ENGLISH & MATH
RESOURCE CENTER

TRANSFORMING THE
FIRST-YEAR
EXPERIENCE TO
ENHANCE STUDENT
SUCCESS ACROSS THE
CURRICULUM

STEM: MINORITIES
AGAINST BARRIERS

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

QUALITY ENHANCEMENT PLAN

SEPTEMBER 4, 2020

SUSLA
SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA

Excellence • Integrity • Accountability • Service • Diversity

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

Southern University at Shreveport Louisiana

October 12-15, 2020

Rodney A. Ellis, Ed.D., Chancellor
Regina S. Robinson, Ph.D., SACSCOC Accreditation Liaison

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Submitted: September 12, 2020

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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:

Student Success Outcome 1: Increase the success rate of students in Developmental Math courses 20% by 2025 from 2017-2018 baseline data of 21% (4% year-to-year).
- Performance Indicator: 35% of first-time, full-time students will complete Developmental Math with a 70% GPA or better

Student Success Outcome 2: Increase the success rate of students in Developmental English courses 10% by 2025 from 2017-2018 baseline data of 31% (2% year-to-year).
- Performance Indicator: 40% of first-time, full-time students will complete Developmental English with a 70% GPA or better

We will achieve these goals by engaging in the following strategic initiatives:

Strategic Initiative 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.

Strategic Initiative 2: Faculty will redesign course content and course sequences in Math 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.

Strategic Initiative 3: Faculty will redesign course content and course sequences in English 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.

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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 positively impact 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 (20) 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

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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 workforce 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

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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 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 navigating 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

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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.

The Link Between 2011 QEP and the Topic of 2021 QEP

This discussion of linking the topic of 2020 QEP to the institution's ongoing, comprehensive planning and evaluation processes can best be proven by showing how the 2011 QEP Interim Impact Report set the stage for the exploration of innovative technology and teaching delivery methodologies in general education courses in English and math. SACSCOC QEP Development Handbook advises institutions that are preparing to develop their QEP to begin by "looking back" 5 years and deciding what the student learning data indicate that the institution should be planning to do over the next 5-10 years to enhance these outcomes.

In developing the 2011 QEP, the university reviewed data over the past 5 years in selecting its topic and narrowing its focus. Its overall goal was to teach students to successfully navigate a plan of study in reaching their academic and vocational goals. The assessment of data gathered over the first 5 years indicated that the advisement approach housed in the newly created Student Success Center (SSC) and the extended orientation provided by one semester college success course had independently accomplished the student learning outcomes of the QEP, yet the overall student success metrics of retention and graduation rates had not improved. As a result, the 2016 Interim Report of the Quality Enhancement Plan (Fifth-Year Report), SUSLA responded to the question: *"give a reflection on what the institution has learned as a result of the QEP experience"*, the Report noted that it had learned that the QEP relied too heavily on the student success staff and the college success course to reach the overall goals of the QEP. "Further, the Report concluded that it had learned that to build a First-Year-Experience (FYE) in the intended way to achieve student success involves the whole of the institution, especially first-year faculty and that FYE faculty will be encouraged to be self-disruptive and exploratory in finding ways to promote student learning and achieve student success." (SUSLA The Impact Quality Enhancement Report, p.10).

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During the latter years of the 2011 QEP (2017-2020), the Title III Transforming the FYE project was created to transform the FYE in ways recommended by the Fifth Year Report. Multiple task forces were formed to address math and English developmental and gateway college-level courses. The works of these task forces were campus-wide, and their efforts became staples for annual faculty and staff institutes and their breakout sessions. The members of these task forces made up the Retention Committee, which evolved into the Retention and QEP Committee.

This process generated broad based participation of faculty and advisors in redesigning course content and sequence in math and English, most of which were conducted under the Title III project, Transforming the FYE to Enhance Student Success Across Curriculum. They focused on barriers in the plan of study pathways that impeded successful navigation of students. For example, in fall 2017, all courses were analyzed to determine if they were "difficult" defined as having a failure rate 40% or greater. These difficult courses had become barriers that caused dropouts, increased time to degree attainment and other type impediments to navigational progress. Math gateway college-level courses, i.e., math 135, 133, were experiencing failure rates as high as 87%. The math college-level gateway and its prerequisite developmental courses were identified as significantly contributing to early stop-outs, low persistence and retention rates and extended time-to-degree.

In addition, in fall 2017, the performance of students in English developmental courses were analyzed to determine if they were successful enrolling in and passing English college-level gateway courses. The findings overwhelmingly showed that the two separate sequences of developmental courses designed to prepare students for the gateway college-level English course were causing navigational confusion among first - year students, their advisers, and instructors. The confusion caused students to not complete the proper sequence to be eligible for college-level English. A significant majority of the students who completed one of the developmental sequences (i.e., Eng. 089 and 090) were unable to pass college-level gateway English. In response to this finding, one sequence (Eng.089 to 090) was eliminated and the other (INRW I to INWR II) was reduced to one course. This process is still ongoing and has prioritized English and math general education courses for redesign. Because math and English afford students the greatest opportunity for success in the advanced courses of their majors and provide them with the core skills desired by employers, they are considered to have the greatest impact on student success.

The research and findings that came from the faculty and student success staff working with the Title III project nurtured the development of two more projects, "math and English Resource Center" and "STEM Minorities Against Barriers" (MAB). These projects have a vital role in the strategic initiatives employed by the 2020 QEP to achieve its student success outcomes.

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Other Data Links to the Topic

Although multiple data sets were reviewed, not all 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 the 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.

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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

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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, 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 timelier manner.

On October 25, 2017, the Chancellor gave the charge to the Division of Research, Sponsored Programs and Institutional Effectiveness (RSPIE) to lead the institution in its effort to engage in research and development of a topic for the QEP. The team organized a broad-based process that would involve faculty, staff, administration, and students across the university community, as well as alumni and external stakeholders. Four sub-committees were organized to lead the efforts in developing a topic, which included: 1) Data Collection; 2) Data Analysis; 3) Stakeholder Engagement; and 4) Documentation. **Table I** depicts the sub-committees, their duties, and membership:

Table I: QEP Research and Topic Development Team		
Sub-Committee	**Duties**	**Membership**
Data Collection	Collect Data from identified sources	Devonye Brown, Director of OAQM (RSPIE)
		Stephanie Graham, Director of Grants/Sponsored Programs
		Jaswant Jass, Programmer/Analyst/DBA-Information Tech.
		Breunka Moon, Instructor of Computer Science
		Carolyn O'Neal, Special Assistant to the VC of AA & RSPIE
Data Analysts	Analyze Data received for emerging themes	Charlotte Ashely, Research Associate (RSPIE)
		Major Brock, Asst. VC of Student Success & QEP Co-Chair
		Alwynn Holmon, Asst. Professor of Business Studies
		Jaswant Jass, Programmer Analyst/DBA-Information Tech.
		Dr. Lalita Rogers, University Registrar- Student Affairs & EM

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Stakeholders Engagement	Organize and implement forums to include all stakeholders – faculty, staff, administrators, students, alumni and the community	Fatina Elliott, Academy of Excellence Coordinator
		Jeffrey Ivey, University Police – Lieutenant
		Frederick Jackson, Instructor of Criminal Justice
		Marlo Miller, Service Engagement Specialist – Advancement & Marketing
		Dr. Joslin Pickens, Assistant Professor of Speech
		Daphne Thibeaux, Didactic Instructor/Clinical Coordinator of Radiologic Technology
		Beatrice Wright, Student (President – SGA)
Documentation	Record the activity of the research team and sub-committees	Rose Powell, Librarian
		Jalisa Thomas, Grant Accountant – Finance & Administration
		Wanda Waller, Assistant Professor of English

The student representation was via the President of the Student Government being on committees which is a standard practice at SUSLA. After the subcommittees were organized, on November 29, 2017, the research team began to hold orientation sessions for each subcommittee to set the stage for the research that would guide the thinking of the campus community as we broached the subject of a new QEP. On December 6, 2017, the QEP committee structure began to take shape with subcommittee training continuing and assignments being made.

By the beginning of 2018, the subcommittees 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 with faculty, staff, administrators, alumni, external stakeholders, and students engaged to provide input on possible topics. The feedback from these groups can be found in the 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.

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

Initial Timeline for Topic Selection

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BACKGROUND

Timeline

| October 25, 2017 Meeting Charge to RSPIE – QEP Research Team (Topic Selection) | November 29, 2017 Meeting Orientation Part I – QEP Research Team (Topic Selection) | December 1, 2017 Sub-committee Assignment Letters Sent | December 6, 2017 Meeting Orientation II Sub-Committees | March 20, 2018 Meeting Organize Forum Modify Timeline | August 8, 2018 Present 5 Topic Areas/Titles to Executive Leadership | August 15 2018 Present 5 Topic Areas/Titles Faculty/Staff Institute Vote – Select Topic | 2018 -2019 Continued Development of the QEP | March 2020 Small Group Formed for Continued Development and Modifications | August 10, 2020 Faculty/Staff Institute Topic Modification Presentation | August 12, 2020 Modified Topic Approved by the Chancellor |

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. The QEP topic-selection process and data were presented to the Chancellor and his Executive Leadership Team on August 8, 2018. At the Fall 2018 Faculty/Staff Institute, the same was presented to the University community. Using an electronic polling process, the entire University membership voted on the topic. Based upon the research and feedback from the campus community, which included faculty, staff, administrators, and students, the consensus of the campus was that the QEP topic would be, *"Jaguars to the Core: Cultivating General Education Competencies"*, with a focus on the general education competencies in math, science, English, and reading.

Throughout 2019-2020, the QEP committee continued to develop the document. In the spring of 2020, and as the QEP team engaged in developing the plan, the committee considered the broad aspect of the topic and began to consider narrowing the topic within

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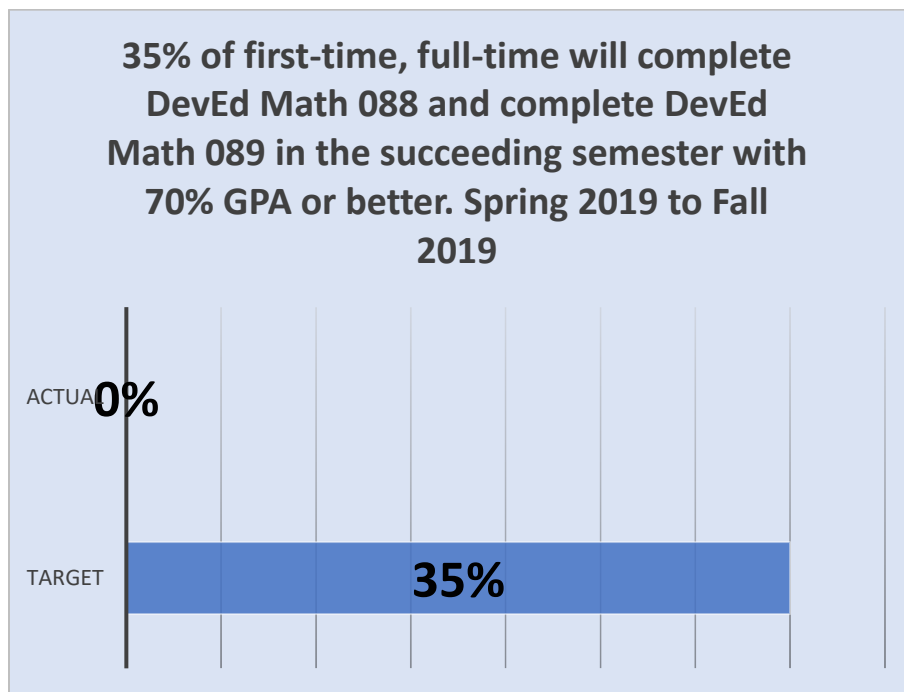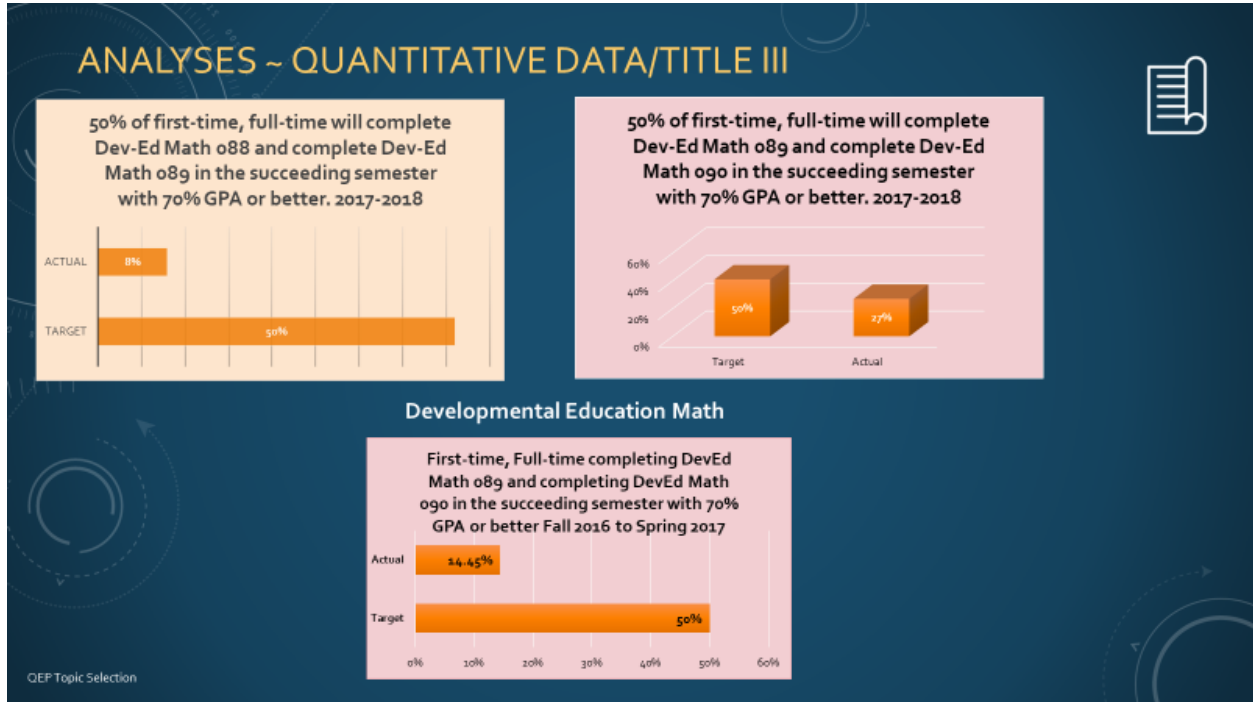
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the scope of the general education courses reflected in the data. The committee worked through the summer and after reviewing the data on all general education areas, the committee decided to recommend a focus on just two areas within the general education curriculum based on the critical link to retention and academic success. The two areas were English and Math.

In August, the narrowed focus of the QEP topic was taken to the faculty, staff, administration and students in August 2020 at the Fall Faculty/Staff Institute. The topic presented to the University was *"Jaguars to the Core: Cultivating General Education Success in Math and English."* The faculty, staff, and administration approved the narrowed focus of the topic and was presented to the Chancellor, who confirmed the narrowed focus on 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 Southern University Board of Supervisors. 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

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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.

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35% of first-time, full-time will complete DevEd Math 089 and complete DevEd Math 090 in the succeeding semester with 70% GPA or better. Spring 2019 to Fall 2019
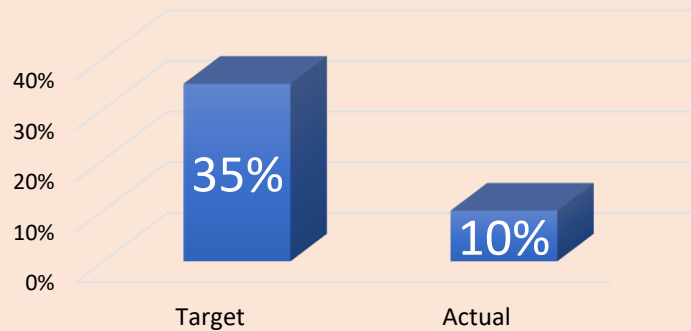
First-time, Full-time completing DevEd Math 095 and completing Math 133 or Math 135 in the succeeding semester with 70% GPA or better Spring 2019 to Fall 2019
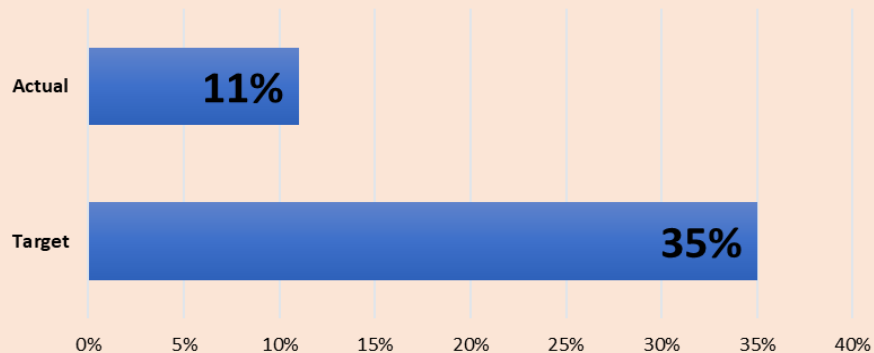
The data above related to developmental studies math in 2017-18 show that the target for moving from math 088 to math 089 have not been met. The target was 50% and the actuals were not close to meeting that target. The same was true in the subsequent semesters and Fall to Spring 2019 in that the targets 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.

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35% of first-time, full-time will complete DevEd Math 090 and complete Math 133 or Math 135 in the succeeding semester with 70% GPA or better. Spring 2019 to Fall 2019

ACTUAL	**17%**
TARGET	**35%**

ANALYSES ~ QUANTITATIVE DATA/TITLE III

First-time, Full-time completing Dev-Ed ENGL 090 and completing ENGL 110 in the succeeding semester with 70% GPA or better Fall 2016 to Spring 2017

22.17%

50%

0%   10%   20%   30%   40%   50%

50% of first-time, full-time will complete Dev-Ed Engl. 090 and complete Engl. 110 in the succeeding semester with 70% GPA or higher. 2017-2018

100%

50%   50%   39%

0%

Target   Actual

Developmental Education English

QEP Topic Selection

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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
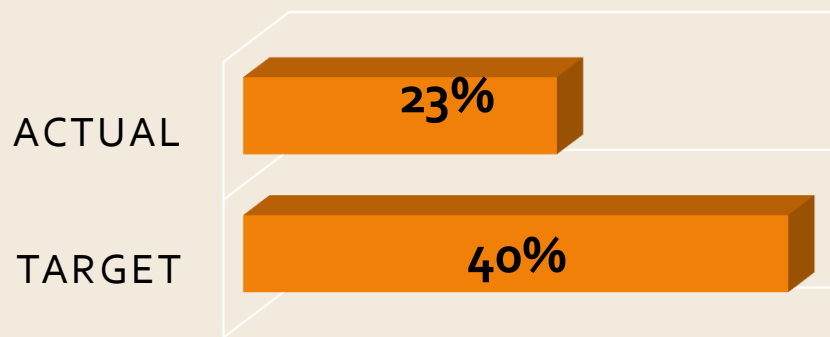
ACTUAL **23%**

TARGET **40%**

Southern University at Shreveport Louisiana
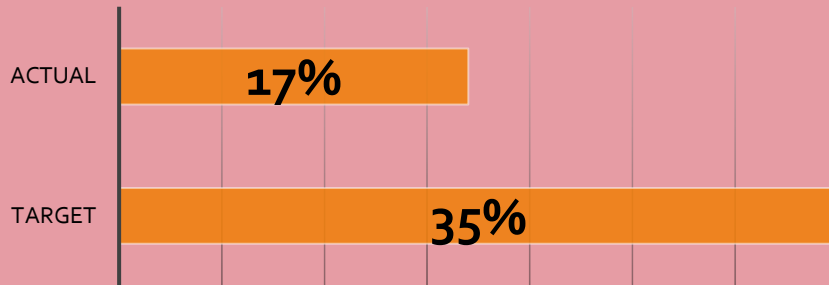*Jaguars to the Core: Cultivating General Education Success in Math & English*

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First-time, Full-time completing DevEd ENGL 090 and completing ENGL 110 in the succeeding semester with 70% GPA or better Spring 2019 to Fall 2019
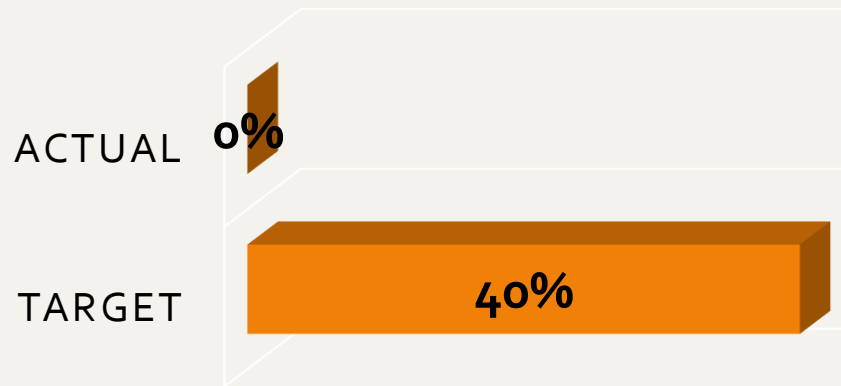
Actual 11%

Target 40%

0% 5% 10% 15% 20% 25% 30% 35% 40%
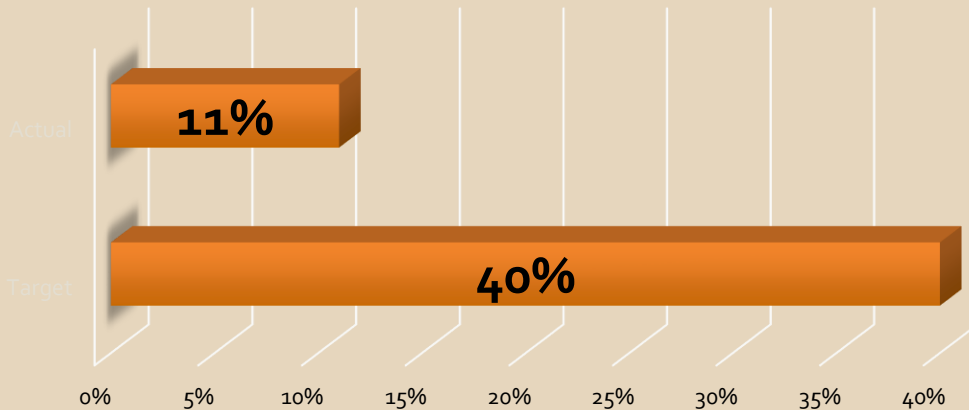
The same outcomes that we experienced in math are evident in developmental studies English. The target was 40% of the students entering English 089 and completing English at a 70% pass rate the subsequent semester was targeted for 40% but only 23% of the students met that target. The data suggest that 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.

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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

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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.

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- 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

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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

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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

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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

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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 outcomes.

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

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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 in 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 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 2 years. 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

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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. <u>Indeed, we all want the same thing which is student success.</u> 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.

Goals, Outcomes and Strategies

The Goal of the QEP

The Goal of the SUSLA QEP is to increase the passage rates in Development Math and English to <u>enhance student success and retention</u>.

> 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 Expected Outcomes of the QEP

The Expected Outcomes of the QEP include:

Student Success Outcome 1: Increase the success rate of students in Developmental Math courses 20% by 2025 from 2017-2018 baseline data of 21% (4% year-to-year).

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- Performance Indicator: 35% of first-time full-time students will complete Developmental Math with a 70% Course GPA(i.e., course grade) or better

Student Success Outcome 2: Increase the success rate of students in Developmental English courses 10% by 2025 from 2017-2018 baseline data of 31% (2% year-to-year).
- Performance Indicator: 40% of first-time full-time students will complete Developmental English with a 70% Course GPA (i.e., course grade) or better

The Strategic Initiatives

To reach the expected outcomes of the QEP, SUSLA will engage the following Strategic Initiatives:

Strategic Initiative 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.

This initiative 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.

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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

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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.

Strategic Initiative 2: Faculty will redesign course content and course sequences in Math 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.

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.

Strategic Initiative 3: Faculty will redesign course content and course sequences in English 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

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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 many 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.

The following charts show the micro assessment protocols by each outcome and strategic initiative of the QEP. Specifically, for each out it includes the performance indicator, assessment instrument/ method, expected results and annual targets. Additionally, for each strategic initiative it lists the measurement, process, criteria for success, analyze results and use of results. These activities will be monitored by the assessment team and discussed with QEP director and project personnel. It is expected that improvement in QEP implementation will be made based on these assessment discussions.

Micro Assessment by Outcome

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Student Success Outcome 1: Increase the success rate of students in Developmental Math courses 20% by 2025 from   2017-2018 baseline data of 21% (4% year-to-year).

Performance Indicator	Assessment Instrument/Method	Expected Results	Annual Targets				
			2021	2022	2023	2024	2025
35% of first-time, full-time students will complete Dev-ED Math 095S and complete Math 133S or SMAT 121S in the succeeding semester with a 70% GPA or better	Passage rate report from Research and Institutional Effectiveness Pre and Post Tests will be administered to students using the English and Math Resource Centers	Increased Passage Rates in Developmental Math Courses	35%	39%	43%	47%	51%

Student Success Outcome 2: Increase the success rate of students in Developmental English courses 10% by 2025 from 2017-2018 baseline data of 31% (2% year-to-year).

Benchmark Success Measures	Assessment Method/Instrument	Expected Results	Annual Targets				
			2021	2022	2023	2024	2025
40% of first-time, full-time students will complete Dev-ED English 100S with a 70% GPA or better .	Passage rate report from Research and Institutional Effectiveness Pre and Post Tests will be administered to students using the English and Math Resource Centers	Increased Passage Rates in Developmental English Courses	40%	42%	44%	46%	48%
40% of first-time, full-time students will complete Integrated Reading and Writing 099S and complete SENL 101S or English 100S in the succeeding semester with a 70% GPA or higher	Passage rate report from Research and Institutional Effectiveness Pre and Post Tests will be administered to students using the English and Math Resource Centers	Increased Passage Rates in Developmental English Courses	40%	42%	44%	46%	48%

Micro Assessment by Strategic Initiative

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Strategic Initiative 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

Objectives: Improve student success by building the foundational skills of students and by developing systems to address challenges that affect student success (Strategic Plan Objectives 1.5, 1.5.4, 1.5.5)
Improve quality of instruction by expanding the availability of instructional technology (Strategic Plan Objectives 1.4, 1.42)
Provide facilities suitable for 21st Century learning (Strategic Plan Objective 5.2)

Student Success Outcome #1: Students who participate in the English and Math Resource Center will increase the success rate in Developmental Math courses 20% by 2025 from 2017-2018 baseline data of 21% (4% year-to-year).

Measurement	1. Development Plan and Timeline of BOR Grant: Math and English Resource Center 2. Pre and Post Tests for students frequenting the Center 3. Calculation of passage rates for first-time, full-time students enrolled in Dev-Ed Mathematics
Process	1. PI and CO-PI of BOR Grant will supervise construction of the lab 2. PI and CO-PI will administer student and faculty evaluations 3. Students will be required to attend lab as stipulated on the syllabus
Criteria for Success	1. 35% of first-time full-time students will complete Developmental Math with a 70% GPA or better 2. Increased persistence from term to term/course to course in developmental studies math and less time taken to enter into gateway math courses 3. Completed Resource Center by 2021
Analyze Results	The results will be collected and analyzed by the QEP Director, FYE faculty, and QEP Assessment/Implementation committee.
Use of Results	Results will be used to determine if interventions are enhancing student success

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Strategic Initiative 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

Objectives: Improve student success by building the foundational skills of students and by developing systems to address challenges that affect student success (Strategic Plan Objectives 1.5, 1.5.4, 1.5.5)
Improve quality if instruction by expanding the availability of instructional technology (Strategic Plan Objectives 1.4, 1.42)
Provide facilities suitable for 21st Century learning (Strategic Plan Objective 5.2)

Student Success Outcome #2: Students who participate in the English and Math Resource Center will increase the success rate in Developmental English courses 10% by 2025 from 2017-2018 baseline data of 31% (2% year-to-year).

Measurement	1. Development Plan and Timeline of BOR Grant: Math and English Resource Center 2. Pre and Post Tests for students frequenting the Center 3. Calculation of passage rates for first-time, full-time students enrolled in Dev-Ed English
Process	1. PI and CO-PI of BOR Grant will supervise construction of the lab 2. PI and CO-PI will administer student and faculty evaluations 3. Students will be required to attend lab as stipulated on the syllabus
Criteria for Success	1. 40% of first-time full-time students will complete Developmental English with a 70% GPA or better 2. Increased persistence from term to term/course to course in developmental studies math and less time taken to enter into gateway English courses 3. Completed Resource Center by 2021
Analyze Results	The results will be collected and analyzed by QEP Director, FYE faculty, and QEP Assessment/Implementation committee during the first semester
Use of Results	Results will be used to determine if interventions are enhancing student success

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Strategic Initiative 2: Faculty will redesign course content and course sequences in Math 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.

Objective: Improve student success by re-engineering the First-Year Experience to foster a climate of intellectual expectation and achievement (Strategic Plan Objectives 1.5, 1.5.1)

Student Success Outcome #1: Students will increase the success rate in Developmental Math courses 20% by 2025 from 2017-2018 baseline data of 21% (4% year-to-year).

Measurement	1. Student performance comparison (students' performance in redesigned courses compared to performances in prior course structure) 2. Implementation of redesign course content and course sequences - By 2022, implement the co-requisite model and emporium model for developmental courses. 3. Calculation of passage rates for first-time, full-time students enrolled in Dev-Ed math.
Process	1. Faculty will review best practices and re-design course curriculum 2. Faculty will participate in professional development in relation to Developmental Education and actively participate in the National Organization of Student Success (formerly National Association of Developmental Education) 3. Student Success Center will implement Guided Pathways initiative 4. Math faculty will track students in FYE College Success Course
Criteria for Success	1. 35% of first-time full-time students will complete Developmental Math with a 70% GPA or better 2. Completed gateway college math in year 1
Analyze Results	The results will be collected and analyzed by the QEP Director, FYE faculty, and QEP Assessment/Implementation committee during the first semester
Use of Results	Results will be used to determine if interventions are enhancing student success

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Strategic Initiative 3: Faculty will redesign course content and course sequences in English 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.

Objective: Improve student success by re-engineering the First-Year Experience to foster a climate of intellectual expectation and achievement (Strategic Plan Objectives 1.5, 1.5.1)

Student Success Outcome #2: Students will increase the success rate in Developmental English courses 10% by 2025 from 2017-2018 baseline data of 31% (2% year-to-year).

Measurement	1. Student performance comparison (students' performance in redesigned courses compared to performances in prior course structure) 2. Implementation of redesign course content and course sequences - By 2022, implement the co-requisite model and emporium model for developmental courses. 3. Calculation of passage rates for first-time, full-time students enrolled in Dev-Ed English.
Process	1. Faculty will review best practices and re-design course curriculum 2. Faculty will participate in professional development in relation to Developmental Education and actively participate in the National Organization of Student Success (formerly National Association of Developmental Education) 3. Student Success Center will implement Guided Pathways initiative 4. English faculty will assess students using Pearson myLab
Criteria for Success	1. 40% of first-time full-time students will complete Developmental English with a 70% GPA or better 2. Completed gateway English in year 1.
Analyze Results	The results will be collected and analyzed by the QEP Director, FYE faculty, and QEP Assessment/Implementation committee during the first semester
Use of Results	Results will be used to determine if interventions are enhancing student success

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Macro Assessment

As noted in the micro assessment charts above, each of the strategic initiatives, math and English Resource Center and the redesigning of course content and sequence have a micro evaluation process embedded in the project. Within the Transforming the FYE project, **Goal 2**: **Develop comprehensive assessment methods of student success outcomes to improve FYE programs**, Early Momentum Metrics (EMM's) will be used to assess all strategic initiatives and student success outcomes. The macro assessment will want to determine if the student success outcomes have been attained and whether the students who participated in the Resource Center or taken courses whose content or sequences have been redesigned or participated in a class that used the emporium teaching delivery model, have accumulated more credit hours faster than students who have not participated in these initiatives. Unlike the micro assessment, the macro will review portfolios/artifacts to identify which strategic initiative has had the most impact on which type student. In addition, over the long term, the macro assessment will determine if the increased credit hour accumulation for these students increases their retention rate as well as reduce their time-to-degree. resulting in a higher graduation rate than students who matriculated prior to implementation of the QEP initiatives as well as those who did not participated in them.

Incorporation into the Institutional Assessment Process

Assessment for the QEP will be adapted for the newly revised Strategic Planning and Institutional Effectiveness process, which is an on-going, cyclical research-based process that is engaged annually. The cycle for the institutional effectiveness process involves a fiscal year (July – June). The Student Success Center will be considered another unit to track for assessment purposes and the outcomes identified in the QEP plan will be placed on a standard report. Assessment reports monitor results related to the benchmarks set, seek plans to improve results, and encourage closing the loop on outstanding plans. During January–March of every year, the prior year's reports are reviewed, involving the review of the prior year's outcomes' completion or lack thereof, which will guide the decision of the Success Center to adjust strategic initiatives or continue as planned. Budgeting decisions are made (considering the budgetary items resulting from the report). From July to June, strategic initiatives/activities are implemented, data are collected and analyzed, and results are recorded.

Resources and Capacity to Support Implementation of the QEP

Southern University at Shreveport (SUSLA) has the capacity to fully implement the Quality Enhancement Plan. The institution has assessed financial resources needed and has committed the funding 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.

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Fiscal Resources

The College has committed sufficient financial resources to support implementation of the QEP. The proposed QEP Program Budget is presented below. The institution is committing $2,637,556. 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 diverse sources, to include: University self-generated funds, MSEIP, Louisiana Board of Regents, and Title III grants. SUSLA has committed approximately $900,000 in self-generated funds to support the goals and objectives of the QEP. The institution will seek additional resources to sustain the QEP beyond the five-year period.

In 2019, SUSLA received a Minority Science and Engineering Improvement Program (MSEIP) Grant from the U.S. Department of Education providing SUSLA with $682,074 over three (3) years (2019-2022). The purpose of this grant is to address the under-represented minority student population through the integration of Math lecture and lab (i.e., developed as a "flipped" experiential learning support model). Approximately, $546,000 or 80% of this grant is appropriated for renovation and equipment of the Math Lab, in addition to, personnel, professional development, contractual services and supplies to leverage the goals of the QEP.

The Louisiana Board of Regents awarded SUSLA $92,778 to implement an English and Math Resource Center whose purpose is to afford technology access to a traditionally underserved student population and provide new curriculum and pedagogical opportunities for faculty. The entirety of this grant supports the focus of the QEP. Funding will be used to cover the costs of equipment and supplies for the resource center.

SUSLA receives approximately $3.5 million each year from the Title III-B Strengthening Historically Black Colleges and Universities (HBCUs) program. This annual allocation is provided to eligible institutions to assist them in strengthening their academic, administrative, and fiscal capabilities. The HBCU Title III, Part B Program is authorized by Title III, Section 322 of the Higher Education Act of 1965, as amended (HEA), and the Code of Federal Regulations (34 CFR 608), as amended (HEA). SUSLA has committed approximately $1.1 million of Title III funds over the five-year period to support the goals and objectives of the QEP. In addition, SUSLA has allocated funds annually to provide indirect support to the QEP as outlined below:

- Approximately $287,000 targeted for Student Success Enhancement
- Approximately $600,000 targeted for Technology Infrastructure Enhancement
- Approximately $120,000 targeted for faculty and staff Professional Development

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QEP Program Budget

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
QEP Director (Full-time faculty with part-time release from instructional delivery, salary, and benefits): Course load will be reduced from 15 credit hours (5 courses) to 6 credit hours (2 courses)	55,000	55,000	55,000	55,000	55,000	275,000
An adjunct faculty will be hired to teach the additional 9 credit hours (3 courses) per semester	15,000	15,000	15,000	15,000	15,000	75,000
Project Director (10% time)	16,000	16,000	16,000	16,000	16,000	80,000
Project Manager (10 % time)	12,000	12,000	12,000	12,000	12,000	60,000
Project Facilitator (20%-time x 2)	25,000	25,000	25,000	25,000	25,000	125,000
Administrative Assistant (20% time)	5,000	5,000	5,000	5,000	5,000	25,000
Faculty Mentors (10% x 2)	7,500	15,000	15,000	15,000	15,000	67,500
Adjunct	25,000	35,000	45,000	45,000	45,000	195,000
Faculty virtual tutors/adjuncts (20% x2)	18,093	25,000	25,000	25,000	25,000	118,093
Math Instructor	44,463	47,141	47,141	47,141	47,141	233,027
English Instructor	46,054	40,000	40,000	40,000	40,000	206,054
Benefits	72,967	83,173	85,173	85,173	85,173	411,659
Faculty Professional Development	37,500	37,500	37,500	13,500	13,500	139,500
Consultant	5,000	19,600	19,600	-	-	44,200
Equipment (including computers)	121,458	-	-	-		121,458
Supplies (including software)	52,588	21,220	20,420	20,420	20,420	135,068
Physical Enhancements	43,890	-	-	-	-	43,890
Marketing	7,500	5,000	2,500	2,500	2,500	20,000
Travel	81,843	46,935	46,935	43,197	43,197	262,107
TOTAL	**691,856**	**503,569**	**512,269**	**464,931**	**464,931**	**2,637,556**

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Human Resources

QEP Organizational Structure
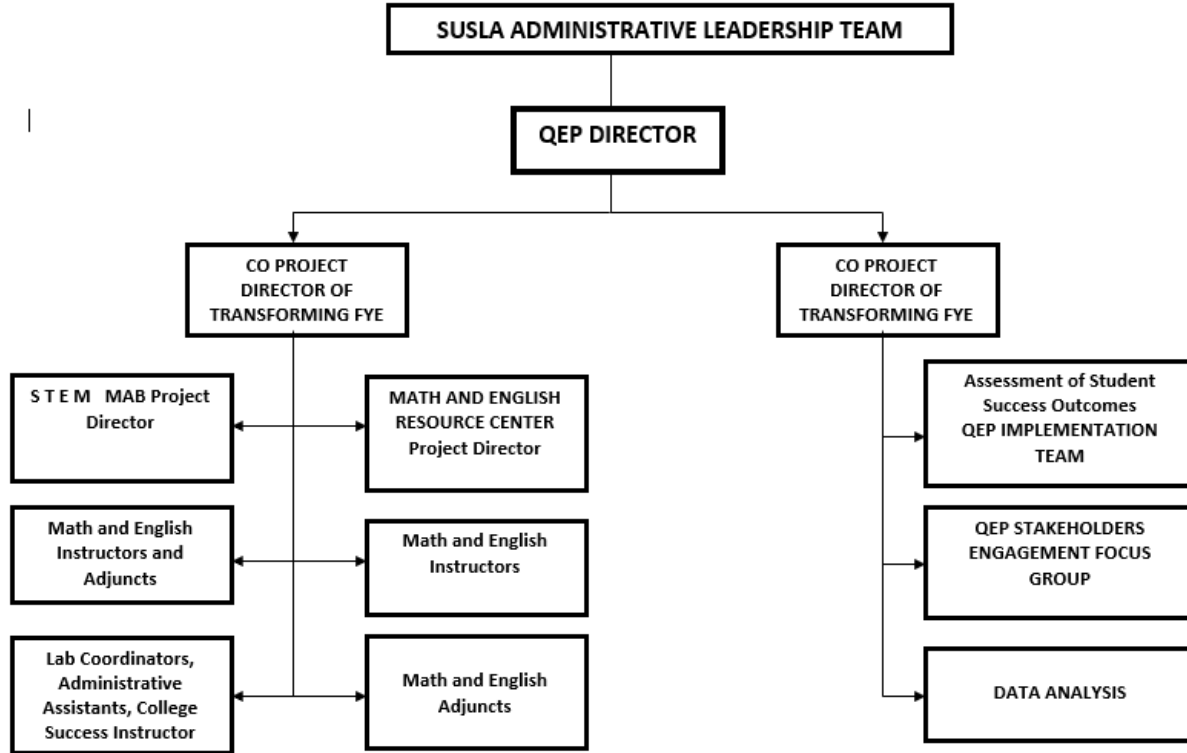
The QEP has an ample organizational structure to ensure full implementation. The organizational structure will include a QEP Director, part-time project directors, part-time project manager, part-time project math and English instructors, part-time administrative assistant, adjunct instructors, faculty mentors and math lab coordinator. The QEP Director will have responsibilities for the day-to-day operations related to full implementation of the QEP. The Director, working with the co-project directors of the Transforming the First-Year-Experience (FYE) Title III project, will have the responsibility for coordinating with the project directors of the STEM: MAB and Math and English Resource Center grants to ensure that the activities designed to accomplish the outcomes and goal of the QEP are coherently implemented and carefully aligned with timeline of the QEP implementation schedule. The QEP Director, Co-directors of The Transforming the FYE project and project directors of the separate grants will comprise the QEP management team. The team's duties will include evaluating staff, managing the QEP budget, collecting and reviewing assessment data, and keeping the administration informed of the progress and any unforeseen challenges related to the QEP.

The QEP will also have an implementation/assessment committee that will serve as integral part of the ongoing assessment process and will represent another level of oversight of the QEP and its implementation. The team will hold the Director accountable

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and periodically report the status of the QEP to the SUSLA Administrative Leadership team.

<center>Physical Resources</center>

The institution has identified existing space that will be renovated to facilitate the new learning environment envisioned under the auspices of the QEP.

Institution "Will"

In addition to having the human, fiscal, and the physical resources, the institution and its personnel have the "will" to fully implement the QEP. The Southern University at Shreveport community has embraced and dedicated the time and effort to ensure its success.

Broad Based Participation in Implementation

The table below represents the cross-campus broad based participation of the implementation team. The implementation team will ensure the campus community is kept informed of the progress and success of the QEP.

<center>QEP Implementation Team</center>

Committee Member	Position	University Division
Kenie Moses, Ph.D.	Chair Engineering & Technology Assistant Professor, Engineering & Mathematics	Academic Affairs and Workforce Development - BSTEM
Harolyn Wilson	Assistant Professor, Developmental Mathematics	Academic Affairs and Workforce Development - BSTEM
Vanessa White	Department Chair, Computer Science & Mathematics	Academic Affairs and Workforce Development - BSTEM
Wanda Waller, Ph.D.	Department Chair, Humanities	Academic Affairs and Workforce Development - AHSSE
Joyce Cottonham	Assistant Professor, English	Academic Affairs and Workforce Development - AHSSE
Angelica Hart	College Success Instructor	Academic Affairs and Workforce Development - AHSSE
Glen Harris	Student Success Coach	Student Affairs & Enrollment Management
Latari Fleming	Dean of Students	Student Affairs & Enrollment Management
Charlotte Ashley	Research and Assessment Coordinator	RSPIE

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Ateja Williams	Career Coach	Academic Affairs and Workforce Development – Career Services
Judy McIntosh	Administrative Assistant	Finance and Administration-Facilities
Jalisa Shaw Thomas	Grants Accountant	Finance and Administration-Finance
Annquinette King	Web Developer	Finance and Administration-Information Technology
Dellanee Wade	Graphic Services Coordinator	Advancement

Implementation Timeline

October 2017	**Internal Research and Charge Research Team/ Provide Orientation**
November 2017 - December 2017	**QEP Committee Established and Sub-committee Established/Provide Orientation**
March 2018	**Forums with Faculty, Staff, Students, Alumni and Community**
August 15, 2018	**Topics Presented to Faculty and Staff Feedback from the Campus Community/Selection of Final Topic**
September 2018 – March 2020	**QEP Planning Committee Development of the QEP**
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	**Revised QEP Topic 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 Operational**

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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: Surveys 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

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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 Elias, 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

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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.

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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

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- 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

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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

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- ➢ 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**

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- ➢ Orientation
- ➢ Online Courses/Programs
  - o Orientation
  - o 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 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

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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
  - o 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

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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

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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)

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| **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.

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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

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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

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