SUSLA
SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA
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QUALITY ENHANCEMENT PLAN

JAGUARS TO THE CORE:
Cultivating General Education Success in Math & English

September 12, 2020

Jaguars to the Core: Cultivating General Education Success in Math and English

Southern University at Shreveport Louisiana

October 12-15, 2020

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Table of Content

Executive Summary

Southern University at Shreveport Louisiana (SUSLA) is an open access institution. As such, many of the students come to the institution underprepared. Therefore, a large number of students enter the academic setting through the developmental studies portal (77%). This means that students should successfully complete the developmental studies courses before they enter the regular freshmen courses. Student success in developmental studies courses has been less than stellar thereby increasing their time in developmental studies, and if by chance they are successful in exiting developmental studies courses, their time to graduation is increased. However, a larger percentage of students exiting developmental studies also have a difficult time in the freshmen level courses.

The Southern University at Shreveport Louisiana (SUSLA) QEP is being developed to stem the tide of the lack of student success in developmental studies courses. The title of the QEP is as follows: "Jaguars to the Core: Cultivating General Education Success In Math and English." The goal of the SUSLA QEP is to increase passage rates in Developmental Math and English to enhance student success. The Expected Outcomes of the QEP are listed below:

Expected Outcome 1: The institution will develop a Math and English Resource Center to provide supplemental assistance to students in Developmental Math and English courses to meet expectations of those courses.

Expected Outcome 2: Faculty will redesign course content and course sequences in Math in an effort to help students more quickly navigate developmental studies Math to decrease the time spent in those courses before being eligible to move to the gateway courses.

Expected Outcome 3: Faculty will redesign course content and course sequences in English in an effort to help students more quickly navigate developmental studies to decrease the time spent in those courses before being eligible to move to the gateway courses.

Southern University at Shreveport (SUSLA) is committed to the success of our students. Therefore, we are investing the resources to develop a QEP that will serve as the framework and vehicle to usher in a new era of teaching and learning. The success of the QEP will manifest itself in the successful establishment of the Math and English Resource Center and increased passage rates in developmental math and developmental English courses. Ultimately, these actions will increase student progression in developmental studies courses that could impact the success in gateway courses and should have a positive impact on student success.

Introduction

Southern University at Shreveport Louisiana (SUSLA) Historical Background: Southern University at Shreveport (SUSLA) is a unit of the Southern University System, Baton Rouge, Louisiana. The Shreveport campus was created by ACT 42 of the ordinary session of the Louisiana Legislature on May 11, 1964 and designated as a two-year commuter college to serve the Shreveport-Bossier City area. The institution was granted its full status as an autonomous unit of the Southern University A & M College System in March 1977 under the leadership of a Chancellor as the chief executive of the campus. The institution was opened for instruction on September 19, 1967. In October of 1974, the Louisiana Coordinating Council for Higher Education (now known as Board of Regents) granted its approval of six associate degree programs in Business, Office Administration, Natural Sciences, Medical Office Assistance, Social Sciences and Humanities.

SUSLA offers twenty (17) associate degree programs, thirteen (13) certificate programs and one (1) technical diploma. SUSLA currently occupies ten buildings on a 103-acre campus at 3050 Martin Luther King, Jr. Drive. There is also an additional office classroom building at 610 Texas Street and an Aerospace Technology Center located at the Downtown Shreveport Airport on 1500 Airport Drive. SUSLA provides an environment conducive to achieving excellence through academic, cultural, and social services. This involves creating an institutional culture that is responsive to changes in higher education, the global economy, and lifelong learning thereby enhancing the quality of life for its students and the community as a whole.

The University's mission as a comprehensive community college primarily serving the Shreveport/Bossier City metropolitan area is to serve the educational needs of this population mainly through a select number of associate and certificate programs. These programs are designed for diverse groups with specific purposes: for students who plan to transfer to a four-year institution to pursue further academic training, for students planning to enter the workforce, and for employees desiring additional training or retraining. The institution has an open enrollment policy that provides equal access to all and encourages cultural diversity. The institution provides developmental education to strengthen the basic academic foundation of students in need, and continuing education to promote life-long learning. The institution seeks partnership opportunities with business and industry to enhance work force training and economic development within its service area.

The 2019 Fall enrollment at SUSLA was 2932 students, of which 63.17% are full time and represent FTE's of 2718.75. Of that number 662 were first-time full-time freshmen. Students receiving financial aid represent 97% of which 62.9% receive the Pell Grant. As it relates to race, 91.8% of the overall student population is African American, 5 % White, 0,5 Hispanic, and Asian 0.1. As far as gender is concerned, within the student population 70.2 % are female and 29.8 % are male. SUSLA serves both traditional age population (64.3%) and a non-traditional population over twenty-five years of age (35.7%). Most of the students are from the state of Louisiana (92.7%); 5.4% from out of state and 1.9% from other countries. The retention rate from 1st fall to 2nd Fall is 40.86

SUSLA is an open enrollment institution and as such, a large percent of our students is underprepared (77%). This reality has an impact on progression and retention rates. The average ACT scores of SUSLA students is 17 which is below both the state and national levels. In English, the

average ACT score for SUSLA students is 15 as compared to 20.20 for the state and 20.72 nationally; an even greater disparity was found in math. The math ACT score is 16. It is for these reasons that the institution has decided to create a QEP around improving students' success in Math and English, specifically in developmental courses. The title of our QEP is as follows:

"Jaguars to the Core: Cultivating General Education Success In Developmental Math and English"

SUSLA is guided by its mission, vision, and core values.

Mission

Southern University at Shreveport, a unit of the Southern University and A & M College System, a historically black comprehensive community college serving Northwest Louisiana and beyond, is committed to teaching and preparing traditional and non-traditional students for degree attainment, transfer, workforce, continuous learning and self-improvement. This preparation is available through multiple delivery methods and instructional sites for students seeking certificates, technical diplomas and associate degrees.

Vision

Transforming lives and the community through a commitment to excellence and a spirit of service.

Core Values

EXCELLENCE We engage in every endeavor guided by standards of quality and excellence. We ensure, through the various forms of presentation and/or service delivery, that our efforts are of the highest quality.

INTEGRITY We ensure a viable institution by fostering a culture of trust, respect, and dignity. We uphold the highest standards of academic and professional ethics and provide opportunities for the campus community to be informed and engaged in the governance of the University.

ACCOUNTABILITY We hold ourselves accountable to fulfilling the mission of the institution. We practice professionalism, assume responsibility for our conduct and embrace accountability as an expectation of servicing students.

SERVICE We engage in actions that demonstrate a total commitment to delivering services to all our constituents. While students are our first priority, we recognize that our customers also include ourselves, parents, other higher education institutions, our community, business and industry.

DIVERSITY We affirm that diversity is crucial to a society, as it enriches that educational experience and celebrates differences among individuals. Southern University at Shreveport embraces and understands the importance of providing an education and an environment that promotes the uniqueness of students, faculty, staff, and the communities that we serve.

The proposed QEP aligns with the mission, vision, and core values of the institution in that it lays a pathway for underprepared students to gain access to a college education. The mission statement contains a statement that college "is committed to teaching and preparing traditional and non-traditional students for degree attainment, transfer, workforce, continuous learning and self-improvement. The QEP will provide opportunities for students to actualize these aspects of the mission statement. The QEP also actualizes the vision statement, "Transforming lives and the community through a commitment to excellence and a spirit of service" because if students are successful in navigation developmental studies, they will have access to gateway courses that could transform their lives if they are able to earn a degree from SUSLA.

Link to Research and Planning

The QEP topic was identified through institutional research and external research as a part of our planning and assessment processes. Multiple data sets were reviewed to determine the topic that would best make an impact on our students. Retention data, progression data, entrance test scores, financial aid data, student success in core curriculum courses data, state comparison data, and national comparison data were all reviewed as a part of our selection process. The following data sets were also reviewed as a part of our research to develop a topic for the QEP: CAAP, HESI, NLN, and Title III Reports – Freshmen Enhancement, Student Success Center Intake Analysis, SUSLA Pop-Up Talks & Forum, Course Assessments, Program Reviews, Institutional Effectiveness (I.E.) Reports, Employer Feedback Surveys, Graduate Exit Surveys, Institutional Priorities (IPS) Survey (Noel~Levitz), Student Satisfaction Inventory (Noel~Levitz), CCSSE, Hanover Research (SUSLA Strategic Plan), Customer Service Surveys, Enrollment Management Study and Why I Didn't Enroll Survey.

Overview of Data Analysis

Although multiple data sets were reviewed, not all of these items reflected a need for math and English remediation for our students. More indicative measures included Student Success Center (SCC) Intake data, course assessment reports, and graduate exit survey data.

Student Success Intake Data. A survey of 313 incoming Success Center patrons conducted in the Spring of 2018 found that:

- Eighty percent of the respondents found certain courses to be more difficult than others;
- Sixty-one percent of the students indicated that they needed help with at least one academic subject;
- Thirteen percent of the students indicated that English was their most difficult subject;
- Seventy percent of students indicated that math was their most difficult subject; and
- Fifty-two percent of these students indicated that they needed help improving their writing and math skills.

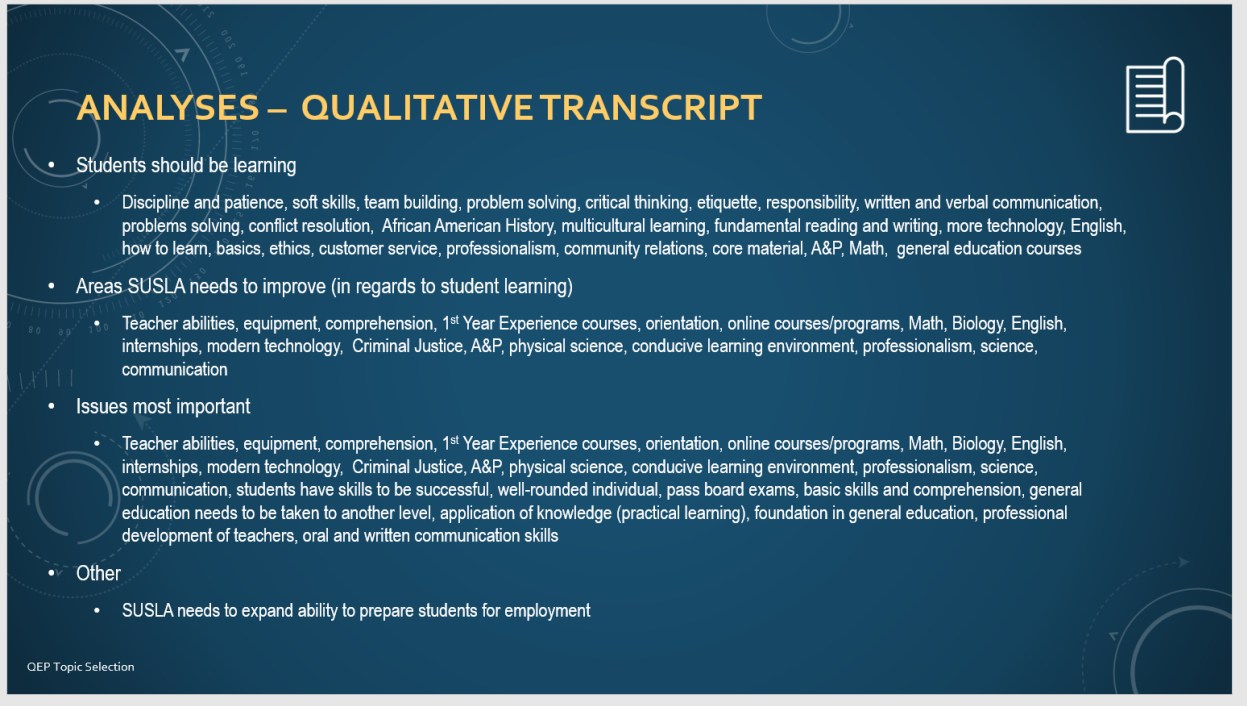
Course assessment reports. Course-level assessment examines student learning through various formative and summative assessments that are designed to measure the achievement of the intended course, program, or institutional level student learning outcomes. Course assessment is

conducted to ensure that 1) students acquire the intended learning in a course; 2) students are prepared for their next course; and 3) the student learning environment is optimal. An examination of course assessment reports revealed that learning outcome benchmarks for several English and math courses were not being achieved. For example, in one of the Math 133 courses -- Algebra for College Students -- only 50% (instead of the desired 70%) of students were able to solve linear and quadratic application problems. Assessment of several Freshman English composition classes revealed that only 45% of students met basic grammar and style standards on a rubric used to assess research papers. Faculty comments allude to student deficiencies in basic skills needed for the courses.

Graduate Exit Survey Results. Each year, graduating students are invited to take the SUSLA Graduate Exit Survey, which (1) measures students' satisfaction with various aspects of their education and (2) garners students' perceptions of their knowledge, skills, and abilities. Specifically, the survey asks students about their perception of how SUSLA affected their mastery of each general education outcome/competency, including writing effectively, and using mathematical skills. The institution's effect on each competency item is rated on a scale from 1 to 5, with five representing the highest value.

Over 800 graduates who took the survey from 2017-2019 responded consistently with average ratings of 1.5 on both written and mathematical skills. Although these ratings are high, the numbers stem from indirect assessments that are indicative of perception only.

Please see the following transcript of qualitative analyses for supplementary information:



We also reviewed the goals of our Strategic Plan. 2016-2021, ***"A Way Forward."*** We reviewed the goals to make sure that the QEP aligned with the goals of the SUSLA strategic plan. ***"A Way Forward"*** builds upon the successes of the past and provides a vision for our future. The plan

provides a collaborative, data-driven and communicative investment into the academic and career success of our students. The goals of the Strategic Plan are as follows:

1. Cultivate a Culture of Academic Excellence
2. Strengthen the Academic and Co-Curricular Experience
3. Provide an Outstanding Campus Climate to all Stakeholders
4. Connect and Engage the Community
5. Improve Resources, Infrastructure and Facilities
6. Ensure Short and Long-Term Financial Sustainability
7. Ensure Quality and Accountability.

As a result of this research and analyses presented above, the following foci were recommended: Core General Education areas of Reading, English and Math and Math and Science. These foci would eventually be reduced to only math and English and specifically developmental studies math and English. The QEP specifically aligns with goals #1, #2, #5, and # 7.

Broad Based Participation in Topic Selection

SUSLA's Quality Enhancement Plan (QEP) seeks to increase student success such that students can be retained through graduation. The SUSLA students enter with deficiencies and those deficiencies create a stumbling block for progression. The goal of the SUSLA QEP is to increase passage rates in Developmental Math and English to enhance student success and persistence. The QEP topic supports SUSLA's mission as an open-access institution by increasing the number of students who meet with success in developmental math and English such that they can enroll in gateway math and English classes in a more timely manner.

The timeline below demonstrates the ongoing planning process related to the QEP topic selection.

Initial Timeline for Topic Selection

SUSLA started the process for topic selection in October 2017 when a charge was issued to the research team. Then, in November 2017, there was an orientation session with the research team to set the stage for their research that would guide the thinking of the campus community as we broach the subject of a new QEP. In December 2017, the QEP committee structure began to take shape with subcommittee assignments being made. There were four subcommittees and they were as follows: Data Collection, Data Analysis, Stakeholder engagement and Documentation. The groups had representation from the faculty, staff, administration, alumni, external stakeholders, and students. The student representation was via the President of the Student Government being on committees which is a standard practice at SUSLA. Once the subcommittees were established, there was an orientation meeting held on December 6, 2017 to begin the charge for the subcommittees. By the beginning of 2018, the committees were properly orientated and charged. The next step was to engage the campus community in a series of forums to gather input and ideas as to the topics. The forums were held in March 2018 and faculty, staff, administrators, alumni, external stakeholders, and students were engaged to provide input on possible topics. The feedback from these groups can be found in Appendix. We highlighted the feedback that informed the QEP topic selection. These forums were augmented by a survey conducted at the Fall Faculty Institute to gain further input from the faculty and staff.

Based on the research and recommended foci and the feedback from the campus community resulting from the forums and survey, five possible topics emerged. They were as follows:

A. Jaguars to the Core: Cultivating General Education Competencies
B. Math Matters: Transforming Math until it Counts
C. Hidden Figures: Math Matters (or Math Counts)
D. Hidden Figures: There is Strength in Numbers
E. Navigating Life: Transforming Science Education

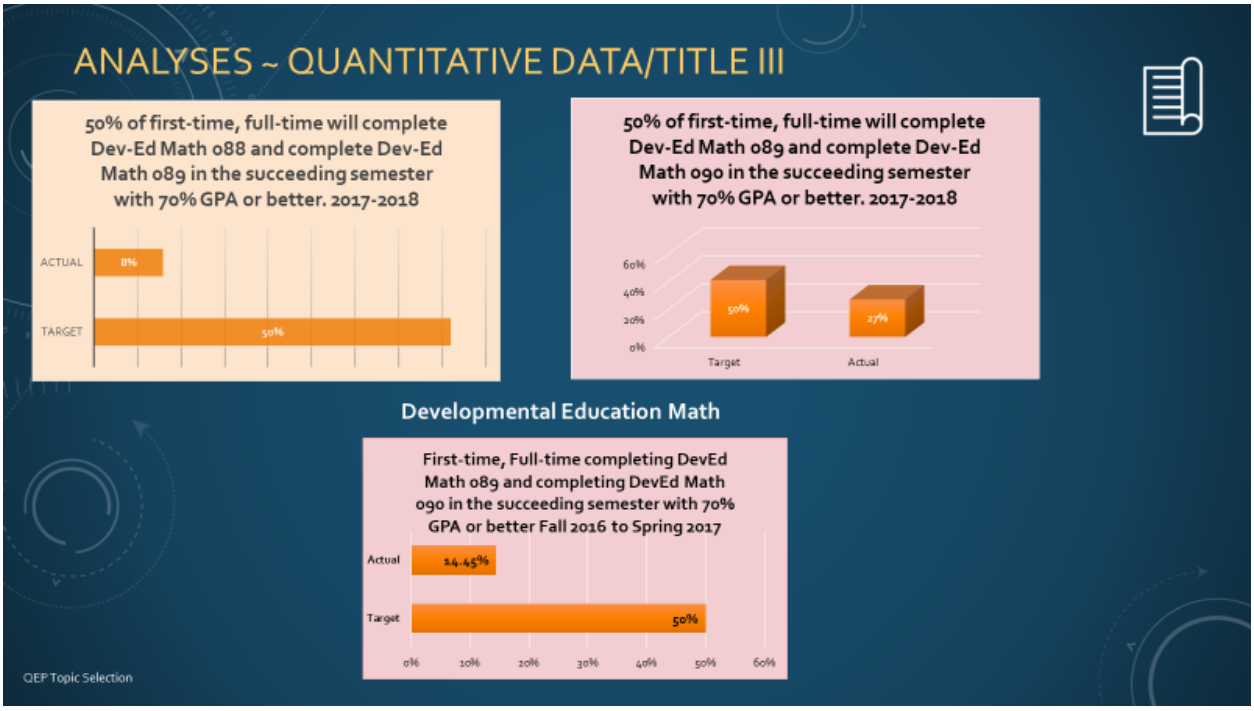
As we moved through the 2018-2019 academic year, continued discussion of the possible topics took place. Based upon the research and feedback from the campus community including faculty, staff, administrators, and students, the consensus of the campus was that the QEP should focus on the general education competencies, math, science, English, and reading. In the spring of 2020, a smaller committee was formed to review all of the topics and make a recommendation to the campus community to consider. This committee worked through the summer and after reviewing the data on all general education areas, the smaller committee decided to recommend a focus on just two areas within the general education curriculum based on the critical link to retention and academic success. The two areas were English and Math.

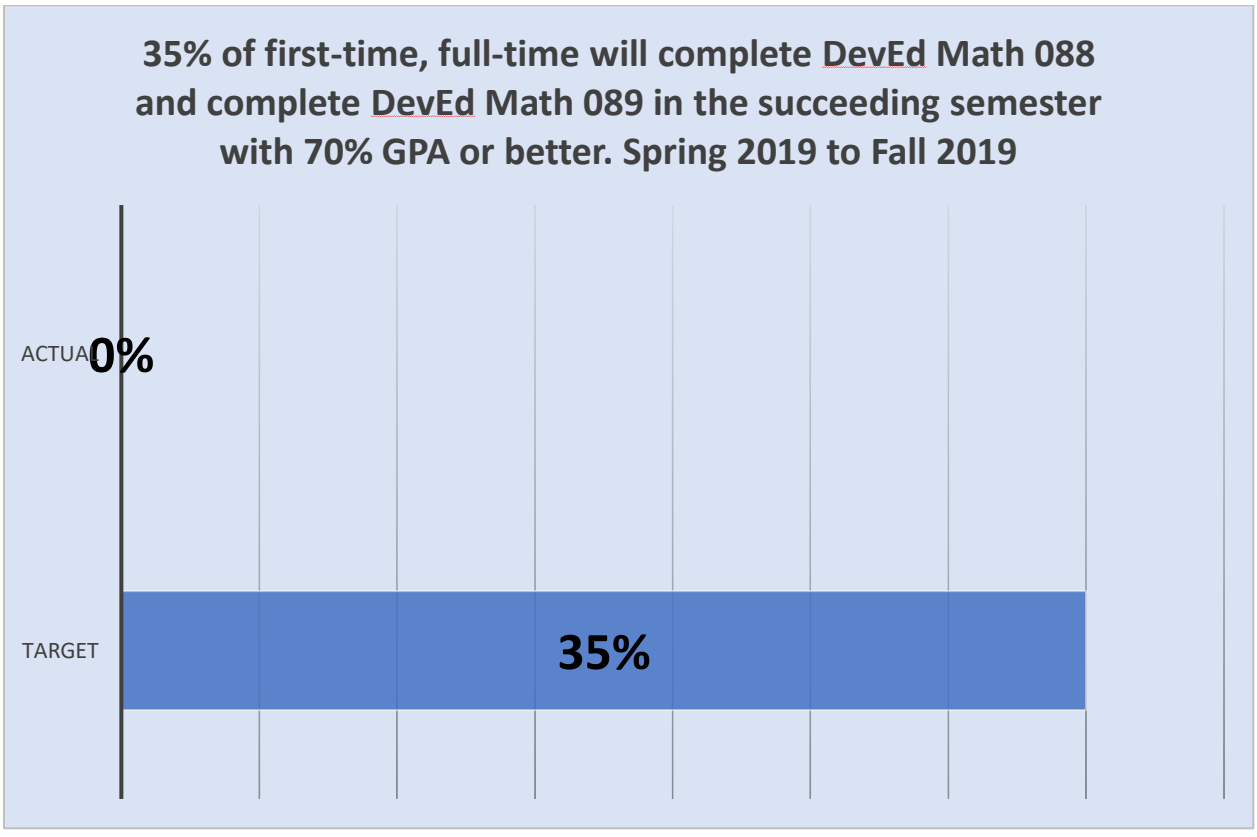
This information was taken to the faculty, staff and administration on August 10, 2020 at the Fall Faculty and Staff Institute. The topic presented to the faculty, staff, and administration was "Jaguars to the Core: Cultivating General Education Success In Math and English." The faculty, staff, and administration approved the topic. The topic was presented to the Chancellor and he approved the topic August 12, 2020. The Chancellor kept the Board informed on all aspects of the development of the QEP. Once he approved the QEP, this information was presented to the Board. The topic resulted

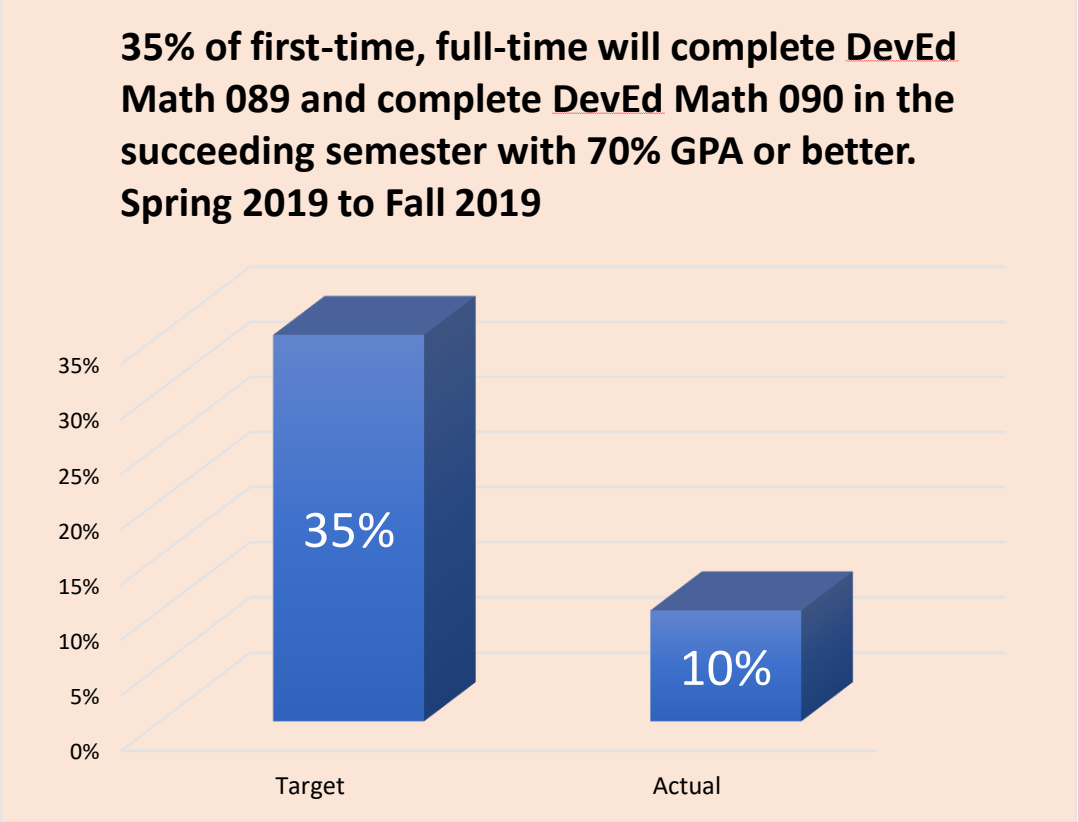
from extensive research and the broad-based involvement of the campus community including faculty staff, administration, students, the community, and the Board.

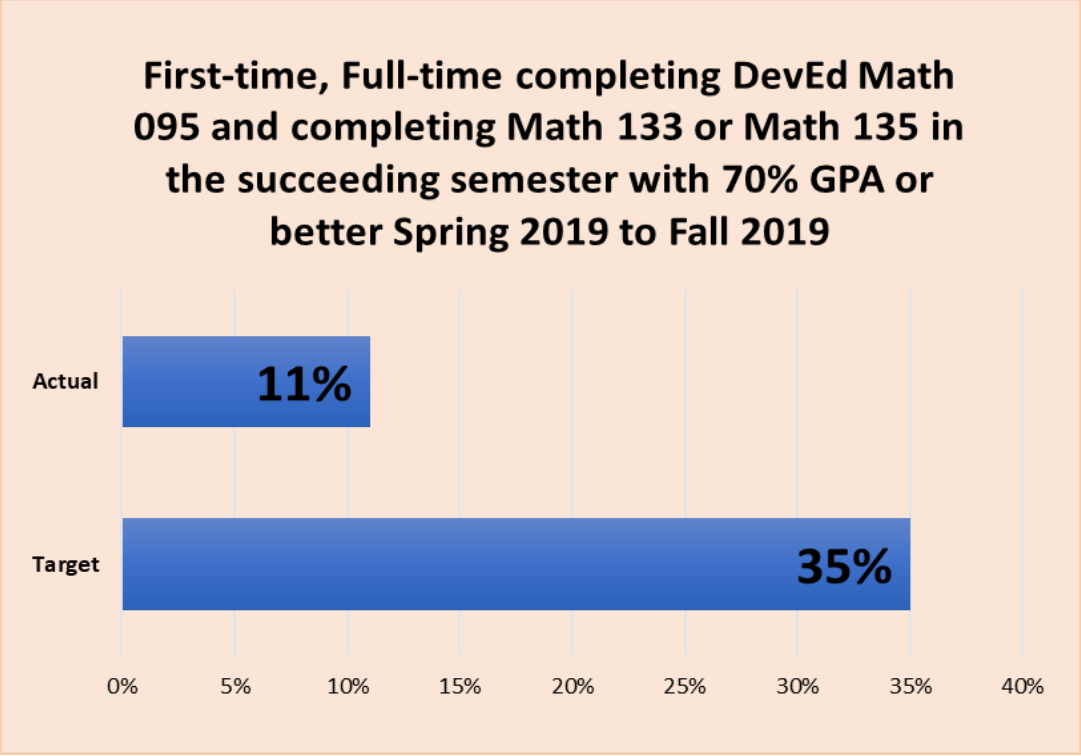
QEP Focus

Upon engaging in internal and external research and reviewing data sets described earlier in this document and the information in the graphs below show that the progression from the first level developmental studies courses in math and English is less than stellar. This impacts the students' ability to continue to the gateway courses in math and English. This reality also has an impact on retention. Addressing the retention problem is a high priority and is consistent with the goals in our strategic plan. Further analysis of the data suggested that because of our open enrollment and the large number of students who come to the institution under-prepared, students are tracked into developmental courses by necessity. In fact, 77% of the students at SUSLA enter through the development studies portal. The state average is about 60%. Students have also demonstrated that they have difficulty in several of the gateway general education courses. While the data revealed that students were having problems in all of the general education courses, the data related to math and English courses showed very high number of students who were not passing these courses. (See the charts below) The problem is further exacerbated because many students are admitted to the institution with remedial needs in English and math. These students in many cases fail to complete their developmental course work and this impacts over all retention. In fact, the percent of students failing developmental math is 87% and for developmental English, the percent is 82%. A majority of students are first generation college students from low-income families. Remedial success rates have been a problem at SUSLA. Failure to pass these courses is an impediment to graduation and negatively impacts retention. The focus of the QEP will be on reversing this trend. The ability to serve a student population that requires more specialized attention means defining an alternative approach to the traditional classroom setting. It is for that reason that that SUSLA has established the goal of the QEP to increase passage rates in Developmental Math and English to enhance student success and retention.


ANALYSES ~ QUANTITATIVE DATA/TITLE III
50% of first-time, full-time will complete Dev-Ed Math 088 and complete Dev-Ed Math 089 in the succeeding semester with 70% GPA or better. 2017-2018
ACTUAL
8%
TARGET
50%
50% of first-time, full-time will complete Dev-Ed Math 089 and complete Dev-Ed Math 090 in the succeeding semester with 70% GPA or better. 2017-2018
60%
40%
20%
0%
50%
27%
Target
Actual
Developmental Education Math
First-time, Full-time completing DevEd Math 089 and completing DevEd Math 090 in the succeeding semester with 70% GPA or better Fall 2016 to Spring 2017
Actual
14.45%
Target
50%
0%
10%
20%
30%
40%
50%
60%
QEP Topic Selection

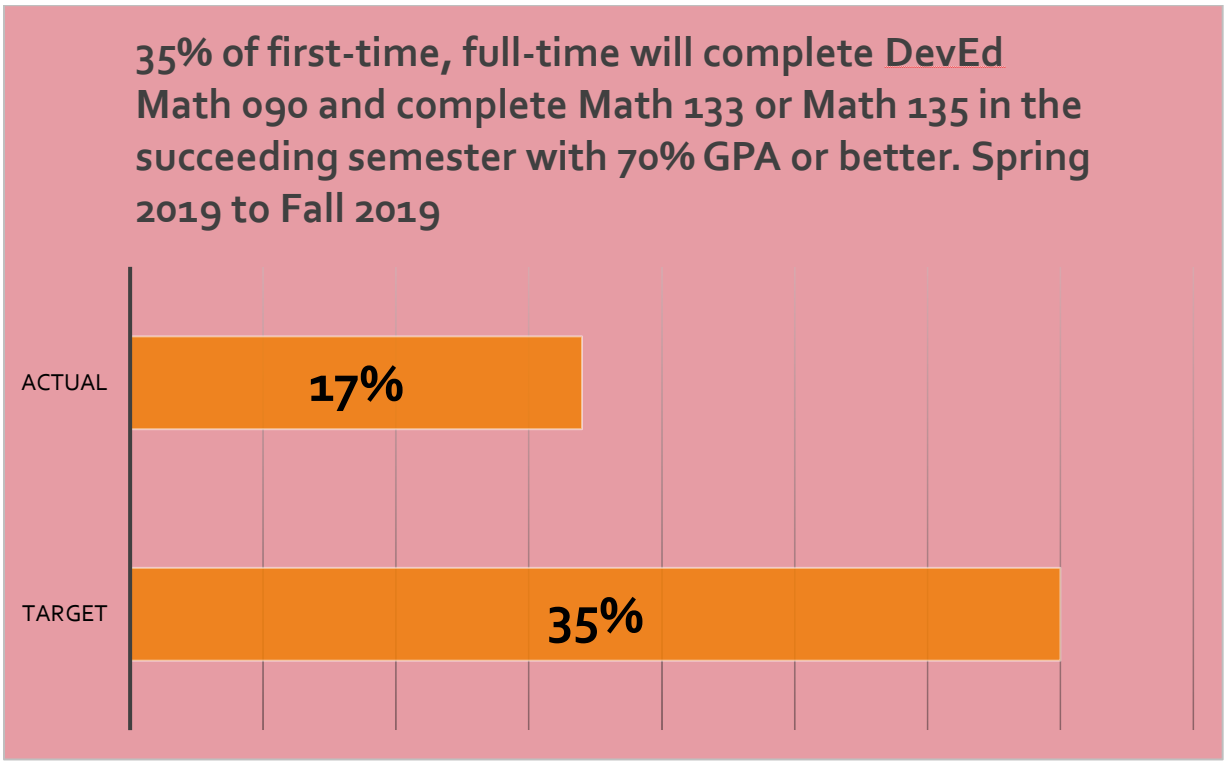

35% of first-time, full-time will complete DevEd Math 088 and complete DevEd Math 089 in the succeeding semester with 70% GPA or better. Spring 2019 to Fall 2019
ACTUAL
0%
TARGET
35%

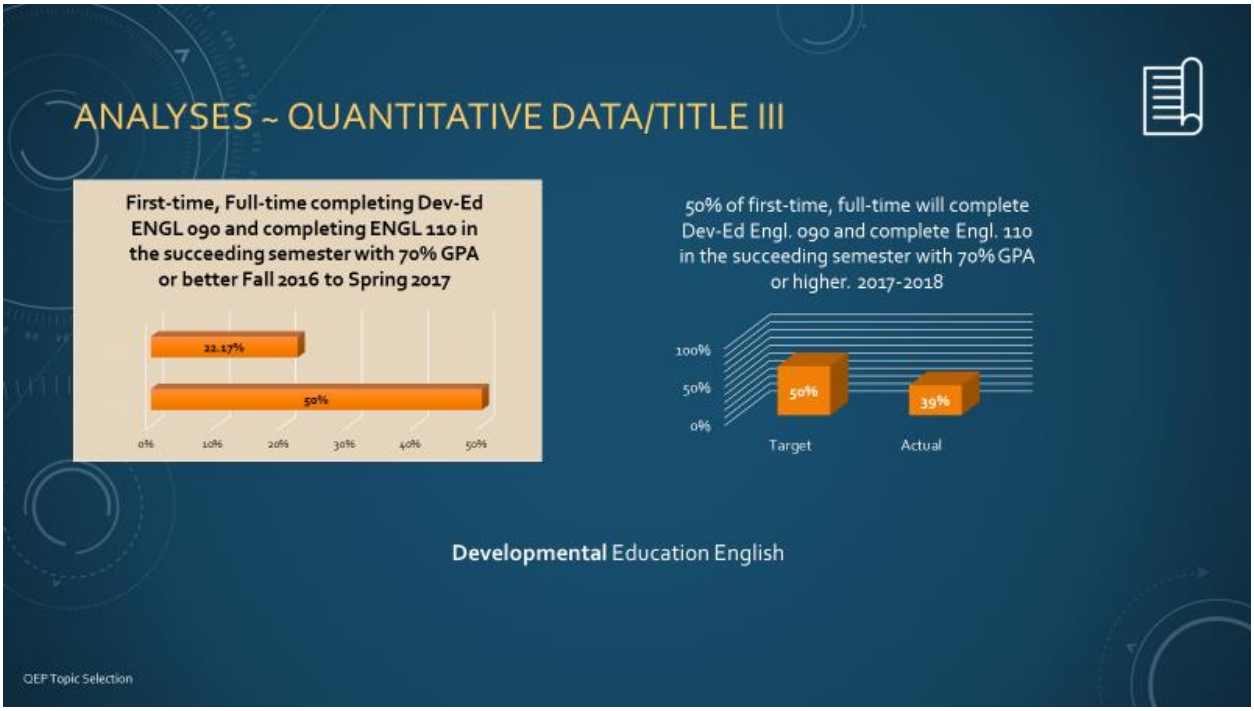


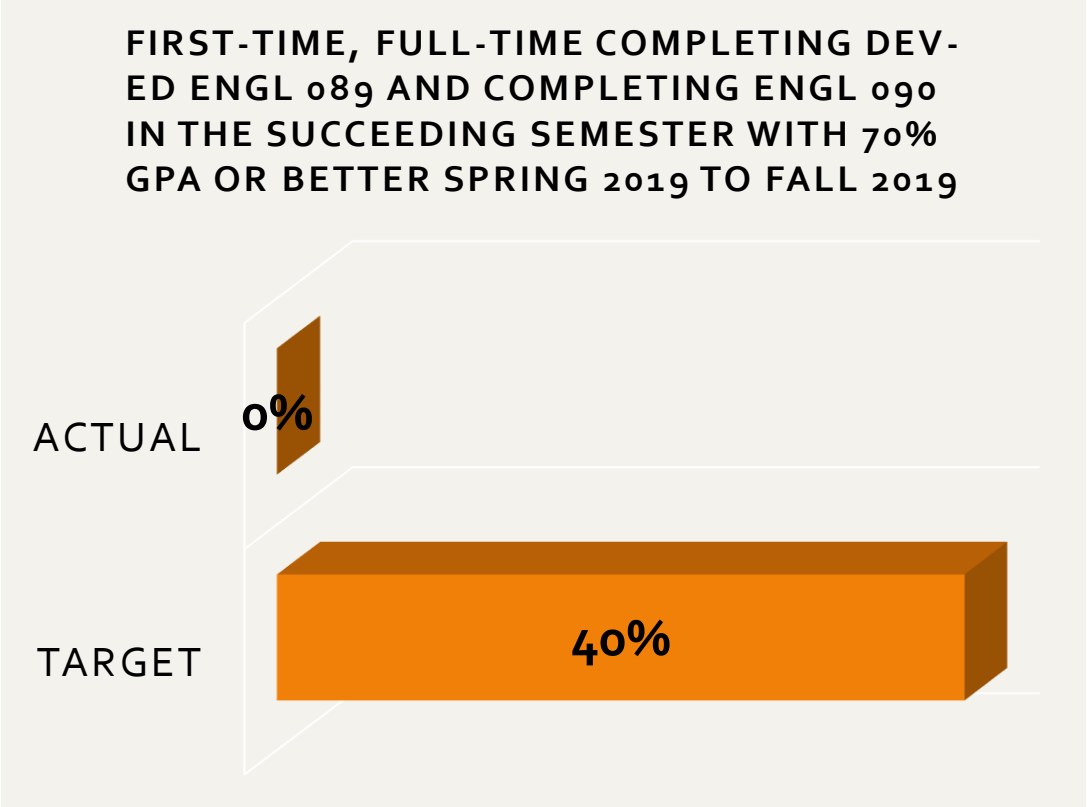


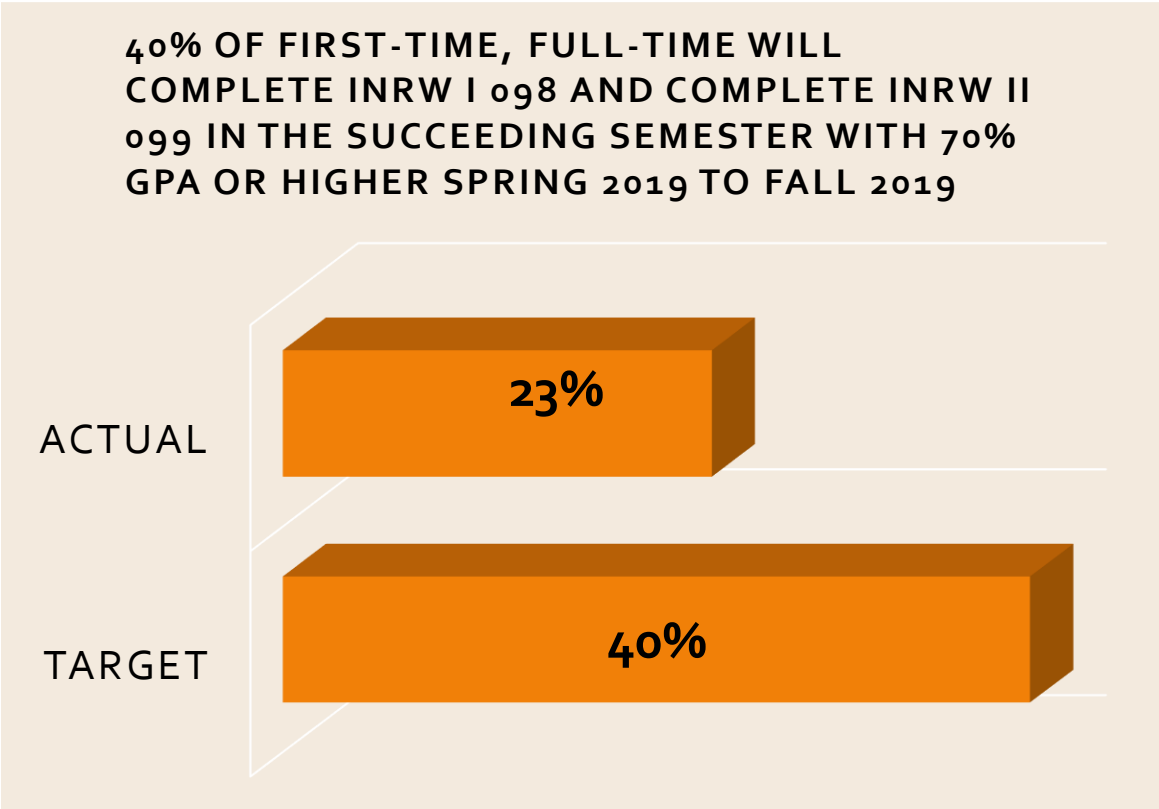
The data above related to developmental studies math in 2017-18 show that the target for moving from math 088 to math 089 have not been met. The target was 50% and the actuals were not close to meeting that target. The same was true in the subsequent semesters and Fall to Spring 2019 in that

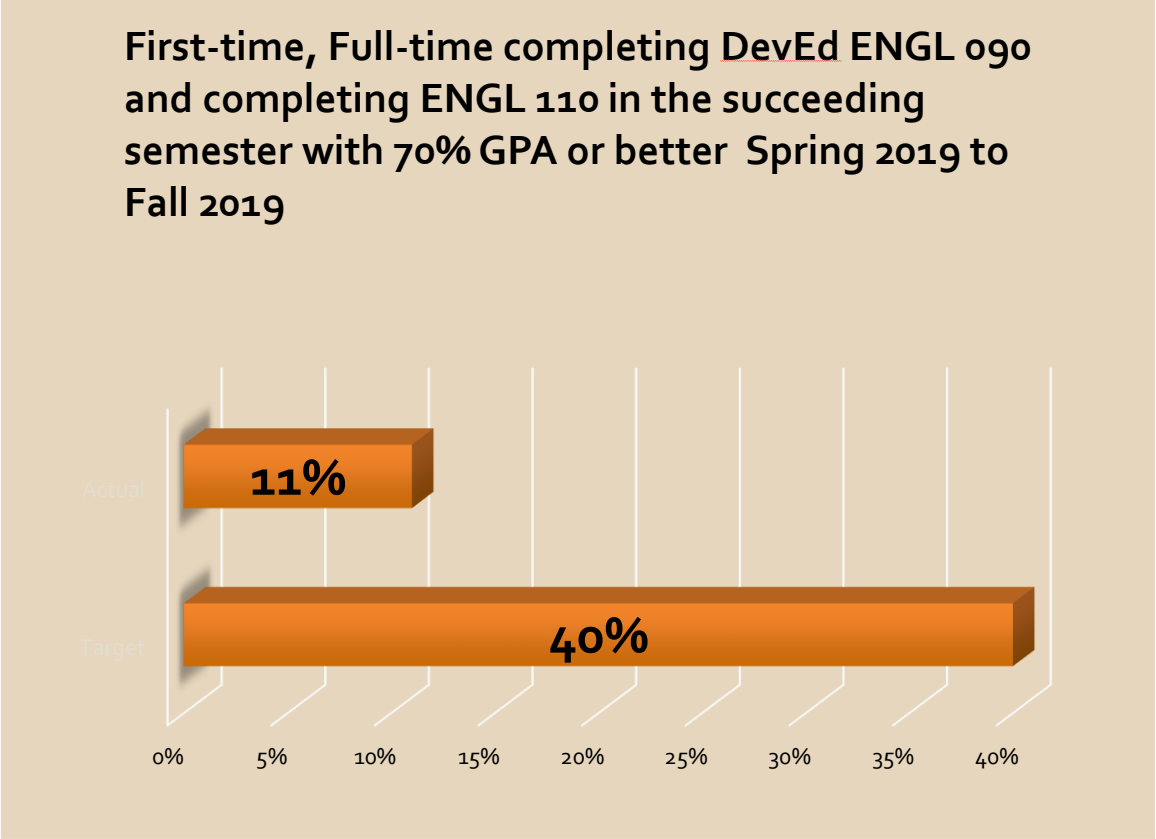
the targets were not met even though the target was much lower. The targets were 35% and those targets were not met. Over a three-year period with no intervention, the numbers remained basically the same. The QEP as designed seeks to take an intentional approach to turn this situation around.






FIRST-TIME, FULL-TIME COMPLETING DEV-ED ENGL 089 AND COMPLETING ENGL 090 IN THE SUCCEEDING SEMESTER WITH 70% GPA OR BETTER SPRING 2019 TO FALL 2019
ACTUAL
0%
TARGET
40%


40% OF FIRST-TIME, FULL-TIME WILL COMPLETE INRW I 098 AND COMPLETE INRW II 099 IN THE SUCCEEDING SEMESTER WITH 70% GPA OR HIGHER SPRING 2019 TO FALL 2019
ACTUAL
23%
TARGET
40%



The same outcomes that we experienced in math are evident in developmental studies English. The target was 40% of the students entering English 089 and completing English at a 70% pass rate the subsequent semester was targeted for 40% but only 23% of the students met that target. The data suggest that intentional intervention is needed in developmental English as well.

Literature Review

As we conducted the literature review, we focused on three areas that would guide our thinking as it relates to our topic in relation to the student population that we serve. Those three areas are related to the population we serve, literature on developmental English initiatives, and literature on developmental math initiatives. Three-fourths of the beginning freshmen population at Southern University Shreveport (SUSLA) students are academically unprepared for college level courses in reading, English, and Math. “Statistics have consistently shown that students who are low-income, Black, and Hispanic are disproportionately enrolled in remediation programs across higher education institutions” (as cited in Saw, p. 299). Moreover, SUSLA consistently enrolls higher numbers of first-time entering freshmen in developmental education than other two-year colleges in the state of Louisiana.

This problem is unique in the sense that the disproportionately high enrollment of first year students needing remediation, an average of 77% from fall 2016 to fall 2019, seriously reduces the academic diversity of the entering freshmen cohort and requires extensive student support resources and curricular redesign to assist these students to successfully transition to postsecondary education. A learning environment where each year, on average 77% of entering freshmen are enrolled in one or more developmental education course creates a tremendous amount of pressure on first-year faculty

and student success staff. Couple this with the increasing demand to remove traditional developmental education from the freshmen curriculum altogether and not to do so is now judged as the greatest social injustice in the history of education since “separate but equal.”

Over time, SUSLA has developed various components of its First-Year Experience (FYE); some were still fragmented and not well coordinated to support its overall strategy to attain student success. As Tinto (2009) noted, “Student success does not arise by chance. It is the result of an intentional, structured, and proactive set of strategies that are coherent and systematic in nature and carefully aligned to the same goal.” The Departments of English, Math, and Student Success attempt to coordinate and navigate the ever-changing campus administration, political pressures of national student success organizations, and state guidelines while educating some of the most vulnerable students on our campus.

Students who enter the institution underprepared and labeled “developmental” many times have a fixed mindset. According to Dweck (2000, 2006, 2008), “students with a fixed mindset believe that intelligence is innate. You are either smart or not smart. A fixed mindset views academic challenges as threatening because they ‘prove’ that the individual is not capable of accomplishing the task. These students tend to avoid challenge, invest little of themselves in learning, and fail to persist in the face of adversity” (as cited in Mills and Mills, p. 1046). This poses an extensive burden on the faculty and staff to provide a culture where students feel free to build the needed confidence to succeed. Additionally, students who are labeled as “developmental” can experience a stigma which discourages them from completing their academic pursuits: “Failing a placement test upon entering college and being assigned to a remedial course can send a signal to the students that they are not ‘college material’” (Saw, 2019, p. 300). Also, taking remedial classes can be a disruption as it could take two to three semesters for students to satisfy remediation requirements. According to Saw (2019), “remediation is perhaps the most common, large-scale intervention that post-secondary institutions use to address academic deficiencies among college students with poor preparation” (p. 300). In addition, “the benefits of remediation therefore should include an increased probability of college persistence and completion” (Saw, 2019, p. 300).

As it relates to the developmental English initiatives Members of the QEP Committee are also faculty members in Developmental English and math. Some of these individuals have attended national conferences to increase professional developmental opportunities. After attending the National Association of Developmental Education Conferences, the English faculty have begun to redesign its curriculum. English faculty have become aware of the need to upgrade its classroom structure to enhance methods of teaching. Merging classroom-based traditional learning and online learning provides a student with the opportunity to learn in two different environments. This mix of learning approach is called blended or hybrid learning. It combines the best of classroom and computer-based methods and materials. A hybrid learning environment allows the students to learn part through delivery of content and instruction via digital and online media and part in a classroom setting. Courses must be designed to implement both methods. The course objectives will outline the tools that will be used for students to become successful in the hybrid learning environment. Moreover, creating an effective blended or hybrid environment also includes providing access to the needed technology: “Technology has played and continues to play an important role in the development and expansion of online education. Accordingly, many universities have reported an increase in the use of online tools” (Kim and Bonk, 2006, p. 23). For economically disadvantaged students, the university may be the only place they have access to the needed technology. Based on

guidelines from Complete College America and information from the National Association of Student Success conferences, English faculty are working to redesign the developmental English curriculum.

As it relates to the developmental math initiatives, math faculty have learned the importance and connection of peer mentoring and the success of students of low socioeconomic status and students of color in developmental mathematics. There is high value placed on mentorship programs: "The value of academic mentors was illustrated well by Morales (2010), who believes that effective mentors prove to be valuable social capital for statistically at-risk students but not only providing them with insider academic information but also legitimizing their academic and professional goals. Such affirmation can be especially valuable for students who have received both direct and indirect messages of discouragement from their surroundings and society as a whole" (Morales, Roman, and Maldonado, 2015, p. 123). Math faculty can also take advantage of the Emporium Model. With effective training, instructors can diversify lessons, keep student interest, teach critical thinking skills, and emphasize the relationship between book knowledge and practical application. Our pedagogy must provide adequate avenues to meet the needs of our diverse students. Courses will be designed to include mandatory lab time. Instituting the Emporium Model will work best for our students because this method will allow each student to work at his or her own pace in modules, providing traditional classroom instruction along with lab instruction. The Emporium Model will ensure that the student spends the required time in both settings as there will be mandatory attendance for lab instruction either chosen by the students or pre-scheduled:

The Emporium Model…

- Eliminates lectures and replaces them with a learning resource center model featuring interactive software and on-demand personalized assistance.
- Depends heavily on instructional software, including interactive tutorials, practice exercises, solutions to frequently asked questions, and online quizzes and tests.
- Allows students to choose what types of learning materials to use depending on their needs, and how quickly to work through the materials.
- Uses a staffing model that combines faculty, peer tutors, and others who respond directly to students' specific needs and direct them to resources from which they can learn.
- May require a significant commitment of space and equipment.
- More than one course can be taught in an emporium, thus leveraging the initial investment.

Below, is a list of additional sources of literature that have guided our development of the SUSLA QEP. This literature supports our efforts and interest in supporting the success of students who are taking developmental studies courses.

Allen, M. J. 2006. Alignment of general education programs. In *Assessing general education programs*, ed. M. J., Allen, 91-120. Bolton, MA: Anker Publishing

Over the past five years, SUSLA faculty and staff have been attempting to address their general education woes in numerous ways, none of which were coordinated or elevated to the level of being recognized by the leadership team as a major concern of the university. The author's draws on her experiences with the efforts of 60 colleges and universities to develop assessment strategies for their general education and first-year experience programs. This book offers some ways of assessing general education similar to what the subject grants are attempting to do. It provides a hands-on

guide for developing, aligning, and assessing general education programs in meaningful, manageable, and sustainable ways. Under the subject grants, the math and English faculty are attempting to address at least one or two of the major issues covered in this book:

(1) Explain how to align curricula and pedagogy with learning outcomes, develop alignment questions to be used in assessment projects; and
(2) Discuss the infrastructure for general education assessment and offer advice for effective collaboration among faculty and staff.

The author presents a variety of approaches and dozens of examples to help readers understand what other campuses are doing and develop a repertoire of their own methods so they can make informed decisions about their programs.

Association of American Colleges and Universities. 2006. *Academic freedom and educational responsibility*. Washington, DC: Association of American Colleges and Universities.

Over the years, the divisions of Student Affairs and Academic Affairs, have gone about addressing the student success issues facing the university in their separate ways. Even within the Division of Academic Affairs, math and English general education have separate territories with their separate strategies to solve similar problems. This article aligns with the current shift in the university's approach (hence the approach of its new QEP) to general education development and redesign. It promotes certain "dimensions of academic freedom where it suggests that faculty are responsible for establishing goals for student learning, for designing and implementing programs of general education and specialized study that intentionally cultivate the intended learning, and for assessing students' achievement. In these matters, faculty must work collaboratively with their colleagues in their departments, schools, and institutions as well as with relevant administrators. Academic freedom is necessary not just so faculty members can conduct their individual research and teach their own courses, but so they can enable students—through whole college programs of study—to acquire the learning they need to contribute to society."

This article underscores that "assertions from any single disciplinary community as to "what is the case" are themselves necessarily partial and bounded, because other disciplinary communities can and do provide different perspectives on the same topics. Economists, for example, see poverty through one set of lenses, while political scientists and historians contribute different, and sometimes directly competing, perspectives on the same issue".

The new QEP expects the principals of the separate grants, under the oversight of the QEP director, to coordinate and implement activities designed to achieve the learning outcomes of the QEP. As such, their single disciplinary focuses will be combined to become the focus of the QEP

Attwell, P., Heil, S., & Reisel, L. 2012. What is academic momentum? And does it matter? *Educational Evaluation and Policy Analysis*, 34(1), 27-44.

Under the Title III grant, we added momentum metrics as our primary measurement for overall general education and first-year experience (FYE) success. One of our objectives is to measure the degree to which early academic momentum in an undergraduate's college career predicts the

student's later degree completion. Early Momentum Metrics (EMM's) is a key component of the general education competence assessment plan. More on this method is discussed below.

Bailey, T. R., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success.* Cambridge, MA: Harvard University Press.

Synthesizing findings from CCRC's intensive study of community colleges over the past eight years, Bailey, Jaggars, and Jenkins argue that improving developmental education, instruction, student supports, and the overall student experience is necessary but not sufficient; targeted reforms must be implemented as part of a broader institutional restructuring. SUSLA's guided pathway approach to whole university reform was adopted to develop a broader university restructuring, hence, to cultivate a culture of academic excellence. The QEP posits that to combine the efforts of the subject grants so that their separate objectives can be aligned and compressed into several concise and coherent learning outcomes will create an enhanced university learning environment to achieve the levels of math and English general education competencies desired.

The authors urge administrators and faculty to reject this traditional model in favor of "guided pathways"—clearer, more educationally coherent programs of study that simplify students' choices without limiting their options and that enable them to complete credentials and advance to further education and the labor market more quickly and at less cost.

Hiebert, J., & Grouws, D. A. 2014. Which instructional methods are most effective for mathematics? In R. E. Slavin (Ed.), *Proven programs in education*: STEM. Corwin Press.

The STEM -MAB grant is primarily relying on supplementing the existing college success course with metacognitive skills development strategies to achieve improved performance in developmental and gateway college-level math. Research in metacognition and problem solving suggests metacognitive aspects are related to successful problem-solving performance and mathematical ability. Higher degrees of metacognitive awareness and strategies appear to assist and influence successful problem solving.

James Hiebert and Douglas Grouws reveal which elements of mathematics instruction have been shown to help students' conceptual understanding and their skill efficiency.

The authors' examination of which instructional methods are most effective for increasing students' learning reveals that this task is one of the great challenges for educational research. Should teachers use Method A or Method B? Which one will show the best results?

An important truth about the effectiveness of instructional methods is that particular methods are not, in general, effective or ineffective. Instructional methods are effective for something. Educators always need to be clear about what this something is when they talk about the effectiveness of instructional methods. There are a number of methods discussed in the subject grants but what each is planning to achieve may need to be explored to ensure alignment and relevance.

Schraw, G. & Brooks, D.W. Helping Students. *Self-regulate in Chemistry Courses: Improving the Will and The Skill.* 1999.

This is another reference that aligns with the proposed strategies of the STEM-MAB grant where much is dependent on the self-regulated learner approach embedded in the metacognitive skills development strategy. The course, chemistry, that is used in the study is definitely a STEM favorite.

Ganga, E., Mazzariello, A., & Edgecombe, N. 2018. *Developmental education: An introduction for policymakers.* Denver, CO: Education Commission of the States

SUSLA relies heavily on developmental education to prepare most of its first-time entering freshmen for their collegiate journey. The experiences encountered along the way have caused faculty and staff to question policy and traditional practices governing developmental course sequences, corequisites requirements and measures used to determine whether or what level of developmental education is needed. As noted by the authors,

" The goal of developmental education is to improve students' skills and increase their chances of success in credit-bearing, college-level programs. However, barriers on campus and in federal, state, and institutional policies can slow students' progress toward a degree, and in turn have long-term implications for students and states. Policymakers have begun to pay more attention to the research that shows the weaknesses of developmental education and its impact on college completion, workforce development, and equity goals."

SUSLA has learned that the cultivation of general education math and English competencies requires a willingness to change its traditional practices and QEP anticipates that more changes are needed.

The gateway course momentum metrics represent the rates at which students take and pass college-level math and English courses in their first year. The Title III grant is using these metrics to encourage the reduction in the sequences of developmental courses as prerequisites for college-level math and English and the designing college-level courses that have integrated and contextualize academic support. Therefore, the QEP will rely on these metrics to measure the improvements in gateway course momentum as compared to the base line AY 2017-2018 rates.

Hoang, H., Huang, M., Sulcer, B., Yesilyurt, S. 2017. *Carnegie math pathways 2015-2016 impact report: A 5-year review*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching (Abstract)

College math is a gateway course that has become a constraining gatekeeper for tens of thousands of students annually. Every year, over 500,000 students fail developmental mathematics1, preventing them from achieving their college and career goals. The Carnegie Math Pathways initiative offers students an alternative. It comprises two Pathways courses, Statway® and Quantway®, that provide post-secondary students with an accelerated method to complete developmental mathematics sequences and attain college-level math credit. Since its launch in classrooms at 29 colleges in 2011, Statway and Quantway have served over 20,000 students. In 2015-2016, the Pathways had achieved remarkable results even while serving over four times as many students as in its initial year. Student success rates in Statway, Quantway 1, and Quantway 2 reached 50%, 64%, and 67% respectively. New impact studies also show that Pathways students have higher completion rates, subsequent math enrollment and success, credit accumulation rates, and transfer rates from two-year to four-year colleges.

SUSLA math department is hoping that this STEM-MAB grant will verify that their more recent development of mixed pathways (quantway and statway) of gateway college-level math will increase first year momentum of math students in general and STEM math students specifically.

Jenkins, D., & Bailey, T. 2017. *Early momentum metrics: Why they matter for college improvement* (CCRC Brief No. 65). New York, NY: Columbia University, Teachers College, Community College Research Center.

Under the Title III grant, early momentum metrics (EMM's) is currently being used to assess improvements in general education both developmental and gateway. It is suggested that EMM's be used to measure certain outcomes of the QEP especially those that have more long-term objectives such as retention and graduation.

The authors claim that focusing on near-term outcomes such as EMM's is not only valuable for the purpose of evaluation; it can also motivate and help guide continuous improvement and adjustment of reforms. If students begin their college careers off-track, then they will spend their first year not making progress toward their goals. In addition to wasting students' time and money, lack of progress in the first year can lead to excess credits and difficulties in transfer, and lowered chances of program completion. An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent.

The center for student success staff uses certain EMM's such as credit hour accumulation to measure time-to-degree and satisfactory academic progress improvements.

Maki, P.L. 2004. *Beginning with dialogue about teaching and learning. In Assessing for learning: Building a sustainable commitment across the institution*, ed. P. L. Maki, 31-57. Sterling, VA: Stylus/Association for American Higher Education.

While this reference is not connected to any one of the grants specifically but from the review of their separate student learning outcomes, where some appear not to be aggressive, i.e. Transforming the FYE and others appear not to have an assessment strategy, i.e. STEM-MAB, the QEP must have an assessment process that is aligned with its learning outcomes.

This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels. It provides the tools for collective inquiry among faculty, staff, administrators, and students to develop evidence of students' abilities to integrate, apply and transfer learning, as well as to construct their own meaning. Each chapter also concludes with (1) an Additional Resources section that includes references to meta-sites with further resources, so users can pursue particular issues in greater depth and detail and (2) worksheets, guides, and exercises designed to build collaborative ownership of assessment.

Ridley, D.S., Schutz, P.A., Glanz, R.S. & Weinstein, E.E. Self-regulated learning: the interactive influence of metacognitive awareness and goal-setting. *Journal of Experimental Education*. Vol.60, No.4. 1992.

To date, there have been few empirical studies that have examined multidimensional interactive models of self-regulated learning. This study tested the interactive influence of two self-regulatory

processes—goal-setting and metacognitive awareness—on students' performance. Individuals (*N* = 89) were placed into one of four experimental groups based on their level of metacognitive awareness (high or low) and their participation in either a goal-setting intervention or a filler activity. All individuals then completed a novel decision-making task. As hypothesized, the interaction of being asked to set clearly defined goals and a tendency to develop a high degree of metacognitive awareness best facilitated individuals' performance on a decision-making task. Results provide initial support for multidimensional interactive self-regulatory models.

This is another case where neither one of the grants referred to this exact study, but except for Title III, the other two alluded to certain aspects of this study where students become active learners in their own learning process, metacognitively, motivationally and behaviorally. The Resource Center has indicated that it is interested using active learning techniques, such as Emporium and Just in Time which are align with its efforts to strengthen the existing college success course by including more educational psychology strategies.

The QEP Conceptual Framework

The expectation of improving teaching and learning is critical not only in today's society but is specifically needed at Southern University Shreveport where the student population served by the institution is at 91.8% African-American, with a majority of students being first generation college students from low-income families. Many students arrive at SUSLA with remedial needs in English and math and many fail to complete their developmental course work. The ability to serve a student population that requires more specialized attention means defining an alternative approach to the traditional classroom setting. The university has outstanding faculty who devote extraordinary energy to the students, the division, and pedagogy. There exists a positive relationship among faculty, staff, administrators, and students as it relates to developmental education. All are committed to decreasing the time students spend in remedial education which is now 1 ½ to 2years. The Board of Regents is also implementing new guidelines to support reduction in time to degree. As a part of a national consortium, Complete College America, the state is dedicating time and resources to push the change to decrease the time it takes students to complete remedial requirements. Our faculty are attending national conferences to learn new models of course delivery to assist in this endeavor.

The SUSLA QEP has been designed to address the students who are taking developmental studies math and English. The expected outcomes identified by the QEP Committee and approved by the campus community are discussed below. The expected outcomes are designed to address the unique student population at SUSLA. Because of the high number of students who enroll at the institution who are underprepared, they are required to enroll in developmental studies course. We realize that the students in developmental courses need additional assistance beyond normal instruction. Additionally, we also recognize that the faculty need additional resources in their effort to help these students and increase student success. Indeed, we all want the same thing which is student success. The high rate of student failure in developmental math and English is a source of frustration for student and faculty alike. This problem impacts student morale, student retention, and faculty morale. Failure in the developmental classes also create a financial burden to the students.

Given the situation explained above and the findings in the various data sets that we reviewed, SUSLA has decided to be a bit more intentional in trying to address the success of students entering

the institution through the developmental studies portal. Therefore, our QEP is focused on addressing the needs of students in developing studies, specifically those in developmental math and developmental English. The goal of the SULSA QEP and the three expected outcomes are listed below.

The Goal of the QEP

The QEP recognizes the importance of cultivating a learning environment (culture) of academic excellence by enhancing teaching and learning methodologies and delivery approaches and by acquiring technology equipment, state of the arts laboratory and classroom facilities. The goal of the SUSLA QEP is to increase passage rates in Developmental Math and English to enhance student success and retention.

The Expected Outcomes of the QEP

Expected Outcome 1: The institution will develop a Math and English Resource Center to provide supplemental assistance to students in Developmental Math and English courses meet expectations.

Expected Outcome 2: Faculty will redesign course content and course sequences in Math in an effort to help students more quickly navigate developmental studies and gateway courses in Math to decrease the time spent in those courses before being eligible to move to the gateway courses.

Expected Outcome 3: Faculty will redesign course content and course sequences in English in an effort to help students more quickly navigate developmental studies and gateway courses in English to decrease the time spent in those courses before being eligible to move to the gateway courses.

Expected Outcome 1 The institution will develop a Math and English Resource Center to provide supplemental assistance to students in Developmental Math and English courses to meet expectations.

The Expected Outcome 1 focuses on developing an English and Math Resource Center. The Center will create an alternative approach to instruction and will enhance our current situation of lab instruction, as we do not have a Center dedicated to developmental instruction. This Center will provide both instruction and support in reading, writing, and math skills. The assistance provided in the Center will be mostly tutorial and computer-based instructions, but it will also provide learning workshops specialized in helping students with learning difficulties in these areas. The Center will also facilitate self-paced remedial courses. These courses will allow the student to learn at his or her pace, but at the same time receive assistance. In our current situation, we have one full-time faculty and two part-time faculty members teaching developmental English. The Math Department has three full-time faculty members along with at a minimum of four adjuncts per semester. The only lab these instructors have access to is the university-wide computer lab. While these labs do serve the purpose of assisting students, they do not provide an environment for the special learning needs of some developmental students. Faculty members are unable to schedule lab time for their students nor can they hold effective tutorial sessions in the university-wide lab. In order to accommodate faculty

members in the DEP Unit who wish to incorporate technology into their instruction, we propose to convert one classroom into an English and Math Resource Center.

SUSLA needs to upgrade its classroom structure to enhance our methods of teaching. The Center will enhance teaching and learning methodologies and delivery approaches and by acquiring technology equipment, state of the arts laboratory and classroom facilities. Merging classroom-based traditional learning and online learning provides a student with the opportunity to learn in two different environments. This mix of learning approach is called blended or hybrid learning. It combines the best of classroom and computer-based methods and materials. A hybrid learning environment allows the students to learn part through delivery of content and instruction via digital and online media and part in a classroom setting. The course must be designed to implement both methods. The course objectives will outline the tools that will be used in order for students to become successful in the hybrid learning environment. Moreover, creating an effective blended or hybrid environment also includes providing access to the needed technology: "Technology has played and continues to play an important role in the development and expansion of online education. Accordingly, many universities have reported an increase in the use of online tools" (Kim and Bonk, 2006, p. 23). For economically disadvantaged students, the university may be the only place they have access to the needed technology.

With effective training, instructors can diversify lessons, keep student interest, teach critical thinking skills, and emphasize the relationship between book knowledge and practical application. Our pedagogy must provide adequate avenues to meet the needs of these diverse students. Courses will be designed to include mandatory lab time.

The Math and English Resource Center will utilize the Emporium Method to better assist students in the learning process. The Emporium Method will work best for our students because this method will allow each student to work at his or her own pace in modules, providing traditional classroom instruction along with lab instruction. The Emporium Method will ensure that the student spends the required time in both settings as there will be mandatory attendance for lab instruction either chosen by the students or pre-scheduled:

The Emporium Model…

- Eliminates lectures and replaces them with a learning resource center model featuring interactive software and on-demand personalized assistance.
- Depends heavily on instructional software, including interactive tutorials, practice exercises, solutions to frequently asked questions, and online quizzes and tests.
- Allows students to choose what types of learning materials to use depending on their needs, and how quickly to work through the materials.
- Uses a staffing model that combines faculty, peer tutors, and others who respond directly to students' specific needs and direct them to resources from which they can learn.
- May require a significant commitment of space and equipment.
- More than one course can be taught in an emporium, thus leveraging the initial investment.

Technology-based instruction is flourishing in higher education and faculty play a key role in its successful implementation. This project will provide faculty an opportunity to avail them to a series of workshops, preferably sponsored by the institution, which will enable them to enhance job-related

skills, advance content knowledge beyond the discipline, and to acquire technological insight. In a technology rich learning environment, faculty will be able to make curricula changes that are adaptive to student needs. Faculty must create learning activities that tailor to the various learning styles of our students, and technology is a vital tool in this process. Technology allows faculty to connect to the visual, auditory, kinesthetic, linguistic, mathematical, intra and interpersonal learner. Additionally, with the high number of nontraditional students, faculty will be preparing these students for the ever-changing workforce.

Expected Outcome 2: Faculty will redesign course content and course sequences in developmental Math in an effort to help students more quickly navigate developmental studies Math to decrease the time spent in those courses before being eligible to move to the gateway courses.

Faculty will redesign course content and course sequences in developmental Math in effort to help students more quickly navigate developmental studies and move into gateway courses.
The Math Department will compress its previous sequences of developmental courses into practically one course whose delivery promises to use technology, learning and teaching best practices. The gateway Math course will be revised to equitably serve the student who may not have entirely demonstrated the skills to enter this course. The math Department will take similar actions with its developmental courses and including a redesign of pathways to distinguish STEM from non-STEM students. We have a compendium of evidence to support #2 outcome.

Expected Outcome 3: Faculty will redesign course content and course sequences in developmental English in an effort to help students more quickly navigate developmental studies and gateway courses in English to decrease the time spent in those courses before being eligible to move to the gateway courses.

The English Department will compress its previous sequences of developmental courses into practically one course whose delivery promises to use technology, learning and teaching best practices. The gateway English course will be revised to equitably serve the student who may not have entirely demonstrated the skills to enter this course. We have a compendium of evidence to support #3 outcome.

English will begin offering a new redesigned English course that combines developmental English and Freshman Composition I. The course number will be changed from English 110S to English 100S. We will track the success rate of students in our new English 100S course. We are also redesigning the college success course to ensure students have the necessary "tools" to navigate their studies. Also, the Math department is hiring a math lab teacher and using the college success course as a supplemental "tool." Our expectation is that both action items will have a positive impact on learning.

The redesigned courses will utilize hybrid teaching and learning focusing on teaching in the classroom and the lab setting to reinforce what is being taught in the classroom. For hybrid learning to be effective, teachers and students must be willing to take upon new roles in the learning environment. First, the instructor must be willing to occasionally assume the role of facilitator versus lecturer, while the student becomes disciplined and engaged in a new style of learning. Face-to-face settings will include covering concepts, answering questions related to difficult material, developing study strategies, and working in group settings. The lab setting will be where the students will have

the opportunity to work independently and receive help based on their individual needs. Hybrid learning environments permit a full range of interactive methodologies. Instructors have found that in adapting their courses to online models, they are paying more attention to the instructional design of their courses. As a result, the quality, quantity, and patterns of communication students practice during learning are improved (Illinois Online Network, 2010).

Assessment of the QEP

Earlier, we have shared the fact that a large number of students enter SUSLA through the developmental studies portal, 77%. Their success has been minimum at best. We have established new approaches to addressing this matter via the QEP. The goal of the SUSLA QEP is to increase passage rates in Developmental Math and English to enhance student success and retention. The creation of the Math and English Resource Center and the redesign of the developmental math and English courses will be the strategy outlined in the QEP to facilitate the change that we desire as an institution. Our desire is to improve the student momentum metrics using the services of the resource center including intentional tutoring, advising and supplemental instruction. In order to solve the problems stemming from the increasing population of underprepared students, SUSLA must expand its developmental education efforts to include the entire university. Our assessment protocol will include micro assessment and macro assessment.

Micro Assessment

As we implement the Math and English Resource Center and the redesign of courses, we need to be able to assess the impact of our efforts. Therefore, we have established a timeline to develop the various aspects of Math and English and the have the center open and functional. We will develop pre and post test to establish the impact of students frequenting the Center. We will redesign the developmental math and English courses and establish benchmarks before the redesign and establish projections as to the impact of this intervention. The resulting passage rates will be assessed such that we can clearly measure the increase in the passage rates.

Additionally, we will gauge the impact of these efforts by creating a comparison group consisting of those utilizing the Math and English Resource Center and those who do not use the Math and English Resource Center. The expectation is that those students using the resource center will meet with greater success than those who do not engage with the Center. We will engage in a similar assessment as it relates to the redesigned courses. We will compare the passage rates of students before the developmental math and English courses were redesigned and after the design. We will also engage in the tracking of students' successful completion of the course (Passage Rate) and tracking the number of students enrolling in the next Math or English course after successful completing these courses, We will also engage in comparison of student retention rates by establishing the 2018-19 as the benchmark and looking at the rate three and five years from now.

Micro Assessment by Outcome

Expected Outcome 1: The institution will develop a Math and English Resource Center to provide supplemental assistance to students in Developmental Math and English courses meet expectations.

Benchmark Success Measures	**Target Year**	**Assessment Instrument/Method**	**Expected Results**
Completion of Resource Center - Program (Achievement)	By Year 2021	Development Plan and Timeline	Completed Resource Center by 2021
Increased Student knowledge gain	Year 1 - 5	Pre and Post Test for students frequenting the Center Calculate the percentage of first time, full-time students completing DEV-ED MATH 088 and completing DEV-ED MATH 089 in the succeeding semester with 70% GPA or better.	Students will perform demonstrate appropriate knowledge in Math and English (*Identify what knowledge is being assessed in each course to develop the SLO*)
Increased Passage Rates in Development Math Courses (Student Achievement)		Students will also receive an evaluation at the beginning of the semester to assess their knowledge of basic mathematical skills. Students will also receive an evaluation at the beginning of the semester to assess their knowledge of basic Math skills. Further, a post-assessment will be administered to assess the skills gained throughout the semester. Further, a post-assessment will be administered to assess the skills gained	Math-Increase the success of students in developmental Math courses 20% by 2022 (4% yearly over 5 years) Baseline: 37

		throughout the semester. These results will be compared with those courses that did not participate in using the Emporium model. Students will also complete the Student Satisfaction survey at the end of the semester.	
Increased Passage Rates in Development English Courses (Student Achievement)		Students will also receive an evaluation at the beginning of the semester to assess their knowledge of basic English skills. Further, a post-assessment will be administered to assess the skills gained throughout the semester. These results will be compared with those courses that did not participate in using the Emporium model. Students will also complete the Student Satisfaction survey at the end of the semester.	English- Increase the success of students in developmental English courses 10% by 2022 (2% yearly over 5 years) Baseline: 62%
Improved Student Performance (Comparison of student groups)	Year 1 – 5	Student performance comparison (students utilizing the Resource Center compare to students who do not. We will use these guidelines to measure the success rate of those students and instructors who use the Emporium Model versus those who continue to use traditional face-to-face class instruction only.	Students utilizing the Resource Center will perform better in Developmental English and Math Courses than students who do not. Will Pass at a 40% higher rate

Expected Outcome 2: Faculty will redesign course content and course sequences in Math in an effort to help students more quickly navigate developmental studies Math to decrease the time spent in those courses before being eligible to move to the gateway courses.

Expected Outcome 3: Faculty will redesign course content and course sequences in English in an effort to help students more quickly navigate developmental studies English to decrease the time spent in those courses before being eligible to move to the gateway courses.

Benchmark Success Measures	**Target Year**	**Assessment Method/Instrument**	**Expected Results**
New redesigned courses .	By Year 2022	Development Plan and Timeline	Implementation of redesign course content and course sequences By 2022, implement the co-requisite model and emporium model for developmental courses.
Better overall performance in redesigned developmental studies courses	By Year 2022, 2023, 2024, & 2025	Student performance comparison (students' performance in redesigned courses compared to performances in prior course structure) Students will also complete the Student Satisfaction survey at the end of the semester. This will help measure the effectiveness of the Center. Faculty will complete a survey of how the Center has enhanced their teaching and improved student performance. Thus, formative, and summative evaluations will be conducted at the beginning of the semester, during mid-term, and at the end of the semester for on-going and continuous improvements.	Student performance in redesign courses will increase by 20% 40% Students will perform better in redesign developmental English and Math Courses

Increase persistence from term to term/Course to Course in developmental studies math and English and less time taken to enter into gateway Math and English Courses	By Year 2022, 2023, 2024, & 2025	Tracking the number of student enrolling in the next Math or English course after successful completing developmental math and English courses	1) completed gateway English in year 1. 2) completed gateway college math in year 1; and

Macro Assessment

In addition to the micro assessment, macro assessment will also be a part of our assessment protocol. The macro assessment will focus on assessing the QEP itself and whether or not we are implementing the plan as proposed. We will conduct an assessment of the plan at the two and four-year mark. Then in the fifth year we will assess the QEP as a part of the fifth Year Interim Report. The macro assessment will center on looking at all the things we stated that we would do and determine if we are on track to meet those expectations. If we are meeting expectations, we will continue implementing the plan. If we are not meeting the expectations, we will make a determination as to why and adjust our plans and strategies accordingly.

Resources and Capacity to Support Implementation of the QEP

SUSLA has the capacity to fully implement the QEP. The institution has come together to fully assess what is needed to implement the QEP and has committed the resources to implement the QEP. This includes fiscal resources, human resources, and physical resources. Additionally, the SUSLA faculty, staff, and administration has the "will" to fully implement the QEP. Each of these aspects of resources and capacity are discussed below.

Fiscal Resources

The College has also committed sufficient financial resources to support implementation of the QEP. The proposed QEP Program Budget is presented below. The institution is committing $1,451,971.09. over the five-year period. The budget covers personnel, equipment, professional development, marketing, travel, supplies, and consultants. The budget is front loaded over the first three years and will decrease in the last two years. Renovations, equipment, and computers will be purchased early on into the implementation of the QEP. Therefore, the out-year budget will be decreased accordingly. The institution feels that there are enough funds allocated to fully implement the QEP. We will be leveraging funds from several different sources, to include: Title III and Student Support Services funds (federally funded), Louisiana Board of Regents grants, as well as providing state funds. Additionally, over the next few years, the institution will actively be seeking private and public grant funds to sustain the QEP.

QEP Program Budget

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5
QEP Director (Full-time faculty with full release, salary, and benefits)	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
Project Director (10% time))	$16,000.00	$16,000.00	$16,000.00	$16,000.00	$16,000.00
Project Manager (10 % time)	$12,000.00	$12,000.00	$12,000.00	$16,000.00	$16,000.00
Project Facilitator (20%-time x 2)	$25,000,00	$25,000,00	$25,000,00	$25,000,00	$25,000,00
Administrative Assistant (20% time)	$5000,00	$5000.00	$5000.00	$5,000,00	$5,000,00
Faculty Mentors (10% x 3)	$22,500.00	$25,500.00	$25,000.00	$25,000,00	$25,000,00
Adjunct	$25,000.00	$35,000.00	$45,000.00	$45.000.00	$45.000.00
Math Instructors	$43,591.00	$43,591.00	$43,591.00	$43,591.00	$43,591.00
English Instructors	$45,051.00	$45,051.00	$45,051.00	$45,051.00	$45,051.00
Faculty Professional Development	$37,500.00	$37500.00	$37,500.00	$13,500.00	$13,500.00
Consultant	$15,000.00	$15,000.00	$15,500.00	0	0
Learning Tools (Smart Board)	$2000.00	$2000.00	$2000.00	0	0
Equipment (including computers)	$65,921.62	$11,121.62	$11,121.62	$11,121.62	$11,121.62
Supplies	$11.600.00	$11.600.00	$1.600.00	$1600.00	$1600.00
Physical Enhancements	$41,484.33	$11,484.33	$11,484.33	0	0
Marketing	$7500.00	$5000.00	$2500.00	$2500.00	$2500.00
Travel	$10,500.00	$10,500.00	$10.500.00	$1500.00	$1500.00
TOTAL	**$405,647.95**	**$306,747.95**	**$305,847.95**	**$216863.62**	**$216863.62**

Human Resources and Organizational Structure

The QEP will have an ample organizational structure to assure full implementation. The organizational structure will include a QEP Director, part-time project director, part-time project manager, part-time project facilitator, math and English instructors, part-time administrative assistant, adjunct instructors, faculty mentors and math lab coordinator. The QEP Director will have responsibilities for the day to day operations related to the QEP. The Director will also have the responsibility for evaluating staff, managing the budget, directing the assessment protocol, and keeping the administration informed as to the progress and any unforeseen challenges related to the QEP. The other personnel will assist with the program curriculum and they will be the front-line employees to assist directly with math and English course delivery.

The QEP will also have an implementation committee. The implementation committee will serve as another level of oversight over the QEP and its implementation. The team will provide the oversight to hold the Director accountability and to make sure that all aspects of the QEP are fully developed and implemented. The micro and macro assessment results will be reviewed by the implementation committee and all necessary changes will be made based on the assessment findings and analysis. and guidance and will review assessment results.

Physical Resources

The institution has the proper physical resources to implement the QEP. Existing and dedicated space has been identified to support the QEP. Funding has been allocated to renovate existing facilities in order to implement the QEP. Two classrooms will be modified to facilitate the new learning environment envisioned under the auspices of the QEP.

Institution "Will"

In addition to having the human resources, fiscal resources, and the physical resources, the institution and its personnel have the "will" to fully implement the QEP. SUSLA personnel want to assist the students and will dedicated time and effort to ensure the success of the QEP. This is to suggest that the institution, its faculty, staff, and administration is fully on board to carry out each aspect of the QEP. The Chancellor has fully embraced the QEP and has allocated the resources to fully implement the QEP. The faculty is committed to implementing the QEP. Everyone on the campus understands the benefits of fully implementing including increased student success and increased retention.

Broad Based Participation in Implementation

As stated above, the Chancellor has fully endorsed the QEP. He has approved the implementation team and the staffing of the QEP director. The faculty teaching in the general education curriculum and the faculty in the disciplines of math and English are fully on board to deliver the QEP. Additionally, the staff in developmental studies math and English will also be involved in the implementation of the QEP. The campus community will be supportive of the QEP and will share space. An Implementation Committee has been established to oversee the QEP and to make sure all aspects of the QEP are carried out as proposed in the QEP. The list of faculty, staff, and administrators on the Implementation Committee is listed below. As you can determine from reviewing the list, there is a broad representation from across the campus. This broad-based implementation will assure that the campus community is kept informed as to the progress and success of the QEP.

QEP Implementation Team

Name of Committee Member	**Position**
Kenneth Moses, Ph.D.	Chair Engineering & Technology Assistant Professor, Engineering & Mathematics
Harolyn Wilson	Assistant Professor, Developmental Mathematics
Vanessa White	Department Chair, Computer Science & Mathematics
Dr. Wanda Waller	Department Chair, Humanities
Joyce Cottonham	Assistant Professor, English
Angelica Hart	College Success Instructor
Glen Harris	Student Success Coach
Latari Fleming	Dean of Students
Charlotte Ashley	Research and Assessment Coordinator
Ateja Williams	Career Coach
Judy McIntosh	Facilities
Jalisa Shaw Thomas	Finance
Annquinette King	Information Technology-Web Developer
Dellanee Wade	Advancement/Marketing

Implementation Timeline

October -November 2017	**Internal Research and Charge Research Team/ Provide Orientation**
December 2017	**QEP Committee Established and Sub-committee Established**
March 2019	**Forums With Faculty, Staff, Students, Alumni and Community**
September 2019	**Topics Presented to Faculty and Staff**
November 2019 through March 2020	**Feedback from the Campus Community on Topics**
June 2020	**Advertisement of bids for equipment**
July 2020	**Selection of bids, review and evaluate proposals, submit purchase requisitions for payment**
June -July 2020	**Small committee to review topics and recommend scaling down the topic**
August 2020	**Faculty approved the scale down topic**
August 2020	**QEP Approved by the Chancellor**
September 2020 October 2020	**Installation of equipment / lab construction**
September 2020 – November 2020	**QEP Director hired and other personnel hired**
November 2020 – December 2020	**Training of faculty and peer tutors/ scheduling of courses**
November 2020-July 2021	**Redesign Courses**
January 2021 – June 2021	**Faculty evaluation of Lab, faculty workshops, evaluation from students, evaluation of equipment and data collected from students, faculty, and staff, preparation of final grant report**
February 2021	**Resource Center Up and Running**
June 2022	**Macro Level Assessment**
June 2021-2025	**Micro Level Assessment**
June 2024	**Macro Level Assessment**
2025	**Fifth Year Interim Report**

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Appendix

Appendix I Survey and Forums

Quantitative Data Sets:

- Collegiate Assessment of Academic Proficiency (CAAP)
- Health Education Systems, Inc. (HESI)
- National League of Nursing (NLN) Examination
- Title III Reports – Freshmen Enhancement

Qualitative Data Sets:

- Student Success Center Intake Analysis
- SUSLA Pop-Up Talks & Forum (Stakeholders Engagement Focus Groups)
- Course Assessments
- Program Reviews
- Institutional Effectiveness (I.E.) Reports
- Employer Feedback Surveys
- Graduate Exit Surveys
- Institutional Priorities (IPS) Survey (Noel~Levitz)
- Student Satisfaction Inventory (Noel~Levitz)
- CCSSE
- Hanover Research (SUSLA Strategic Plan)
- Customer Service Surveys
- Enrollment Management Study
- Why I Didn't Enroll Survey

Appendix II QUALITY ENHANCEMENT PLAN STAKEHOLDER ENGAGEMENT FOCUS GROUP
Faculty, Staff, Students, Alumni, Community Stakeholders

Group Members

Aerospace Group

➢ Tim Banks, Director
➢ Everett Spells, Instructor
➢ Don Greenwell, Volunteer
➢ Cassandra Williams, Student
➢ Lottie Elics, Program Director

Main Campus Group I

➢ Tammy Z. Moore, Admissions
➢ Regina Robinson, RSPIE
➢ Angela Clark, Library
➢ Vanessa Leggett, Connect
➢ Harolyn Wilson, Math
➢ Shelia Swift, Rad Tech
➢ Jordan Stovall, Student

Main Campus Group II

➢ Karen Coco, SSS Director
➢ Jane O'Riley, Library
➢ Linda Robinson, SSS
➢ Kevin Watson, SSS
➢ Mr. Bell, SSS
➢ Christella Jackson, ITC Telecom. Manager
➢ Jean Ware, Alumni

Main Campus Group III

➢ Linzola Winzer, Officer of the Chancellor
➢ Charlotte Ashley, RSPIE, PAR
➢ Philippa George, Financial Aid
➢ Quiana Skidmore, Human Resources
➢ Tawonna Henderson, Library

QUESTION: What do you think a student at SUSLA should be learning?

Aerospace

- Depends on program
- Airframe
- Power plant
- Aviation
- Like Banks program
- No prerequisite
- Discipline and patience
- Bookstore does not have books needed for program
- Financial aid problems in the beginning
- Students pay for tools via financial aid but does not receive tools
- Financial Aid should pay for FAA testing

Main Campus Group I

- Soft Skills
- Team Building
- Interaction (Group Learning)
- Conflict Resolution
- Problem-Solving
- Critical Thinking
- Etiquette
- Responsibility
- **Communication (Written & Verbal)**

Main Campus Group II

- African American History
- Focus on what their degree plan states
- Incorporate multicultural learning
- **Fundamental Reading & Writing**
- More technology
- English as a Second Language
- Online self-pace tutorial
- More clubs and activities outside the classroom

Main Campus Group III

- Curriculum as well as skills that will help them be independent & successful in the future.

Main Campus Group IV

- They should be learning how to learn because learning is a continual process.
- **They should learn the basics**
- Studying skills and soft skills
- Ethical productive citizens
- More about customer service and professionalism
- Community relations

Metro Center Group I

- **Core material**
- Competency
- Critical thinking
- Updated technology in field of study
- Prepare entry level workforce
- **A&P, Math, English**

Metro Center Group II

- **General Education Courses**
- On-hand Experience
- Critical Thinking Skills
- Professional Level Courses

Metro Center Group III

- Depends on if it's a general ed or a professional field like Allied Health
- All General Ed classes at Main Campus need to be more compatible so that the information will be useful in the professional component of the student learning,

QUESTION: The Quality Enhancement Plan (QEP) is a project that is designed to enhance or improve student learning. In what way are you involved in student learning?

Aerospace

- Students help each other
- Learning also but hope to guide incoming freshmen students
- Students love Banks and Spells
- Students are comfortable speaking out
- Teachers teach life experiences also i.e. life experiences, life issues, presentation to outside world, represent self in a positive setting

Main Campus Group I

- Counseling
- Classroom Instruction
- Mama (Parent)
- Classroom Etiquette
- Syllabus-Guided Instructions
- Professional Decorum
- Set the Tone
- More than educators – policeman, fashion expert, counselor

Main Campus Group II

- Virtual tutorial program
- Library offers information for research
- Workshops
- Mentoring
- Career Advisement
- Visit Classrooms
- Motivational Seminars
- Orient the College Success class

Main Campus Group III

- We are a collective group of a required support system for the students at SUSLA.

Main Campus Group IV

- Provide information
- Direct instruction
- Training
- Online resources
- Focus groups
- Collaborating with peers

Metro Center Group I

- Student perspective
    - Study groups
    - One-on-one tutoring
    - Online work (studies course lecture prep).
- Faculty perspective
    - Preparation
    - Course facilitation
    - Address different learning styles
    - Develop critical thinking through level test question
    - Utilize Moodle

Metro Center Group II

- Instructor – Wells & Bell
- Assist student through registration process – Jackson

Metro Center Group III

- We are instructors
- We provide labs for the students' success
- We do the flip classroom

QUESTION: Based on observation, tell us what feature(s) of our institution fosters student learning?

Aerospace

- Grants for LED and Carl Perkins bought new equipment and computer labs
- Videos to compliment reading
- Hands-on assignments for students
- Post pictures of new equipment on Facebook page
- Gadgets, instruments to pass around, feel and touch

Main Campus Group I

- Nurture (to a fault)
- Need improvement:
    - Classroom not Conducive
        - Temperature Regulation
    - Supplies
        - Book Issues

Main Campus Group II

- E-Learning
- Student Support
- Library
- Academy of Excellence

Main Campus Group III

- All features of our institution foster student learning. We should engage with them from the beginning until graduation.

Main Campus Group IV

- Library
- Computer lab
- Advisors
- Online Resources (Moodle)
- OER (Open Educational Resources)

- Open textbooks

Metro Center Group I

- Moodle Learning Management System
- Involve Ebook online
- Faculty experience and faculty development
- Tutoring and remediation
- Tutoring Allied Health
- Course Student Evaluation

Metro Center Group II

- Student Success Services
- Student Success Classes
- Tutoring
- Library
- Zoom (Online Education)
- Moodle Learning System
- Media Lab (Website)
- Med Training (Website)

Metro Center Group III

- We have good dedicated Allied Health & Nursing instructors.

QUESTION: In what educational program or subject area(s) do you think our institution needs to improve our student learning?

Aerospace

- Good under Mr. Banks
- Students happy with Spells and Banks
- Airport authority, LED gave grants for new buildings
- Students have some difficulty with basic electricity
- Biggest challenge is comprehension
- Community standpoint: trainers and mockups (equipment) enhancement; need organization (order parts, keep equipment up, maintenance assistance)
- Internet needs addressing

Main Campus Group I

- Student Success
- **1st Year Experience Courses**
- Orientation

- Online Courses/Programs
    - Orientation
    - Need a Video

Main Campus Group II

- **Math**
- **Biology**
- **English**
- Internships should be mandatory (hands-on)
- Modern Technology

Main Campus Group III

- We all agree that Criminal Justice needs to be greatly improved. It is a sought-after program that need additional instructors and counselors. Really all of the programs need to be improved to handle today's students. We need to also provide our food service.

Main Campus Group IV

- All programs should continue to be enhanced
- **Reading/writing should be integrated in all programs**

Metro Center Group I

- **A&P, English, Math**
- Physical Science
- Medical Terminology
- More Updated Technology
- More conducive learning environment
- AC and Heat in Classrooms

Metro Center Group II

Medical Terminology
Anatomy & Physiology
College Success (Time Management & Study Skills)
English (APA Format)
Biology (Microscopy)
Professionalism

Metro Center Group III

- Science
- **Math**
- **English**
- Communication

QUESTIONS: Of the areas identified as needing improvement, which do you think are the most important to commit resources?

Aerospace

- Maintenance assistance, technical support
- Marketing the program; currently word-of-mouth; job corp
- Recruiter for Aerospace
- Different schedule from main campus
- Correct online information, no associate degree program only certification
- Working on Dual enrollment

Main Campus Group I

- All of them
- Some types of Resources
    - Student Advocates

Main Campus Group II

- **All-Math**

Main Campus Group III

- None is more important than the other. Resources need to be committed to all of them to bring them up to date.

Main Campus Group IV

- All programs should continue to be enhanced
- **Reading/writing should be integrated in all programs**

Metro Center Group I

- All areas noted with

Metro Center Group II

- Microscopy in Biology Class

Metro Center Group III

- Science
- Communication

QUESTION: Of all matters discussed today, what issue(s) are the most important to you?

Aerospace

- Recruiting/marketing

Main Campus Group I

- Having an environment conducive to learning
- When students graduate, they leave with skills to be successful.
- Overall growth – not only in their subjects, but holistically – a well-rounded individual
- Pass the Board Exams
- Concerned about the students as "people"

Main Campus Group II

- **Basic comprehension – Reading, Writing, Math**
- Offering resources for Life-Long Learning

Main Campus Group III

- Making sure we give the students the best education we can. We shouldn't baby them. We must get them ready for the future.

Main Campus Group IV

- Student Success

Metro Center Group I

- General Education needs to be taken to another level (e.g. critical thinking, exam and assignments)
- From student perspective needs more practical learning in the lab A&P rather than from a lecture perspective

Metro Center Group II

- **Foundational (Gen. Ed.) Courses**
- Professionalism in Class and Clinical Setting

Metro Center Group III

- **General Ed Classes**
- Environment (Facility)
- Air
- Cleanliness

QUESTION: How would you rank those items of importance?

Aerospace

- Maximum

Main Campus Group I

- See Previous

Main Campus Group II

- Comprehension
- Resources

Main Campus Group III

- Priority

Main Campus Group IV

- Student Success
- Additional resources for staff
- Evaluation of entire faculty
- Understaff/overstaff to determine and rectify

Metro Center Group I

- See all noted area with

Metro Center Group II

- 10

Metro Center Group III

- **General Ed**
- Environment (Facility)

Summary of Discussion

Aerospace

- Positive discussion
- Want some action
- Follow up feedback on calendar
- Don't' stop talking to the right people
- Enforce so don't forget
- Survey for students
- Enhance the programs, enhance the pay (comparable to other schools pay)
- Banks biggest fear is losing instructors

Main Campus Group I

- Re-vamp College Success course to reinforce the issues discussed

Main Campus Group II

- Comprehension
- Resources

Main Campus Group III

- SUSLA is behind in having up to date programs and instructors. Instructors are teaching from old methods and should learn new ways of teaching etc. We need to market to other students other than first generation, low income etc. We need more assistance with our international students. We also need to change our food service. They can't learn on an empty stomach.

Main Campus Group IV

- Faculty to student communication
- Turn around communication skills
- Student Success
- Faculty/Student help
- Sincere desire to help the student succeed
- Action in to play

Metro Center Group I

- **General Ed**, A&P and Medical Terminology should be taught at a higher level.
- Critical thinking, conducive to learning environment
- For faculty – report more advance notice for meetings, report date of request, etc.
- Need time for training to utilize the MLS more in the course.

Metro Center Group II

- Overall, the students need to be able to show professionalism, integrity and **communicate orally & written** in the classroom and place of employment upon graduation.

Metro Center Group III

- We need to make sure the environment is conducive to student learning.
- We can't each with no air condition and trash cans in the room with the sound of dripping water

Appendix IV Chancellor Approval Letter

SUSLA
SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA
Excellence • Integrity • Accountability • Service • Diversity

DIVISION OF RESEARCH, SPONSORED PROGRAMS & INSTITUTIONAL EFFECTIVENESS

August 12, 2020

RE: Quality Enhancement Plan (QEP) – Approval of Topic Change

This letter comes as notification that the QEP topic, *"Jaguars to the Core: Cultivating General Education Competencies"* has been changed to *"Jaguars to the Core: Cultivating General Education Competence in English and Math."*

In a QEP Meeting on July 29, 2020, the QEP Team met to consider streamlining the focus of the plan. The team chose to alter the topic from a plan that focused on the four general education disciplines of English, Math, Reading, and Science, to a topic that concentrates only on English and Math. The data used in topic selection continues to support the altered topic.

On August 10, 2020, at the institution's Faculty/Staff Institute, the new topic was presented and accepted. This letter seeks your approval of the change of the QEP topic. If you have any questions or concerns, please let me know.

Sincerely,

Dr. Regina S. Robinson,
Vice Chancellor for Research, Sponsored Programs & Institutional Effectiveness

__✓__ Approved

_____ Not Approved

Dr. Rodney A. Ellis, Chancellor

Appendix V QEP Topic Selection Sub-Committees & Membership

Data Collection

Devonye Brown, Director of Outcomes Assessment & Quality Management
Stephanie Graham, Director of Grants and Sponsored Programs
Jaswant Jass, Programmer Analyst/DBA – Information Technology
Breunka Moon, Instructor of Computer Science
Carolyn O'Neal, Special Assistant to the Vice Chancellor of Academic Affairs & RSPIE

Data Analysts

Charlotte Ashley, Research Associate
Major Brock, Assistant Vice Chancellor of Student Success & QEP Co-Chair
Alwynn Holmon, Assistant Professor of Business Studies
Jaswant Jass, Programmer Analyst/DBA – Information Technology
Lalita Rogers, University Registrar – Student Affairs & Enrollment Management

Stakeholders Engagement

Fatina Elliott, Academy of Excellence Coordinator
Jeffrey Ivey, Police Lieutenant
Frederick Jackson, Instructor of Criminal Justice
Marlo Miller, Service Engagement Specialist – Advancement & Marketing
Joslin Pickens, Assistant Professor of Speech
Daphne Thibeaux, Didactic Instructor/Clinical Coordinator of Radiologic Technology
Beatrice Wright, Student (President - Student Government Association)

Documentation

Rose Powell, Librarian
Jalissa Thomas, Grant Accountant – Finance & Administration
Wanda Waller, Assistant Professor of English