

WARNER UNIVERSITY QEP

EXECUTIVE SUMMARY

VITAL: Value In Tasks, Achievement, And Learning

The Quality Enhancement Plan (QEP) that Warner University proposes in this document has been termed VITAL, short for “Value in Tasks, Achievement, and Learning.” With the targeted outcome of “decreasing the number of Ds, Fs, and Ws” contained within the University’s 2023–2028 strategic plan, Warner University proposes a student-success-related QEP based on the concept of Utility-Value Interventions (UVIs), with UVIs being assignments that require students to reflect about the perceived usefulness or relevancy of course tasks in light of their future plans. In prior studies, UVIs have been found to promote academic achievement.

The purpose of VITAL is to employ UVIs to promote academic success among undergraduate students enrolled in three first-year courses: ENG 1010 Composition I, ENG 1020 Composition II, and BST 1010 Christian Life: Faith and Practice. The stated outcomes are to (1) improve DF rates in selected courses and (2) improve persistence (term-to-term) and retention (fall-to-fall) of students in selected courses. While QEP research will involve all students in these courses, the University hopes to further disaggregate data related to first-generation, underrepresented minoritized students (FG-URM).

The QEP has had broad involvement from campus constituencies. Below is a summary of activities involving the QEP Steering Committee, the QEP Marketing Committee, faculty, staff, students, alumni, and trustees.

- September 2019—The **faculty** approved a proposal that the University’s next QEP would relate in broad terms to student retention.
- November 2019—**Campus-wide** nominations were sought for the QEP Steering Committee.
- December 2019—An initial brainstorming session was held. The meeting involved those nominated the previous month for Steering-Committee service. Representation at this meeting included employees from **Academics, Advancement, Student Life, Athletics, Institutional Technology Services, and Financial Aid**.
- January 2020—The QEP Steering Committee was formed. Representation included employees from **Academics, Advancement, and Student Life**.
- February 2020—**Faculty from the English department** were consulted about their willingness to allow the QEP to relate to their courses.
- March 2022—The **faculty** completed surveys to help the Steering Committee determine which courses, if any, should be added to the initiative.
- April/May 2022—The **Leadership Team and Board of Trustees** approved a new strategic plan with a foundational goal of “retaining students, faculty, and staff”; an objective to “implement initiatives to improve student success in courses with consistently low grades”; and a target outcome to “decrease the number of Ds, Fs, and Ws.”

- April/May 2022—**Students, employees, and trustees** completed surveys to further help the Steering Committee decide which first-year courses should be added to the initiative. For these surveys, respondents were asked to identify what first-year courses they initially viewed as unimportant but in which they later found significant value.
- September 2022—**Students and employees** helped choose the QEP branding logo through a campus-wide survey.