

# Quality Enhancement Plan

Progress Report - March 2012



# SACS-COC Reaffirmation

*Southern Association of Colleges and Schools  
Commission on Colleges*

**Actions taken by the SACSCOC Board of Trustees  
December 5, 2011**

**The Commission reaffirmed the accreditation of the  
following institution:**

**Texas Southern University, Houston, Texas**

# COC Fundamental Characteristics of Accreditation

*Accreditation requires an institutional commitment to the concept of **quality enhancement** through **continuous assessment** and **improvement of student learning and achievement**.*

# TSU QEP Implementation

## **QEP 5-year Implementation Plan, 2011-2016**

- TSU QEP Goal
- Student learning outcomes
- Identify pilot cohort
- Freshman academic interventions
- Faculty development
- QEP pilot implementation, Fall 2011 & Spring 2012
- QEP full implementation, Fall 2012
- Data-driven assessment & revision

# TSU QEP Topic:

## *Literacy:*

*Promoting excellence in  
learning  
with a focus on  
the freshman experience*

# TSU QEP Goal:

*To improve freshman academic achievement by enhancing information literacy and communication skills*

# Core Competencies of College Literacy

## *Information literacy*

➤ the ability to locate, evaluate, and use information effectively

## *Communication literacy*

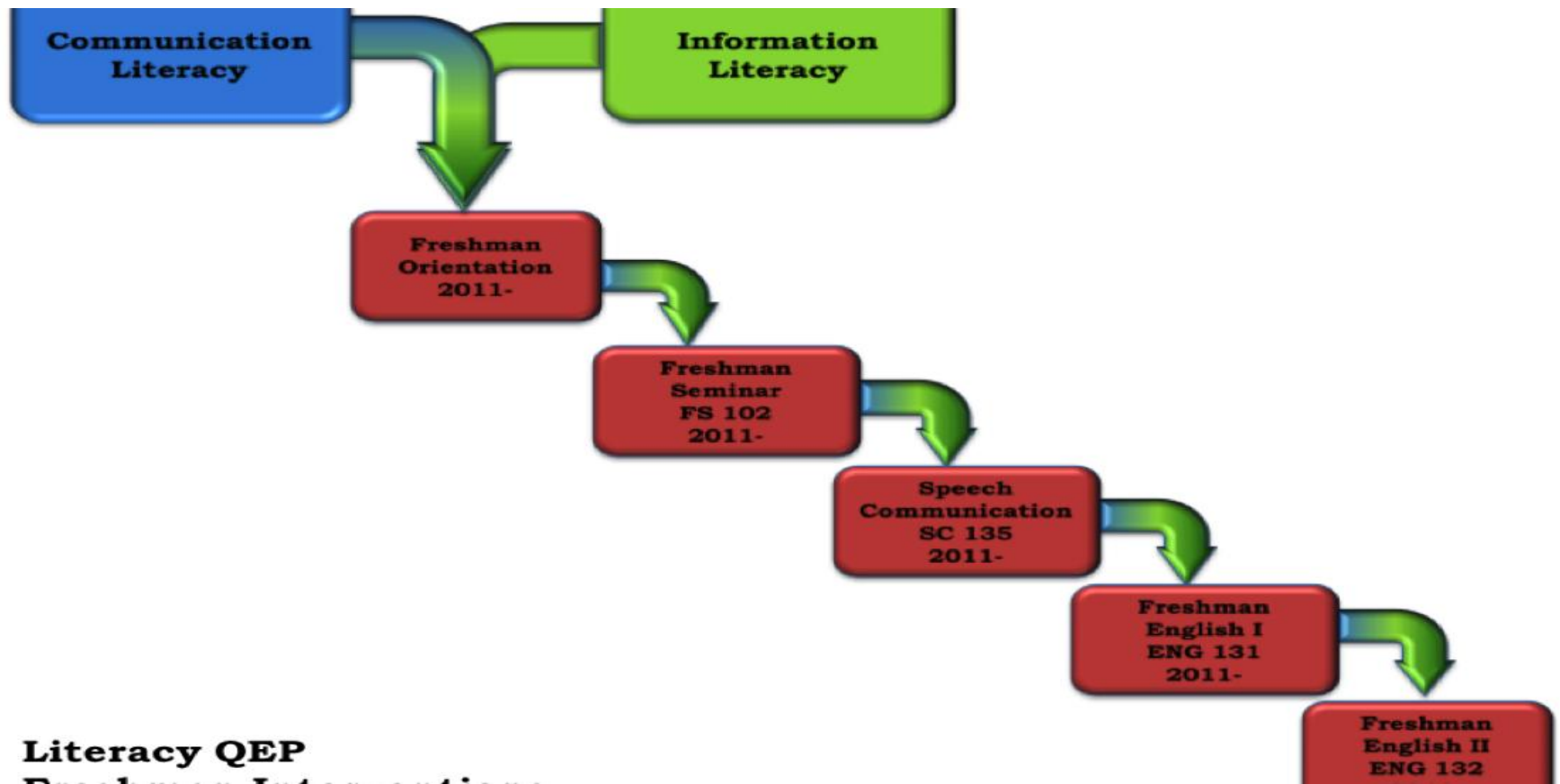
➤ the ability to communicate effectively and persuasively with others using traditional and new forms of media

# TSU QEP Pilot Cohort: The Urban Academic Village





# Points of Freshman Intervention



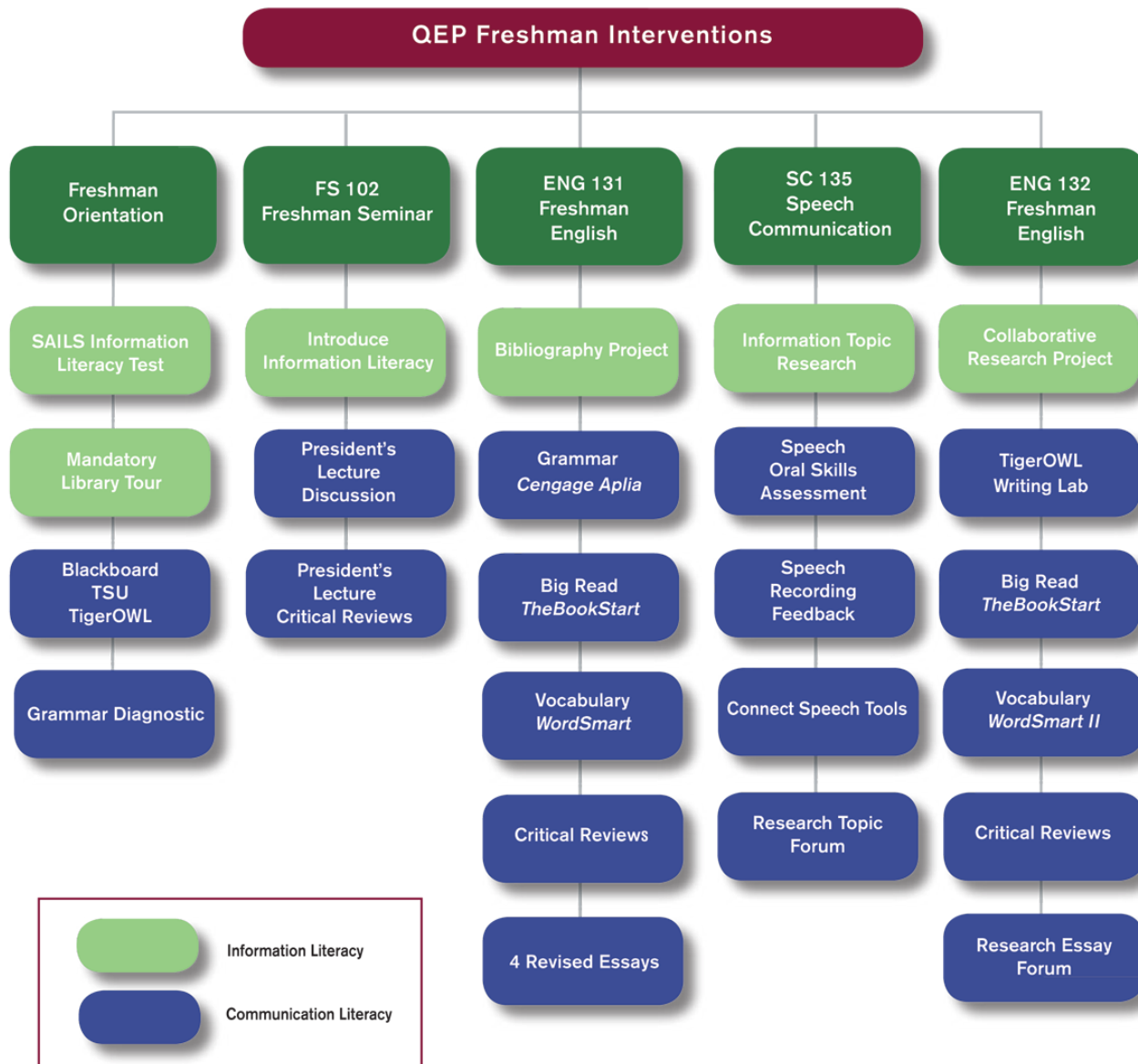
# Freshman Interventions in Pilot

- Orientation (August 2011)
  - Introduction of the QEP to UAV
  - Library Tour
  - SAILS Test
- Freshman Seminar 102 (Fall 2011)
  - Enhanced Library Presentation
  - President's Lecture Series
    - Discussion, Evaluation, Critical Review

# Freshman Interventions in Core Pilot

- Freshman English I, ENG 131 (Fall 2011)
  - Information Literacy 1 (Bibliography)
  - *Aplia* for Grammar
  - WordSmart Vocabulary
  - Sprixle for Reading
  - AVID Writing Templates
  
- Speech Communications, SC 135 (Fall 2011)
  - Information Literacy 2 (Research Topic)
  - *Connect* Speech Tools
  - Speech Oral Skills Assessment
  - Speech Recording Feedback
  
- Freshman English II, ENG 132 (Spring 2012)
  - Information Literacy 3 (Research Essay)
  - Communication Literacy

Table 15 QEP Freshman Interventions



# QEP Assessment Plan

**Table 16 QEP Goal, Student Learning Outcomes, Metrics, and Targets**

QEP GOAL	Student Learning Outcomes	Metrics	Targets
<b>To improve freshman academic achievement by enhancing information literacy and communication skills.</b>	1. Students will identify, access, evaluate, and use ethically various forms of information.	Freshman Orientation: SAILS TEST in Information Literacy & Grammar Diagnostic Test	70% (recommended proficiency level by SAILS)
	2. Students will define and research a topic using relevant information.	SC 135: Topic researching ENG 131: Bibliography ENG 132: Research Paper Grading Rubric	70% (recommended proficiency level by SAILS)
	3. Students will analyze and respond to a written or mediated texts, such as a speech, a film, or a website.	FS 102: Lecture Reviews/Grading Rubric SC 135 : Oral Argument/Rubric for Oral Argument Speech Lab Pre/Post Oral Skills Test ENG 131 & ENG 132: Objective & Essay Test/ Core Curricular Assessments & Rubrics	At least 75% of students will score 75% or better on core curricular tests.  At least 75% of students will score 70% or better on the post oral assessment.
	4. Students will demonstrate their ability to communicate effectively by composing and delivering a well-organized oral argument and by writing a critical essay using standard documentation and research appropriate to the topic.	SC 135 : Oral Argument/ Rubric for Oral Argument ENG 131 & ENG 132: Critical Essays/ SAT Essay Grading Rubric 1-5/ Research Paper Grading Rubric	At least 75% of students will score 70% or better on embedded essay assessment, or 3 or better on the 1-5 scale using AP rubric.

# Assessment Measures for the QEP

## ➤ Direct Assessment of Student Learning Outcomes

- Information Literacy
  - Standardized Assessment of Information Literacy Skills (SAILS)
  - Student Learning Outcomes on Student Projects
- Communication Literacy
  - Grades in Courses as Indicator
  - Assessment of Student Learning Outcomes

## ➤ Indirect Assessment of QEP Interventions

- Instructor Surveys
- Student Course Evaluations
- Student Essays on Freshman Experience

# Assessment of Information Literacy

➤ Direct Assessment of Student Learning Outcomes:

Pre-test August 2011 & Post-test December 2011

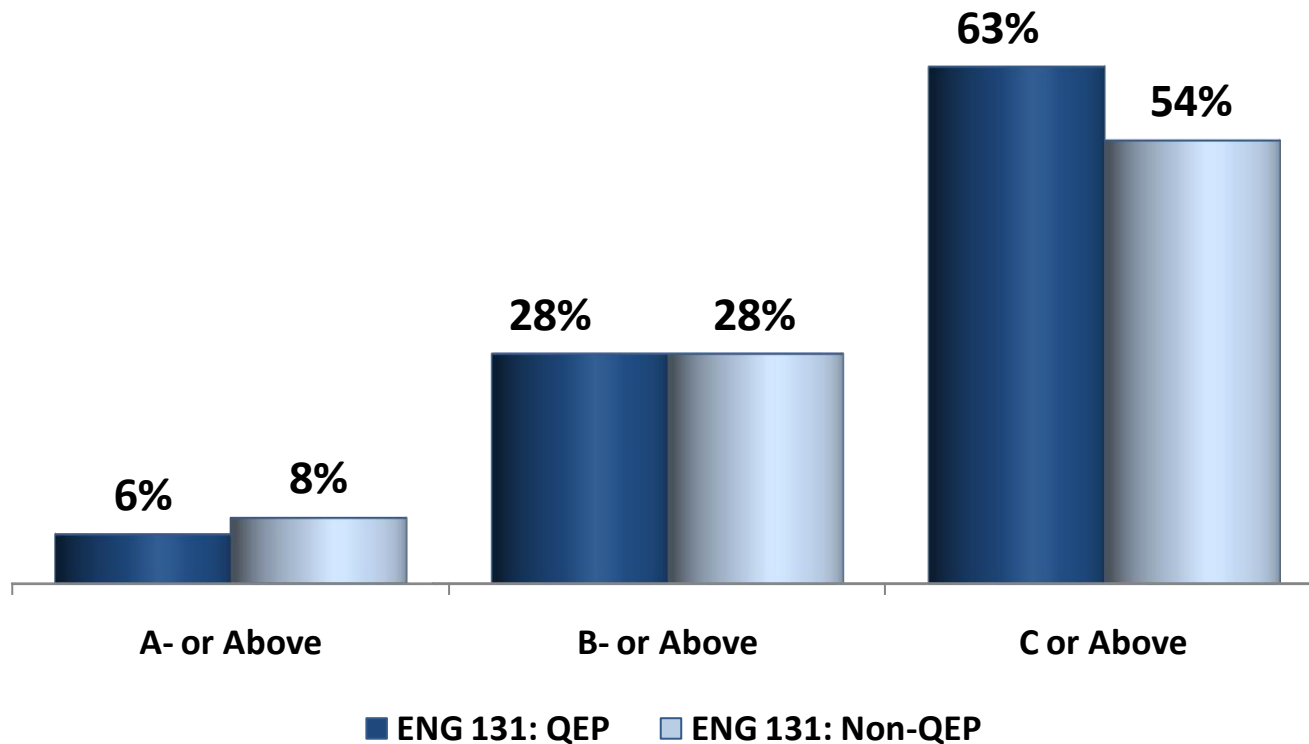


# SAILS Results Inconclusive

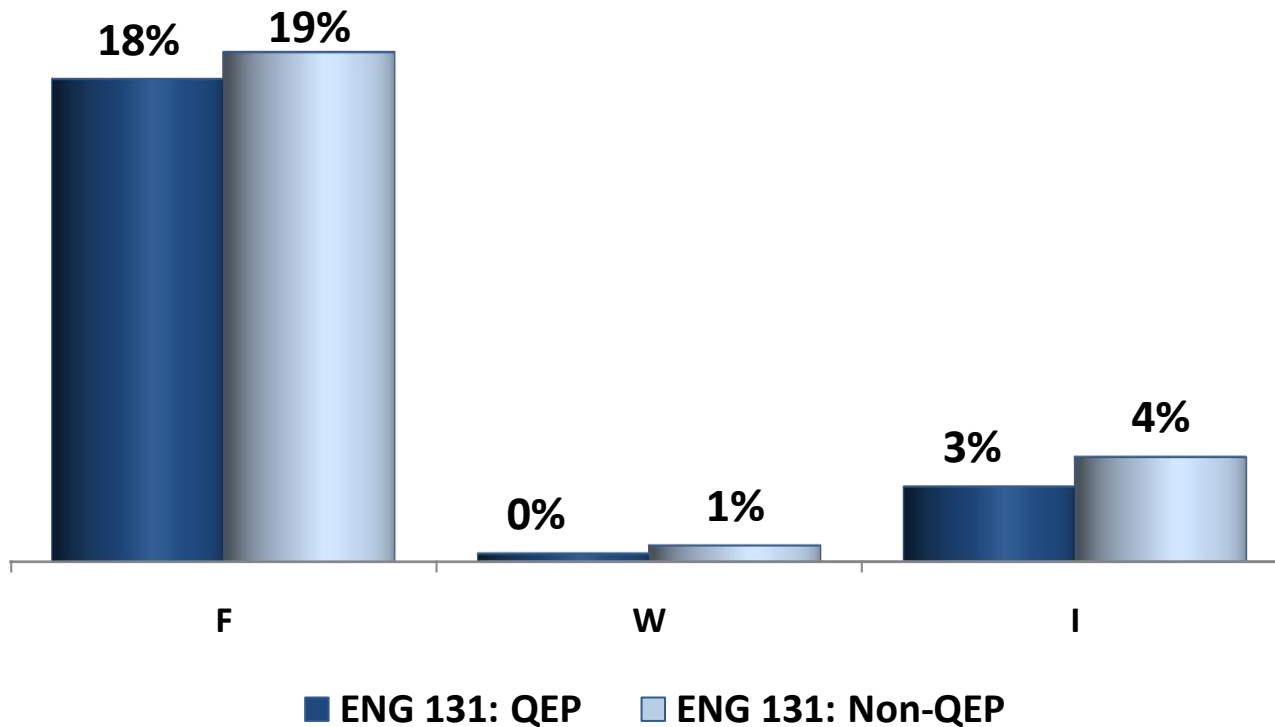
- Pre-Test on August 18, 2011
  - 207 students took test; 174 QEP students had valid data (out of the 395 students eligible to take test)
- Post-Test on December 1, 2011
  - 105 QEP students, not the same students
- Sample students showed encouraging gain
- Test results show need for controlling testing in order to track actual achievement



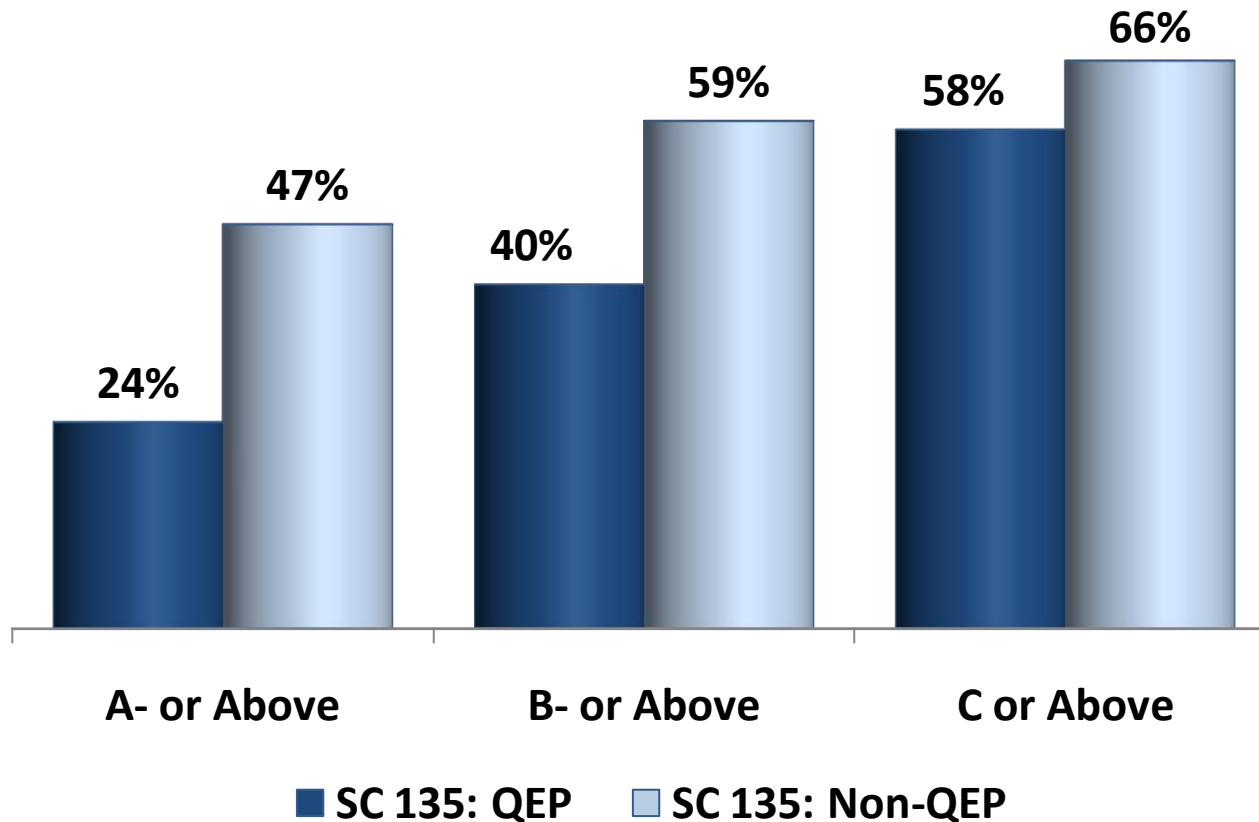
# Grade Distribution: ENG 131



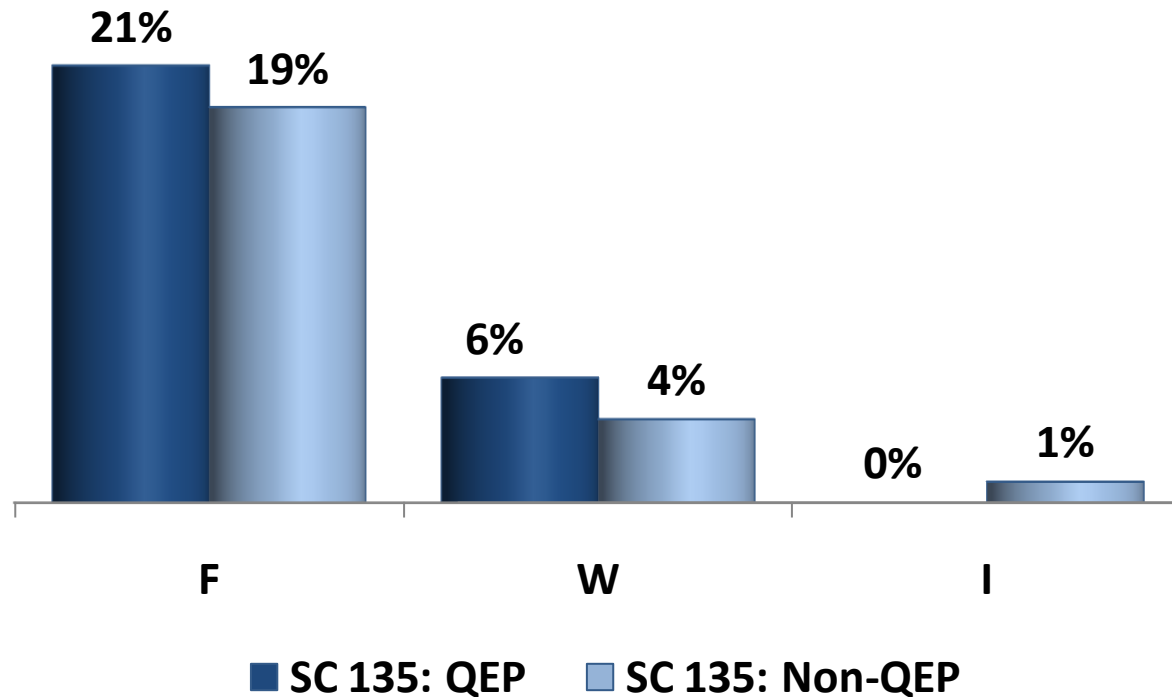
# Grade Distribution: ENG 131



# Grade Distribution: SC 135



# Grade Distribution: SC 135



# QEP and Non-QEP Course Comparison

## Grades in ENG 131 and SC 135

### ➤ Fall 2011 Grade Distribution for QEP Students and Non-QEP Students in ENG 131 and SC 135

Remarkable similarity in end-of-semester grade distribution

#### ➤ ENG 131

- Slightly more QEP students did C or better in ENG 131
- Slightly fewer QEP did DWF grades

#### ➤ SC 135

- Slightly fewer QEP students did C or better in SC 135
- Slightly more QEP did DWF grades

### ➤ Instructor Comments on Grade Distribution for Fall 2011

- QEP sections more rigorous
- QEP students held to higher standards

# SACS Assessment of Student Learning Outcomes in Core Courses:

## ➤ **Embedded Assessments in General Education Courses in Communication Skills**

➤ SC 135, Speech Communication

➤ Oral Argument, Graded on AP scale 1-5

➤ ENG 131, Freshman English I

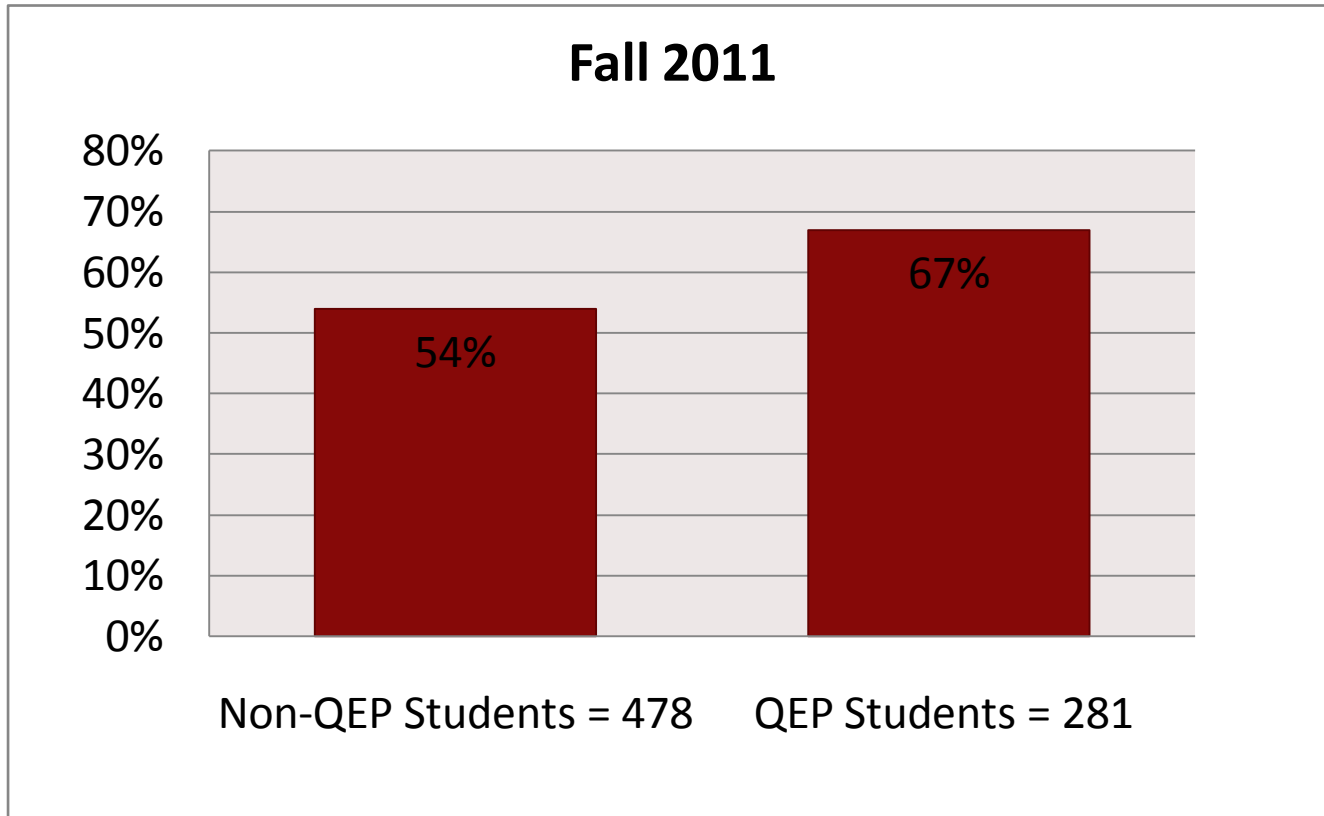
➤ Objective Writing Test

➤ Essay Writing Test, Graded on AP scale of 1-5

# Measuring Student Learning

## ENG 131: Writing Knowledge

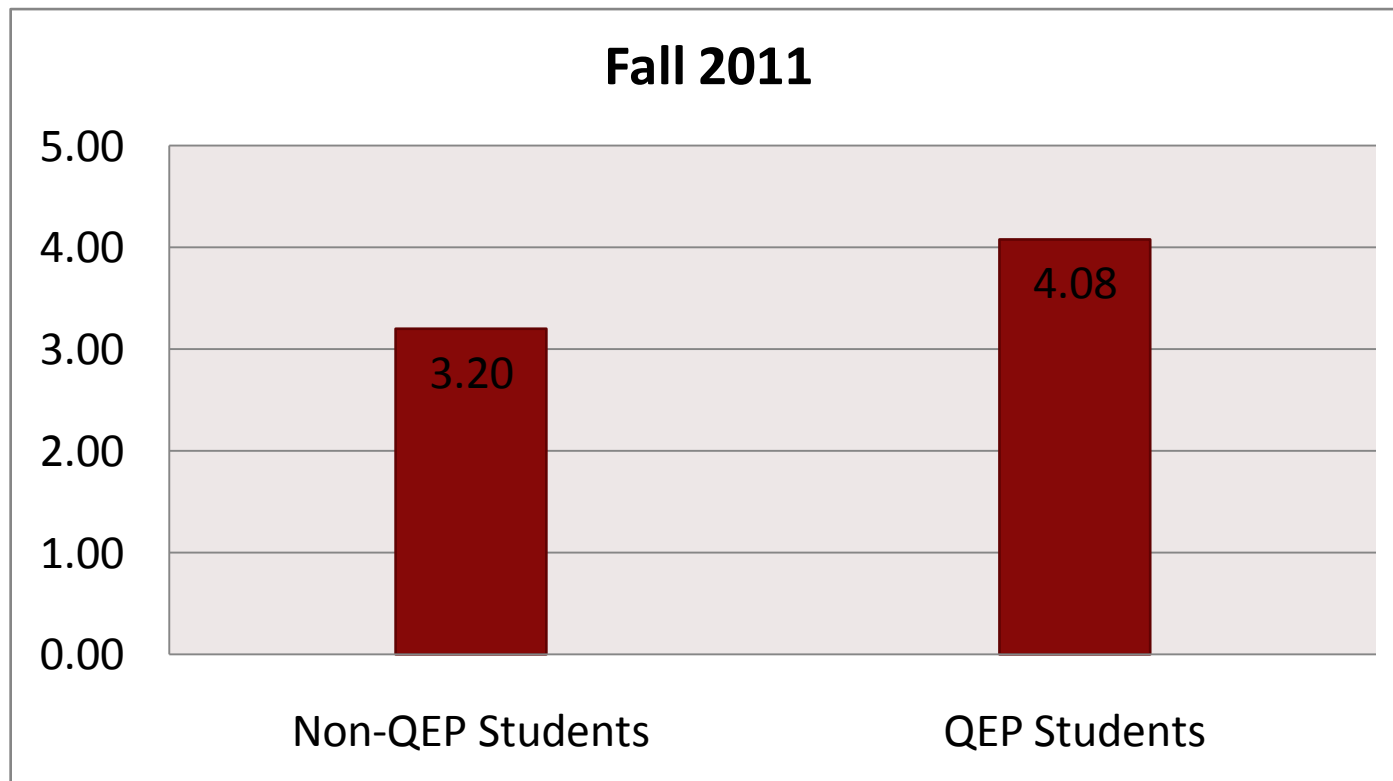
### ➤ Average Grade on Writing Objective Exam



# Measuring Student Learning

## ENG 131, Writing Essay

➤ Average Grade on Essay on 1-5 Scale





# Results of QEP Interventions

## ➤ Encouraging Trends

- Information Literacy as Measured in SAILS Test Overall Scores from Pre- to Post- Test
- Communication Literacy as Measured by General Education Assessment of SLOs

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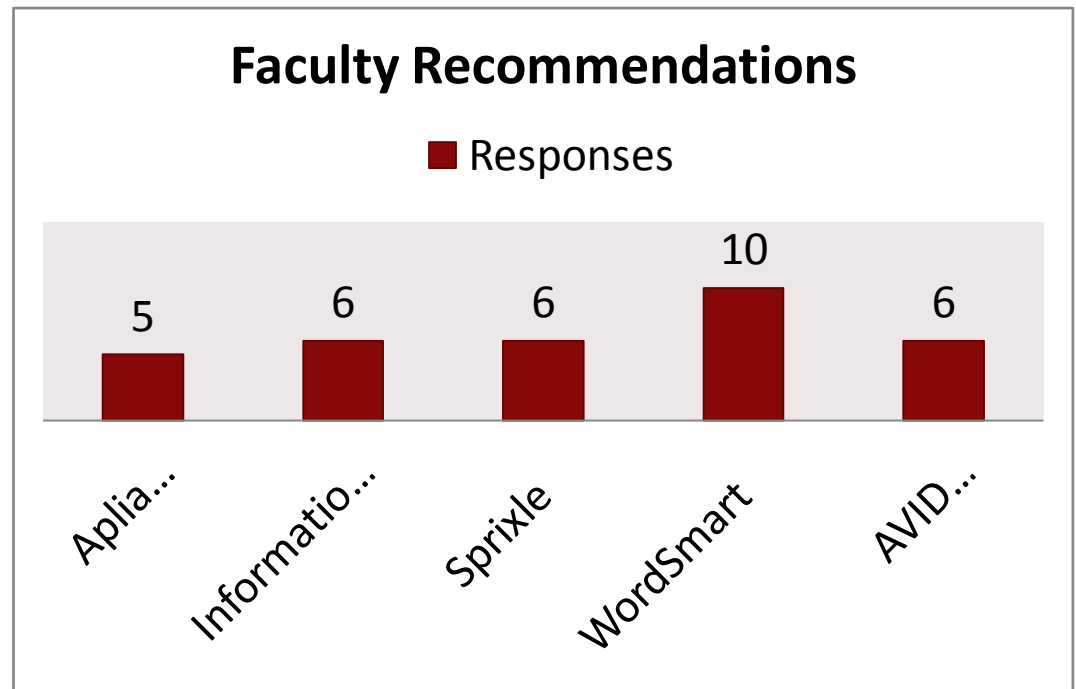
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# FALL 2012: ENG 131 Recommendations

*The 10 QEP Instructors were asked which of the **QEP components** they would recommend to become a part of the **QEP Implementation** for ENG 131 in **Fall 2012***



# Faculty Feedback

*Instructors were asked what they believe would improve the process for the Fall 2012 QEP Implementation.*

- Ensure that texts, program components, and syllabi are ready on first day
- Faculty development
- Integrate Information Literacy more fully into the ENG 131 syllabus
- Limit ENG 131 classes to 20-25 students.
- Do not overwhelm students
- Build in more student interaction: peer groups, presentations, writing projects
- Improve data collection process

# QEP Faculty Development:

- Training in General Education Assessment
- Building Learning Communities (with UAV)
- Best-Practices for Improving the First-Year Experience
- Course Redesign Using Web-based Tools
- Essay Grading Calibration Sessions
- Advancement Via Individual Determination (AVID)
  - Templates for Writing
  - Cornell Note-Taking
  - Incorporating Critical Thinking into Syllabi
- Course Redesign Using New Texas Core Curriculum (Fall 2014):  
Goals, Objectives, and Student Learning Outcomes

# Intended Consequences of the QEP:

- 1. Improved academic skills in information and communication literacy*
- 2. Improved academic achievement in freshman year*
- 3. Improved retention and progress to graduation*

# TSU QEP Full Implementation Fall 2012



**THE END**

## Supporting Documents

*TSU Quality Enhancement Plan*

<http://www.tsu.edu/qep.pdf>

*Project SAILS: Standardized Assessment of Information Literacy Skills.* TSU Institutional Effectiveness, Spring 2012.

*QEP & Non-QEP Course Comparison: Fall 2011 Grade Distribution.* TSU Institutional Effectiveness, Spring 2012.

*ENG 131 Instructor Survey of QEP Component.* TSU QEP , Spring 2012

# TSU Quality Enhancement Plan

<http://www.tsu.edu/qep.pdf>

