

# *Succeed @ Coastal*

Building Student Achievement Through Inclusive Engagement

Coastal Carolina University's Quality Enhancement Plan

2022-27

# The Fundamentals of *Succeed @ Coastal*

- **GOAL:** To maximize students' academic success and sense of belonging within the university by implementing teaching and mentoring practices that are focused on inclusive action, critical evaluation, and cultural reflection.
- **SLO 1:** Students will engage in inclusive problem-solving activities that build awareness of self and others' identities, experiences, and perspectives through critical thinking. (SLO 1 will focus primarily on developing activities pertaining to Freshman and Core curricular and co-curricular experiences.)
- **SLO 2:** Students will participate in collaborative curricular and co-curricular activities that elevate their academic and professional development as well as social integration within the university through inclusive engagement with faculty, staff, and other students. (SLO 2 will focus primarily on developing activities that engage students in advanced curricular and co-curricular levels as well as in professionalizing environments connected to their chosen disciplines/programs.)

# *IMPLEMENTATION METHODOLOGY*

## Inclusive Excellence Strategically Adapted to CCU's Particular Needs

- The Inclusive Excellence (IE) methodology is developed by the Association of American Colleges and Universities (AAC&U)
- IE's approach encourages institutions of higher learning to practice the following within curricular and co-curricular contexts:  
Intrapersonal Awareness; Interpersonal Awareness; Curriculum Transformation; Inclusive Pedagogy; Inclusive Learning Environment

# Evaluating CCU's Needs Based on Consistent Patterns of Students' Academic Achievement

- We evaluated university data on students' success based on time to graduation, DFW, and the hopping of majors.
- The numbers clearly indicate that underrepresented minority students (URM), Pell eligible students, and male students face disproportionately greater challenges to timely graduation and successful academic and social integration experiences at CCU.
- One of the ways in which we've gone about measuring student success is by calculating the percentage of students who are able to complete 30 credit hours successfully in their first year of study at Coastal.
- Another way we approached student success is by looking at the relationship between passing grades and students' retention, graduation, and, perhaps most telling, their persistence within chosen programs. The vast majority of students who received grades of B+ and A are retained within their chosen programs (little to no time lost hopping majors, though many add minors or double major), and they graduate at a very high rate.
- The students receiving a grade of B and Cs—the bulk of our students—are split almost 50-50 in terms of persistence within programs, retention, and timely graduation. Also, in spite of nearly 50% of this group experiencing greater than average graduation time, they typically don't add minors or double majors.

## Fall 2020 Undergraduate Students

	#	%
Male	4,418	43.7%
Female	5,700	56.3%
Underrepresented Minority (URM)	2,956	29.2%
White	6,758	66.8%
Other (International and Unknown)	404	4.0%
Pell	2,792	27.6%
Non-Pell	7,326	72.4%

	N	COB		COESS		COHFA		COS		Other	
		#	%	#	%	#	%	#	%	#	%
Fem.	4,780	730	15.3%	808	16.9%	880	18.4%	2,307	48.3%	55	1.2%
Mal.	3,738	1,168	31.2%	252	6.7%	749	20.0%	1,535	41.1%	34	0.9%
URM	2,504	465	18.6%	290	11.6%	438	17.5%	1,281	51.2%	30	1.2%
Other	336	104	31.0%	37	11.0%	65	19.3%	128	38.1%	2	0.6%
White	5,678	1,329	23.4%	733	12.9%	1,126	19.8%	2,433	42.8%	57	1.0%
Pell Eligible	2,638	460	17.4%	365	13.8%	492	18.7%	1,301	49.3%	20	0.8%
Non-Pell Eligible	5,880	1,438	24.5%	695	11.8%	1,137	19.3%	2,541	43.2%	69	1.2%
Mal.+ URM + Pell Eligible	556	117	21.0%	46	8.3%	111	20.0%	278	50.0%	4	0.7%

**Data Represents Full-Time Degree-Seeking Undergraduate Students by College: Fall 2020**

## 4, 5, and 6 Year Graduation Rates

Fall 2014 is the most recent Freshman cohort for whom we have compiled data (data on Summer 2021 grads is being processed)

	2013 Freshmen			2014 Freshmen		
	4 year grad rate	5 year grad rate	6 year grad rate	4 year grad rate	5 year grad rate	6 year grad rate
<b>Female</b>	39.4%	48.4%	50.0%	37.5%	48.7%	51.1%
<b>Male</b>	25.4%	39.5%	43.1%	24.1%	37.7%	39.7%
<b>URM</b>	25.3%	39.6%	43.3%	28.7%	42.6%	45.0%
<b>White</b>	36.8%	46.8%	48.9%	32.3%	43.9%	46.0%
<b>Pell</b>	28.5%	40.4%	43.5%	27.4%	39.7%	42.7%

## First-time, Full-time Fall 2017-2019 Freshmen Cohorts

In 2017-18, 2018-19, and 2019-20, **6,021 (86.1%)** of 6,995 Fall 2017-2019 freshmen attempted 100- and 200-level courses mostly within the Core.

This data informs our focus on building Core-based activities, especially for SLO1



# First-time, Full-time Fall 2017-19 Freshmen Cohorts in Terms of D/F

In 2017-18, 2018-19, and 2019-20, **14.1%** of freshmen credit hours that were attempted did not result in a D or higher. This corresponds to **29,037** credit hours that culminated in Fs. In terms of student tuition spent on the credit hours ending up in Fs, and assuming those credit hours were split evenly between in-state and out-of-state, this represents more than **\$18,000,000** spent among 2,381 freshmen of Fall 2017-2019.

# Credit Hours Attempted	# of Students	% of Credit Hours Completed
21 or less	850	55.3%
22-24	139	49.8%
25-27	418	68.6%
28-29	717	78.9%
30-31	1,368	91.2%
32-34	2,958	92.8%
35-38	508	85.8%
39 or more	38	75.8%

			N	COB						COESS						COHFA						COS						Other					
				3.50+ CUM GPA		3.00-3.49 CUM GPA		Less Than 3.00 CUM GPA		3.50+ CUM GPA		3.00-3.49 CUM GPA		Less Than 3.00 CUM GPA		3.50+ CUM GPA		3.00-3.49 CUM GPA		Less Than 3.00 CUM GPA		3.50+ CUM GPA		3.00-3.49 CUM GPA		Less Than 3.00 CUM GPA		3.50+ CUM GPA		3.00-3.49 CUM GPA		Less Than 3.00 CUM GPA	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Fem.	URM	Pell	69	7	10.1%	4	5.8%	0	0.0%	2	2.9%	3	4.3%	5	7.2%	7	10.1%	4	5.8%	0	0.0%	15	21.7%	13	18.8%	6	8.7%	2	2.9%	0	0.0%	1	1.4%
		Non-Pell	79	7	8.9%	1	1.3%	3	3.8%	4	5.1%	3	3.8%	1	1.3%	6	7.6%	2	2.5%	2	2.5%	20	25.3%	15	19.0%	10	12.7%	3	3.8%	2	2.5%	0	0.0%
	Other	Pell	10	1	10.0%	0	0.0%	0	0.0%	2	20.0%	0	0.0%	0	0.0%	0	0.0%	1	10.0%	0	0.0%	0	0.0%	3	30.0%	3	30.0%	0	0.0%	0	0.0%	0	0.0%
		Non-Pell	21	2	9.5%	1	4.8%	0	0.0%	2	9.5%	0	0.0%	1	4.8%	3	14.3%	1	4.8%	2	9.5%	6	28.6%	2	9.5%	1	4.8%	0	0.0%	0	0.0%	0	0.0%
	White	Pell	90	6	6.7%	3	3.3%	0	0.0%	8	8.9%	7	7.8%	0	0.0%	11	12.2%	5	5.6%	3	3.3%	29	32.2%	9	10.0%	6	6.7%	2	2.2%	1	1.1%	0	0.0%
		Non-Pell	370	38	10.3%	11	3.0%	5	1.4%	38	10.3%	13	3.5%	6	1.6%	40	10.8%	10	2.7%	1	0.3%	128	34.6%	52	14.1%	13	3.5%	11	3.0%	3	0.8%	1	0.3%
Mal.	URM	Pell	35	3	8.6%	2	5.7%	2	5.7%	0	0.0%	1	2.9%	0	0.0%	2	5.7%	2	5.7%	1	2.9%	4	11.4%	12	34.3%	6	17.1%	0	0.0%	0	0.0%	0	0.0%
		Non-Pell	49	4	8.2%	4	8.2%	3	6.1%	3	6.1%	1	2.0%	2	4.1%	2	4.1%	1	2.0%	2	4.1%	6	12.2%	11	22.4%	9	18.4%	0	0.0%	0	0.0%	1	2.0%
	Other	Pell	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Non-Pell	19	5	26.3%	1	5.3%	4	21.1%	1	5.3%	0	0.0%	0	0.0%	3	15.8%	2	10.5%	0	0.0%	0	0.0%	3	15.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	White	Pell	53	6	11.3%	8	15.1%	2	3.8%	2	3.8%	1	1.9%	1	1.9%	4	7.5%	3	5.7%	0	0.0%	11	20.8%	11	20.8%	4	7.5%	0	0.0%	0	0.0%	0	0.0%
		Non-Pell	204	33	16.2%	28	13.7%	13	6.4%	2	1.0%	4	2.0%	1	0.5%	24	11.8%	13	6.4%	4	2.0%	30	14.7%	27	13.2%	23	11.3%	2	1.0%	0	0.0%	0	0.0%
Total			1,000	112	11.2%	63	6.3%	32	3.2%	64	6.4%	33	3.3%	17	1.7%	102	10.2%	44	4.4%	15	1.5%	249	24.9%	159	15.9%	81	8.1%	20	2.0%	6	0.6%	3	0.3%

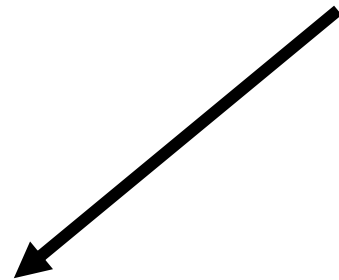
**Note: There are 2,043 students in the Fall 2020 First-time Full-time Freshman Cohort.**

**This Chart Represents the Cum. GPA of First-time Full-time Freshmen With 30+ Credit Hours Completed in Fall and Spring terms of AY 2020 (by College).**

# First-time, Full-time Fall 2017-2019 Freshmen

**52.7%**

completed 30 credit  
hours in the first fall  
and spring terms



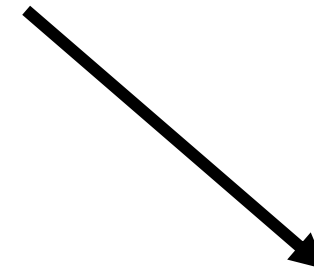
**46.4%**

of males



**42.5%**

of underrepresented  
minorities (URM)



**45.9%**

of Pell grant  
recipients

# First-time, Full-time Fall 2017-2019 Freshmen

**46.4%**

of males

**42.5%**

of underrepresented  
minorities (URM)

**45.9%**

of Pell grant  
recipients



**32.9%**

of male underrepresented minority (URM) students who are Pell grant recipients completed 30 credit hours in the first fall and spring terms

# First-time, Full-time Fall 2017-2019 Freshmen Cohorts



Female, white, non-Pell  
grant recipients

**% Completed 30+  
Credit Hours**

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**Avg. Cum.  
GPA**

**62.7%**

**3.23**

Male, underrepresented  
minority (URM), Pell grant  
recipients

**32.9%**

**2.46**

## Academic Suspension: First-time, Full-time Fall 2017-2019 Freshmen Cohorts

- Male students are **more than twice as likely** as compared to female students to be suspended at the end of their first spring term. (Males: 5.7%; females: 2.5%)
- Underrepresented minority students are **1.75 times more likely** than white students to be suspended at the end of their first spring term. (URM: 5.6%; white: 3.5%)
- Pell grant recipients are **1.37 times more likely** than non-Pell grant recipients to be suspended at the end of their first spring term. (Pell: 6.3%; non-Pell: 4.6%)

# First-time, Full-time Fall 2017-2019 Freshmen Cohorts

Four General Paths to Sophomore Status		% of cohorts
Group 1	Student earns at least 30 cumulative credit hours in first fall and spring terms. <b><i>Student is a sophomore by second fall term.</i></b>	46.8%
Group 2	Student earns less than 30 cumulative credit hours in first fall and spring terms, but brought in credit via AP/IB, dual enrollment, etc. Student may or may not enroll in summer terms. <b><i>Student is a sophomore by second fall term.</i></b>	10.7%
Group 3	Student earns less than 30 cumulative credit hours in first fall and spring terms. Student did not bring in credit, but must have enrolled in a summer term. <b><i>Student is a sophomore by second fall term.</i></b>	4.0%
Group 4	Student earns less than 30 cumulative credit hours in first fall and spring terms. <b><i>Student is not a sophomore by second fall term.</i></b>	38.4%

# First-time, Full-time Fall 2017-2019 Freshmen Cohorts

	% of Cohorts	Second Fall Term		Third Fall Term		
		% Enrolled	Avg. Cum. GPA*	% Enrolled	% 60+ Credit Hours*	Avg. Cum. GPA*
Group 1	46.8%	88.7%	3.49	79.9%	78.2%	3.43
Group 2	10.7%	100.0%	3.03	83.0%	79.2%	3.02
Group 3	4.0%	100.0%	3.11	85.8%	81.0%	3.08
Group 4	38.4%	36.4%	2.52	26.8%	5.6%	2.65

\* Only of those enrolled in indicated term.



## *STRUCTURAL FRAMEWORK FOR QEP ACTIVITIES & PRACTICES*

Note: Not all activities or practices will be suitable for all students/disciplines/environments/forms and/or modes of instruction. At the same time, some activities or activity frames that we propose might be able to fulfill both SLOs of the QEP.

Based on review of literature on developing student success through IE, we've learned that the following structural practices/methods are crucial to elevating students' levels of academic success and social integration within diverse university environments

- **Critical Engagement: Intrapersonal and Interpersonal Awareness Building Activities** incorporated into Core/Foundations levels content and environments; **Small Group Activities** that develop academic confidence and build students' levels of belonging within programs;
- **Collaboration and Mentorship: Among students; between faculty and students**
- **Cohesive practices: building connections** between Co-Curricular and Curricular Activities

# Activities Planning and Implementation

- **Activities Planning Team (APT):** This group is generating the basic framework or the larger umbrellas/categories/genres of activities that attend to the SLOs.

Team Composition for APT: Richard Aidoo, Monica Fine, Monica Gray, Daphne Holland, Tripti Pillai, Cathy Scott, Ina Seethaler, Brett Simpson, and Rob Young

- **The Implementation Team (IT):** This group will comprise a larger number of faculty and staff representatives from across campus (at least two members from each college as well as selected representatives from the Library, Career Services, Center for Global Engagement, Livewell). IT will build up and build out specific activities that will be implemented starting fall 2022.

Team Composition for IT: A call will go out through Faculty Senate next week, inviting interested and qualified colleagues to join the Implementation Team. Ideally, each college will elect two representatives to serve on IT. Service period will be staggered between one, two, and three year terms.

# APT's Work in Progress: Framework for **Assessable Activities** Based on Lit. Review and Best Practices Aligned with QEP Goal and SLOs

- **Critical Engagement Activities** that focus on building students' **Intrapersonal and Interpersonal Awareness**. *Examples* might include curricular and co-curricular activities that discursively build students' awareness of themselves and others within the contexts of: their chosen discipline; the university; their preparedness for or sense of belonging within specific academic and professional environments; their understanding of their individual and collective engagement within their own or other generations; their identities as marked/recognized by such attributes and experiences as ability, access, economic class, educational background, gender, language, nationality, race, regionality, religion, sexuality, and/or social class; diverse professional histories and applications; diverse cultural or social environments they might engage with in and/or beyond the US
- **Small Group Activities** that target a *broad range* of students and **Facilitate Partnerships** among students, between students and mentors, and/or between students and teachers. These activities will focus on building students' abilities and levels of confidence engaging with curricular content in mutually attentive learning environments. *Examples* might include: course assignments that build students' collaborative skills in consistent and/or incremental projects; community engagement and/or professional engagement projects that require students to consistently communicate and interact with each other and with their advisors/mentors/mentees and instructors
- **Professionalizing Activities** that enable a *broad range* of students to gain pertinent experience and confidence to **apply their Disciplinary skills and Knowledge** in preparation for greater professional success. Some of the activities from the previous QEP might be applicable here. *Examples* might include: internships, internal or external conference presentations or poster sessions, Undergraduate Research Competition presentations and related activities, co-authored publications/projects/initiatives showcased within and/or beyond CCU

# Framework for *Inclusive Curricular/Co-Curricular Practices* Based on Lit. Review and Best Practices Aligned with QEP Goal and SLOs

- **Inclusive Practices**—in teaching and mentoring—that facilitate and support inclusive student engagement and have positive impact on greater numbers/levels of student success. (Some teaching and mentoring practices and initiatives that are already in place within particular programs, departments, colleges can be included readily in this category)

**Examples** of Inclusive practices might include: Regular meetings with small groups of students—built-in to the syllabus by instructors; the practice of writing, explaining, and discussing individual “teaching methodology” statements in syllabuses; the practice of including a variety of assignment types to give diverse students different opportunities to showcase skills and knowledge; practices attentive to diversifying both curricular content and delivery; where applicable, practices articulating connections between students’ prior, current, and future learning, as well as connections among students’ experiences and identities; practices building meaningful collaboration into course content; practices that foster non-competitive, sustained team activities that enable students to participate in peer mentorship and academic support partnerships; practices contextualizing the discipline’s history and discussing its social/cultural/economic impacts as well as needed transformations; practices that invite and encourage the sharing of student insight and regular student feedback into the course)

## ***RESOURCES FOR FACULTY/STAFF DEVELOPMENT***

**The QEP's Budget will Enable QEP-Related Professionalizing Activities and Practices that build and optimize Faculty and Staff's** abilities to offer/improve/facilitate inclusive student learning environments that will be pertinent to building student success (as per the QEP's stated Goal) and will improve student learning and/or students' social integration within disciplines and the university.

*Examples* of QEP budgeted **Professionalizing Activities and Practices** for Faculty and Staff might include: Inclusive Teaching Methods Workshops; Inclusive Pedagogies Conferences; Inclusive Research Development Conferences; Forums and Collaborative Seminars on Diversifying Assignments and Assessment Tools; Co-teaching/Team-Teaching Workshops and Practices; Syllabus Design and Content Accessibility Discussion Groups

# Questions/Insights

- Please contact me at [tpillai@coastal.edu](mailto:tpillai@coastal.edu) or at [succeed@coastal.edu](mailto:succeed@coastal.edu)
- If interested in learning more about the QEP and how your department/program might participate in it, please invite me to one of your Fall 2021 department meetings or simply for a conversation with the department chair/program coordinators.