



**FIRST2  
NETWORK**

# FIRST2 NETWORK PDSA EXPERIENCE



## 2023-2024 PDSAs

Impromptu Lectures  
Bingo  
Campus Clubs  
College Readiness  
Ambassadors  
Math Boot Camp

## 2024-2025 PLANNED PDSAs

Impromptu Lecture  
Bingo  
Campus Club  
College Readiness  
Ambassadors  
Math Boot Camp  
Biology Graphing  
Social/Panel

## PDSA PROCESS

Through the PDSA process, we have learned how to critique processes in order to promote growth. By establishing simple concepts like BINGO and the Impromptu Lectures we were able to facilitate meaningful impacts in a simplistic manner. Mostly, we have learned to anticipate shortcomings as it is challenging to orchestrate events that lead to meaningful change.

## PDSA COACHING EXPERIENCE

The University of Charleston would like to thank all the great coaches for helping us refine our PDSAs to be the best that they could be. For improvement, coaching requests often idled in email chains and the PDSA process was unnecessarily drawn out; therefore, there needs to be a more efficient means for scheduling coaching.

## SUMMARY

Both the BINGO, Campus Clubs, and Impromptu Lecture PDSAs aimed to increase feelings of connectedness within first generation college students. With the data so far, the Impromptu Lectures had a significant impact on improving feelings of connectedness between students and faculty.

## PHOTO HIGHLIGHTS



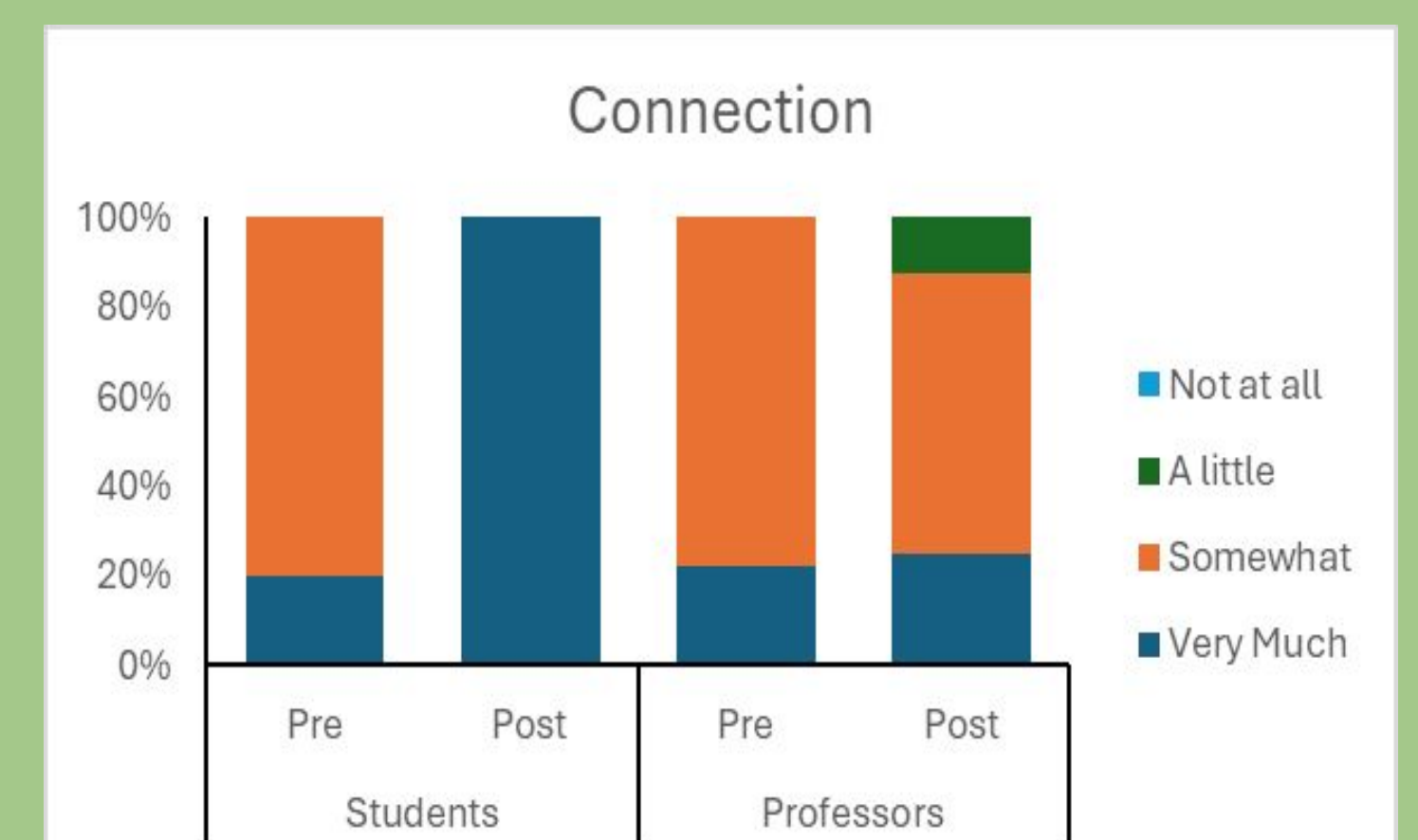
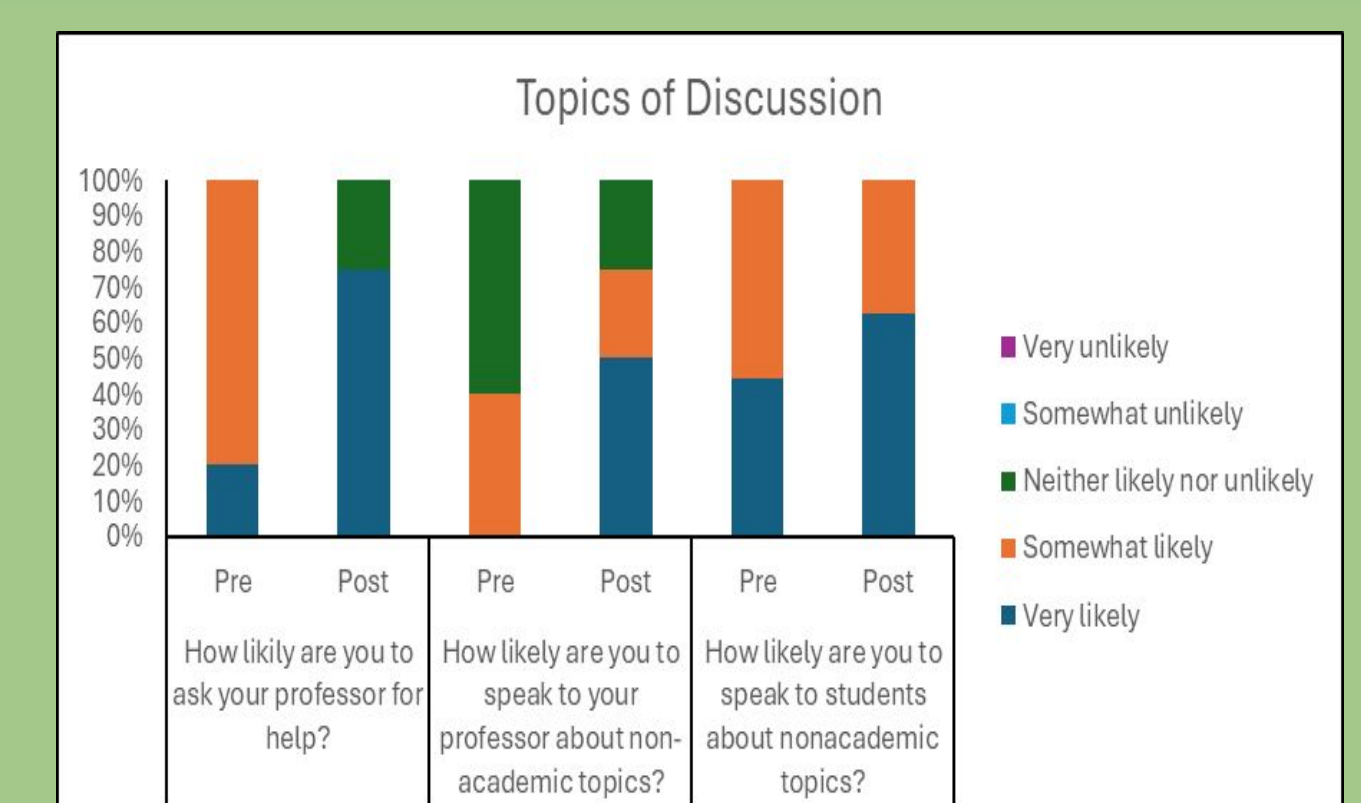
## TIPS FOR OTHER INSTITUTIONAL TEAMS

Some things we wished we would have known about PDSAs: For planning a PDSA, it is very important to start early. With this, we would recommend scheduling coaching for a PDSA at least a month to two months prior to the anticipated start date of the PDSA.

## HIGH LEVEL FINDINGS

- In our Impromptu Lecture event, we more than doubled the amount of undergraduate attendees between the fall and spring semesters.
- In the campus clubs intake: 80% of students responded “very likely” regarding questions asking about belong in STEM Courses.
- The Math Bootcamp PDSA, in the survey three-weeks later, the students’ confidence in being able to correctly answer the fractions questions fell, yet they were still able to correctly work the fraction problems.

## DATA



## DISCUSSION & CONCLUSION

- In regard to the first Impromptu Lecture PDSA: 60% of students were more likely to ask their professors for help, and 80% of students reported an increase in belonging.
- In regard to the second Impromptu Lecture PDSA: While the numbers are small and inconsistent, the data suggest that this even increased students’ willingness to discuss non-academic matters with their professors. However, faculty willingness to engage in these conversations appears to have declined. Given the low number of responses and the potentially different individuals who responded, this interpretation is weak at best.



The First2 Network is supported by the U.S. National Science Foundation under Award Numbers: HRD-1834586, WV Higher Education Policy Commission; HRD-1834601, Green Bank Observatory; HRD-1834575, Fairmont State University; HRD-1834586, WV Higher Education Policy Commission; HRD-1834595, High Rocks Educational Corporation; HRD-1834569, West Virginia University.



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