

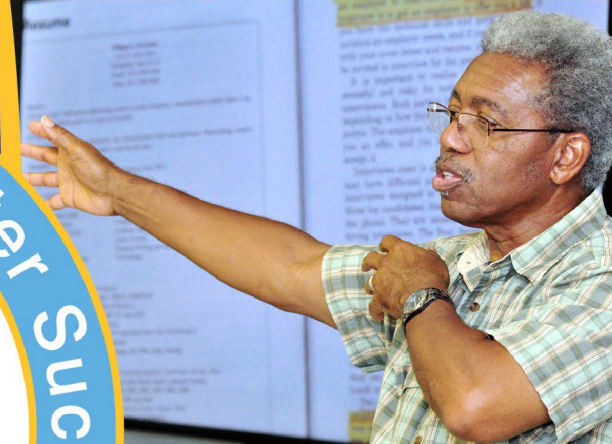


Quality Enhancement Plan

Southern University and A&M College
Baton Rouge, Louisiana

2020-2025

Updated 9/1/2020





Institutional Support

JAGS: A Pathway to Prominence

We at Southern University and A&M College have identified and developed a Quality Enhancement Plan (QEP) that is consistent with our mission, focuses on student success and reflects our commitment to continuous improvement. We remain committed to helping our students succeed in their academic effort, graduate on time and go on to have productive careers, live noble lives and contribute to society as global citizens. Our effort is aligned with our strategic intent and with workforce development goals of the state of Louisiana.

A recent institutional assessment revealed that a disproportionate number of students at our institution do not return for a second year (**39.2%** of first-time freshmen). Thus, to improve retention, we made plans to intervene through the utilization of research-based strategies that will ensure student success. We remain committed to Fulfilling the Promise of providing every student with the opportunity of degree attainment.

Our QEP titled **JAGS – Journey to Achieve Greater Success**, focuses on the first-year experience of our undergraduate students. It incorporates (1) planned curriculum revisions in gateway courses in three select disciplines and (2) a more coordinated academic enrichment effort in support of first-year students. The QEP activities are in line with the Southern University and A&M College [Strategic Plan](#), [IMAGINE 20K: 2018 – 2030](#), and reinforces our commitment to providing a high-quality academic experience for all students so that they can succeed.



I am grateful to the QEP Development Team for their work in preparing this document. Their diligence in reviewing institutional data and compiling feedback from university stakeholders has led to the broad acceptance of the **JAGS QEP**. Further, the well-thought-through assessment plan will help us learn from, intervene, and deliver what we have planned. I am committed to providing the required budgetary support to implement this plan over its five-year duration. We encourage the Southern University community and its stakeholders to embrace this new innovative plan which will provide support to positively transform our students, how they learn and perform, in their **Journey to Achieve Greater Success!**

Yours in Education,



Dr. Ray L. Belton

Southern University and A & M College, Chancellor

TABLE OF CONTENTS

1. Executive Summary	6
2. Overview of Southern University and A&M College	7
3. QEP Topic and Development Process	13
4. Literature Review and Best Practices.....	19

5. Program Design	26
6. Implementation Plan	29
7. Assessment Plan	37
8. Marketing Plan	46
9. Timeline.....	47
10. Organizational Structure.....	49
11. Budget and Resources	53
12. Appendices	56
13. References.....	77

1. Executive Summary

Southern University and A&M College (SU) is committed to student success. This commitment is reflected in our mission statement where we aim “to provide a student-focused teaching and learning environment.” In the spring of 2017, Southern University and A&M College began a broad-based process of planning for the Quality Enhancement Plan. The initial activities included review of institutional data and communication with stakeholders including faculty, students, administrative representatives, and the Board of Supervisors for input concerning potential topics.

The ongoing processes revealed common themes centered on the first year experience of our undergraduate students. During the fall semester of 2018, we became aware of a disproportionate number of students who were likely to be placed on academic probation. These students, as further analyses of institutional data suggested, were not passing select general education courses. The result of the analyses was also shared with the Academic Council, the College Deans, the Faculty Senate and with the Chancellor’s Cabinet. Soon a Southern University and A&M College Quality Enhancement Plan (QEP) was identified to focus on the first year experience of undergraduate students and more specifically to address student success in English, mathematics, and biology gateway courses.

The objectives of the SU QEP, **JAGS – Journey to Achieve Greater Success**, will be achieved through student success in three gateway courses and through student learning outcomes aligned with SU General Education Program of Excellence (GEPE). Southern University’s commitment to the QEP is supported by our investment in the Gardner Institute’s Gateways to Completion® (G2C) program which provides a meticulous process that will be used to initiate and implement the QEP. The internal and external review and assessment of the G2C process will provide feedback to refine the QEP implementation and suggest practices for sustaining enhancements. We will also supplement our effort by examining and revising the content and process of orientation for new undergraduate students and ongoing student development engagements.

SU will implement and monitor the QEP with the aid of faculty teaching gateway courses, with students serving as peer coaches, and staff facilitating student support services. The First Year Experience initiative, by embracing the Seven Habits of Highly Successful College Students model, will help students develop a new mindset, gather new tool set and acquire new skill set, all so they can persist and succeed in college and beyond. The Center for Student Success will actively provide tutoring and supplemental instruction with requests from students and/or instructors teaching gateway courses.

The QEP title, JAGS – Journey to Achieve Greater Success, appropriately describes an active process and utilizes a reference to the university’s mascot, the Jaguar, to promote university pride. The JAGS QEP will infuse active learning and student engagement as well as personal and institutional pride into

the first year experience. With these necessary tools we envision greater student success through their academic journey.

2. Overview of Southern University and A&M College

2. Overview of Southern University and A&M College

Southern University and A&M College, originally founded in New Orleans, Louisiana in 1880, moved to Scotlandville, just north of Baton Rouge, in 1914. From a small, state-sponsored institution of higher learning for black Louisianans, Southern University grew into the only system among Historically Black Colleges and Universities in the nation. Southern University and A&M College is a comprehensive institution offering four-year, graduate, professional, and doctoral degree programs. The university offers bachelor's degrees in 33 areas as well as 23 master's and five doctoral degrees.

The Baton Rouge campus is located on Scott's Bluff overlooking the Mississippi River in the northern section of the City of Baton Rouge. The city parish metropolitan area has a population of more than 800,000 and serves as a cultural, political, educational, and industrial center for South Louisiana. The campus encompasses 512 acres, with approximately 60 acres for agricultural instruction, research and outreach.



2. Overview of Southern University and A&M College



Educational opportunities are provided for traditional and non-traditional students offering scholarly interaction among diverse people. The university is committed to a broad program of research, both basic and applied, and creative work to stimulate the faculty and students in a quest for knowledge and to aid society in resolving its scientific, technological, socioeconomic, and cultural problems.

Southern University renders service to the community through urban and rural programs and makes available educational, cultural, and developmental resources to enhance the quality of life. Adhering to the spirit of its function as an 1890 Land-Grant Institution, the University's public service programs have assumed a prominent posture throughout the State of Louisiana, nationally, and internationally.

Southern University views diversity as vital to the health of any educational enterprise. To support this philosophy, the University takes affirmative steps to maintain a multicultural faculty, staff, and student body. This diversity is achieved principally through assertive recruitment efforts and through multifaceted international programs.

The University seeks to recruit and maintain a faculty which through its preparation and scholarly activities exert a profound effect on various institutions in the state, region, nation, and world. Beyond their traditional roles, faculty members perform distinguished services that complement and enhance

both teaching and research initiatives and provide an additional mechanism for Southern University to serve the community at large.

2. Overview of Southern University and A&M College



The University develops and maintains a safe physical environment that is conducive to intellectual growth and development while operating in accordance with the highest standards of fiscal and administrative management. This environment is enhanced through the use of the most recent information technology, which offers the university community access to resources from throughout the world.

Mission

The mission of Southern University A & M College – a historically black 1890 land-grant institution in Baton Rouge, Louisiana - is to provide a student-focused teaching and learning environment that creates global leadership opportunities for a diverse student population where teaching, research, service, scholarly and creative expectations for students and faculty are achieved through the

bachelor's, master's, and doctoral programs offered at the institution via different instructional modalities and via public service.

Vision

To provide access and opportunity to students and matriculate graduates who are equipped to excel in a 21st century, knowledge-based, global economy.

2. Overview of Southern University and A&M College

Core Values

Student Centered: Students are the focus of institutional priorities, resource decisions, and planning. As stewards of student needs, we are advocates for student access, success, completion, placement in the workforce and/or in graduate or professional programs.

Academic Excellence: Academic excellence is the provision of the highest quality educational and learning experiences made possible by academically and professionally qualified faculty and staff, opportunities for contextual learning, state-of-the-art facilities, safe and aesthetically pleasing surroundings, and resources necessary to support teaching and learning.

Access: Access fosters the opportunity and possibility for anyone associated with Southern University and A&M College to acquire a quality educational experience at an affordable price.

Integrity: Integrity involves honesty and fairness, consistency in instruction, ethics of scholarship, freedom of inquiry, and open and truthful engagement with the community through effective communication, policies and practices.

Research and Scholarship: Southern University and A&M College serves as an incubator and champion for both basic and applied research as well as entrepreneurial endeavors that produce knowledge of intrinsic and practical value. With an emphasis on partnerships, research and service projects, the university employs emerging technology to prepare students to contribute to the well-being of all communities.

Innovation: Innovation is the creative and deliberate application of teaching, research, scholarship and service for the development of products and services that provide added value to Louisiana and beyond.

Diversity: Differences in views, interpretations and reactions derived from diversity are important. Diversity enriches a learning environment focused on preparing individuals to live and work in a global society.

Community: Southern University and A&M College is a community of faculty staff, students and alumni that share a common identity and purpose that engages with the university's external community through diverse services and programs. Our global community continues to demonstrate unequivocal support of our institutional mission.

(Southern University and A&M College Strategic Plan 2018-2023: Imagine 20K, 2018)

3. QEP Topic and Development Process

SACSCOC requires each of its member institutions to develop a Quality Enhancement Plan (QEP) as a component of the accreditation process (Standard 7.2). We have chosen “**JAGS - Journey to Achieve Greater Success**” as our QEP (JAGS QEP).

The JAGS QEP Begins

For several years Southern University has been exploring ways to enhance the retention of first-year students. Various units have implemented activities and strategies to assist students in their academic courses. We decided to take a comprehensive approach to student success and the JAGS QEP serves as the umbrella to link general education courses in English, biology and mathematics with our student success initiatives. The final decision of the JAGS QEP topic was motivated by the analysis of student success data in the respective courses.

More specifically, we will focus on enhancing and ensuring student success in “gateway” courses, namely in English Composition I and II (ENGL 110/111), in Pre-Calculus Mathematics I: College Algebra (MATH 135) and in General Biology (BIOL 104). The choice of a topic for our QEP was influenced by, and is a natural outgrowth of, our institutional planning and our assessment effort. After the QEP topic was identified, a concerted and a broad-based effort took place to get feedback from, and to gain acceptance amongst, a broad spectrum of university community including faculty, students, staff, administrators, alumni, and from the governing board.

Figure A. English Composition I (ENGL 110) pass/fail rates, Fall 2014 – Spring 2019

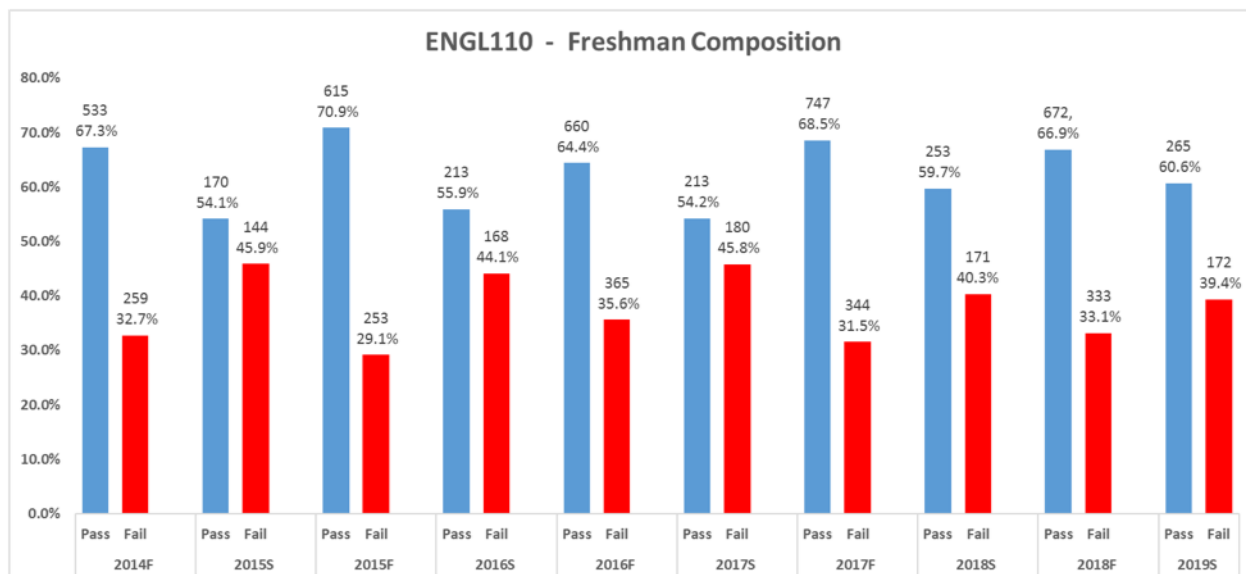
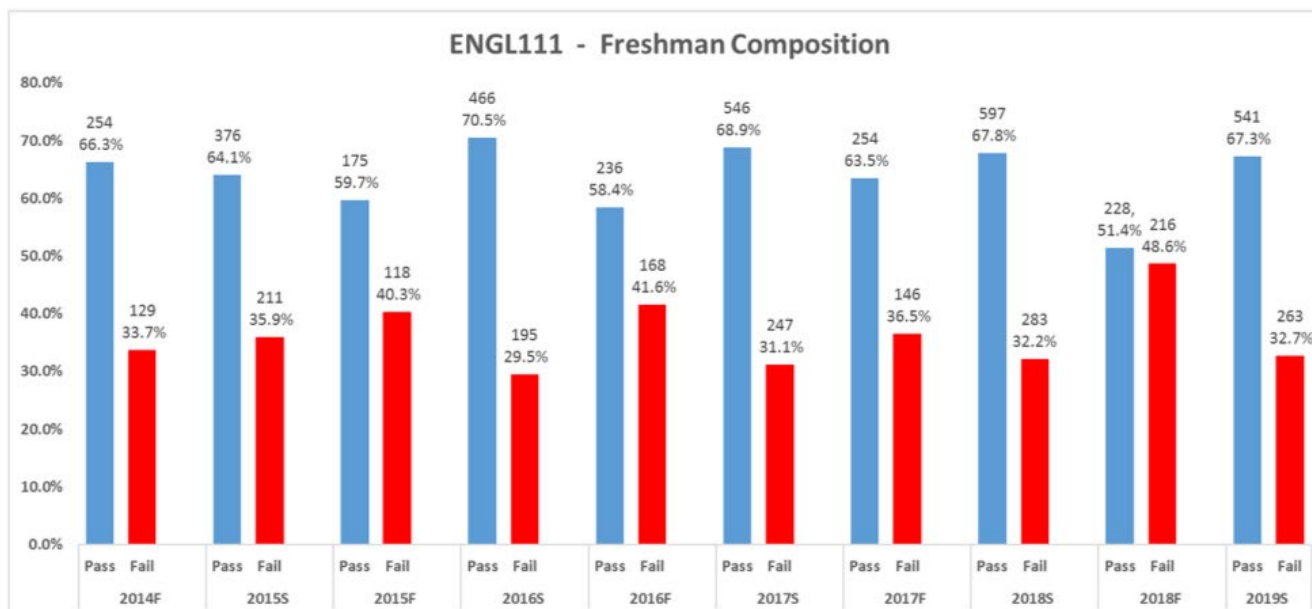


Figure B. English Composition II (ENGL 111) pass/fail rates, Fall 2014 – Spring 2019



Faculty focus groups were conducted to gather faculty input and ideas on how to help Southern University students succeed. The discussion in the focus groups helped to refine student learning outcomes, activities, assessment and professional development. The focus groups were held based on subject area and discipline. Before attending the focus group, faculty were asked to complete a survey. The survey requested faculty feedback with respect to teaching and learning, barriers to student success, professional development and possible solutions. During the focus groups, all faculty were asked to respond to two main questions: 1) What are barriers your students face? and 2) What are solutions to the barriers? The survey results and conversations in the focus groups were reviewed for common themes to further develop the QEP topic.

Our QEP effort is linked with our institutional mission and is consistent with our aspirations in the current strategic plan. The QEP has evolved from and supports the four imperatives that guide our nearer-term activities, including prioritized resource allocation. It is also aligned with and will help fulfill the [Master Plan of Louisiana's Board of Regents](#) and the expectations of [Louisiana Economic Development \(LED\)](#) authority.

Our QEP emerged from institutional data and will directly benefit our students. Our effort will enhance student success and will also fulfill several identified, specific, student learning outcomes. The QEP, as and when implemented, will significantly and positively impact student persistence from the first to the second year and thus help enhance retention rates subsequently. Student success in the selected general education courses will also result in better outcomes as measured by timely graduation and placement in careers. Institutional support has been assured at the highest level to initiate, develop and complete our QEP.

Figure C. Pre-Calculus Mathematics I: College Algebra (MATH 135) pass/fail rates, Fall 2014 – Spring 2019

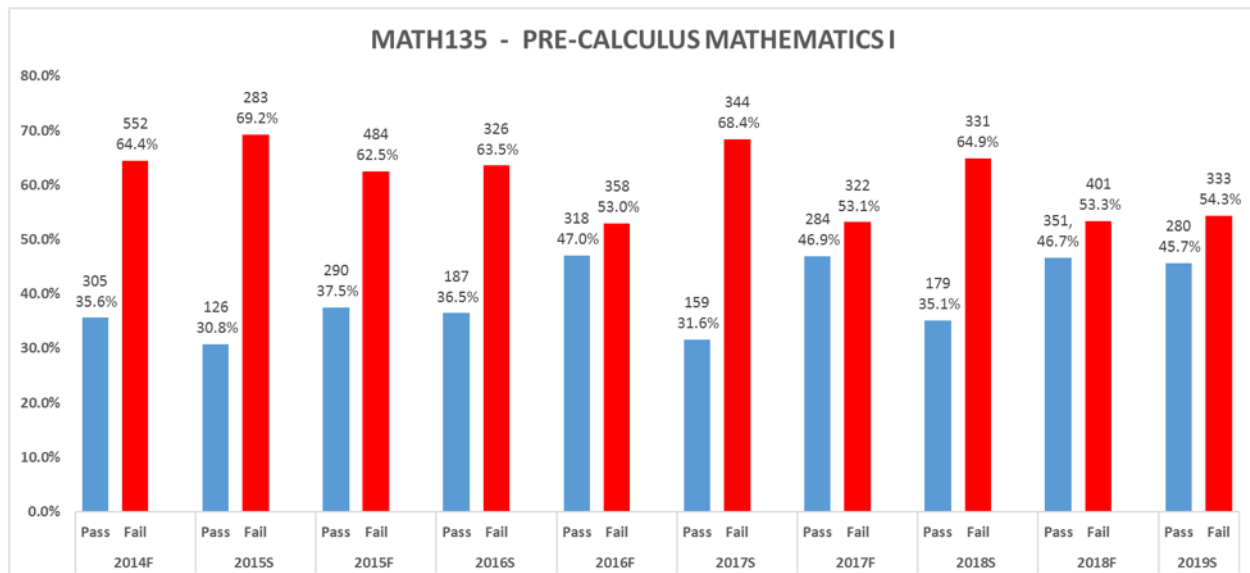
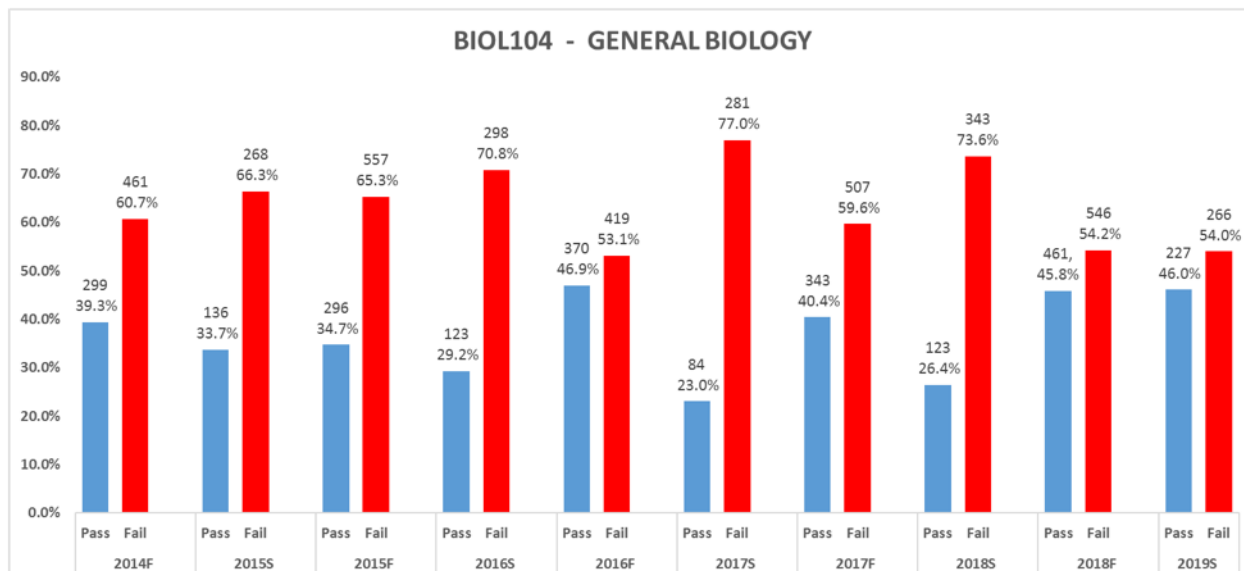


Figure D. General Biology (BIOL 104) pass/fail rates, Fall 2014 – Spring 2019



The budget for this year (2019-2020) and for the next year (2020-2021) reflects special allocations to support activities at various levels and to help recruit nine additional faculty members in the focus disciplines. Further, we will, for each year, assess our progress, learn from and use the results of what we measured. During the next five years we hope to experience an academic renewal that will spread to other courses and disciplines. The lessons learned and shared will positively transform the way we embrace our students, gauge their needs, and orient them to campus life. We will be able to offer differentiated academic advising and support, and improve how we facilitate classroom instruction. In short, the QEP process will give us insight on how we promote and sustain “a student-centered learning environment” that is etched in our mission statement.

Our present QEP effort can be categorized into three phases:

1. QEP Planning Phase (Identification and Justification) - Done
2. QEP Development and Dissemination Phase – Oct. 2019 - May 2020

3. Implementation Phase – June 2020- September 2025

QEP Planning Phase (Identification and Justification)

Southern University A&M College in Baton Rouge had, in 2016 - 2017, identified four imperatives to guide its activities. These institutional priorities were communicated to SACSCOC in a monitoring report and later were woven into the formulation of a newly minted strategic plan called [Imagine 20K](#). The four imperatives are (1) enhance retention, (2) increase graduation, (3) ensure success in licensure and certification exams and (4) enhance placement in relevant careers. Prompted by the first of the four imperatives, after the end of the fall of 2018 we wanted to know the academic performance of the newly recruited freshman class. We discovered that 47% of the freshman class was on the verge of falling below a 1.8 GPA and being labeled academically deficient. Many would be on academic probation unless some remedial measures or related interventions were undertaken. We further analyzed the student performance data and discovered that there were five courses where the students were failing in high numbers — the first course in English Composition, General Biology, College Algebra, Introductory Psychology, Arts Appreciation and Visual Arts. The first three courses were where the need for intervention was the highest.

The student performance data was simultaneously discussed in the University Academic council, the Council of Academic Deans, the faculty convocation, the staff convocation, and later in the meeting of the Board of Supervisors. At all the identified levels participants recommended that effort to ensure student success in these select high-failure courses should be the focus for our Quality Enhancement Plan. Next, the Chancellor and the Executive Vice-Chancellor organized a series of six fire-side chats where the senior administrators met with freshman students in the evenings, at their dorms or in the student center, to solicit input and to discuss ways to help students succeed academically and to persist as college students.

A representative group of faculty and administrators attended the Gateway Course Experience Conference in Atlanta, Georgia organized by the John Gardner Institute. At the conference, we sought to learn more about similar problems at other schools and to identify best practices and ways we could adapt and innovate all with the intent to enhance student learning and ensure student success. We followed up the conference participation with an on campus Faculty Development Workshop titled “Closing the Student Achievement Gap with 5 Strategies for Course Redesigns.” The workshop was facilitated by Mr. Tony Holland, Special Assistant to the Chief of Staff of the Alabama Community College System, and was hosted by the College of Sciences and Engineering.

During the summer of 2019, select faculty, administrators, and the Deans of Humanities and Sciences and Engineering also attended two seminars on Pathways to Student Success led by Dr. Tristan Denley, a nationally recognized expert, and hosted locally by the Louisiana Board of Regents. The seminars focused on student success, pathways and effective co-requisite delivery.

QEP Development and Dissemination Phase – October 2019 – May 2020

During the summer of 2019, a series of three meetings took place where the details of our approach to enhance student success in gateway courses was further affirmed and consensus emerged that the next phase, the development of the QEP, be implemented. At the first meeting the Chancellor and the Executive Vice-Chancellor convened a meeting of all senior academic leaders to discuss our commitment to the university's strategic plan [Imagine 20K](#). The four imperatives were also highlighted leading to the affirmation the Journey to Achieve Greater Success (JAGS), with focus on ways to ensure student success in the gateway courses, as our QEP. Similar commitments were made in the strategic planning meeting of the Academic Council and also the meeting of the Department Chairs. Each of the participants were requested to hold similar sessions to inform and seek input from their respective units. The QEP was also identified and discussed in the faculty convocation and in the staff convocation. Subsequently, early in the fall semester, a development team was convened including faculty, support staff and representation from institutional research. This QEP Development Team was trusted to help develop the nuts and the bolts of our QEP which would include a comprehensive plan to ensure student success and to improve specific student learning outcomes. As a matter of principle, we committed ourselves to adopt, develop, implement a plan that will both demonstrate compliance with our institutional accreditor (SACSCOC) and also embrace an integrity-based approach to do what is right for and by our students following our strategic plan, consistent with our mission and our legacy as an HBCU.

After attending the 2019 Gateway Course Experience Conference, a discussion took place about whether and how we could work with the John Gardner Institute in order that we will be more directed and adapt and use best practices appropriate to our mission, size and complexity. We were invited to join and were later accepted in the cohort of the Class of 2019. In November 2019 we were offered the services of [Dr. Roberta Mathews](#), who will work closely with us to examine our data, and guide our effort to redesign our courses, our approach to classroom instruction and how we engage students in and outside the classroom. Dr. Mathews visited Southern University for two days in January 2020 to address the faculty convocation and on the second day to work with the Academic Council and the QEP Development Team on determining our next steps.

An enhanced student support system is also being implemented to augment and to complement the faculty efforts to better serve the needs of students. During our listening sessions we learned that student success is a function of all of us pitching in our effort in a creative and collaborative space. These sessions helped us to understand that to help a student succeed in an identified course more than academic intervention is needed. A student needs to be more proficient in managing life on campus and beyond, more selfreliant, and better at time management, money and relationships. Thus, we subscribed to and introduced *Franklin Covey's 7 Habits® of Highly Effective Students* in our Freshman Seminar Class. It is our expectation that this investment will have positive collateral benefits, and will inspire a student to perform better in all classes including the identified gateway courses. We also feel that our efforts will be evident when we assess and measure student success in the gateway courses and will result in students being more confident and better prepared for life given enhanced proficiency in oral and in written communication. Further, we believe that students will have a better appreciation for and use of quantitative reasoning.

QEP Implementation Phase

It is our intent and our expectation that, in our third phase, we will faithfully and enthusiastically implement our QEP. We will assess our effort at each phase of implementation. We will convene to discuss the results from our inquiry and discuss any need to fine tune and/or revise our effort. The QEP Development Team, during Phase Three of the plan will become a steering committee allowing for the involvement of a broader group of faculty, staff from support areas, and of course, students. This new group along with the steering committee will serve as the QEP Advisory Team. The QEP Advisory Team will be led by the QEP director. More details on our implementation plan is included in Section 6 of this document.

During the implementation phase we will actively solicit and utilize the help of the John N. Gardner Institute for Excellence in Undergraduate Education. We will use the Gateways to Completion® (G2C) process, a three-year process, to initiate and support our JAGS QEP activities. In addition to our Office of Strategic Planning, Policy and Institutional Effectiveness, we will utilize the G2C platform, to collect, store, retrieve and analyze relevant data to both assess our progress, and make reinforcements or modifications as necessary. We will be guided through the process by Dr. Roberta Mathews who has been assigned to serve as our G2C senior advisor and mentor. Further, our effort will be supported via resources and webinars available in the G2C platform, the G2C Community of Practice and participation in the annual Gateway Course Experience® Conference.

4. Literature Review and Best Practices

The JAGS QEP at Southern University and A&M College focuses on student success in English, biology and mathematics gateway courses. In the context of the JAGS QEP, we will measure student success using the improvement in student passage rates in gateway courses and the retention rates of first-year students. Additionally, we will track improvement in graduation rates. The QEP aims to implement revised gateway courses via course redesign and the inclusion of co-requisite courses. Multi-tier services will be implemented to support student success including tutorials, student tutorial training, faculty training and workshops.

Writing Centers

The hallmark of higher learning institutions is to ensure student learning and success, which is reflected in the SACS Student Achievement standard. This standard (8.2.c in the 2018 The Principles of Accreditation) requires that colleges and universities provide appropriate “academic and student services that support student success.” A dedicated writing center is but one way to meet this institutional need. As Robert Baden (1974) said, “If there is one generalization popular with regard to the writing of college students, it is the one that says, with varying degrees of emphasis, that they cannot write” (Baden, 1974). Developing writing proficiency is a challenge many college students face. To meet these challenges, universities have sought various ways to improve student writing, including the use of college writing centers.



There are several historical accounts, which detail the origins and necessity of writing centers in higher education, including Peter Carino’s (1995) article “Early Writing Centers: Toward a History” and Boquet’s (1999) “‘Our Little Secret’: A History of Writing Centers, Pre-to PostOpen Admissions” (Carino, 1995; Boquet, 1999). From its earliest beginnings in the 19th century to its current state, Boquet traces the various iterations of the writing lab/clinic/ center and the conflicts that arose. In the 1920s, writing labs were perceived as a method of instruction to be contained in the classroom; however, this view shifted in the 1940s when they were recognized as an autonomous site. It was during this time that institutions and writing instructors began to value these spaces, yet the literature on writing labs also reveals “tension emerging between the institutional space of the writing center and the individual pedagogies enacted in that space” (Boquet, 1999). Specifically, those emerging tensions centered on the writing center’s purpose.

That central purpose varied from seeing these spaces as grammar fix-it shops where student deficiencies are highlighted. This model had a tendency to marginalize the writing center's role as well as the students who sought their services. The implication was that the writing center was inevitably/exclusively linked to remedial students. Shifting away from remediation-oriented labs, another model of the writing center arose in the 1940s, influenced by the Rogerian nondirective counseling approach. This student-centered model emphasized the social nature of composing and counseling (posing questions to draw from student's knowledge). By the 1970s, the writing center reemerged to reflect the new institutional concerns of increasing enrollment, larger minority populations, and declining literacy skills. The site versus method conflict reemerged, but three "methodological differences" in lab arrangements were prominent, including those who supported auto-tutorial methods and materials, those who were critical of such programmed instruction, and those who sought alternatives to traditional forms of writing lab instruction (Boquet, 1999).

In the end, the writing centers of today reflect one or all of these methodologies, as many have embraced technology to assist students (auto-tutorial labs), emphasized individualized instruction and human interaction, and sought alternative instruction in peer tutors (Boquet, 1999). In considering the history of writing centers and relevant writing center theory, Southern University's proposed center will rely on best practices, as we address the needs of our students. Our purpose is in accordance with North (1984) who in his seminal essay, "The Idea of a Writing Center" suggests: "Our job is to produce better writers, not better writing" (North, 1984). With this student-centered goal in mind, the center will be staffed with peer tutors and faculty to provide academic support to students enrolled in English courses from composition to literature, and will serve students at any level (struggling to advanced) and at varying stages of the writing process. Again, the writing consultations will be student centered and largely guided by conversations about writing and the writing process. This method allows for the consultant to pose a series of inquiries about the student's assignment and then tailor the session to the student's individual needs and skill level. Emphasis will be placed on high order concerns, including focus, organization, and development; to a lesser degree, consultants will focus on sentence structure, punctuation, diction, and spelling. Beyond this basic aim, the Writing Center will also host writing workshops that can cover an array of topics from citation skills to grammar.

Tutoring Centers

Tutoring has proven to be a beneficial support for students in a number of areas. The primary objective of tutoring is to increase the knowledge and skill level of the students receiving the tutoring (tutee) (Kersaint, Dogbey, Barber, & Kephart, 2011). Tutors teach tutees what they need at that particular moment and can adjust their sessions to meet the needs, interests, and abilities of each student (Chin, Rabow, & Estrada, 2011). Tutoring is a practical means for enhancing student learning, content knowledge, and content-specific academic skills (Kersaint, Dogbey, Barber, & Kephart, 2011; Lock & Layton, 2008) (Kersaint, Dogbey, Barber, & Kephart, 2011; Lock & Layton, 2008). Additionally, tutoring in alternative modalities (for example online tutorials) provide students with a better comprehension of course content (Belawati, 2005).

Overall the positive benefits of tutoring include increased critical thinking, improved metacognitive skills, and an improvement in communication and compositions skills (Falchikov, 2001). Boylan, et al. observed that tutoring positively impacts the final course grade for students participating in tutorials and in the long term positively impacts graduation rates. Further, higher interest in the academic

subject was observed in courses in which the tutoring takes place (Boylan, Bonham, Bliss, & Saxon, 1995).

Tutoring also allows students to achieve their academic goals. Tutoring provides a space for active learning, which Dvorak argues is absent in the lecture instructional method (Dvorak, 2004). According to Topping and Ehly, tutoring allows for more individualized instruction promoting persistence and retention (Topping & Ehly, 1998). Tutors have the ability to form relationships with the tutees that lead to coaching which assist, with improving problem solving skills. Additionally, students were more comfortable in a one-on-one setting and were willing to ask more questions than in the traditional classroom setting (Falchikov, 2001).

The amount of time a student spends in tutoring can have an effect in academic improvement. For example, Lidren and Meier observed that students who participate in one hour of tutoring per week perform better in a psychology course than those students who do not participate in tutoring (Lidren & Meier, 1991). Rheinheimer demonstrated that grades improve once a student completes five hours of tutoring (Rheinheimer & Mann, 2000). The same research found that 15 hours or more of tutoring had the greatest impact on grade achievement.

Tutoring positively impacts at-risk students. The work of Rheinheimer, et al., examined atrisk students and tutoring (Rheinheimer, Grace-Odeleye, Francois, & Kusorgbor, 2010). This study found that at-risk students who received tutoring had higher academic performance and retention than those who did not engage in tutoring. Furthermore, graduation rates of the atrisk students were higher for those students who actively participated in tutoring sessions.



To this end the JAGS QEP will provide additional peer tutoring services for gateway courses. To better serve the student population, tutoring centers have been placed strategically in buildings where gateway courses meet or in buildings close to meeting locations. These new tutoring centers are to be

staffed by peer tutors and monitored by staff from the Center for Student Success. Further, select gateway courses will be assigned a peer tutor who will attend class sessions in addition to meeting with students in the tutoring centers. This practice familiarized the enrolled students with the peer coach and established a point of contact in the tutoring center for the students and the course instructors.

According to Falchikov, tutors are the extension of instructors (Falchikov, 2001). However, due to lack of experience in teaching and for presentation consistency prospective tutors should participate in some form of training. Tutor training is important to help students become effective peer coaches (Chapman, 1998) and such training is an established best practice (Reichert & Hunter, 2006; CRLA, 2019; NTA, 2019). The JAGS QEP will implement enhanced training for students selected to serve as peer coaches for gateway courses. Additionally, peer coaches will meet throughout the term with faculty - course instructors or course coordinators.

Supplemental Instruction

Supplemental instruction as established and implemented at the University of Missouri-Kansas City (UMKC) is defined as follows:

Supplemental Instruction (SI), created at the University of Missouri-Kansas City, is a non-remedial approach to learning that supports students toward academic success by integrating “what to learn” with “how to learn.” SI consists of regularly scheduled, voluntary, out-of-class group study sessions driven by students’ needs. Sessions are facilitated by trained peer leaders who utilize collaborative activities to ensure peer-to-peer interaction in small groups. SI is implemented in high-risk courses in consultation with academic staff and is supported and evaluated by a trained supervisor.

Purpose:

1. To increase retention within targeted historically difficult courses
2. To improve student grades in targeted historically difficult courses
3. To increase the graduation rates of students

(The International Center for Supplemental Instruction at the University of Missouri-Kansas City, 2015)

As UMKC has modeled, supplemental instruction requires training on multiple levels – SI supervisors, staff members responsible for the management and assessment of an SI program; peer leaders, students conducting SI sessions; and faculty. The JAGS QEP seeks to offer SI services free of charge to students in gateway courses and is committed to facilitating the necessary training in order that implementation of supplemental instruction at Southern University and A&M College will be an effective tool for student success in line with best practices. Members of the Division of Student Success will participate in training via the International Center of Supplemental Instruction at UMKC which offers training as well as certification for programs.

Co-requisite Courses

Colleges are admitting students who are not performing at college level in mathematics, reading, or writing. Once identified by test scores or placement tests, students requiring remediation are placed

into developmental courses that are intended to prepare students for college level courses. In English, those courses often take the form of basic composition and reading courses designed to strengthen students' writing skills and reading comprehension in preparation for their first-year composition courses. While in mathematics, courses are designed to build a student's knowledge base in arithmetic, algebra, geometry and trigonometry, skills necessary for college level mathematics.

While remediation in the form of developmental coursework has proven useful in promoting college entry, studies show that students entering college with remedial needs are not likely to continue to college level courses, and ultimately graduation (America, 2012). These courses delay student progress, since developmental courses take an additional semester to complete and most often credits are not applicable toward graduation. Further, students who feel frustrated by placement in such courses might decide to stop taking classes altogether, which negatively affects retention.

The Complete College America report titled "Remediation: Higher Education's Bridge to Nowhere" included the following recommendations based on national data to support students requiring remedial courses:

1. Strengthen high school preparation;
2. Start students in college-level courses with built-in, co-requisite support;
3. Embed needed academic help in multiple gateway courses; and
4. Encourage students to enter programs of study when they first enroll.

(America, 2012)



The JAGS QEP seeks to address remedial needs in line with the latter three recommendations by providing

- co-requisite courses in English and mathematics,
- redesigned biology courses,
- peer coaches and tutorial services in gateway courses, and
- academic coaches to support students during their first year of college in the selection of a program of study and in course registration.

The co-requisite model allows a student to receive coaching on remedial skills while being enrolled in a required college level course. The students enrolled in co-requisite courses have two classes and instructors or support staff working together to support the students' acquisition of the skill set needed to succeed in the first-year gateway coursework.

Studies indicate that students enrolled in co-requisite courses have a success rate higher than those who enrolled in traditional developmental remediation and a higher retention rate than students in traditional developmental remediation (Bailey, 2009). Minimally, it has been reported that students participating in co-requisite courses require less time to progress in their academic program of study (Campbell & Cintron, 2018).

The Momentum Year

"Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis." (Kuh, 2008). The Office of First and Second Year Experience (FYE & SYE) at Southern University and A&M College serves multiple roles as it pertains to a successful transition and common intellectual experience for Emerging Jaguar scholars, first time transfer students and students with 0 to 30 credit hours. In collaboration with academic units, this office strives to foster student accomplishments in terms of persistence and an increase in graduation rates. The Office of FYE & SYE prides itself on providing first- time freshmen with a supportive and meaningful "momentum" year and avoiding the "sophomore year slump" for second year students. Southern University and A&M College offers countless opportunities for innovation and enrichment.

Programs like first-year workshops, seminars, study abroad, and temporary jobs have become progressively accessible at public and private colleges and universities. Additionally, colleges have adopted first-year experience programs to assist first-year students with a seamless transition from high school to college.

First Year Experience Courses

"The freshman seminar is a proven and effective way of enhancing freshman success. It can be the glue that holds together and solidifies all efforts to enhance freshman academic and personal success" (Upcraft, Gardner, & Associates, 1989). Freshman Seminar at Southern University and A&M College introduces first-time freshmen to our academic community and engages them in the process of scholarly inquiry. These courses are required, one-credit courses for first year students offered over two semesters.

Freshman Seminar and other first-year experience initiatives exist to implement a successful transition for first-year students at Southern University and A&M College. Furthermore, these classes establish the foundation for gaining knowledge, skills, and attitudes necessary for academic success.

The Office of FYE & SYE at Southern University and A&M College implemented Franklin Covey's 7 Habits® of Highly Effective College Students to shift the mindset of first-year students to assist with their academic and social engagement. Additionally, this elite program assists with fostering meaningful relationships between students and the support staff including academic specialist, academic coach's, peer mentors and tutorial professionals (Covey, 2014).

Research shows that a great deal of first year students fail to meet expectations or drop out of school due to a lack of cultural capital as it relates to their educational aspirations, and the life skills to achieve that vision. The implementation of Franklin Covey's 7 Habits® of Highly Effective College Students, authored by Sean Covey and other professionals, has served as a success tool that benefits students during their college matriculation and throughout their career (Covey, 2014). The 7 Habits® have had a huge impact across the nation (Covey, 2014). The 7 Habits® are:

- Habit 1: Be Proactive®,
- Habit 2: Begin With the End in Mind®,
- Habit 3: Put First Things First®,
- Habit 4: Think Win-Win®,
- Habit 5: Seek First to Understand, Then to Be Understood®,
- Habit 6: Synergize®, and
- Habit 7: Sharpen the Saw®. (Covey, 2014)

In this student success course, first year students will display solid academic skills, real life skills, and a resilience that will support persistence and graduation within four years (Covey, 2014). The overall goal of the 7 Habits® is for students to thrive in their new environment as well as tap into their full potential. Every chapter in the course text concludes with an assessment that students may total to see singular improvement and to follow their capacity to move from reliance to relationship. Further, there are exercises on initiative and proposals that students may apply to help facilitate a triumphant first year.

5. Program Design

JAGS QEP provides students with enhanced support in gateway courses through redesigned courses - including co-requisite courses - and student support through tutorial services with peer coaches and supplemental instruction. The primary audience is first and second year students enrolled at Southern University and A&M College. However, the support services provided via the Writing Center and the Tutoring Centers will be open to all students.

Program Outcomes

Successfully implementing JAGS QEP will have the following results:

- Increase in retention of students from first to second year via higher passage rates in gateway courses.
- Increase in professional development for faculty and staff in support of JAGS QEP initiatives and a model for sustained professional development focusing on student success.

JAGS QEP Student Learning Outcomes

The goal of the JAGS QEP is to increase the passage rate and student success in the gateway courses at Southern University and A&M College. The courses include English Composition I and II (ENGL 110/111), Pre-Calculus Mathematics I: College Algebra (MATH 135) and General Biology (BIOL 104) with activities in Freshman Seminar (FRMN 110/111) serving as a link between the gateway courses. The student learning outcomes are interdisciplinary and will be assessed using a common rubric. The inclusion of Freshman Seminar (FRMN 110/111) will allow the reinforcement and transference of concepts and skills offered in the 7 Habits® curriculum to the gateway courses. After the approval of the JAGS QEP and during implementation planning, modifications in the activities and assessment tools will be incorporated where appropriate. The overarching strategy of the outcomes, however, will remain. The adoption of the student learning outcomes will require curriculum review and redesign coupled with faculty development and various levels of institutional support.

Support Plan

Curriculum redesign will occur as a part of the JAGS QEP. Faculty professional development will be an integral part of this effort to ensure that instructional faculty are well informed about the QEP assessment tools and invested in the course revisions. Discipline specific and collective JAGS QEP professional development opportunities will be planned by the JAGS QEP Advisory Team. The Advisory Team will draw on the expertise of tenured and tenure track faculty as well as suggest relevant guests to facilitate on-campus professional development activities and webinars. Further our participation in the Gardner Institute's Gateways to Completion (G2C) program provides access to resources and webinars via the G2C platform.

To promote student success activities, instructional faculty will interact regularly with the Division of Student Success to learn of and provide feedback about planned student success workshops and activities.

5. Program Design

JAGS QEP Professional Development

A critical part of the JAGS QEP is faculty and staff buy in and support. Faculty will be charged with curriculum redesign and implementation while staff will implement and facilitate student support services. These activities are interdependent, thus will require consistent communication across units. Throughout the JAGS QEP activity years, professional development and training opportunities will be provided for faculty and staff charged with implementing JAGS QEP activities. These activities will promote effective verbal and written communication, effective use of technology in teaching, and effective discipline specific strategies that facilitate student success in gateway courses. The QEP Advisory Team is charged with implementing workshops and training programs in support of JAGS QEP.

Faculty facilitators will be encouraged to attend professional conferences. Annually, QEP Advisory Team members and faculty facilitators will be selected to attend the Gateway Course Experience Conference sponsored by the Gardner Institute. Further, the QEP Advisory Team will report lessons learned from the QEP implementation at professional conferences and seek feedback from faculty and the broader educational community concerning assessed activities and their use in activity improvement.

With the JAGS QEP we seek to enhance student engagement via support services. We will provide “open house” opportunities for students, faculty and staff to learn about existing support services and to recommend student success events and activities.

JAGS QEP Student Events

The Journey to Achieve Greater Success begins the moment a student enrolls at Southern University and A&M College. The New Student Orientation provides students with a first impression of the campus community and the personnel who will guide the initial phase of their journey. The JAGS QEP will collaborate with the Office of Academic Affairs, Student Affairs and Enrollment Management, the Division of Student Success, and academic colleges to plan and implement New Student Orientation that emphasizes the importance of success in gateway courses and provides students with tools that will facilitate the success.

While academics will be the focus of the New Student Orientation, we seek to implement a holistic theme to include an introduction to student support services, campus logistics, and highlights of student life. The sessions will be lively, informative and interactive, while emphasizing academic expectations and standards. Students will meet key personnel in administration, student government, student life and in their selected academic college. Academic advising will occur during

New Student Orientation and students will meet the Academic Coaches who will provide advising and course enrollment services during the first year.

In addition to New Student Orientation, the JAGS QEP Advisory Team will plan events over the five-year activity period for students in collaboration with the Division of Student Success. The events will range from workshops to community building activities. At needs, orient them to campus life, offer differentiated academic advising and support, how we facilitate classroom instruction, in short, how we promote and sustain “a student-centered learning environment” that is etched in our mission statement.

5. Program Design

Southern University and A&M College, we promote the academic and personal development of students. To this end, the Division of Student Success organizes and implements workshops that encourage academic and personal growth. Workshops that have been popular are listed below.

Type of Event/Activity	Title of Event/Activity
Workshop	Stress Management
Workshop	Time Management
Workshop	Effective Communication with Professors
Workshop	Hope and Growth Mindset
Workshop	Financial Literacy
Workshop	Juggling School, Work, and Life
Workshop	Test Taking Strategies
Workshop	Steps to Academic Success
Workshop	Is My Major Right for Me

In addition to these activities, the JAGS QEP Advisory Team will collaborate and partner with university units, student professional organizations, and corporate sponsors to plan events in support of the JAGS QEP efforts.

6. Implementation Plan

Southern University and A&M College will implement and monitor programs in support of student success in gateway courses with the aid of the QEP Advisory Committee. The minimum requirements for bachelor's degrees at Southern University and A&M College include completion of general education requirements (Southern University and A&M College 2017-2020 Undergraduate Catalog, 2017). Part of these requirements are six credit hours of English Composition (ENGL 110 and ENGL 111 with grades of "C" or better), six credit hours of mathematics and nine credit hours of Natural Sciences. In addition, all students must complete the University Writing Proficiency Examination. The examination is administered as a part ENGL 111, or is administered separately for transfer students who completed English Composition courses at another college or university.

The JAGS QEP incorporates activities in English, mathematics and biology coupled with support services facilitated by the Division of Student Success. We provide examples of activities that are underway that support the efforts of the JAGS QEP. We then outline the implementation plan for the JAGS QEP. During the next five years we expect to get further support that will positively impact our efforts in gateway courses.

Mathematics Pilot Project: Math Coaching with MSEIP Grant and Cooperative Learning

To address the observed needs of students enrolled in mathematics gateway courses, the College of Sciences and Engineering drafted and submitted a proposal to the Minority Science and Engineering Improvement Program (MSEIP) of the U.S. Department of Education. This initiative sought to provide enhanced support for students enrolled in PreCalculus Mathematics I: College Algebra (MATH 135) and Pre-Calculus Mathematics II: College Trigonometry (MATH 140). These courses are prerequisites to required courses in the Sciences and Engineering curriculum. With the support of an MSEIP grant Math Coaching began in the spring of 2019.

Math coaching began with several undergraduate and graduate students serving as tutors, or peer coaches, in the student learning center housed in the engineering building, P.B.S. Pinchback Hall. We introduced and used the term "peer coaches" when promoting the services to students to reduce the stigma students might associate with tutoring or the need for a tutor. Students enrolled in MATH 135 and 140 were asked to provide the times when they would be available to participate in math coaching and based on the student survey a schedule was developed for the peer coaches. Virtual coaching options were also provided. Additionally, incentives were provided to students enrolled in these courses for attending coaching sessions.

Math Coaching support continued during the summer of 2019 and the fall of 2019 with expanded services that included more peer coaches, peer coaches attending sections of MATH 135, and additional mathematics resources and study guides for the students. During the spring of 2020, MSEIP

funded math coaching services will continue and focus on support in MATH 140 classes. Math coaching services for MATH 135 classes will continue under the supervision of the Division of Student Success.

During the spring of 2019 Mathematics Program faculty participated in a professional development workshop conducted by Dr. David W. Johnson. During the training faculty worked through Dr. Johnson's book titled, *Cooperation in the Classroom*. "Cooperative learning is the instructional use of small groups so that student work together to maximize their own and each other's learning" (Johnson, Johnson, & Holubec, 2013). Building on this definition, the workshop included discussion about the importance of cooperative learning to student success, practice of classroom activities that prompt student engagement, and reflection on next steps.

Mathematics faculty trained in collaboration with English faculty. The training promoted conversation across the disciplines concerning ways we may mutually support students enrolled in gateway courses. After the training, faculty incorporated cooperative learning pedagogy in their classes. Since the training, mathematics faculty have been collaboratively developing in class activities, implementing techniques learned and observing student responses and benefits.

Given these initial activities, faculty continue to collaborate and to revise in class activities to promote student exploration outside of class sessions. Coupling these in class activities with math coaching services provides an extension to learning themes presented in class and formal space (coaching sessions) where students may practice mathematical concepts with the support of peer coaches.

English Pilot Project: Writing Center

Currently, students enrolled at Southern University do not have regular access to writing assistance via student support services. Based on the literature review findings (Bell, 2002) and institutional commitment to ensure student learning and success, a Writing Center to be housed in the Department of Languages and Literature will be piloted in spring of 2020. The Writing Center will be multifunctional in its purpose; however, it will primarily help students develop and craft their writing.

The center will be staffed with peer tutors and faculty to provide academic support to students enrolled in English courses from composition to literature, and will serve students at any level (struggling to advance) at varying stages of the writing process. The writing consultations will be student centered and largely guided by conversations about writing and the writing process. This method allows for the peer tutor to pose a series of inquiries about the student's assignment and then tailor the session to the student's individual needs and skill level. Emphasis will be placed on high order concerns, including focus, organization, and development; to a lesser degree, consultants will focus on sentence structure, punctuation, diction, and spelling.

Beyond this basic aim, the Writing Center will also host writing workshops that can cover an array of topics from citation skills to grammar. Additionally, a workshop that prepares students for the Writing Proficiency Examination (WPE) will be offered. This examination, administered internally in our second composition course and externally for transfer students, is designed to assess a student's basic proficiency in writing and critical thinking.

Such a workshop will be especially beneficial for transfer students who may have experienced a gap in taking general education courses, namely composition.

Based on the anticipated success of this initial project, an expansion to online tutoring services and a web page will also be in development. While the project would initially offer one-on-one consultations, the goal is to offer both synchronous and asynchronous sessions, which will accommodate even more students. The web page will comprise online scheduling options, faculty and student resources, including access to links, handouts, and other interactive resources. These interactive resources will also be made available on site by way of computer and/or tablet stations loaded with courseware for grammar practice.

In terms of quantitative measures, we intend to log the number of student visitors and hours of tutorials provided. Additionally, at the close of each consultation, students would complete a satisfaction survey. The survey would allow the Writing Center peer tutors to receive feedback on their services and improve where needed. With these tools of assessment and analysis of data, the best possible outcome is the establishment of the center as a permanent student support service, which substantially increases student performance in English courses and writing across the campus.

JAGS QEP Implementation Years: 2020 – 2025

English: Co-requisite Courses

In addition to the Writing Center, the Department of Languages and Literature plans to pilot a different structure for developmental courses. In the fall of 2020, the department will establish three sections of a co-requisite course in English that will include remediation in collegelevel writing and reading. These courses will pair with an introductory composition course in which the same students are enrolled, thus the instructors of both courses will need to work closely together. As a control, these co-requisite courses will be compared to three sections of traditional developmental writing and three sections of introductory freshman composition with students who are not in the co-requisite courses.

How will students be chosen for this pilot course?

Presently, students are chosen for the developmental writing courses based on their ACT scores. Students with a score less than 18 are assumed to need remedial attention. The population for the co-requisite courses for the initial implementation year should be from the same population as the students currently selected for the developmental writing courses. Starting in the fall of 2020, students with ACT scores under 18 will be required to take a reading comprehension and vocabulary test in order to place them in either the co-requisite courses, or developmental courses for those students needing more remediation. After the project has sufficient data, we will determine whether reading comprehension is a significant determiner of success in the co-requisite courses, and whether it should be used to decide which students should be chosen.

Peer Coaches

Each co-requisite course will be assigned a student tutor, or peer coach, to work with the students in that section. These peer coaches will be students with demonstrated writing ability. Each peer coach will set up a schedule with the students in their assigned section which will allow for individual meetings and coaching during the semester. Three other peer coaches will be assigned to three

instructors of introductory freshman composition. Peer coaches will receive training and a stipend or community service credit, for their work.

Requirements for Implementation

As part of this project, faculty teaching the co-requisite courses will be provided faculty development time and a stipend to redesign the curriculum. Additionally, the faculty in the introductory freshman composition courses that will be paired with the co-requisite courses will participate in the redesign and planning of the courses. The faculty involved will receive a stipend for their participation.

Assessment of the project

In order to determine the effectiveness of the project, we will be tracking several different factors. First, the retention numbers for students in the co-requisite courses will be compared to those in other developmental writing courses and those students enrolled in traditional first-year composition courses. If the pilot shows that the students in the co-requisite are more likely to continue as students, the project will be considered beneficial. Included in the JAGS QEP activities, as students progress through their academic programs, retention will be tracked to see if their participation in the project had a long-term effect on their outcomes.

Second, the grades of the students in the co-requisite courses will be compared to those in other developmental courses and those in traditional first-year courses. We expect students in the co-requisite courses outperform those students in a course plan that includes a developmental course followed by the required general education course. The co-requisite course model will also be more time and cost effective for our students as they will not have to enroll in two separate three credit-hours courses offered during different semesters.

In addition, to assess the coaching component of the course, students will be surveyed to determine whether the coach was helpful and effective in helping students perform better in the class.

Mathematics: Co-requisite Courses

The Mathematics Program – housed in the Department of Mathematics and Physics – will implement co-requisite courses that will provide students requiring developmental mathematics additional instruction and practice to build and reinforce mathematical skills while they participate in a college level mathematics course. A co-requisite course will be piloted to be paired with sections of the course Pre-Calculus Mathematics: College Algebra (MATH 135).

How will students be chosen for this pilot course?

At present students entering Southern University with ACT scores less than 19 are enrolled in Developmental Mathematics (MATH 092). In the present protocol, a student must pass the MATH 092 end-of-course exam with a grade of 70% or better prior to enrolling in a college level mathematics course. This protocol requires a semester of mathematics course work that does not earn college level credit. Starting in the fall of 2020 students with ACT scores less than 19 will be required to take a mathematics placement test in order to determine their placement in the co-requisite courses or the standard developmental course.

Peer Coaches

Peer coaches will continue attend MATH 135 classes for selected sections. Full math coaching services will be provided for all MATH 135 sections via the tutoring centers managed by Center for Student Success. Coordinated activities with peer coaches and faculty will occur to assist in managing course topics and to provide feedback concerning student inquiries.

Requirements for Implementation

A team of mathematics course coordinators will facilitate the revision of course curriculum in order to build co-requisite courses. Prior training in cooperative learning will inform course design and implementation. Mathematics course coordinators will be selected by the department and college leadership. Their responsibilities will include managing course content, facilitating the co-requisite course design, and observing instructors who will facilitate the co-requisite courses. Mathematics course coordinators will receive a stipend to participate in curriculum revision activities. They will be required to participate in JAGS QEP faculty training activities.

Assessment of the project

Student success in the co-requisite courses will be measured using midterm and final grades in the courses. Student success will be compared across co-requisite courses and standard versions of developmental mathematics and college level courses. Additionally, student satisfaction surveys will be administered to students participating in tutorial services. Data will be compared from those sections with in-class peer coaches versus those that do not have in-class peer coaches. Furthermore, we seek to track student engagement in other support services (for example, workshops and community building activities) with their academic progress and participation in a co-requisite course.

Annual review of assessment data will inform implementation of co-requisite courses in subsequent years. We anticipate that the enhanced support services that will be implemented as a part of JAGS QEP for co-requisite courses as well as standard versions of the courses will promote student engagement and success in math courses, thus will improve retention.

Biology: Course Redesign

All Southern University students must minimally complete three credit hours in a biological sciences course. Overwhelmingly, the selected course is General Biology (BIOL 104), thus this course is also a vital component to student success. This is a non-major course (biology majors may not take this course for credit). The planned course redesign seeks to update the course and to expose students to biology concepts in a refreshed manner that makes use of current technologies and educational resources.

The Course Redesign Process

The biology course redesign will review the current learning outcomes, syllabus and teaching and learning strategies used in the course. BIOL 104 is taught each semester with a range of 55 to 65 students per section in the traditional face-to-face course. The course has coordinated sections

where the same syllabus (which includes the same point scale), schedule and final exam are used. In the course's history there have not been peer coaches in the classroom.

The redesign process will follow successful strategies of Handelsman, J., Miller, S., and Pfund, C. (2007), Nomme and Birol (2014), and others who recommend that the process be iterative and reflective with planning (including input from faculty and students), implementation and evaluation/assessment (Handelsman & Pfund, 2007; Nomme & Birol, 2014). The goal of the course redesign is to create a student-centered course with active learning. The redesigned course will aim to: “(a) incorporate topics and learning activities to demonstrate how scientific evidence forms the basis of biological knowledge; (b) engage students in learning biological concepts and guide their formation of conceptual frameworks of biological knowledge; and (c) challenge students to think critically about societal issues that are grounded in biological concepts” (Nomme & Birol, 2014).

Peer Coaches

Biology peer coaches will be introduced as part of the course redesign. The peer coaches will attend classes regularly with the enrolled students and serve as tutors outside of the classroom. Their addition to the class will provide faculty with assistance in active learning activities. The peer coaches will also meet regularly with instructional faculty. As stated in previous sections, peer coaches are students who have successfully completed the course with an A or B; they are also role models for other students.

Assessment of the redesign

The evaluation/assessment of the redesign will inform the iterative process. Student surveys, focus groups and course assignments/exams will be used. The review of these items collectively will continue to shape the redesign process for the duration of the QEP and thereafter.

Freshman Seminar

The Office of First and Second Year Experience, a unit in the Division of Student Success, facilitates Freshman Seminar courses. With respect to the JAGS QEP, these courses serve as a focal point for indoctrinating first-time freshman to the university – academically, civically and socially. The Freshman Seminar courses meet once per week for 50 minutes over two semesters. The Freshman Seminar courses have implemented the curriculum of *Franklin Covey's 7 Habits® of Highly Effective College Students*. In addition, the first semester of Freshman Seminar (FRMN 110) includes the following topic: Southern University History, time management, emotional Intelligence, campus support systems, self-discovery, major/ concentration exploration, and goal setting. The second semester of Freshman Seminar (FRMN 111) includes the following additional topics: career exploration, professionalism, leadership opportunities, diversity and inclusion, self-awareness, and effective decision making.

In conjunction with the Center for Student Success (also a unit in the Division of Student Success), the curriculum of both Freshman Seminar courses works to ensure students attend university events, academic empowerment sessions and Academic Coaching sessions. Assignments in the Freshman Seminar courses are utilized to hold students accountable for their success and encourage them to

take full advantage of the support services offered by the Division of Student Success. Furthermore, the Office of First and Second Year Experience via the Freshman Seminar courses collaborates with the Division of Student Affairs and Enrollment Management, Career Services and other university units to provide services for students which facilitate their development holistically. Our goal is to demonstrate to students how education and life applications correlate to academic success and leadership.

JAGS QEP and Gateways to Completion

Developmental and gateway courses are included in the JAGS QEP activities. English and mathematics developmental courses will be paired with the respective gateway courses, and the paired courses will be collectively revised. These select courses will be redesigned to promote active learning and to ensure students are more engaged and motivated to succeed. The result of the surveys of the faculty teaching gateway courses in English, biology and mathematics will be used to more specifically address the learning needs of students and how the courses will be redesigned to serve them better. Attention will be paid to course content including supplementary materials, student engagement and methods of instruction and delivery.

The Gateways to Completion (G2C) process will be utilized to methodically analyze, plan, act, monitor and refine the gateway courses. The G2C process will occur over a three-year period. In the first year, we will utilize the G2C platform to build an inventory of courses, and engage in a self-study that will produce course reports and a comprehensive institutional report. Each report will incorporate an action plan, which will be reviewed and evaluated by our G2C Senior Advisor, Dr. Mathews. In the second year, action plans will be implemented and monitored. As activities are assessed the feedback will be used to refine activities. In the third year, refined action plans will be implemented and assessed. The course reports and the action plan will be presented to the Academic Council for further review and input.

The G2C process is a subset of the JAGS QEP activity period of five years, and will directly support JAGS QEP activities. Lessons learned within the G2C process will assist in the development of course revision plans for other gateway courses and courses that follow the gateway courses.

Faculty teaching gateway courses, called faculty facilitators, will participate in training and workshops that will include discussions concerning course redesign, course implementation, assessment of the courses and utilization of support services to promote student success in the courses. They will be offered faculty development opportunities to learn from their peers and also share their experiences via intellectual contributions at the department, college and university meetings and in seminars and conferences hosted by accreditation agencies and similar organizations.

Table. List of developmental, gateway, and freshman seminar courses that are included in the JAGS QEP.

Title of Course	Department, College	Frequency of Course
Developmental Courses		
ENGL 090. Developmental English	Languages and Literature, College of Humanities and Interdisciplinary Studies	Fall and Spring
MATH 092. Developmental Mathematics	Mathematics and Physics, College of Sciences and Engineering	Fall and Spring
Gateway Courses		
ENGL 110. English Composition I	Languages and Literature, College of Humanities and Interdisciplinary Studies	Fall and Spring
ENGL 111. English Composition II	Languages and Literature, College of Humanities and Interdisciplinary Studies	Fall and Spring
BIOL 104. General Biology	Biological Sciences and Chemistry, College of Sciences and Engineering	Fall and Spring
MATH 135. Pre-Calculus Mathematics I	Mathematics and Physics, College of Sciences and Engineering	Fall and Spring
Freshman Seminar Courses		
FRMN 110. Freshman Seminar	Division of Student Success	Fall and Spring
FRMN 111. Freshman Seminar	Division of Student Success	Fall and Spring

7. Assessment Plan

Our effort has benefitted from review and focused input from SACSCOC and its panel of reviewers. We revised our original assessment plan to incorporate the suggestions received from the On-site Committee. Our modified assessment plan now (1) better explains the relationship between student achievement and program success outcomes and has provided baselines and targets for each of these variables and (2) we have developed a more coherent assessment plan that includes direct and indirect measures and timelines for assessment activities to support each outcome. In the revised

assessment plan, we have clearly identified what we will measure and why and how we will use the results of our assessment. We rely on the assumption that with better learning associated with better content mastery, we will see improved passage rates which will lead to persistence and improved retention rates. In the revised assessment plan, we will use both direct and indirect measures. Further, our target rate compared to our baseline numbers are balanced by being both ambitious and yet realistic and achievable over the five-year implementation period.

Our Quality Enhancement Plan (QEP) is designed to benefit the institution by increasing student retention, with more numbers and proportions of students persisting from first year to their second year. We will achieve this by enhancing passage rates in identified gateway courses in three specific disciplines, English, Mathematics and Biology. Our assessment plan will directly measure student success in the select identified courses and the gains in retention rates measured directly for each academic year and during the overall five-year period beginning fall 2020. We will use a few indirect measures to provide additional evidence to assess our success. These measures will include surveys, student rating of academic support, advising and instruction.

JAGS QEP Outcomes

Upon successful implementation and completion of our QEP initiative, our effort will demonstrate a positive correlation between the program’s activities and student retention achieved through improvement in passage rates in select gateway courses. We will assess our success by measuring progress each academic year and progress during the five-year program-period. We will specifically focus on a direct measure of assessment by capturing improvement in number of first-year students progressing to their second year at the university. We will also measure improvements in passage rates in select gateway courses in three academic disciplines and additionally measure attendance and participation in designated JAGS QEP activities, the use of student and faculty surveys, and attendance and participation in the writing and tutoring centers as additional but indirect measures that impact success of our QEP effort.

The table below illustrates and defines our success outcomes, the target level of achievement and associated timeline:

JAGS QEP Success Outcomes			
Upon completion of this program	Outcome	Target Level	Timeline
Southern University and A&M College will be able to:	increase in retention from first to second year.	data will show a 12% or more increase in students returning for their second year of studies.	5 years

	increase in student passage rates in gateway courses.	data will show a 14%31% or more increase in students passing select gateway courses.	5 years
--	---	--	---------

Our retention rate as measured at the end of the 2017-2018 academic year (baseline year) was 64.02%. Through our proposed activities and intervention, we intend to improve retention each year and achieve a 12% or more enhancement resulting in retention rate of 72% or more over the next five-year period.

Retention 1st to 2nd Year Baseline Data and Target Retention Rate

Year	Retention Rate	Five-Year Target	Target Gain (%)
Fall 2017-2018	64.02%	72%	12.5%

We have identified three foundational courses in English, Mathematics and Biology, where first year students have difficulty in passing identified courses that would help them progress to their second year at the university. Success in these courses we believe will improve retention rates and will also help improve overall four-year graduation rate to double the present rate. The table below identifies courses in English, Mathematics and Biology that students enroll in their first year, the prevailing passage rates, and the intended outcomes over a five-year period.

Gateway Courses Spring 2019 Baseline Data (passage rates) and Target Passage Rate:

Course	Passage Rate (2019)	Target Passage Rate	Target Gain (%)
SENL 101B	60.6%	70%	15.5%
SENL 102 B	67.3%	75%	11.4%
SMAT 1221B	45.7%	60%	31.3%
SBIO 101B	46%	60%	30.4%

The table below details our intervention strategy, identifies associated activity, targeted audience, timeline, intended assessment and expected outcomes. Our intervention strategies include: (1) Course redesign in English, Mathematics, and Biology to better engage students, (2) faculty professional development to enhance faculty competencies (3) workshops for students to enhance focus, discipline, effort and engagement, (4) establish a writing center to assist students, appoint peer coaches to provide additional academic support, (5) offer co-requisite courses in addition to developmental courses in English and in Mathematics and use the Seven Habits of Successful Students training module in the freshman course. We believe that through our intervention strategies, by monitoring and assessing our effort, and by making and documenting a few changes where necessary, we will achieve our program goal to increase student retention from first year to second year of enrollment.

Implementation and Assessment Plan

Intervention	Activity	Targeted Audience	Timeline	Assessment	Expected Outcome
Course Redesign	Introductory level English, Mathematics, and Biology courses will undergo a redesign in an effort to include pedagogy methods that increase student engagement, leading to better learning and subsequent success in identified courses	Gateway course faculty	2018-2019 Course redesign Fall 2021 Implementation of new curriculum	<p>Number and proportion of faculty participating in course redesign</p> <p>Percentage of course that was reviewed and redesigned</p> <p>Passage rate of students in the redesigned courses compared to the passage rates in the courses prior to the redesign.</p> <p>Faculty Surveys</p> <p>Faculty Focus Groups</p> <p>Student Surveys</p> <p>Student Focus Groups</p>	Students will be more successful and will be more engaged and actively participate in gateway courses leading to higher passage rates as compared to control group.
Faculty Professional Development (PD)	Ongoing faculty development opportunities will be made available to faculty teaching the gateway courses	Gateway course faculty	Beginning Fall 2021 PDs will be held twice per academic term, not including summer academic terms.	<p>Number and proportion of faculty participating in Professional Development activities</p> <p>Surveys</p> <p>Faculty Focus Groups</p> <p>Student Surveys</p> <p>Student Focus Groups</p>	90% of faculty will participate and contribute by developing teaching methods that enhance student learning in their courses

Student Workshops	Student workshop series focusing on test taking strategies, time management, stress management, etc.	Students enrolled in at least one gateway course	Beginning Fall 2021 each of the nine student workshops will be held at least once per academic term, not including summer academic terms.	Student attendance data; Number and proportion of students participating in workshops Surveys Focus Groups	80% of students will utilize the skills learned to apply in the relevant courses. Students will acquire skills to better navigate test taking resulting in more students passing quizzes and exams and ultimately the courses. Students' positive attitude towards English, Mathematics and Biology will increase each year and over the five-year period.
Writing Center	The center will be staffed with peer tutors and faculty to provide academic support to all university students	Students enrolled in at least one gateway course	Beginning Fall 2021 students will have access to the Writing Center and its resources.	Gateway Course Passage Rates Retention Rates Student attendance data Student surveys	Student performance and success in English courses will increase as described in our program goals.

Peer Coaching (tutors)	The peer coaches will attend classes regularly with the enrolled students and serve as tutors outside of the classroom. Their addition to the class will provide faculty with assistance in active learning activities. The peer coaches will also meet regularly with instructional faculty.	Students enrolled in at least one gateway course	Beginning Fall 2021 students will have access to the Peer coaches and their tutoring resources.	Gateway Course Passage Rates Retention Rates Student attendance data Time spent in tutoring juxtaposed to success in targeted courses Student surveys	Student who use tutoring services will perform better and succeed more in English, Biology, and Mathematics courses. Their success will positively influence and impact our program goals. The gains in performance and course related success will increase students' 1st to 2nd year retention rate.
------------------------	---	--	---	---	--

7. Assessment Plan

English Co-Requisite Courses	The English department will establish three sections of a co-requisite course in English that will include remediation in college-level writing and reading. These courses will pair with an introductory composition course in which the same students are enrolled.	Preselected students who meet the minimum requirements to participate in the pilot study	Beginning Fall 2021 three courses will be offered during each academic term. The number of courses offered will be reduced during summer academic terms.	Gateway Course Passage Rates Retention Rates Faculty Surveys Student surveys	Student performance and success in co-requisite English course will be better than those who did not take corequisite courses, and with expanded adoption, student success will increase over time and overall, during the five-year period. The gains in performance and course related success will increase students' 1st to 2nd year retention rate.
------------------------------	---	--	--	--	--

Mathematics Corequisite Courses	The Mathematics department will implement co-requisite courses that will provide students requiring developmental mathematics additional instruction and practice to build and reinforce mathematical skills while they participate in a college level mathematics course. A co-requisite course will be piloted to be paired with sections of the course Pre-Calculus Mathematics: College Algebra.	Preselected students who meet the minimum requirements to participate in the pilot study	Beginning Fall 2021 three courses will be offered during each academic term. The number of courses will be reduced during summer academic terms.	Gateway Course Passage Rates Retention Rates Faculty Surveys Student surveys	Student performance and success in co-requisite Mathematics course will be better than those in non co-requisite courses, and with expanded adoption, student success will increase over time and overall, during the five-year period. The gains in performance and course related success will increase students' 1st to 2nd year retention rate.
---------------------------------	--	--	--	--	---

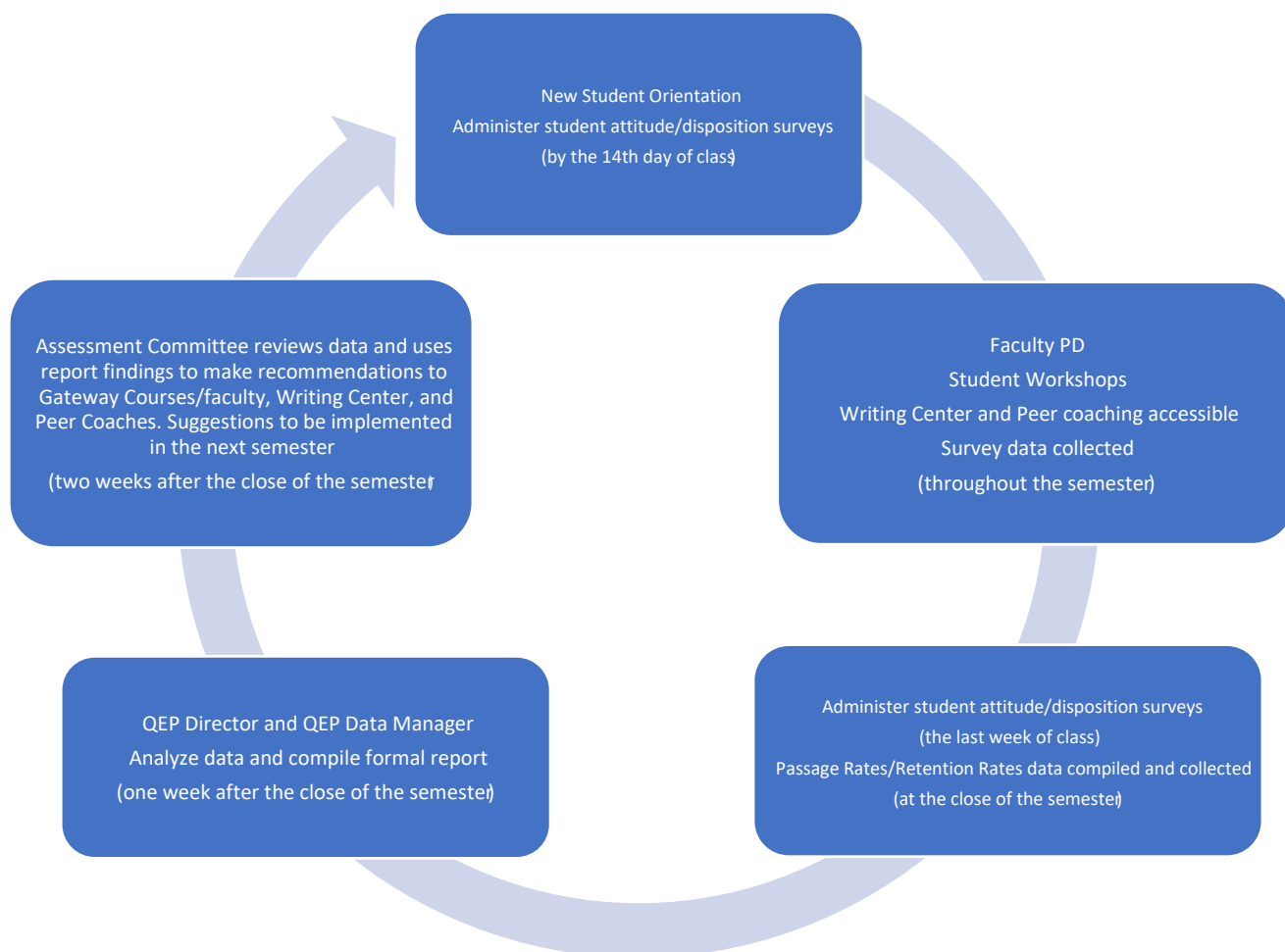
7 Habits (Franklin Covey) implementation in Freshmen Seminar Courses	The office of FYE and SYE implemented <i>Franklin Covey's 7 Habits® of Highly Effective College Students</i> to shift the mindset of first year students to assist with their academic and social engagement.	1 st and 2 nd semester freshmen level students	Implemented Fall 2019 and now continuing throughout the duration of the QEP.	Student success during first year of enrollment dispositions and attitude surveys	Compared to a baseline measure, first year students will– assessed via pre and post measures - display gains in academic skills, real life skills, and a resilience that will support persistence and graduation, including time management, study habits, relationship skills and money management. Compared to a baseline measure, students' positive attitude towards English, Mathematics and Biology will increase. A pre and post assessment measure will be used.
--	---	--	--	--	---

Assessment/Continuous Improvement Plan Committee

An Assessment/Continuous Improvement Plan Committee (ACIPC) will be formed and will be charged with providing guidance, developing policies and processes, and will be responsible for overall coordination of QEP activities over the five-year period. The ACIPC will be co-chaired by the Vice Chancellor of Academic Affairs and the Director of JAGS-QEP. The committee will consist of faculty and staff from Academic Affairs, College of Humanities and Interdisciplinary Studies: Department of Languages and Literature, College of Sciences and Engineering: Department of Mathematics and Physics & Department of Science Mathematics Education, Division of Student Success Academic Affairs: Center for Student Success & First and Second Year Experience and the Office of Strategic Planning, Policy and Institutional Effectiveness

Assessment/Continuous Improvement Plan Calendar

The Assessment/Continuous Improvement Calendar initiates at the beginning and concludes at the



This program aims to use designated JAGS QEP activities and intervention measures to end of each academic semester, excluding summer academic terms. Data obtained at the end of each

assessment cycle will be used to determine the effectiveness of the activities and assessments used

and continuously improve the program. *increase student passage rates in gateway courses and*

increase first to second year student retention rates. The implementation of several intervention

measures and JAG QEP designated activities will provide students with the necessary resources to yield the program's expected results.

8. Marketing Plan

JAGS QEP marketing will occur at all levels of Southern University and A&M College. The Marketing Plan seeks to provide general knowledge of activities and their value to the institution as a whole and comprehensive knowledge within units directly engaged in QEP activities. The QEP Advisory Team members and designated QEP champions will facilitate the dissemination of information to the university community and beyond.

The JAGS QEP will be discussed and marketed in the following venues:

- New Student Orientation (each semester)
- Faculty Convocation (each semester)
- Staff Convocation (each semester)
- Faculty senate meetings (monthly)
- Staff senate meetings (monthly)
- Southern University Board of Supervisors meetings (monthly)
- Southern University website
- College meetings
- Departmental meetings
- Student Fireside chats
- Student government meetings
- Gateway course syllabi
- Southern University Alumni Federation meetings
- Meetings with community and corporate partners

The Academic Deans meet weekly with the chief academic officer. The Academic Deans will serve as JAGS QEP champions and will advise their respective academic units concerning QEP activities. Monthly briefings will be prepared by the QEP Advisory Team reporting activity progress and promoting upcoming activities which will include relevant contact information.

Student workshops and community building activities will be announced and promoted in various modalities including university email blasts, announcements via the learning management system, the university website, and fliers posted in key university venues. The Division of Student Success will meet with faculty and students who will as JAGS QEP champions, discuss upcoming student activities and solicit input in planning future activities. Further, faculty instructing gateway courses will include information on course syllabi and course webpages concerning QEP support services. This information will be provided to instructional faculty during QEP training activities.

Promotional items will be purchased to brand and market the JAGS QEP. It is our hope that through broad and regular communication, the campus community and stakeholders will diligently participate in the **Journey to Achieve Greater Success**.

9. Timeline

9. Timeline

FY17: 2016 – 2017

- QEP Planning Committee formed
- QEP Planning Committee reviewed prospective QEP topics suggested by students, faculty, administrators and the Board of Supervisors
- QEP Planning Committee identified four broad-based competencies for QEP topic consideration – communication, critical thinking, quantitative reasoning and information literacy

FY18: 2017 – 2018

- QEP Planning Committee presents competencies for QEP topic consideration during the Fall 2017 Faculty Convocation
- QEP forum held on September 27, 2017, to engage Southern University and stakeholders in the development process
- Southern University and A&M College Accreditation Committee attended the SACSCOC Annual Meeting, December 2 – 5, 2017
- SACSCOC and QEP updates presented during the Spring 2018 Faculty Convocation

FY19: 2018 – 2019

- QEP Planning Committee reviews institutional data
- Review of Fall 2018 first time freshman academic performance
- Southern University and A&M College Strategic Plan, [Imagine 20K: 2018 - 2030](#), presented during the Spring 2019 Faculty Convocation
- Discussions of student academic performance at with stakeholders (University Academic Council, Council of Academic Deans, faculty, staff, Board of Supervisors)
- Pilot activities – Math coaching and faculty professional development
- Southern University faculty and administrators attend the 2019 Gateway Course Experience Conference
- College of Sciences and Engineering hosts Faculty Development Workshop titled “Closing the Student Achievement Gap with 5 Strategies for Course Redesigns” facilitated by Mr. Tony Holland, May 9, 2019
- Southern University faculty and administrators attend Pathways to Success workshop hosted by the Louisiana Board of Regents and facilitated by Dr. Tristan Denley, University System of Georgia, June 20, 2019

9. Timeline

FY20: 2019 – 2020

- JAGS – Journey to Achieve Greater Success unveiled during the Fall 2019 Faculty Convocation and Staff Convocation
- Pilot activities – Expanded Math coaching and pilot Writing Center
- Dr. Bijoy Kumar Sahoo named Interim Executive Vice Chancellor
- QEP Development Team convened for weekly meetings
- JAGS QEP presentation and panel discussion at Spring 2020 Faculty Convocation
- Dr. Roberta Mathews, Retired Vice President for Academic Affairs at Marymount College and Gardner Institute’s Gateways to Completion Senior Advisor visited Southern University January 8 - 9, 2020
- QEP Development Team Gateway course workshop with Dr. Mathews
- Gateways to Completion (G2C) process begins
- Faculty professional development on gateway course facilitation
- Faculty search for English, mathematics, and biology faculty
- QEP Report submitted to SACSCOC on January 27, 2020

FY21: 2020 – 2021

- Gateway co-requisite courses begin
- G2C process continues – implement and monitor courses
- Peer coaches selected for gateway courses and trained by faculty and Division of Student Success
- JAGS QEP marketing at faculty, staff and student meetings
- QEP assessment and reporting at the close of the fall (end of December) and spring semesters (end of May)
- JAGS QEP Advisory board meetings (fall semester: weekly to assess implementation; spring semester: twice a month). Discuss initial results and revise approaches/strategies. • JAGS QEP annual report (end of July, specific dates to be determined annually)

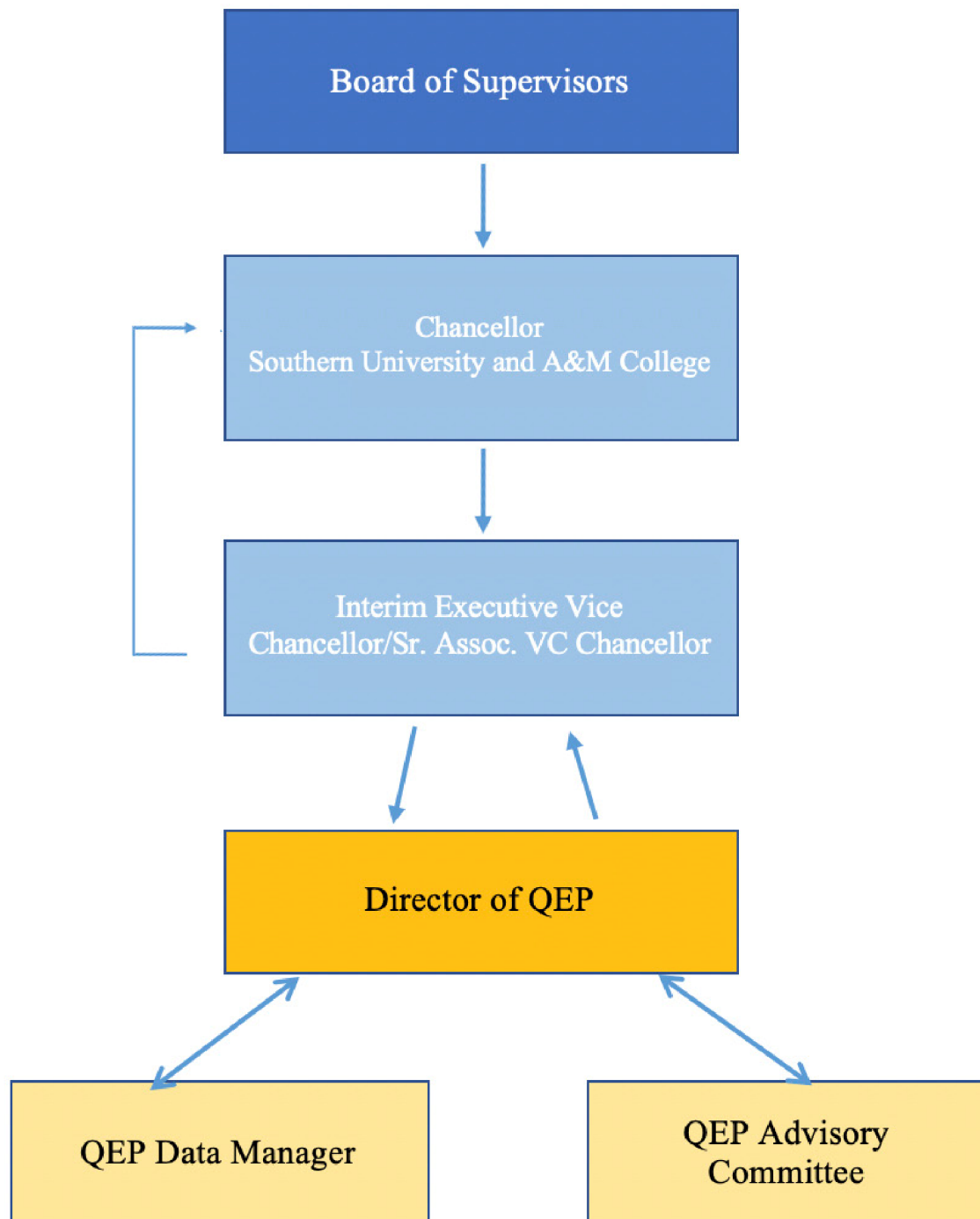
FY22 and Beyond: 2021 – 2025

- Gateway co-requisite courses continue and lessons learned to be utilized in other similar courses
- Faculty facilitator professional development
- Faculty focus groups
- Student focus groups
- Dissemination of JAGS QEP assessment data to university stakeholders
- JAGS QEP Marketing and updates to faculty, staff and students at meetings
- JAGS QEP Advisory board meetings (monthly)
- JAGS QEP annual report (end of July, specific dates to be determined annually)
- We intend to, in the spirit of continuous improvement, strive to explore ways to further enhance student success in the select gateway courses, assess and learn from our effort and ensure that other courses that are barriers to student success benefit by replicating our success.

10. Organizational Structure

The following chart provides an overview of the Southern University and A&M College organizational chart as it pertains to JAGS QEP accountability and supervision.

Abbreviated Organizational Chart



10. Organizational Structure

QEP Development Team

The QEP Development Team was convened to help develop the nuts and the bolts of the JAGS QEP. The charge was to develop a comprehensive plan to ensure student success and to improve specific student learning outcomes.

Name	Title	Department / College
Academic Affairs		
Dr. Bijoy Sahoo	Interim Exec. V C./Sr. Assoc. VC for Academic Affairs	Academic Affairs
Faculty		
Dr. Rasheedah Jenkins	Assistant Professor	Department of Languages and Literature, College of Humanities and Interdisciplinary Studies
Dr. April Toadvine	Assistant Professor	Department of Languages and Literature, College of Humanities and Interdisciplinary Studies
Dr. Rachel Vincent-Finley	Associate Dean for Academic Affairs	College of Sciences and Engineering
	Associate Professor	Department of Mathematics and Physics, College of Sciences and Engineering
Dr. Francesca MellieonWilliams	Associate Professor	Department of Science Mathematics Education, College of Sciences and Engineering
Student Success		
Ms. LaTrina Collins	Executive Director	Center for Student Success Division of Student Success Academic Affairs
Mr. Zackeus Johnson	Executive Director	First and Second Year Experience Division of Student Success Academic Affairs
Institutional Research		
Mr. Srinivas Reddy Gavini	Director, Institutional Research and Assessment	Office of Strategic Planning, Policy and Institutional Effectiveness
Dr. Berdikul Qushim	Senior Planning and Evaluation Analyst	Office of Strategic Planning, Policy and Institutional Effectiveness

10. Organizational Structure

QEP Advisory Team

During the Implementation Phase of the JAGS QEP the Development Team will continue to serve in the capacity of a steering committee. This group will be joined by additional faculty, staff and student representatives to form the JAGS QEP Advisory Team. The JAGS QEP Advisory Team will be

charged with overseeing the overall implementation of the QEP including the facilitation of reporting and dissemination of findings.

11. Budget and Resources

Southern University is committed to the success of the JAGS QEP. To this end, a budget will be allocated in the following categories – personnel, professional development, marketing, materials and supplies and professional services.

Tenure-track faculty positions. Nine new faculty lines have been approved for new hires in English, biology and mathematics. Three new faculty will be recruited in each of the disciplines. Total of the annual salaries is \$534,000.00. The total of the fringe benefits (faculty rate of 26.57%) is \$141,883.80.

Director. The QEP Director's annual salary is estimated to be \$70,000. The total of the fringe benefits (faculty rate of 26.57%) is \$18,599.

Data Manager. An annual stipend of \$2,500 is allocated for the QEP data manager. The total of the fringe benefits (staff rate of 26.57%) is \$664.25.

Faculty Facilitator Stipends. English, biology and mathematics faculty will receive a stipend for participating in curriculum redesign activities and to serve as facilitators. A total of \$15,000 will be allocated each academic year to compensate faculty for curriculum redesign activities ($\$1500 \times 10$ faculty per academic year). The total of the fringe benefits (faculty rate of 26.57%) is \$3,985.50.

Peer Coaches. Each undergraduate tutor will work at most 10 hours per week during the Fall and Spring and Summer terms. Peer tutors will be assigned to JAGS QEP courses. The 10 hours of peer coaching activities will be broken down as follows – three hours attending class, one-hour meeting with the Center for Student Success staff and preparation time based on the weekly course schedules, 6 hours of peer coaching face-to-face or virtually (via Zoom or Skype). The Peer Coach will be compensated \$15 per hour. A total of \$112,500 will be allocated each academic year to compensate peer coaches ($\$15 \text{ per hour} \times 10 \text{ hours per week} \times 15 \text{ weeks} \times 50 \text{ peer coaches per year}$).

Writing Center Staff. A total of \$20,000 per year will be allocated for a graduate student assistant ($\$25 \text{ per hour} \times 20 \text{ hours per week} \times 15 \text{ weeks per semester} \text{ and } \5000 per summer).

Marketing. Promotional Items. A total of \$33,000 will be allocated for the purchase of QEP promotional items for the duration of the activities.

Materials and Supplies. A total of \$35,000 will be allocated for the purchase of QEP materials and supplies for the duration of the activities.

Professional Development. Workshops & Conference Participation. A total of \$80,000 will be allocated for the (2) hosting workshops in support of QEP activities and for conference participation, presentations and related intellectual contributions.

11. Budget and Resources

Professional Services. We have joined the G2C (Gateway to Completion) cohort led by the Gardner Institute. DXtera will help manage data. The five year cost: \$250,000.

Annual Budget (2019-2025):

		Implementation Phase				
Description	Preparation Period 2019 - 2020	Year 1 2020 – 2021	Year 2 2021 – 2022	Year 3 2022 – 2023	Year 4 2023 – 2024	Year 5 2024 – 2025
Tenure track faculty positions		\$ 534,000.00	\$ 534,000.00	\$ 534,000.00	\$ 534,000.00	\$ 534,000.00
Director		\$ 70,000.00	\$ 70,000.00	\$ 70,000.00	\$ 70,000.00	\$ 70,000.00
Data Manager		\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Faculty Stipends. Curriculum Redesign	\$30,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Fridge Benefits (faculty & staff. 26.57%)	\$7,971.00	\$ 166,251.25	\$ 166,251.25	\$ 166,251.25	\$ 166,251.25	\$ 166,251.25
Peer Coaches (\$15 per hour)		\$ 112,500.00	\$ 112,500.00	\$ 112,500.00	\$ 112,500.00	\$ 112,500.00
Writing Center Staff		\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Marketing. Promotional Items	\$ 5,000.00	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$3,000.00
Materials and Supplies	\$3,000.00	\$ 12,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Professional Development. Workshops & Conferences	\$10,000	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 10,000.00

G2C Cohort, Gardner Institute & DXtera Data Management	\$60,000.00	\$ 80,000.00	\$ 80,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Annual Totals	\$ 115,971.00	\$ 1,037,251.25	\$ 1,025,251.25	\$ 955,251.25	\$ 955,251.25	\$ 948,251.25

12. Appendices

Appendix A: JAGS QEP Glossary

Appendix B: JAGS QEP Link to Southern University and A&M College Strategic Plan 20182023: Imagine 20K, 2018

Appendix C: General Education Program of Excellence (GEPE) Learning Outcomes (LOs)

Appendix D: Dr. Roberta Mathews – Itinerary and Profile

Appendix E: Division of Student Success – Office of First and Second Year Experience

Appendix F: Division of Student Success – Center for Student Success

Appendix G: Division of Student Success – Center for Student Success, Workshop Evaluation Form

Appendix H: Writing Center Feedback Form

Appendix I: Faculty Focus Group Survey – Biology Survey Summary of Results

Appendix J: Faculty Focus Group Survey – English Survey Summary of Results

Appendix K: Faculty Focus Group Survey – Math Survey Summary of Results

Appendix L: JAGS QEP Director – Position Vacancy Announcement

Appendix M: JAGS QEP Data Manager – Position Vacancy Announcement

Appendix A: JAGS QEP Glossary

Gateway courses are “any courses that are:

Foundational: These courses may be non-credit-bearing developmental education courses— which often serve as initial paths to the gateway courses—and/or college credit-bearing, generally lower-division courses.

High-risk: Such courses are identified by the rates at which D, F, W (for any form of withdrawal on the transcript) and I (for incomplete) grades are earned across sections of the course(s).” (Koch & Rodier, 2014; Koch A. K., 2017)

JAGS QEP gateway courses

Pre-Consolidation	Catalog Title	Post-Consolidation
-------------------	---------------	--------------------

BIOL	104	General Biology	SBIO	101B
ENGL	110	Freshman Composition	SENL	101B
ENGL	111	Freshman Composition	SENL	102B
MATH	135	Pre-Calculus Mathematics I – College Algebra	SMAT	121B

JAGS QEP gateway courses catalog descriptions

BIOL 104. GENERAL BIOLOGY (Credit, 3 hours). Basic biological concepts as they relate to man and his surroundings. Major emphasis on the nature of science, evolution, the cell, heredity, reproduction, growth, and development.

ENGL 110/111. FRESHMAN COMPOSITION (Credit, 3 hours each). Emphasis on writing as a learning, thinking process. Discussion of and practice in strategies used in prewriting, writing, and revising expressive, informative, analytical and argumentative essays. Special sections designated for honors students.

MATH 135. PRE-CALCULUS I: COLLEGE ALGEBRA (Credit, 3 hours). Topics include a review of the real numbers and their properties; operations with complex numbers; equations and inequalities; polynomial, rational, exponential, and logarithmic functions and their graphs; and systems of equations and inequalities. Modelling is introduced and applications are emphasized. Designed for students in the business, scientific, or engineering programs. Graphing calculators recommended. Prerequisite: Placement examination.

Freshman Seminar courses

Pre-Consolidation		Catalog Title	Post-Consolidation	
FRMN	110	Freshman Seminar		
FRMN	111	Freshman Seminar		

Freshman Seminar courses catalog descriptions

FRMN 110. FRESHMAN SEMINAR (Credit, 1 hour). Course provides opportunity for students to further develop cognitive skills and to adjust personally and socially to the college environment. The development of group counseling activities facilitates intrapersonal and interpersonal communication skills. Required of all freshmen unless otherwise instructed by University College.

FRMN 111. FRESHMAN SEMINAR (Credit, 1 hour). The second phase of freshman seminar designed to provide information necessary for career planning and to offer a general overview of the world of work. Course offers the student the opportunity to examine and

12. Appendices

evaluate self, interests, careers, abilities, and goals. Required of all freshmen unless otherwise instructed by University College.

Developmental courses are designed to prepare students for successful completion of gateway courses. These courses are not for college credit.

Pre-Consolidation		Catalog Title	Post-Consolidation	
ENGL	090	Developmental English		
MATH	092	Developmental Mathematics		

Developmental courses catalog description

ENGL 090. DEVELOPMENTAL ENGLISH (Credit, 3 hours). Focus on writing skills considered essential for success in college-level courses. Review of standard English: grammar, sentence structure, punctuation, capitalization, and spelling. Includes practical application of these conventions through sentences and, ultimately, the paragraph. Requires mandatory laboratory participation. (For students with a standard score of 17 and below on the English area of the ACT and 440 and below on the English area of the SAT.)

MATH 092. DEVELOPMENTAL MATHEMATICS (Credit, 3 hours). This course is designed to prepare students for pre-calculus MATH 135. Topics include operations on real numbers, variable expressions, linear equations and inequalities, polynomial, and rational expressions, absolute value, functions, and graphs of functions. Students placed according to ACT/SAT scores.

Co-requisite courses are courses in which students must enroll at the same time.

Academic Coaches are staff members in the Center for Student Success who serve as guides to assist students in navigating academic choices, help student plan and provide support to promote academic success.

Appendix B: JAGS QEP Link to Southern University and A&M College Strategic Plan 2018-2023: Imagine 20K, 2018

The QEP is linked to and will benefit from the fulfillment of the following major components of the SUBR Strategic Plan:

- Strategy 1.5.2 - General Education
- Strategy 1.5.14 - First Year Orientation
- Strategy 2.1.3 - Develop an Early-Alert System
- Strategy 2.1.4 - Culture of Teaching & Learning
- Strategy 2.1.8 - Culture of Student Success
- Strategy 2.1.9 - Workforce Alignment
- Strategy 2.1.10 - Faculty & Staff Development
- Strategy 2.1.12 - Gateway Course(s) Redesign
- Strategy 2.1.16 - Supplemental Instruction
- Strategy 2.1.18 - Academic Support Programs
- Strategy 2.1.20 - Counseling and Mentoring
- Strategy 2.1.26 - Student and Faculty Engagement

Appendix C: General Education Program of Excellence (GEPE) Learning Outcomes (LOs)

(Southern University and A&M College 2017-2020 Undergraduate Catalog, 2017)

LO 1: Critical Thinking	Graduates will reason abstractly and think critically and integrate new information with previously acquired information to solve novel complex problems and learn independently.
LO 2: Communication Skills	Graduates will communicate effectively using skills that apply to English in general as well as to specific English language modalities at the college level of competence.
LO 3: Cultural Literacy	Graduates will demonstrate knowledge of various cultures by studying the past and present through language, literature, cultural artifacts, and social and political systems.
LO 4: Mathematical and Science Reasoning	Graduates will apply quantitative and qualitative approaches to mathematical and/or scientific concepts.
LO 5: Wellness	Graduates will identify and demonstrate comprehension of human wellness and the importance of physical activities in developing a healthy mind and body.
LO 6: Ethical Behavior and Values	Graduates will identify and demonstrate appreciation of ethical issues implicit in their personal behavior and those underlying the operation of social and political systems as well as in the field of research.
LO 7: Information Technology Literacy	Graduates will demonstrate information technology skills that enable them to use computers, software applications, databases, and other technologies to a wide variety of academic, work-related, and personal goals.

Appendix D: Dr. Roberta Mathews – Itinerary and Profile

Dr. Roberta Matthews

Senior Fellow for Foundations of Excellence at the John N. Gardner Institute
for Excellence in Undergraduate Education

(Retired Vice President for Academic Affairs at Marymount College and Gateway to Completion Advisor)

Itinerary

TUESDAY, JAN. 7, 2020

5:10 p.m.	Arrive in Baton Rouge	Pick up by Dr. Joycelyn Harrison and transported to hotel
7:00 p.m.	Dinner	Dr. Patrick Carriere

WEDNESDAY, JAN. 8, 2020

9:00 a.m.	Pick up from hotel	Dr. Bijoy Sahoo
10:00 a.m. ~ 4:00 p.m.	Faculty Convocation	Smith-Brown Union
4:00 p.m.	Return to hotel	Dr. Rachel Vincent-Finley
6:30 p.m.	Dinner	Dr. Rachel Vincent-Finley

THURSDAY, JAN. 9, 2020

9:00 a.m.	Pick up from hotel and check out	Dr. Bijoy Sahoo
9:30 a.m.	Meeting with Academic Council	JS Clark Adm. Bldg. 3 rd Floor Conference Room
11:00 a.m. ~ 1:30 p.m.	Gateway Courses Workshop	Magnolia Room Faculty Leaders from Biology, Math, English, Psychology & Visual Arts
1:30 p.m.	Take to Airport	Dr. Joycelyn Harrison
3:10 p. m.	Flight	



Roberta Mathews

SENIOR FELLOW

Roberta Mathews holds a doctoral degree in modern British and Irish Literature. She served as Provost and Vice President for Academic Affairs and Professor of English Brooklyn College/CUNY from 2001 through 2007, when she retired from academia. During her time at Brooklyn College, she played a key role in

devising a new strategic plan, envisioning the new core curriculum and creating new undergraduate and graduate programs. She launched the Center for the Study of Brooklyn and the Magner Center for Career Services. The Center for Teaching grew in prominence and effectiveness. As Provost, Matthews oversaw the hiring of over 150 new faculty and developed a rich new faculty orientation program. In 2003, in partnership with the NYC Department of Education and the Gateway Institute, and as part of the Bill and Melinda Gates Foundation initiative, she established the Science, Technology and Research (STAR) Early College High School. STAR graduated its first class in June 2007, with 72 of its original 76 students receiving their degrees and continuing on to college.

Before coming to Brooklyn College, Matthews served as the founding Director of the City University of New York Honors College: University Scholars Program. During 1999-2000 she served as Interim President at LaGuardia Community College/CUNY. Prior to that, she was Vice President for Academic Affairs and Dean of the Faculty at Marymount College in Tarrytown New York. Matthews spent many years in high-level administrative positions and as a Professor of English at LaGuardia Community College. Her higher education experience spans public and private, senior and community, small and large colleges.

Matthews has published widely and offered workshops on learning communities and active learning at colleges and universities across the country. Throughout her career, she focused on curriculum and program development, school-college collaboration, and international education, always dedicated to achieving educational excellence through intentional and proven reform efforts. She served on the national boards of the American Association for Higher Education and the Policy Center on the First Year of College. During the time she served as Provost, Brooklyn College was a Foundations of Excellence pilot institution.

Since 2005, Matthews has served as a Senior Fellow for Foundations of Excellence at the John N. Gardner Institute for Excellence in Undergraduate Education (formerly the Policy Center of the First Year of College). She believes that FoE is transformative, and is always delighted to assist colleges and universities as they work through the FoE process.

To contact Roberta, please email her at rsm11231@gmail.com

Appendix E: Division of Student Success – Office of First and Second Year Experience

Unit Mission: The Office of First and Second Year Experience strives to create a conducive environment that assist scholars to engage in the campus community, strengthen relationships, and empower the inner Jaguar.

Unit Vision: The Office of First and Second Year Experience will engage, strengthen, and empower students to become independent, intentional, and active learners.

Strategic Goal: Objectives that are fundamental to an effective first-year at Southern University and A&M College are to improve scholastic abilities, create profession plans, participate in a network of students, and help with each full time first year, second year and first time student from another school towards a fruitful progress from secondary school to school to advance scholarly and social achievement.

- A. Assist students toward a successful transition from high school to college level academics.
- B. Provide students with information about SUBR resources and opportunities available on campus while establishing interpersonal relationships.
- C. Encourage students to engage in civic engagement.

OBJECTIVES AND PERFORMANCE INDICATORS	
Major Objectives in Measurable Terms:	Anticipated Results to Measure Success:
OBJECTIVE	PERFORMANCE INDICATORS
1. To attain a 1% higher passage rate in Developmental Math and English by offering intentional services and collaborating with other academic support areas on campus by the end of each academic year.	1.1 Meet to avail self for academic advisement for a minimum of three (3) times per semester; 1.2 Decrease the class size in introductory Math and English courses. 1.3 Attend Writing and Tutoring Learning Centers at least 10 times per semester. 1.4 Meet with assigned Peer Mentor at least once a week. (Weekly Logs)
2. To attain a 1% increase in fall-to-fall retention rate of Emerging Jag students by	2.1 Meet with a Support Service team member at least 3 times per semester.

collaborating with support areas under the Division of Student Success to provide exposure and opportunities by the end of each academic year.	2.2 Participate in the <i>Franklin Covey's 7 Habits® of Highly Effective College Students</i> Experience. 2.3 Include instructor buy-in to foster a sense of belongingness. 2.4 50% of student responses to survey questions will be within the positive range.
Objectives align with the following LAA and SUBR Strategic Initiative: LAA #6: Tutoring, counseling, and student service programs designed to improve academic success. SUBR Strategic Plan: Objective II.1 Strategy II.1.1: Implement Degree Me Now: 15 TO Finish in 4 Campaign Strategy II.1.2: Implement <i>Franklin Covey's 7 Habits® of Highly Effective College Students</i>	

Emerging Jaguars Access Program

Our goal at Southern University and A&M College is to guarantee a successful transition, persistence, and graduation. The Emerging Jaguars Access Program is designed to provide opportunities for academic success to students who meet the revised admission requirements of the University. Emerging Jaguars will accomplish this goal through on going mentoring, academic support services and resources for students during their entire first year at Southern University. The following requirements to participate in this access program have been designed to help students make the most of their first year at Southern University. As a participant, students must maintain a 2.0 grade point average or better per semester while enrolled in 15 credit hours of course work. In addition, students are encouraged to complete the Free Application for Federal Student Aid (FASFA) for the spring and fall semesters.

The Emerging Jaguars Access Program is an initiative that focuses on strengthening the knowledge, skills, and professional dispositions of incoming freshman with specific emphasis on mathematics and English. The goal of the Emerging Jaguars Access Program is to provide students with the necessary foundation and fundamental knowledge and skill base in order to be anchored and prepared to move to the next level of learning and development.

Fulfillment of the student contract is a requirement of participants in the Emerging Jaguars Access Program. The student contract is intended to help participants effectively utilize the available services, while helping them to develop their academic and professional skills. After the completion of the contract, students are highly encouraged to register for New Student Orientation, which is housed in the Division of Student Affairs and Enrollment Management. The Emerging Jaguars Access Program fosters the development of an essential knowledge base and skills, such as critical thinking quantitative and analytical reasoning, speaking, and writing.

It is expected that the Emerging Jaguars Access Program will increase student enrollment, retention, and successful progression toward degree completion and hopefully lead to gainful employment.

Peer Mentoring Champion Program

According to Knapp, Kelly-Reid, and Ginder (2012), 28 percent of full-time college students at 4- or 2-year institutions do not return the following year. This can be from personal experiences that first-years have little to no involvement academically or socially (Knapp, KellyReid, & Ginder, 2012). To address this issue, mentoring programs have been incorporated to ensure students are well connected to campus resources and further engagement to campus life. Peer mentors, according to Holt and Berwise (2012) are essential to mentees academic and social integration, inclusive of building a sense of belonging, which aligns with Tinto's academic and social integration theory (Holt & Berwise, 2012).

The Office of First and Second Year Experience has steered the Peer Mentoring Champion Program (PMC). This program enables new students to associate with sophomores, juniors, seniors, graduate experts and alumni who share or have had a similar degree focus. The PMC program also enables new students to become socially engaged at the university and to become better acquainted with the campus community. Plaskett, Bali, Nakkula, and Harris (2018) noticed that linking first year students with an experienced peers could encourage first-year progress and help first year students to establish steadiness, trustworthiness, and coarseness which are motivating factors when the school venture becomes challenging (Plaskett, Bali, Nakkula, & Harris, 2018).

Appendix F: Division of Student Success – Center for Student Success

The Center for Student Success (CSS) supports the mission of Southern University and A&M College and its commitment to the graduation of students. The CSS seeks to expand support services in line with the Strategic Plan. To this end the CSS will focus on expansion in two specific areas that promote student success – academic coaching and tutoring. The CSS seeks to create an environment where every student feels supported by the University. Creating this environment requires a commitment to communication with students and to the accessibility of services designed to increase course completion, retention, and graduation (Adams, 2001; Beasley, 1997).

Unit Mission

The Center for Student Success promotes self-efficacy and growth while providing concrete strategies and support resources to foster critical thinking and facilitation of academic success.

Unit Vision

To provide comprehensive learning support to ensure students are equipped with the necessary tools for academic success.

Strategic Goal

Objectives that are fundamental to an effective Center for Student Success at Southern University and A&M College are to put students first, clarify academic pathways, use best practices to advance student retention and help students to prepare for academic and career success.

Put Students First: identify and remediate administrative policies and procedures that impeded student success by improving support services, programs and access to courses they need to progress towards graduation.

Clarify Pathways: help students navigate their course work and move effectively and efficiently toward graduation.

Use Best Practices: implement a supplemental instruction program at Southern University and A&M College in traditionally difficult biology, English, and mathematics gateway courses. Utilize the Navigate system to effectively monitor Early Alerts for students.

Help Students Prepare for Academic and Career Success: Increase advising capacity, revitalize advising systems and improve the visibility of student support services.

OBJECTIVES AND PERFORMANCE INDICATORS	
Major Objectives in Measurable Terms:	Anticipated Results to Measure Success:

OBJECTIVE	PERFORMANCE INDICATORS
1. Increase the pass rate of students attending by 3% per year (when they attend at least 3 tutoring sessions per semester) over students not attending tutoring. (Baseline 30% FY 2018)	1.1 Number of tutoring sessions 1.2 Midterm and final grades for courses that have tutoring sessions 1.3 Professor Surveys (Navigate)
2. Increase the accuracy in degree planning of First-Time Full Time Students by requiring at least 4 academic coaching meetings per semester.	2.1 Number of student visits. 2.2 Degree Maps 2.3 Student Satisfaction Surveys
3. Implement a supplemental instruction program to support increased student success in high failure rate courses particularly initial gateway courses (i.e. English, mathematics, biology, chemistry, and psychology)	3.1 Number of supplemental instruction courses 3.2 Number of supplemental instruction leaders hired 3.3 Midterm and final grades for supplemental instruction courses 3.4 Professor Surveys (Navigate)
4. Improve student support by implementing an Intervention Team to triage early alert referrals through Navigate and ensure appropriate services are rendered.	4.1 Number of Early Alert Referrals 4.2 Report of services offered 4.3 Development of Intervention team

Appendix G: Division of Student Success – Center for Student Success, Workshop Evaluation Form



Center for Student Success

Southern University and A & M College, Baton Rouge
Room 152, Harris Hall Annex • Phone: (225) 771-4312



Workshop Evaluation

Name of Workshop: _____ Date: _____

Presenter: _____

Please circle the number corresponding to your responses and provide comments.

1. The concepts, information and resources presented were...	Not Useful 1	Slightly Useful 2	Somewhat Useful 3	Useful 4	Very Useful 5
2. The presenter's communication style	Not Useful 1	Slightly Useful 2	Somewhat Useful 3	Useful 4	Very Useful 5
3. Program format	Not Useful 1	Slightly Useful 2	Somewhat Useful 3	Useful 4	Very Useful 5
4. Your overall reaction to the program	Not Useful 1	Slightly Useful 2	Somewhat Useful 3	Useful 4	Very Useful 5
5. Please provide comments for any of the ratings you gave above and share general reactions.					
6. What did you enjoy most in the workshop?					
7. What did you like least?					
8. What suggestions for change do you have for this workshop?					

Appendix H: Writing Center Feedback Form



Department of Languages & Literature
T.H. Harris Hall, Room #2024

Writing Center Feedback Form

Consultant's Name: _____ Date: _____
Course for which you visited the Writing Center (for example, English 101): _____

Please respond to the following about tutoring in general this semester (circle your answer):

1. My understanding of my writing and my writing process has improved as a result of tutoring this semester.	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
2. I am more likely to achieve my goals in this class as a result of tutoring this semester.	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
3. My consultant understands academic writing, and I feel confident in his/her ability to help me with my writing.	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
4. I plan to attend the Writing Center again.	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
5. I would recommend another student to the writing center.	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree

Please respond to the following about this particular tutoring session (circle your answer):

2. The goals of the tutoring session were clear and were accomplished during the session.	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
3. My consultant encouraged me to talk about my writing.	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
4. My consultant shared strategies on how to approach writing.	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
5. My consultant checked to see if I understood the material we covered.	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
6. My consultant gave me the chance to practice what I learned.	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree

Continue →

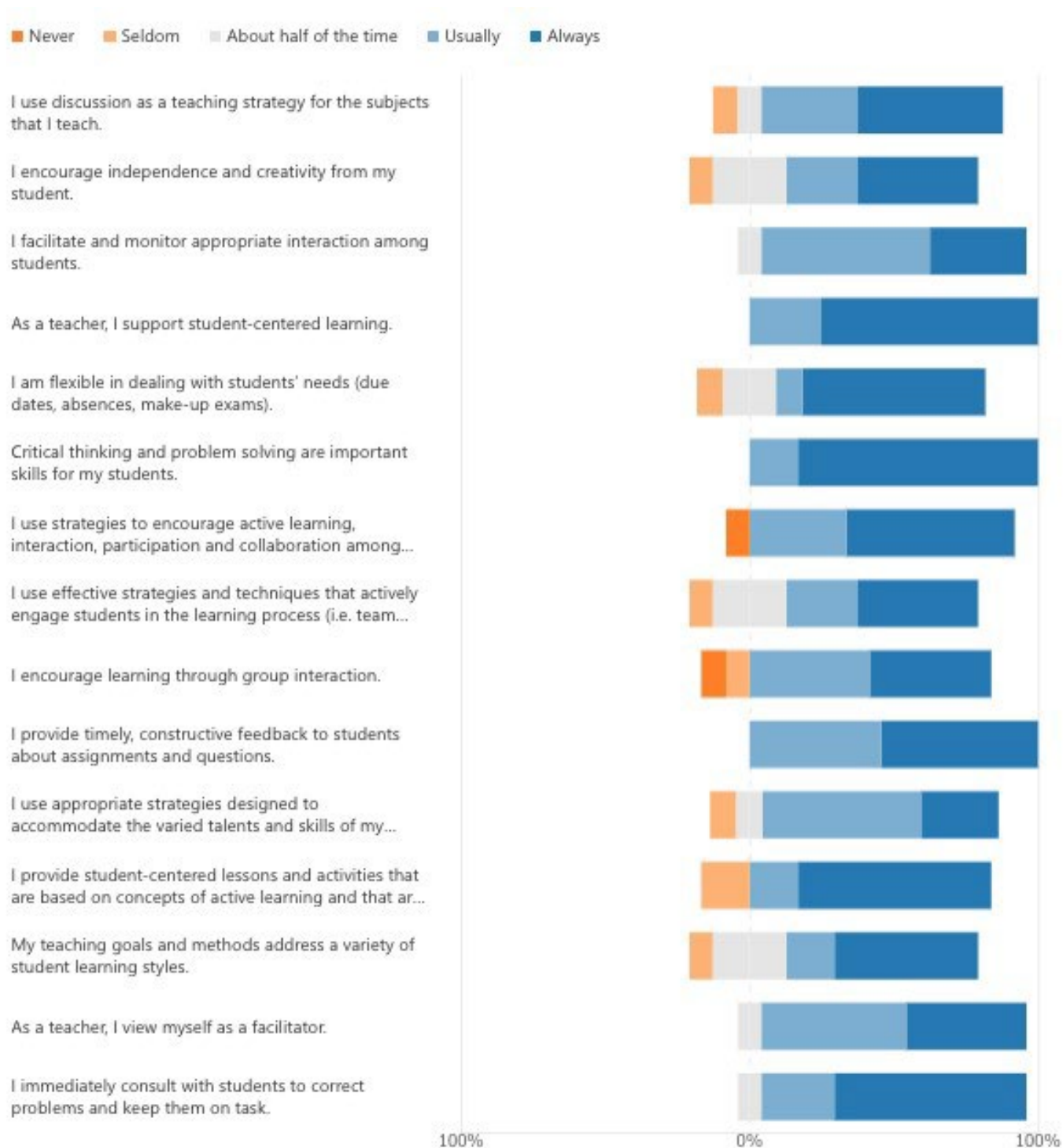
2. Why did you come to the Writing Center today? (Check all that apply) _____ Get help with a specific writing assignment _____ Class requirement _____ Get help with my writing in general _____ Instructor referral _____ Other (please specify) _____

3. Approximately how many times have you visited the Writing Center this semester? _____ 1
 _____ 2-5 _____ 6-10 _____ 11-15 _____ 16-20 _____ more than 20

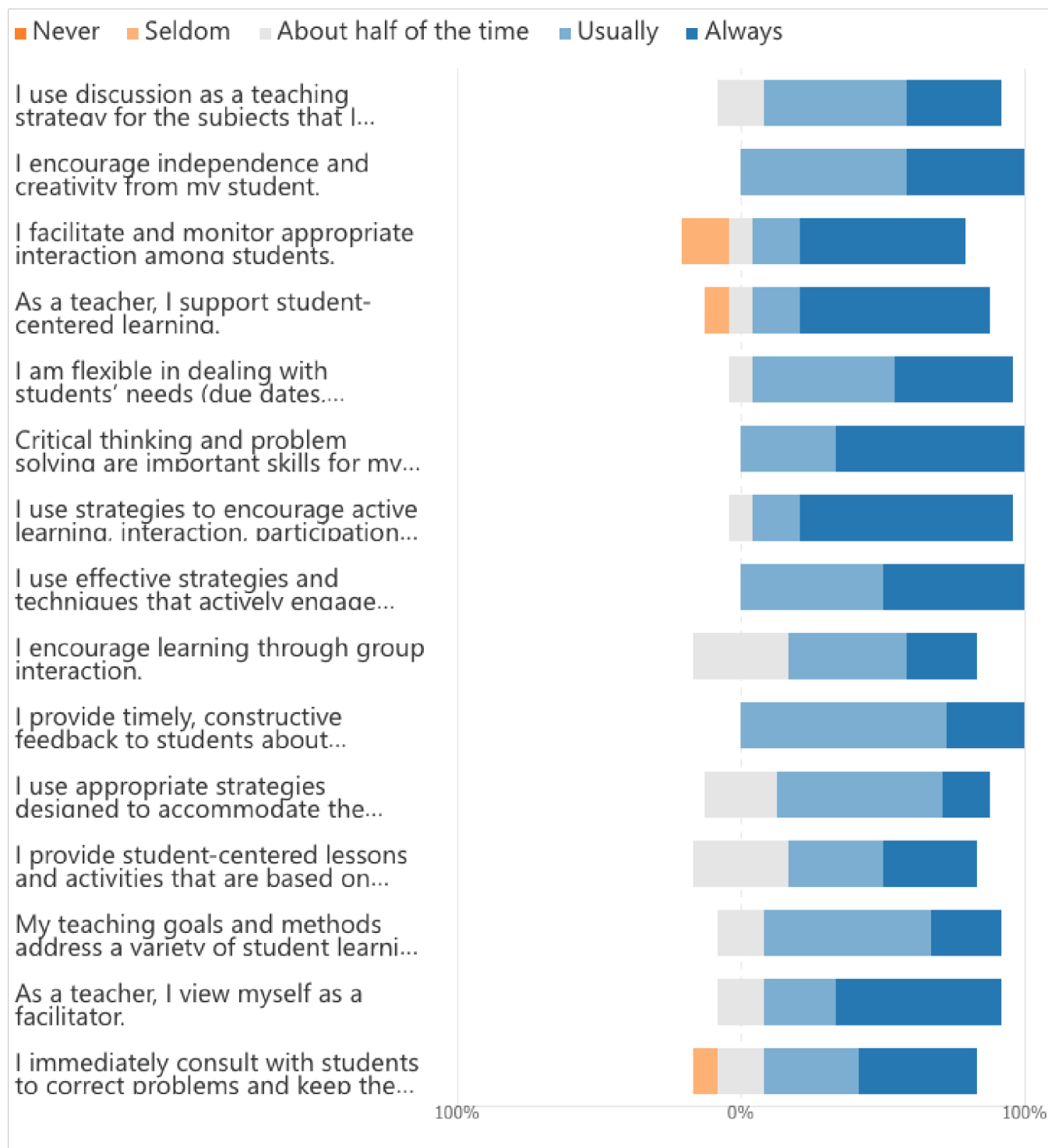
Please provide any additional comments and/or suggestions below that may help us improve our Writing Center:

Thank you for your feedback! Your responses will help us make sure the Writing Center serves your needs!

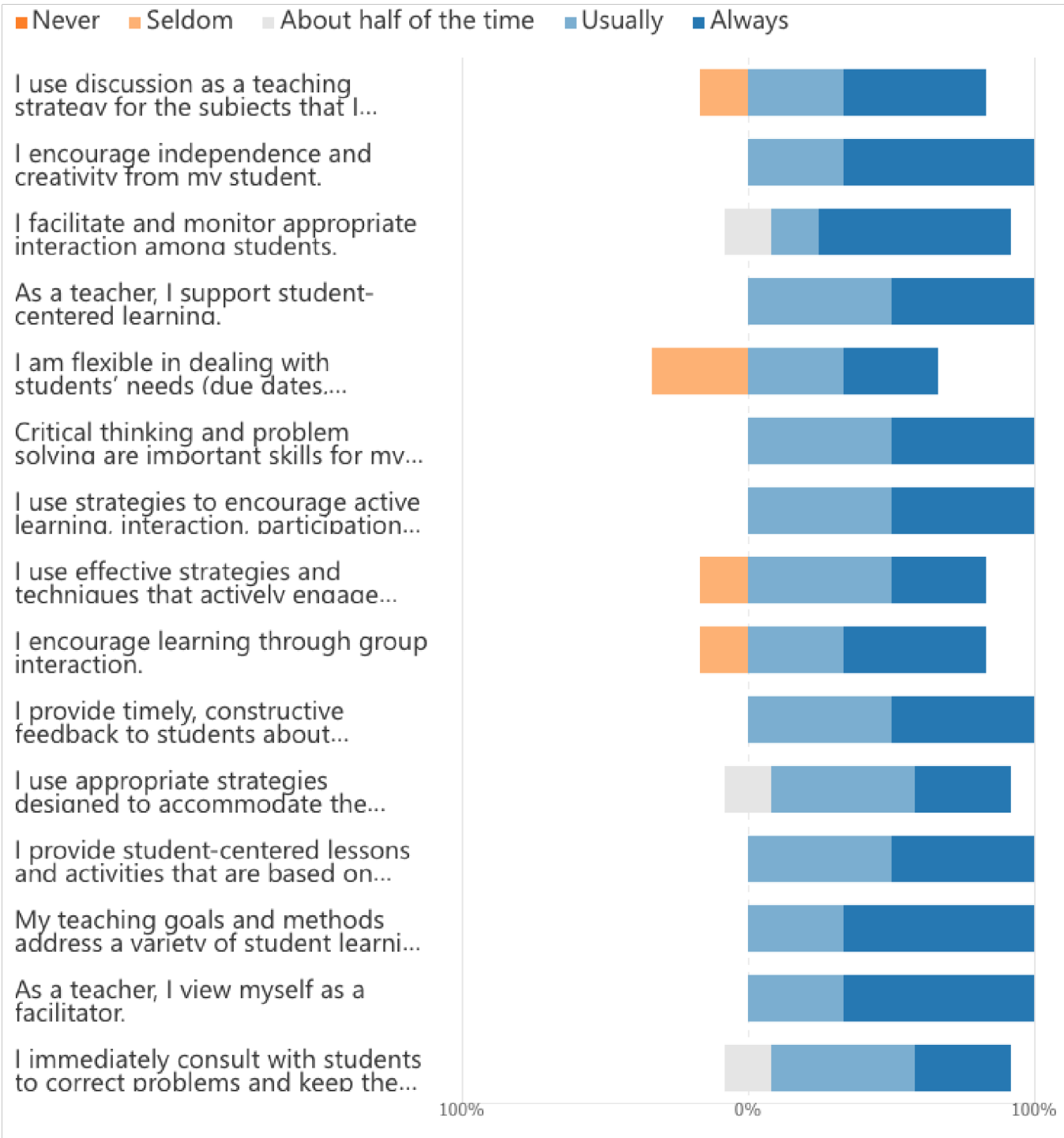
Appendix I: Faculty Focus Group Survey – Biology Survey Summary of Results



Appendix J: Faculty Focus Group Survey – English Survey Summary of Results



Appendix K: Faculty Focus Group Survey – Math Survey Summary of Results



Appendix L: JAGS QEP Director – Position Vacancy Announcement

Position Title: JAGS QEP Director

Salary Range: \$70,000

Brief Job Description: The duties of this position are (1) coordinate JAGS QEP activities in collaboration with academic units and the Division for Student Success; (2) facilitate meetings of JAGS QEP Advisory

Team; (3) coordinate professional development and trainings for faculty with respect to QEP activities; (4) facilitate the preparation of semester and annual reports of JAGS QEP; (5) other duties as assigned.

Supervision: Reports to the Chief Academic Officer

Minimal Qualifications

Education

Required: Master's degree in related field

Preferred: Doctorate in related field

Experience

Required: Experience in higher education; experience managing large projects

Appendix M: JAGS QEP Data Manager – Position Vacancy Announcement

Position Title: JAGS QEP Data Manager

Salary Range: Release time and/or yearly stipend

Brief Job Description: The duties of this position are to coordinate JAGS QEP data activities in collaboration with academic units and the Division for Student Success. Duties include the collection, management, analysis and reporting JAGS QEP data.

Supervision: Reports to the Chief Academic Officer and the Office of Strategic Planning, Policy and Institutional Effectiveness

Minimal Qualifications

Education

Required: Master's degree in related field

Preferred: Doctorate in related field

Experience

Required: Experience with data management and presentation in reports **Preferred:** Experience in higher education

13. References

- Adams, C. (2001, December). Colleges Try to Unlock Secrets to Student Retention. *Education Digest*, 19 - 23.
- America, C. C. (2012). *Remediation, Higher Education's Bridge to Nowhere*. Washington, DC: College Completion America.
- Baden, R. C. (1974, December). College Freshman Can't (?) Write. *College Composition and Communication*, 25(5), 430-433.
- Bailey, T. (2009). *Rethinking Developmental Education in Community College*. CCRC Brief No. 40. Columbia University, Community College Research Center. New York: CCRC Publications.
- Beasley, C. J. (1997). Students as teachers: The benefits of peer tutoring. In R. a. Pospisil (Ed.), *Learning Through Teaching. Proceedings of the 6th Annual Teaching Learning Forum* (pp. 21-30). Perth: Murdoch University.
- Belawati, T. (2005, March). The Impact of Online Tutorials on Course Completion Rates and Student Achievement. *Learning, Media & Technology*, 30(1), 15-25.
- Bell, J. H. (2002). Research Report: Better Writers: Writing Center Tutoring and the Revision of Rough Drafts. *Journal of College Reading and Learning*, 33(1), 5-20.
- Boquet, E. H. (1999, February). "Our Little Secret": A History of Writing Centers, Pre-to Post-Open Admissions. *College Composition and Communication*, 50(3), 463-482.
- Boylan, H. R. (2002). *What Works: Research-Based Best Practices in Developmental Education*. Boone, North Carolina: Appalachian State University, Continuous Quality Improvement Network with the National Center for Developmental Education.
- Boylan, H. R., Bonham, B. S., Bliss, L. B., & Saxon, D. P. (1995). What we know about tutoring: Findings from the national study of developmental education. *Research in Developmental Education*, 1-4.
- Campbell, E., & Cintron, R. (2018, April 17). Accelerating Remedial Education in Louisiana. *New Directions for Community Colleges*, 2018(182), 49-57.
- Carino, P. (1995). Early Writing Centers: Towards a History. *Writing Center Journal*, 15(2), 103-115.
- Chapman, E. S. (1998). Key considerations in the design and implementation of effective peer-assisted learning programs. In K. Topping, & S. Ehly, *PeerAssisted Learning* (pp. 67-84). Mahwah, New Jersey: Lawrence Earlbaum Associates.

- Chin, T., Rabow, J., & Estrada, J. (2011). *Tutoring Matters Everything You Always Wanted to Know About How to Tutor* (2nd edition ed.). Philadelphia, Pennsylvania: Temple University Press.
- Covey, S. (2014). *The 7 habits of highly effective college students: succeeding in college. . .and in life*. Provo, Utah: Franklin Covey Education.
- CRLA. (2019). Retrieved from College Reading & Learning Association: <https://www.crla.net/>

13. References

- Dawson, P., Meer, J. v., Skalicky, J., & Crowley, K. (2014, December). On the Effectiveness of Supplemental Instruction: A Systematic Review of Supplemental Instruction and Peer-Assisted Study Sessions Literature Between 2001 and 2010. *Review of Educational Research*, 84(4), 609-639.
- Dvorak, J. (2004). Managing tutoring aspects of the learning assistance center. *Research for Educational Reform*, 9(4), 39-51.
- Falchikov, N. (2001). *Learning together: Peer tutoring in higher education*. London: Routledge Falmer.
- Gardner, J. N. (1986). The Freshman Year Experience. *College and University*, 61(4), 261-274.
- Handelsman, J., & Pfund, C. (2007). *Scientific Teaching*. New Yourk: W. H. Freeman and Company.
- Hansen, M. J., & Williams, G. A. (2005). Assessing Learning Communities at Indiana University - Purdue University Indianapolis: Comprehensive Approaches, Leveraging Results, Lessons Learned, and Remaining Challenges. *Metropolitan Universities*, 16(3), 69-90.
- Holt, L. J., & Berwise, C. A. (2012). Illuminating the process of peer mentoring: An examination and comparison of peer mentors' and first-year students' experiences. *Journal of the First-Year Experience and Students in Transition*, 24(1), 19-43.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (2013). *Cooperation in the Classroom Revised Edition* (8th edition ed.). Interaction Book Co.
- Kersaint, G., Dogbey, J., Barber, J., & Kephart, D. (2011, February). The Effect of Access to the an Online Tutorial Service on College Algebra Student Outcomes. *Mentoring & Tutoring: Partnership in Learning*, 19(1), 25-44.
- Knapp, L. G., Kelly-Reid, J. E., & Ginder, S. A. (2012, March). Enrollment in Postsecondary Institutions, Fall 2010; Financial Statistics, Fiscal Year 2010; and Graduation Rates, Selected Cohorts, 2002- 07. NCES 2012-280.
- Koch, A. K. (2017). It's About the Gateway Courses: Defining and Contextualizing the Issue. In A. K. Koch, & A. K. Koch (Ed.), *New Directions for Higher Education. Improving Teaching, Learning, Equity, and Success in Gateway Courses* (Vol. 180). San Francisco, California: Wiley Periodicals, Inc.

- Koch, A. K., & Rodier, R. (2014). Gateway courses defined. In A. K. Koch, & R. R. Rodier (Eds.), *Gateways to Completion guidebook*. Brevard, North Carolina: John N. Gardner Institute for Excellence in Undergraduate Education.
- Kuh, G. D. (2008). High-Impact Practices: What They Are, Who has Access to them, and why they matter, Association of American Colleges and Universities. Washington, DC, USA.
- Lidren, D. M., & Meier, S. E. (1991). The effects of minimal and maximal peer tutoring systems on the academic performance of college students. *Psychological Record*, 41(1), 69-77.
- Lock, R. H., & Layton, C. A. (2008). The Impact of Tutoring Attendance on the GPAs of Postsecondary Students with Learning Disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 15(2), 55-60.
- Neif, R. (2018, August 20). The 2018 Mindset List for the Class of 2022.

13. References

- Nomme, K., & Birol, G. (2014). Course Redesign: An Evidence-Based Approach. *The Canadian Journal for the Scholarship of Teaching and Learning*, 5(1).
- North, S. (1984, September). The Idea of a Writing Center. *College English*, 46(5), 433-446.
- NTA. (2019). Retrieved from National Tutoring Association: <https://www.ntatutor.com>
- Plaskett, S., Bali, D., Nakkula, M. J., & Harris, J. (2018, April). Peer Mentoring to Support First-Generation Low-Income College Students. *Phi Delta Kappan*, 99(7), 47-51.
- Reichert, C., & Hunter, C. A. (2006). Tutor selection: A four-tier approach to success. *The Learning Assistance Review*, 11(1), 27-36.
- Rheinheimer, D. C., & Mann, A. (2000). Gender matching, floor effects, and other tutoring outcomes. *Journal of Developmental Education*, 24(2), 10-28.
- Rheinheimer, D. C., Grace-Odeleye, B., Francois, G. E., & Kusorgbor, C. (2010). Tutoring: A support strategy for at-risk students. *The Learning Assistance Review*, 15(1), 23-34.
- Southern University and A&M College 2017-2020 Undergraduate Catalog. (2017). Baton Rouge, Louisiana.
- Strydom, F., Kuh, G., & Loots, S. (2017). *Engaging students: using evidence to promote student success*. (F. Strydom, G. Kuh, & S. Loots, Eds.) South Africa: African Sun Media.
- The International Center for Supplemental Instruction at the University of Missouri-Kansas City. (2015). Retrieved January 2020, from University of Missouri-Kansas City: <https://info.umkc.edu/si/>
- Topping, K., & Ehly, S. (1998). Introduction to peer assisted learning. In K. Topping, & S. Ehly, *Peer-assisted learning*. Mahwah, New Jersey: Lawrence Earlbaum Associates.
- Upcraft, M. L., Gardner, J. N., & Associates. (1989). *The Freshman Year Experience*:

Helping Students Survive and Succeed in College. San Francisco, California:
Jossey-Bass, A Wiley Company.

Credits

Naville J. Oubre, III, Southern University Photographer, Office of Communications

Eric Cantrelle, Graphic Designer, Office of Communications

Notes

[illegible]



Southern University and A&M College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, and doctoral degrees. Contact SACSCOC at 1866 Southern Lane, Decatur, GA 30033-4097, P (404) 679-4500.