across the three domains of the PFS: C2S, Inquiry, Cultural Awareness.

Also, how can we help you in your efforts to engage students?



Share Ideas

- Use this Google Doc:
 - https://docs.google.com/document/d/1c_gcCR_KB_VEa-_6WROHmHgJbQ35oUXiz6ZOFecse9Ng/edit?usp=sharing
 - I tweeted link @btaylor64 #PFSatUNCC
- Or write your ideas on the copies I've provided and I'll add them to the Google Document later



Prospect for SUCCESS? 2014-15 Data



Fall 2014

- In Fall 2014 about 70% of first-time, full-time Freshmen were enrolled in Prospect (up from 44% the year before).
- In terms of numbers, 2335 FTFT Freshmen out of 3319 on campus participated in Prospect.
- We are at full implementation for Fall 2015.



Student Success

Earned hours:

	non-Prospect	Prospect students	<i>overall</i>
AY 2014-15 mean Earned Semester Hrs	27.33	27.79	27.66
AY 2014-15 mean Earned/Attempted Hrs Ratio	0.903	.917	.912

Earned Hours



Student Success

Probation & suspensions:

	non-Prospect	Prospect students	<i>total</i>
Probation Fall 2014 semester	13.8%	10.6	11.6
Probation Spring 2015 semester	4.9	3.7	4.1
Suspended Spring 2015 semester ⁷	5.8	4.2	4.7

Probation & Suspension



Student Success

GPA

Grades:

	non-Prospect	Prospect students	<i>overall</i>
Fall 2014 mean GPA	2.88	2.99	2.95
Fall 2014 median GPA			3.20
Spring 2015 mean GPA ⁸	2.86	2.90	2.89
Spring 2015 median GPA			xx
AY 2014-15 mean CumGPA ⁸	2.93	2.98	2.97
AY 2014-15 median CumGPA			



Student Success

Fall to Spring Retention

Retention:

	non-Prospect	Prospect students	<i>overall</i>
Returned for spring 2015	93.29	95.12	94.58
Pre-registered for fall 2015	78.7%	87.9	81.6



QUESTIONS?

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