

LITERACY QEP: *Promoting Excellence in Learning*



QUALITY ENHANCEMENT PLAN

2011



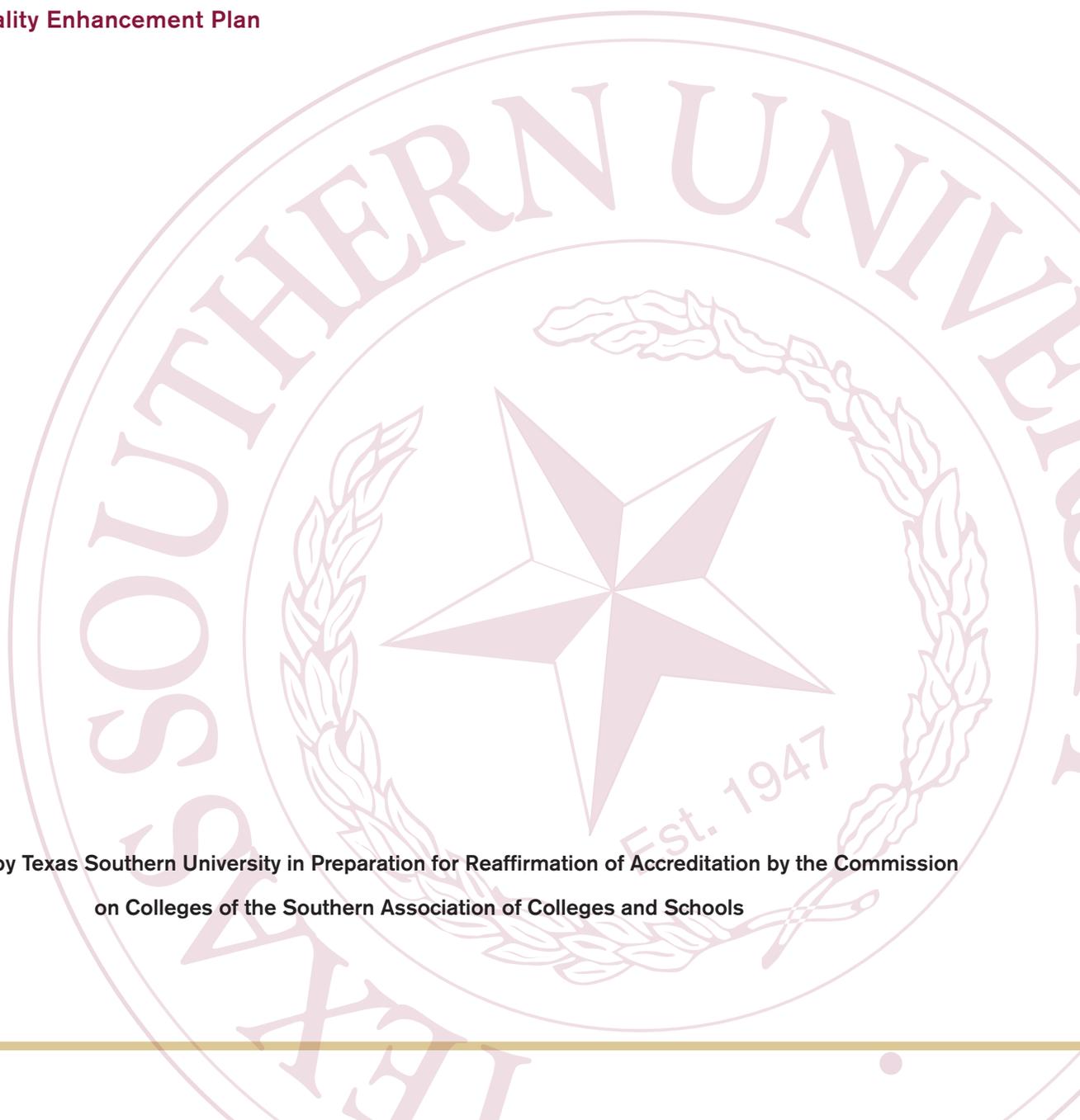
TEXAS SOUTHERN UNIVERSITY

PERSONAL MOTIVATION
...CERTAINLY NOTHING IS WRONG
WITH A DESIRE TO BE THE BEST THING
KEY TO YOUR SUCCESS AT THIS
INSTITUTION, HOWEVER, WILL BE
YOUR ABILITY TO MATURE YOUR
PERSONAL MOTIVATION INTO
SELFLESS MOTIVATION. THE
REWARDS FOR BOTH YOU AND
COUNTRY WILL BE FAR GREAT

LITERACY QEP: *Promoting Excellence in Learning*

Texas Southern University

2011 Quality Enhancement Plan



Developed by Texas Southern University in Preparation for Reaffirmation of Accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools

The Texas Southern University Quality Enhancement Plan

LITERACY QEP: *Promoting Excellence in Learning*

Table of Contents

Executive Summary	4
1 Texas Southern University – A Culturally Rich Urban University	7
1.1 Introduction to Texas Southern University	7
1.2 Our Faculty	11
1.3 Our Students	11
2 QEP Focus on Literacy	15
2.1 QEP Topic Selection	15
2.2 QEP Planning Process	15
2.3 Promoting Excellence in Learning through Literacy	16
2.4 QEP Goals and Student Learning Outcomes	17
2.5 Review of Best Practices for Building a Strategic QEP for TSU	19
3 Implementation of the QEP: Promoting Excellence in Learning	21
3.1 Overview of Implementation	21
3.2 QEP Points of Freshman Implementation	22
3.3 QEP Implementation–Pilot Cohort	22
3.4 QEP Implementation Schedule	23
3.5 QEP Office	36
3.6 Institutional Integration of QEP	37
4 Assessment of the QEP	41
4.1 Integrated Assessment Planning	41
4.2 Assessment of Information Literacy	41
4.3 Assessment of Communication Literacy	41
4.4 Program Goals Evaluation	42
4.5 QEP Assessment Committee	42

5 QEP Budget	45
5.1 Relation of the QEP to Institutional Planning and Budgeting	45
5.2 Faculty Development	45
5.3 Freshman Orientation	46
5.4 FS 102: Freshman Seminar	46
5.5 ENG 131 & ENG 132: Freshman English and Writing Lab	46
5.6 SC 135 Speech Communication and Speech Lab	46
5.7 QEP Office	46
5.8 Sources of Funding	46

Selected Bibliography	48
------------------------------------	----

Appendices	49
Letter Inviting Faculty Associates	50
QEP Steering & Advisory Council and QEP Faculty Associates Committee	52
QEP Committee Members	53
QEP Faculty Development Workshop	54
Urban Academic Village-QEP Block Schedules for Fall 2011	55
Assessment Instruments & Special Rubrics for Grading	59

List of Tables

Table 1. Student Demographics	11
Table 2. Percentages of Freshmen Enrolled in Developmental Education	12
Table 3. Test Scores of Entering Freshmen	12
Table 4. High School GPA of Entering Freshmen	12
Table 5. Persistence Rate	13
Table 6. Progression Rate	13
Table 7. QEP Goal & QEP Student Learning Outcomes	21
Table 8. Literacy QEP Points of Freshman Intervention	22
Table 9. QEP Implementation Schedule	25
Table 10. QEP Implementation in Freshman Orientation	26
Table 11. QEP Implementation in Freshman Seminar (FS 102)	27
Table 12. QEP Intervention in Freshman English I (ENG 131)	30
Table 13. QEP Intervention in Speech Communication (SC 135)	32
Table 14. QEP Intervention in Freshman English II (ENG 132)	34
Table 15. QEP Freshman Interventions	35
Table 16. QEP Goal, Student Learning Outcomes, Metrics, and Targets	43
Table 17. QEP Budget Projections 2011-2016	47

Literacy QEP: *Promoting Excellence in Learning*

Executive Summary

Texas Southern University (TSU) is a Historically Black University (HBCU) in the Houston urban area with a commitment to excellence in achievement and a tradition of providing opportunity to underserved students. The purpose and primary goal of the university, as set by the TSU Strategic Plan 2009-2015, is to provide quality higher education to its students. Consequently, the first and most essential of the objectives identified as supporting the fulfillment of this goal is to improve student performance on exit measures of competency.

The Quality Enhancement Plan (QEP), *Literacy: Promoting Excellence in Learning*, offers TSU a unique opportunity to provide an enhanced academic component to the freshman experience by focusing on core competencies of information literacy and communication literacy. A major outcome of implementation of the QEP will be the improvement of reading, writing, and speaking skills of our freshman class. Thus, the planned QEP represents a broad institutional commitment by the university to improve the first-year academic experience in meaningful and measurable ways.

About 400 students of the freshman class will serve as the pilot group for the initial implementation of the QEP in Fall 2011. TSU has been awarded a grant from the Houston Endowment to establish a 400-student residential learning community named the Urban Academic Village. This Urban Academic Village is designed to improve retention and increase graduation rates. The Urban Academic Village is a holistic, student-centered, 24/7 academic community approach concerned with the academic performance, intellectual development, emotional well-being, and personal growth of freshmen students on campus. Since both the QEP and the Urban Academic Village programs are focused on improving the retention, progression, and graduation rates, the 400-student cohort of the residential learning community has been designated as the pilot group for the QEP. The TSU Quality Enhancement Plan will provide part of the academic learning community component to the Urban Academic Village freshmen student cohort.

The Literacy QEP is student-centered and faculty-driven. The overarching methodology is student immersion in learning through immediate access to academic support services and active engagement and collaboration in learning communities with faculty, counselors, and other students. Dual membership of both the Urban Academic Village and QEP academic learning communities will influence students to fulfill their individual goals and aspirations while forging social and intellectual connections. The enriched activities in the basic forms of college literacy will engage students, and their resulting achievement will transform the freshman college experience.

The president of the Carnegie Corporation of New York, Vartan Gregorian makes a strong case for enhancing literacy when he suggests that reading, writing, and speaking well are good predictors of success. He concludes that “in an age of globalization, where economies sink or swim on their ability to mine and manage knowledge, as do both individual and national security, we cannot afford to let this generation of ours and, indeed, any other, fall behind the learning curve.” The literacy QEP aims to ensure that our students graduate with advanced skills in reading, writing, and speaking—skills essential for success in the modern world.

The goal of the QEP is to improve freshman academic achievement by enhancing information literacy and communication skills. The Literacy QEP first-year student learning outcomes (SLOs) combine elements of information literacy and of the first TSU core curricular goal, communication literacy. By the end of the freshman year,

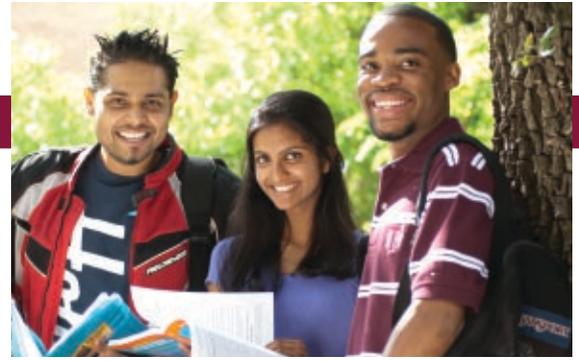
- Students will identify, access, evaluate, and use appropriately and ethically various forms of information.
- Students will define and research a topic using relevant information.
- Students will analyze and respond to a written or mediated text, such as a speech, a film, or a website.
- Students will 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.

The QEP academic immersion—an intervention with enriched activities in information and communication literacy—will be interjected in the various formal instructional components within the freshman year: Freshman Orientation, Freshman Seminar (FS 102), Freshman English I (ENG 131), Speech Communication (SC 135), and Freshman English II (ENG 132).

The intended consequences of the literacy QEP are improved knowledge and skills in information and communication literacy, improved academic achievement in freshman year, and improved retention and progress to graduation.







1. TEXAS SOUTHERN UNIVERSITY– A Culturally Rich Urban University

1.1 Introduction to Texas Southern University

Texas Southern University, one of the nation's largest Historically Black Colleges and Universities (HBCUs), possesses an impressive array of undergraduate and graduate programs, a diverse faculty, 80-plus student organizations, and an alumni network comprised of educators, entrepreneurs, public servants, lawyers, pilots, artists, and other professionals, many of whom are change-agents on local, national, and international stages. From a sprawling 150-acre campus, Texas Southern University has reached and nurtured students from various socio-economic, cultural, and racial backgrounds to develop to their greatest potential.

Texas Southern University is located in Houston, Texas, the fourth largest city in the U.S., and one of the fastest-growing and most diverse communities in the world. As residents of this international city, students at Texas Southern share in the numerous opportunities and experiences that have led noted social forecaster Joel Kotkin to declare that Houston offers one of America's most compelling models for urban greatness.

Texas Southern is located in the heart of the city, in Houston's historic Third Ward, giving its students and faculty easy access to the Museum District, neighboring educational institutions (Houston Community College, the University of Houston, Rice University, Houston Baptist University, and the University of St. Thomas), the Texas Medical Center, City Hall, downtown Houston, and all of the city's major cultural centers. More than 9,500 students along with nearly 1,500 faculty and staff comprise the university, and like its community, the student body is characterized by diversity. While many of the undergraduate and graduate students enrolled are native Texans, the student and faculty population represents practically every state in the country, including the U.S. territory of Puerto Rico, and more than 50 nations. The international student population at TSU hails from both near and far, including Mexico, Canada, the Caribbean, Central America, the West Indies, Europe, Africa, China, and South Asia.

Academic degrees are offered in 8 of the 11 colleges and schools: the College of Liberal Arts and Behavioral Sciences, Jesse H. Jones School of Business, College of Education, College of Continuing Education, the Graduate School, Thurgood Marshall School of Law, College of Pharmacy and Health Sciences, College of Science and Technology, Barbara Jordan-Mickey Leland School of Public Affairs, the School of Communication, and the Thomas F. Freeman Honors College. Together, these colleges and schools offer 53 baccalaureate degree programs, 36 master's degree programs, four doctor of philosophy degree programs, and three professional doctoral degrees in education, law, and pharmacy. The wide variety of academic program offerings gives our diverse student body an excellent opportunity to learn from over 500 full-time dedicated faculty members. Many of the 11 schools and colleges have programs unique to the region and several have received national recognition for their outstanding quality. Texas Southern offers the only degree in urban planning in the greater Houston area and has one of only two flight simulators in the nation to support its aviation science and technology program. A new degree in entertainment management uses a state-of-the-art television and recording sound studio as laboratories for students learning both the technology and business skills needed for the entertainment industry.

The College of Liberal Arts and Behavioral Sciences, the largest and most diverse academic unit on campus, is the home of nationally renowned scholars and creative artists as well as a stellar teaching faculty engaged in innovative research. The college provides students of varied scholastic levels access to higher education via academic foundation courses necessary for accessing educational programs at the university. The college encompasses nine departments and offers 14 undergraduate baccalaureate degrees: including two professional degrees in Social Work Education and Dietetics; three interdisciplinary programs, African American Studies, Latin American Studies, and Women's Studies; and six master's degrees. The college sponsors a variety of music and theatre ensembles and performing groups, including the award-winning Texas Southern University Debate Team, the Jazz Ensemble, and the Ocean of Soul Marching Band. The University Museum exhibits the work of local artists and the art department is caretaker and restorer of the historic TSU murals. The annual study abroad program in Tanzania is a joint venture of the College of Liberal Arts and the Mickey Leland Center.

The College of Science and Technology brings together programs that provide students with a comprehensive education and makes them competitive in a global marketplace with emerging technologies. These programs are offered in the Departments of Aviation Science and Technology, Biology, Chemistry, Computer Science, Engineering Technology, Environmental Science and Technology, Industrial Technology, Mathematics, Physics, and Transportation Studies. The Bachelor of Science (B.S.) degree, the Master of Science (M.S.) degree, and the Doctor of Philosophy (Ph.D.) degree are awarded. The College of Science and Technology is the home of several major research centers, including the National Transportation Security Center of Excellence (NTSCE), one of only six nationwide, and the NASA University Research Center (URC).

The College of Science and Technology offers extensive research experiences through various centers, partnerships, and collaborations designed to strengthen the overall collegiate experience and meet critical social needs. The NASA Research Center for Bio-nanotechnology and Environmental Research (C-BER) addresses important human health concerns related to manned exploration of space. The NASA C-BER and the Louis Stokes Alliance for Minority Preparation Program (LSAMP) support undergraduate, graduate, and faculty development while helping to increase the number of US citizens receiving degrees in science, technology, engineering, and mathematics (STEM) fields.

The Barbara Jordan-Mickey Leland School of Public Affairs offers courses and minor programs in administration of justice, political science, public affairs, and military science; baccalaureate degrees in Public Affairs, Administration of Justice, and Political Science; master's degrees in Public Administration, Administration of Justice, and Urban Planning and Environmental Policy; and doctorates in Administration of Justice, Urban Planning, and Environmental Policy. The School of Public Affairs focuses on academic research on a broad range of topics, including voting behavior, American foreign policy and international relations, political communication, criminal justice attitudes and behavior, police violence, environmental justice, race and crime, race and governance, policy studies, leadership, e-government, homeland security, urban transportation, housing, and community development, diaspora studies, environmental planning, economic development and the fiscal responsibility of urban governments. The Online Executive Masters in Public Affairs program (eMPA) offers a curriculum uniquely designed to meet the growing demands of mid-career professionals in the public sector for an online MPA.

The Jesse H. Jones School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and was named one of the "Best 300 Business Schools" by the *Princeton Review*. The School of Business offers students an exciting opportunity to combine their academic studies with activities that can enhance their understanding and involvement with the business community within the greater Houston area. From campus-based organizations to corporate involvement programs, the School of Business reaches out to give each student an opportunity to obtain a well-rounded experience that is grounded in knowledge and

specialized skills. The aim of this school is to be recognized as the premier business school in providing a high quality, ethnically diverse workforce for businesses throughout the country and around the world. *The Princeton Review* reports that JHJ students surveyed were most in agreement about their “solid preparation in Finance, General Management, Operations, and Entrepreneurial Studies.” The Online Executive MBA program in energy finance is one of the most innovative and practical degrees offered in the region.

The Texas Southern University College of Pharmacy and Health Sciences (COPHS) produces quality health care professionals, especially African Americans and other ethnic minorities, competent in health care delivery and proficient in patient-centered care. The College of Pharmacy and Health Sciences is a member of the American Association of Colleges of Pharmacy and the Association of Schools of Allied Health Professionals. The Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE); the Clinical Laboratory Science (medical technology) program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS); the environmental health program is accredited by National Environmental Health Science and Protection Accreditation Council (EHAC); the health information management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM); the respiratory therapy program is accredited by the Committee on Accreditation for Respiratory Care (CoARC); and the health administration program has fully certified undergraduate membership status in the Association of University Programs in Health Administration (AUPHA). The College of Pharmacy and Health Sciences (COPHS) has historically produced over 27 percent of all the African American pharmacists in the nation.

The School of Communication offers courses through five departments: Communication; Entertainment and Recording Industry Management; Journalism; Communication Arts and Sciences (Speech Communication); and Radio Television and Film. The two baccalaureate degrees and the master’s degree tracks, interdisciplinary specialties, and field opportunities are offered to prepare students for careers in mass communication, the entertainment and recording industry, journalism, radio, television, film, and business. The school also takes an important role in the general education program, teaching communication skills to every student matriculating through the university. The core curriculum program focuses on five main competency skills: speaking, writing, and critical thinking; communication systems; technological tools, research and analysis; and theory, performance and production.

The College of Education at Texas Southern University provides competent and culturally responsive career professionals for effective service in urban schools, utilizing research, collaboration, and application in seeking solutions to teaching, learning, social, physical and behavioral issues facing urban populations. In support of its mission, the College of Education provides courses of study leading to bachelor, master and doctoral academic degrees in three instructional departments: Counselor Education, Curriculum and Instruction, and Educational Administration & Foundations. A fourth instructional department of Health and Kinesiology offers bachelor’s and master’s degrees. The College of Education provides teacher certification programs, coordinates clinical teaching experiences and internships, and partners with local school districts to improve teaching and student achievement. The College of Education is in candidate status from the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE). The majority of African American teachers in the Houston Independent School District (HISD), as well as African American public school principals in Houston, are Texas Southern University graduates. The College of Education has developed innovative programs featuring an undergraduate program in sports management and an online master’s degree program in curriculum and instruction with the specialization in bilingual education. The College of Education serves as the leadership unit for education preparation programs that feature partnerships with the College of Science and Technology, the College of Liberal Arts and Behavioral Sciences, and the School of Public Affairs, as well as local and statewide school districts.

The Thomas F. Freeman Honors College was established in 2009 to provide highly motivated, high achieving, and intellectually curious students the opportunity to expand their world-view under the guidance of an academically rigorous and experientially centered honors curriculum. The Honors College emphasizes scholarship and research, community involvement, leadership, ethical/moral principles, and cultural sensitivity. The Honors College seeks to enhance the educational experiences of exceptional students by offering unique learning experiences tailored to develop graduates who are well equipped to become tomorrow's global leaders.

The Graduate School serves as an important umbrella under which graduate faculty members mentor and teach graduate and professional students. The Graduate School supports the university's mission, to provide quality instruction, scholarly research, and socially responsible public service, by training the next generation of professional practitioners and research scholars. The university offers 27 masters programs, three doctor of education programs, and four Ph.D. programs. The graduate faculty focuses both on education and scholarly research. Students have the opportunity to work with world-renowned scholars as they progress in their training. The Graduate School provides support for graduate student participation in research and scholarly conferences and helps fund over 40 graduate assistants each year. TSU's graduate programs are designed to focus on the needs of students and to accommodate working professionals with evening classes and flexible schedules. Enrollment in graduate programs at TSU has increased over the last several years to more than 1,600 students. The Graduate School also serves as the center for the university's international programs. It administers the university's study abroad programs, including its longstanding summer program in the East African nation of Tanzania. It has helped bring Fulbright Visiting Scholars to campus and assists both undergraduate and graduate students in obtaining international grants such as Gillman and Fulbright Scholarships.

The Thurgood Marshall School of Law (TMSL) named in honor of the distinguished former U.S. Supreme Court Justice, has had from its very beginning the important mission of providing equal legal educational opportunity to underserved citizens of Texas. The TMSL has been greatly enriched by the contributions of its culturally diverse students and faculty and is proud to have produced numerous attorneys and judges of all ethnicities, thereby significantly impacting the diversity of our nation's legal professions. One of the major contributions of the Thurgood Marshall School of Law has been the development of a cadre of leaders in the African American community.

Graduates of the Thurgood Marshall School of Law have served in U.S. Congress, the Texas legislature and judiciary, and throughout the business and legal community in Texas and beyond. Beginning in the 1970's, the law school expanded its mission beyond the African American community of Texas. Each year the law school ranks in the top five in the nation in the number of African American law graduates. In addition, it ranks in the top 25 in the number of Mexican-American graduates. The Thurgood Marshall School of Law was named the most diverse law school in the nation three consecutive years by *U.S. News and World Report*.

Texas Southern University Northwest Campus is the university's recent expansion into Houston's northwest side, providing comprehensive higher education programs. This growth is a result of a partnership with Lone Star College, the University of Houston system, Texas State University, and Sam Houston State University. TSU Northwest Campus offers undergraduate, junior, and senior-level courses in administration of justice; aviation science and technology; computer engineering technology; electronic engineering technology; radio, television, and film; environmental health; and management information systems.

1.2. Our Faculty

Faculty scholarship, research, professional activity, and student mentorship all play a significant role in education at Texas Southern University. TSU takes pride in the achievements of the dedicated faculty who contribute to the physical and life sciences, environmental and transportation technologies, health care, the arts, humanities, business, law, communication, and education. The TSU faculty members produce books and peer-reviewed papers, edit journals, manage research laboratories, and write textbooks important to the academy. Faculty artists create and install projects and present gallery shows; faculty musicians produce, direct, and perform in national and international recitals and concerts; and faculty continue to develop innovative teaching and learning programs, particularly in online instruction and in K-16 partnerships with the educational community. Most important, faculty members collaborate across the disciplines and involve students in their academic endeavors. Texas Southern University through the Office of the Provost supports its premier faculty by offering several awards annually, including the Presidential Medal of Achievement Award, the McCleary Teaching Excellence Award, Teacher of the Year Award, Scholarly Research/ Creative Activities Award, University Service Award, Department of the Year Award, and Undergraduate Mentorship Award. Additionally, colleges and schools offer awards similar to the university awards.

1.3 Our Students

Texas Southern University boasts one of Texas's most diverse student populations (Table 1). Students at TSU are predominantly African American and come from an expanding set of secondary schools from across Texas, the 50 United States, and the international community. The geographic, ethnic, racial, and cultural multiplicity of our students presents the university with a wealth of talent and wide-ranging experiences as well as with a variety of opportunities and challenges. For example, 55% of our students are first generation college attendees, and 94% of our students rely on financial aid (as of Fall 2010). Our students are older than students at other universities (mean age 24 years old as of Fall 2010); they are often "non-traditional," and thus most in need of advisement, guidance, and mentoring. TSU is privileged to offer its students excellent facilities, first-rate co-curricular activities, and an array of opportunities for success. The university provides students an opportunity for excellence in achievement as it contributes to the quality of life in our surrounding communities.

Table 1 Student Demographics

FALL 2010	
African American	83.88%
Hispanic	5.23%
Asian	4.89%
International	3.02%
Caucasian	2.73%
Other	0.25%

1.3.1 Student College Readiness

The proportion of admitted students requiring developmental education has decreased since Fall 2005 (Table 2). However, 50% of our freshman students are still in need of developmental education courses. In an attempt to ensure a more college-ready cohort of students, the university has instituted new minimum admissions requirements of 2.0 GPA, 17 ACT and 820 SAT. These admission requirements are beginning to yield dividends in a more prepared entering student (Table 3). The mean high school GPA of entering freshmen from 2005-2010 is shown in Table 4. The grade point averages recorded for Fall 2010 are the highest of any of the freshman classes since 2005. Even with these new minimum requirements, Texas Southern students still are experiencing low retention and progression rates

Table 2
Percentages of Freshmen
Enrolled in
Developmental Education ¹

Semester	Percentage
Fall 2005	68%
Fall 2006	65%
Fall 2007	67%
Fall 2008	61%
Fall 2009	46%
Fall 2010	50%

1: State average 19.9% as of Fall 2007

Table 3
Test Scores of
Freshmen ²

Semester	Mean ACT Score	Mean SAT Score
Fall 2005	15.99	808.49
Fall 2006	16.49	769.54
Fall 2007	16.31	811.72
Fall 2008	15.77	799.22
Fall 2009	16.37	804.53
Fall 2010	16.36	812.55

2: State mean ACT 20.8, mean SAT 978 in 2010

Table 4
High School GPA
of Entering Freshmen

Semester	Mean High School GPA
Fall 2005	2.66
Fall 2006	2.59
Fall 2007	2.61
Fall 2008	2.70
Fall 2009	2.65
Fall 2010	2.77

1.3.2 Persistence and Progression Rates

The persistence of our freshman students has improved over the last four years (Table 5). However at 60.7% in the most recent year, the rate still trails the state average of 87.2%.

The progression of our freshman students to their sophomore year is also a cause for concern. The progression rate represents the percent of freshman students who successfully complete 30 credit hours to be officially classified as sophomores. In the most recent year, only 14.9% of our freshman students earned 30 credit hours to be classified as sophomores (Table 6).

Table 5 Persistence Rate

Cohort	TSU
Fall 2007	49.9%
Fall 2008	59.2%
Fall 2009	67.2%
Fall 2010	60.7%

3: State average 87.2% as of Fall 2010

Table 6 Progression Rate

Cohort	TSU
AY 2007	11.2%
AY 2008	13.1%
AY 2009	10.4%
AY 2010	14.9%

1.3.3 Conclusion

In choosing a topic for its Quality Enhancement Plan, the Texas Southern University undertook a review of its environment in light of the goals highlighted in its strategic plan. It broadly determined that the most critical need facing the university and its students was to improve student learning at the beginning of the college experience. As outlined in the next section, the university began a wide-ranging review of potential methods for improving student learning and success at the university. The result of that process became our Literacy QEP: *Promoting Excellence in Learning*.



MARTIN LUTHER KING, JR.
CENTER



2. QEP FOCUS ON LITERACY

2.1 QEP Topic Selection

The search for a topic for the SACS-mandated Quality Enhancement Plan began at Texas Southern in January 2008 with the appointment of a QEP Topic Selection Committee to recommend a theme. Through discussions, surveys, and townhall meetings with faculty, student, staff, and alumni groups, the committee recommended that TSU pursue *Literacy: Promoting Excellence in Learning* as the QEP topic, that the focus begin with information literacy and writing in the disciplines, and that these goals be addressed within the context of developing a culture of learning. In April 2010, the Deans' Council and the President's Cabinet accepted the committee's recommendation, and the committee began to develop and prepare the QEP for implementation and its subsequent assessment.

2.2 QEP Planning Process

The QEP Topic Selection Committee represented a broad cross-section of the university community, including administrators, faculty, staff, and students. By the spring of 2009, four broad categories emerged as potential topics for the QEP, and subcommittees investigated and explored the feasibility of the following themes: student engagement in a culture of learning; writing and information literacy across the disciplines; mentoring across the disciplines; and internationalizing Texas Southern University. Topic selection subcommittees submitted four white-paper proposals:

- Student Engagement in a Culture of Learning: From the Academic Village to the Global Village
- Literacy to Mastery: Reading and Writing Across the Curriculum
- Expanding Student/Faculty Engagement through Mentoring
- Infusing the World into TSU: Internationalizing the Curriculum, the Student Body, and the Faculty

In order to publicize the QEP effort and to arrive at a consensus on a topic, the QEP committee produced nine videos featuring students and faculty describing aspects of the four topics being proposed. These videos were distributed via campus-wide mail, on the Internet via YouTube, and on the TSU website during the fall of 2009. The QEP committee presented the four topics at faculty, staff, and student meetings; surveyed faculty, staff, and students; and asked for input and collaboration from the various constituencies—faculty, staff, students, alumni, and community groups. Data were collected from over 1,300 surveys, three student forums sponsored by the Student Government Association and the Program Council, and two faculty and staff townhall meetings.

The topic selection process highlighted major concerns and challenges across the university and underlined an overwhelming need and desire to change the culture at TSU to one of student and faculty engagement in learning at every level.

2.3 Promoting Excellence in Learning through Literacy

The QEP topic, *Promoting Excellence in Learning through Literacy*, was presented to SACS at the end of 2010. The QEP encompassed all the levels of learning from freshman to senior year within a culture of learning, utilizing mentoring and teaching information literacy, communication literacy, and disciplinary literacy.

On February 10, 2010, the SACS On-Site Committee reported that on Comprehensive Standard 3.3.2 Quality Enhancement Plan:

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. The SACS visiting committee made the following recommendations to Texas Southern University regarding the QEP: that the institution narrow the focus and revise accordingly, that the institution revise the assessment plan to be more consistent with a limited focus, and that the institution revise the budget to be consistent with its more limited focus.

As a result of the advice from the On-Site Committee, TSU revised the QEP with a much narrower focus. The TSU QEP will address the achievement of its most vulnerable student population, the first-year students who, in spite of increased entrance requirements, still arrive on campus without essential college readiness habits and skills. The revised QEP targets the first-year freshman experience with the enhancement of two essential forms of academic literacy, information literacy and communication literacy. *Information literacy and communication literacy form the foundation of the academic core curriculum and are identified as the best predictors of college and career success for students.*

The Quality Enhancement Plan, *Literacy: Promoting Excellence in Learning*, aims to transform the educational experience by focusing on the specific forms of literacy that the 21st century puts at a premium: (1) the ability to locate, evaluate, and use information effectively through information literacy, and (2) the ability to communicate effectively and persuasively with others using traditional and new forms of media.

The anticipated consequence of the Literacy QEP by academic immersion in the essential forms of college literacy is promoting excellence in learning by transforming the freshman experience so that students achieve academically, progress in their education, and graduate in a timely manner. Specifically, the Literacy QEP is designed to improve student performance on exit measures of competency and to improve retention and graduation rates.

2.4 QEP Goals and Student Learning Outcomes

The QEP supports both the mission of the university to provide high quality education and the core curriculum for undergraduates of the university. The core curriculum is central to the intellectual mission of Texas Southern University. It is designed to equip students in each major field of concentration with a broad knowledge base and a set of college-level competencies to support lifelong learning and the attainment of their academic and career goals. Texas Southern University's undergraduate degree programs comply with the mandates of the Texas Higher Education Coordinating Board (THECB), which requires all students to complete a general education core curriculum. Texas Southern University requires students to complete 44 credit hours in communication, mathematics, natural sciences, humanities, visual and performing arts, social and behavioral sciences, and technology. The goals of the core curriculum at Texas Southern University are to prepare students to become aware of their values, to examine the values, perspectives, and contributions of other individuals, groups, and cultures; to integrate knowledge; and to understand the interrelations of the scholarly disciplines. *Students will accomplish these goals through intensive reading, careful analysis, computational and laboratory experiences, active discussion, and frequent guided writing.*

The QEP aims to improve student learning by focusing on essential college skills of reading, writing, speaking, and research. These skills can be grouped as competencies under information literacy and communication literacy.

2.4.1 Information Literacy (IL) has been defined as the ability to access, define, retrieve, evaluate and use information ethically and legally. Information literacy is one of the core competencies that TSU expects from its graduates. The Association of College and Research Libraries (ACRL) has adopted a set of guidelines and standards addressing information literacy competency. The ACRL states that the information-literate individual is able:

- to determine the extent of information needed
- to access the needed information effectively and efficiently
- to evaluate information and its sources critically
- to incorporate selected information into his and her knowledge base
- to use information effectively to accomplish a specific purpose
- to understand the economic, legal, and social issues surrounding the use of information
- to access and use information ethically and legally

2.4.2 Communication Literacy (CL) The Texas Higher Education Coordinating Board (THECB) has defined the competencies of the communication component of the core curriculum as the ability to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience. THECB has established these six exemplary educational objectives in communication:

- to understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation
- to understand the importance of specifying audience and purpose and to select appropriate communication choices
- to understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication
- to participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding
- to understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument
- to develop the ability to research and write a documented paper and/or to give an oral presentation

The QEP has identified and will implement enhanced reading, writing, speaking, listening, and critical thinking activities using best-practice guidelines from THECB College and Career Readiness Standards as well as the National Council of Teachers of English (NCTE). The Council of Writing Program Administrators, the National Council of Teachers of English (NCTE), and the National Writing Project have collaborated on *Framework for Success in Postsecondary Writing (2011)*. These national and state research projects will inform and guide first-year teachers in developing this communication literacy immersion.

The objectives of information literacy and those of communication literacy are so intertwined that one might make a case for containing all the desired first-year competencies under one heading, either information literacy or communication literacy. Indeed, the TSU Core Curriculum Committee has integrated the steps of research (identify, access, utilize information) within its communication component. Moreover, the fourth first-year objective in information literacy, to use information responsibly, is necessary in the use of research to write and present arguments. Though the goals and the resulting pedagogy may somewhat overlap, they reinforce each other. The QEP implementation committee will develop related but separate activities for each of the basic forms of literacy—information and communication—for a more refined delivery and assessment of each student-learning outcome.

The general education requirement at TSU is assessed in each of the various core courses by end-of-semester embedded questions or problems that measure student achievement towards a specific goal. When the goal is not met, a plan is developed and implemented to assist the student in meeting the goal. The goals of the core curriculum match the basic types of literacy that the QEP will emphasize.

2.5 Review of Best Practices for Building a Literacy QEP for TSU

The Liberal Education and America's Promise (LEAP) initiative of the American Association of Colleges and Universities on *High-Impact Education Practices* (2007) reports that "the highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop a student's intellectual and practical competencies."

The Modern Language Association (MLA) White Paper (2008) concurs with national surveys and emphasizes that the arts of language and the tools of literacy are key qualifications for full participation in the social, political, economic, literary, and cultural life of the 21st century.

The National Commission on Libraries and Information Science (NCLIS), the American Library Association, the Association of College and Research Libraries (ACRL), and the Council of Independent Colleges have in the last five years all proposed and endorsed standards for informational literacy, a skill which has been shown to be a strong predictor of student success in college and the professions.

In 1974, Paul Zurkowski, who was then President of the Information Industry Association, introduced a concept known as information literacy in a proposal he submitted to the National Commission on Libraries and Information Science (NCLIS). The proposal recommended that a national program be established to achieve information literacy. On January 8, 2000, at the Midwinter Meeting of the American Library Association in San Antonio, Texas, the Association of College and Research Libraries (ACRL) reviewed and accepted a set of standards that were also endorsed by the American Association for Higher Education in October 1999 and later by the Council of Independent Colleges in February 2004.

The 21st century learning paradigm will involve a collaborative matrix that crosses all educational disciplines. A library with its emphasis on information literacy will work collaboratively with various departments such as English with its emphasis on reading and writing and Speech Communications with its emphasis on effective listening and speaking. More than 30 years of research shows a correlation between academic achievement and knowledge of the utilization of library resources.

The necessity for information literacy is clear; on the university campus the library is the entity that because of its role in collecting, categorizing, and dispensing information is responsible for teaching information literacy, but the transmitting of these skills extends across the entire curriculum. The development of an effective level of information literacy has a significant impact on the ability of the student to perform research, a proficiency that students will utilize throughout their academic and professional careers.

George D. Kuh writes in the LEAP report on *High-Impact Education Practices* (2007) that the educational activities that are unusually effective are those practices that typically demand that students devote considerable time and effort to purposeful tasks. Kuh cites as an example a first-year writing intensive seminar with 25 or fewer students that is team-taught by a faculty member (who is also an advisor for students in the seminar) and an upper division peer mentor or instructor. High-impact activities such as these place students in direct contact with faculty advisors working collaboratively. The LEAP report says that the high impact activities that engage students the most are those that require a final product or performance, devote time to inquiry, and benefit from faculty guidance and feedback in the course of collaborative projects.





3. IMPLEMENTATION OF THE QEP: Promoting Excellence In Learning

3.1 Overview of Implementation

The QEP Literacy: *Promoting Excellence in Learning* targets first-year college students with the overarching goal of improving their academic achievement by enhancing information literacy and improving communication skills. This goal will be achieved by the implementation of interventions which will improve student learning outcomes so that by the end of the freshman year,

- Students will be able to identify, access, evaluate, and use appropriately and ethically various forms of information.
- Students will define and research a topic using relevant information.
- Students will analyze and respond to a written or mediated text, such as a speech, a film, or a website.
- 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.

As shown in Table 7, the Literacy QEP first-year student learning outcomes (SLOs) combine elements of information literacy and of the first TSU core curricular goal, communication literacy.

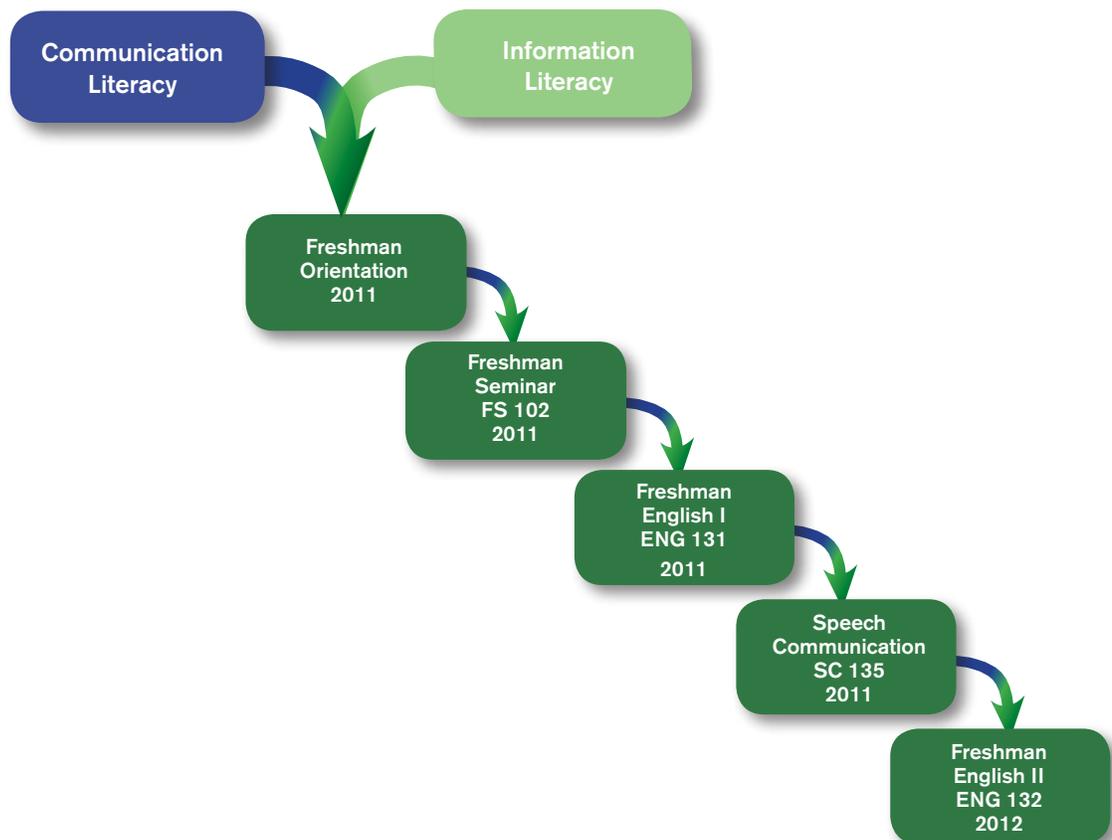
Table 7 QEP Goal & QEP Student Learning Outcomes

QEP Goal	QEP Student Learning Outcomes
<p>To improve freshman academic achievement by enhancing information literacy and communication skills</p>	<p>1. Students will identify, access, evaluate, and use appropriately and ethically various forms of information.</p>
	<p>2. Students will define and research a topic using relevant information.</p>
	<p>3. Students will analyze and respond to a written or mediated text, such as a speech, a film, or a website.</p>
	<p>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.</p>

3.2 QEP Points of Freshman Implementation

The QEP has developed an academic immersion program—an intervention—for first-year students with activities and enhancements in information and communication literacy interjected in the various instructional opportunities within the freshman year: Freshman Orientation, Freshman Seminar (FS 102), Freshman English I (ENG 131), Speech Communication (SC 135), and Freshman English II (ENG 132). (See Table 8.)

Table 8 Literacy QEP Points of Freshman Intervention



3.3 QEP Implementation—Pilot Cohort

The pilot cohort will consist of the 400 freshmen students residing in the Urban Academic Village, a program funded by the Houston Endowment to create a residential learning community on the TSU campus. An existing university student apartment complex will serve as the setting for the Urban Academic Village. Up to 400 incoming freshmen will be enrolled in the Urban Academic Village on a voluntary basis. This group of students will serve as a purposeful representative cross-section of the freshman class. The students will attend a special orientation to the Urban Academic Village the week before classes begin, and they will enroll in a set curriculum that includes courses in the general education core curriculum. All of their courses will enroll only Urban Academic Village students. As such, this group makes an ideal cohort with which to pilot the QEP.



3.4 QEP Implementation Schedule

The QEP implementation has begun with a faculty and staff training workshop on June 27-28, 2011. This session contained a general introduction to the literacy QEP as well as specialized training for instructors of each of the four freshman courses to be offered as part of the QEP. Instructors developed enhanced student-learning outcomes, shared best-practice pedagogy, and wrote common course outlines for each of the targeted courses. They identified texts and learning activities for effective classroom teaching and they shared tools, rubrics, and targets to assess the effectiveness of the QEP in conjunction with the existing assessment of the general education core curriculum of the university. Faculty development continues throughout the summer of 2011, with a workshop on building effective learning communities in conjunction with the Urban Academic Village on July 7-8, and with another QEP faculty planning session on August 15, immediately prior to the beginning of Fall Semester 2011.

The literacy Quality Enhancement Plan will be introduced to students during the week of regular student fall orientation. The student orientation to the QEP is planned for August 17, 2011, in conjunction with the opening of the Urban Academic Village, the residential community that houses the QEP pilot cohort. Assessment of the pilot orientation will be used to plan for the implementation of the enhanced orientation beginning in the summer of 2012. The Standardized Assessment of Information Literacy Skills (SAILS) will be administered to provide base line data on information literacy among the students of the pilot cohort. The enhancements in the orientation will focus on introducing students to the information resources available on campus.

Students in the pilot cohort will take a fixed schedule of courses as part of their participation in the Urban Academic Village program. As such, for the fall semester there will be 13 sections of Freshman Seminar (FS 102), 13 Sections of Speech Communication (SC 135), and a slightly smaller number of sections of Freshman English I (ENG 131), since a proportion of the students in the cohort will have to take Developmental English (ENG 130), designated as QEP sections and receiving the enhanced curriculum.

During Summer Semester 2011, a newly established QEP Office will organize the QEP implementation committees--the Advisory Council, the Assessment Committee, and the Faculty Associates Committee. The Advisory Council (consisting of key stakeholders: university administration, faculty, students, and alumni) will oversee and approve all actions related to the QEP. The Assessment Committee will organize and oversee the analysis of the results of assessment of QEP activities. The Faculty Associates Committee will serve as a learning community for instructors engaged in delivering the enhancements. It will meet monthly to hear presentations on best practices in instruction and share experiences in the QEP.

Fall Semester 2011 begins the implementation of the QEP for students with the enhanced academic components in information literacy and communication literacy added to Freshman Seminar FS 102, Speech Communication 135, and Freshman English I (ENG 131) . As of Spring 2012, the QEP will add Freshman English II (ENG 132) and will teach several sections of ENG 131 to students who have successfully completed developmental English. Faculty development continues throughout the academic year with monthly meetings to plan activities, to share best practices, and to benefit from outside research and expertise.

During Spring Semester 2012, the main activity of the QEP will be implementing the final course for the pilot cohort, Freshman English II (ENG 132). For those students who began the year in ENG 131, this course will provide the opportunity for summative assessment of their acquisition of the key skills at the heart of the QEP.

The Assessment Committee during Spring Semester 2012 will complete analysis of the results of assessment of the fall semester's work in the relevant courses. The committee will provide advice to the advisory council on improvements. The advisory council and the QEP Office will develop plans for training faculty instructors for the expansion of the QEP to the entire freshman class in Fall Semester 2012.

Formative and summative data and information will provide the basis for revising and improving the experience and the assessment of student performance. This information and data will also identify professional development needs and opportunities for faculty. The QEP Office will develop the training workshop for all faculty and library staff teaching in the QEP program. The workshop will be held in June 2012. In addition, in coordination with the Student Academic Enhancement Services (SAES) staff, the QEP Office will infuse the elements of the QEP into the orientation program for all students during Summer 2012. All freshmen will take the SAILS test to provide a baseline for assessment of the effects of the QEP.

For Fall Semester 2012, the QEP will implement a revised enhancement program for the designated courses for all freshmen. Throughout the year the assessment committee will continue to collect assessment data from the expanded program and analyze that data to determine the most effective of the interventions. The Faculty Associates Committee will function as an ongoing faculty development forum for teaching effectiveness. By the end of Spring Semester 2013, the council and the QEP Office will develop plans for the revisions of the enhancements under the QEP.

In Summer 2013, the QEP Office will organize the faculty development workshop for the revised QEP. Instructors will receive continuing training on improved instruction and assessment to measure the effectiveness of the intervention. Over the course of the year, the faculty development workshop under the Faculty Associates Committee will continue to support a culture of effective instruction. By the end of the academic year, the advisory council and the QEP Office will not only use the results from the assessment committee to develop further revisions to the enhancement activities but will also begin to develop plans for embedding the most successful elements of the QEP in the ongoing practices of the university's program for freshmen.

In Summer 2014, the QEP Office will provide training for faculty on the revised enhancements for freshman orientation and courses. Over the course of the year, faculty development and assessment activities will continue. The advisory council and the QEP Office will develop plans to embed the lessons learned from the QEP into the university's regular program for freshmen.

Beginning Summer 2015, the QEP Office will assist with the implementation of regular practices and procedures to embed the lessons of the QEP in the university's program for freshmen. The QEP Office will develop a summative assessment of the QEP and its impact on the university. (The five-year implementation and assessment schedule is summarized in Table 9.)

Table 9 QEP Implementation Schedule

	1st Year	2nd Year	3rd Year	4th Year	5th Year
QEP Office	Schedule and assign pilot courses; QEP Workshop for faculty; monthly QEP Faculty Associates meetings; develop action plan based on assessment of pilot program	Expand revised QEP to all freshmen; QEP Workshop for all instructors; monthly Faculty Associates meetings; develop action plan based on assessment of expanded program	Revise QEP based on assessment; QEP Workshop for all instructors; monthly Faculty Associates meetings; develop action plan based on assessment of expanded program	Revise QEP based on assessment; QEP Workshop for all instructors; monthly Faculty Associates meetings; develop action plan based on assessment of expanded program; develop plans for institutionalization of lessons from QEP	Implement institutionalization of refined QEP; develop summative assessment of QEP impact
Orientation	Plan and hold pilot orientation	Plan and hold revised orientation	Plan and hold revised orientation	Plan and hold revised orientation	
FS 102	Plan and pilot library tour and lecture series	Plan and implement revised library tour and lecture series	Plan and implement revised library tour and lecture series	Plan and implement revised library tour and lecture series	
ENG 131 & 132	Pilot pre- and post-test; implement reading and vocabulary initiatives	Implement revised pre- and post-test; grammar, reading, vocabulary, and writing initiatives	Implement revised pre- and post-test; grammar, reading, vocabulary, and writing initiatives	Implement revised pre- and post-test; grammar, reading, vocabulary, and writing initiatives	
SPC 135	Pilot oral skills pre-test/post-test; video-audio speech recording	Implement revised oral skills pre-test/post-test; video-audio speech recordings	Implement revised oral skills pre-test/post-test; video-audio speech recordings	Implement revised oral skills pre-test/post-test; video-audio speech recordings	
Assessment	Develop and pilot measures, metrics, and rubrics; administer SAILS; assess pilot program	Use revised measures, metrics, and rubrics to assess interventions; administer SAILS test to all freshmen	Use revised measures, metrics, and rubrics to assess interventions; administer SAILS test to all freshmen	Begin summative assessment	Complete summative assessment

3.4.1 Fall 2011 - QEP PILOT IMPLEMENTATION IN FRESHMAN ORIENTATION

Freshman orientation acculturates students to the institution and its traditions, culture, values, and resources. Freshman orientation instructs all students on accessing their TSU Student Portal and Blackboard course delivery system and introduces students to the TSU library and to a variety of student academic services.

During the week of freshman orientation in August, QEP students will be presented with an overview of the Literacy QEP, its goals and objectives, and the various value-added enhancements that the QEP will add to the freshman experience. QEP students will be introduced to the basics of information and communication literacy and given pre-tests to measure beginning knowledge in order to guide individual study and inform QEP instruction and assessment.

3.4.1.1 Information Literacy in Freshman Orientation

The Standardized Assessment of Information Skills (SAILS) Test, an assessment tool to assess knowledge of information literacy skills, will be administered as a pre-test to the QEP pilot cohort during the August orientation session. The QEP pilot cohort group will also have a mandatory library orientation tour to introduce specific services, general resources, and physical facilities of the Robert J. Terry Library. Upon completion of a quiz based on the tour, students will be given a flash drive to store future research files. Lastly, the *Robert J. Terry Library Information Navigation Survival Guide for New & Transfer Students* will be distributed to facilitate student access to library services and resources.

3.4.1.2 Communication Literacy in Freshman Orientation

Communication literacy is introduced to students during freshman orientation through enrollment in the TSU Tiger Online Writing Lab (OWL), an online Blackboard course that allows student access to grammar tools and practice of writing skills and encourages students to take charge of their own learning. Students will take a Grammar & Usage Diagnostic Test online as a pre-test to guide their individual study plan as well as well to serve as a baseline assessment of knowledge for teacher preparation and program assessment. In addition, students will be asked to post an introduction to themselves in a Blackboard Discussion Board forum, especially for QEP students. (Table 10 summarizes QEP implementation during freshman orientation.)

Table 10 QEP Implementation in Freshman Orientation

QEP in Freshman Orientation	QEP Student Learning Outcomes	Objectives	Activities	Orientation Student Learning Outcomes	QEP Intervention
Information Literacy	Students will identify and access various forms of information.	1. To assess students' literacy skills	Administer SAILS as pre-test	Students will be able to set goals and expectations to enhance their information literacy competency.	Information literacy assessment guides study plan for teacher & student
		2. To encourage students to use library as "information central"	Guided tour through library; Distribute library guide	Students will be able to demonstrate a familiarity with library services, library arrangement, and materials locations.	Mandatory library tour; students will receive a flash drive & <i>Information Navigation Survival Guide</i> for the library
Communication Literacy	Students will learn to communicate effectively.	1. To enable students to take charge of their own learning	Enrollment in Blackboard TSU Tiger Online Writing Lab (OWL)	Students will be able to access grammar tools and practice writing skills.	TSU Tiger OWL will provide access to sources of knowledge of standard usage and review of grammar skills.
		2. To assess students' writing skills in grammar and usage	Bb Discussion Board forum for QEP students; Grammar & Usage Diagnostic Test	Students will be able to set goals to enhance their writing skills competency.	Assessment guides study plan for teacher preparation & student learning and aids in program assessment

3.4.2 Fall 2011 - QEP PILOT IN FRESHMAN SEMINAR (FS 102)

In response to the QEP focus on the freshman experience, Freshman Seminar (FS 102) has been reconstituted as a faculty-led classroom with increased academic components emphasizing academic achievement by developing information and communication literacy. Thus, while all Freshman Seminar students will attend the Presidential T.I.G.E.R. Project Guest Lecture Series, which features speakers from among the nation's leaders and innovators in business, industry, technology, health, and the arts, students in the QEP cohort will be provided with additional training and practice in evaluating and analyzing public presentations and writing critical reviews of the lecture series. While all Freshman Seminar students will attend a basic library orientation tour, those in the QEP cohort will attend a comprehensive information literacy session on searching for sources and accessing information. Freshman Seminar faculty will receive training in QEP principles and best practices in teaching information and communication literacy during faculty development workshops held before the start of classes.

3.4.2.1 Information Literacy in Freshman Seminar

The Freshman Seminar information literacy class will provide those students in the QEP cohort with the practical skills required to access, locate, and manage information sources. Information specialists and instructors will collaborate on a 50-minute classroom session designed to introduce freshmen to the issues and skills related to information literacy. Information Literacy Session I is a compact and concise presentation on the basic concepts and strategies of information literacy with a learning assessment tool to evaluate the strengths, weakness, and progress of students. Assessment techniques will also help information specialists improve teaching methods and strategies to best meet the needs of students.

3.4.2.2 Communication Literacy in Freshman Seminar

Communication literacy will be enhanced in Freshman Seminar through student attendance and response to the Presidential T.I.G.E.R. Project Guest Lecture Series. Speech communication specialists, in collaboration with Freshman Seminar instructors, will provide students in the QEP cohort with concepts and rubrics to evaluate live presentations in relation to content, delivery, body language, message clarity, speaker credibility and audience-centeredness, and overall effectiveness. Writing specialists, in collaboration with Freshman Seminar instructors, will guide students to respond to the lectures with personal commentary, summary reports, and critical reviews, and will provide a rubric for preparing and grading a minimum of four one-page reviews of these lectures over the course of Freshman Seminar. Each review will be discussed with the student, and given a grade by FS 102 faculty and by freshman English instructors. Students may be asked to write revisions and may write an extra review for extra credit. (Table 11 summarizes QEP implementation during the course of Freshman Seminar.)

Table 11 QEP Implementation in Freshman Seminar (FS 102)

QEP in Freshman Seminar	QEP Student Learning Outcomes	Objectives	Activities	FS 102 Student Learning Outcomes	QEP Intervention
Information Literacy	Students will identify and access various forms of information.	Introduce basic concepts & strategies of information literacy	Instruction and demos: Information Literacy 1: Library scavenger hunt	Demonstrate ability to identify and access various information sources	Improve information literacy knowledge and skills
		Provide students with concepts and rubrics to evaluate lecture presentations	Analyze and evaluate lectures for content, delivery, body language, and effectiveness	Students will analyze and respond orally to a lecture or live presentation	Improve listening and critical thinking skills
Communication Literacy	Students will analyze and respond to a written or mediated text, such as a speech, a film, or a website.	Guide students with formats and rubrics for written responses	Write a minimum of 4 one-page critical reviews of 4 lectures	Students will analyze and respond in written form to a lecture or live presentation	Improve writing and critical thinking skills

3.4.3 Fall 2011 - QEP PILOT IN FRESHMAN I (ENG 131)

Freshman English I (ENG 131) is the first of a two-part composition course in which students analyze essays that are samples of rhetorical modes and write competent multi-paragraph essays utilizing formal principles of grammar, usage, mechanics, rhetoric, and style. The literacy QEP will enhance the following academic components: subject-specific library research, standard English grammar and usage skills, reading comprehension, vocabulary development, and analytic and persuasive writing in the various rhetorical modes.

3.4.3.1 Information Literacy in Freshman English I (ENG 131)

The aim of the QEP intervention in information literacy is to promote student collaboration with information specialists to strength student research skills. In two 50-minute class sessions, Information Literacy Session II, students will learn how to access information through a variety of information resources, information retrieval tools, and develop research strategies, as well as how to use information ethically and legally to complete a task. Students will select a topic and develop an annotated bibliography in MLA format. Students will demonstrate the ability to select key words or phrases along with Boolean operators to create an effective search strategy and to cite different types of sources and understand all elements of citations.

3.4.3.2 Communication Literacy in Freshman English 1 (ENG 131)

Freshman English I will introduce major QEP enhancements in communication literacy by piloting a series of robust programs each aimed at one of the basic components of freshman English. To develop skills in standard English grammar and usage, each student in ENG 131 will be provided with a one-year subscription to *Cengage Aplia*, a web-based grammar tutorial and writing program responsive to the learning needs and styles of each particular student. *Aplia* provides a wealth of assessment tools and abilities, giving feedback on progress and achievement of an individual student, an entire class, and even the entire QEP freshman cohort.

To develop college level vocabulary, students will participate in the intensive Word Smart vocabulary program developed by Princeton Review for SAT preparation. Instructors will guide students through a systematic word list, reinforce exercises with classroom practice, and prepare word quizzes and puzzles for reinforcement. Students will show mastery of the word list by writing short compositions that employ the words correctly. Students might compete for the most creative composition with the most words.

All students in ENG 131 participate in the National Endowment for the Arts (NEA) BigRead program; however, students in the QEP ENG 131 pilot will engage with the text through *TheBookStart.com*, a literacy-based social network that encourages students to read, critique, and discuss books. Through a naturally scaffolding process, teachers and students delve into higher cognitive skills that encourage analyzing, making inferences or critical judgments regarding reading material.

Students in Freshman English I write 6-8 well-developed, analytical, and persuasive essays illustrating the various rhetorical modes. The QEP will enhance the teaching of writing by having master teachers share best-practice templates and formats for writing in the rhetorical modes, guide revision and editing, and encourage students to write and re-write to improve drafts, so that by the end of the semester each student can boast of at least four excellent essays. In addition, QEP students will present as part of their work product the annotated bibliography composed and presented in Speech Communication (SC 135) and the critical reviews of presentations prepared in Freshman Seminar (FS 102). Students will be encouraged to keep their work products in a personal dossier and in a flash drive. (Table 12 summarizes QEP implementation during the course of Freshman English I ENG 131.)



Table 12 QEP Intervention in Freshman English I (ENG 131)

QEP in Freshman English 1 ENG 131	QEP Student Learning Outcomes	Objectives	Activities	ENG 131 Student Learning Outcomes	QEP Intervention
Information Literacy	Students will identify and access various forms of information.	Access information through various retrieval and research methods and tools	Instruction and demos: Information Literacy Session II	Demonstrate effective search strategies that yield specific information sources	Promote student collaboration with information specialist to strengthen research skills
	Students will use ethically various forms of information.	Complete a research task using commonly used citation styles	Develop annotated bibliography on topic in MLA format	Demonstrate ability to cite from different sources	Promote availability of all information sources in library
Communication Literacy	Students will demonstrate the ability to communicate effectively in writing	Strengthen grammar skills	Use <i>Cengage Aplia</i> Grammar program	Strengthen and refine grammar skills.	Utilize robust grammar program to assess and improve skills
		Improve college level vocabulary	Use <i>WordSmart</i> Vocabulary Program	Improve college level vocabulary	Use national vocabulary list to extend knowledge
		Strengthen reading skills	Discuss BigRead book through <i>TheBookStart.com</i> , a web learning community	Strengthen reading skills and learning communities	Add social network for reading discussions
		Develop and extend writing skills	Write and revise to improve analytic and persuasive essays	Improve writing and critical thinking skills	Add critical writing to practice of rhetorical modes

3.4.4 Fall 2011 - QEP PILOT IN SPEECH COMMUNICATION (SC 135)

Speech Communication SC 135 is business and professional communication, an introduction to the basic oral communication skills needed for careers in business and the professions. Students make presentations, conduct interviews, and participate in problem solving group discussions.

3.4.4.1 Information Literacy in Speech Communication (SC 135)

The QEP intervention in SC 135 is a joint venture between information literacy specialists and speech communication instructors designed to introduce students to discipline-specific resources. In two 50-minute class sessions, Information Literacy Session III, students will be taught to refine a topic, access information using subject-specific sources and to select and evaluate research materials for a class project. Students will present the results of their research projects in class panel discussions and in a freshman research forum.

3.4.4.2 Communication Literacy in Speech Communication (SC 135)

The objectives of SC 135 are to assess students' oral and written communication skills and to equip students with skills to meet professional standards in making presentations. Students analyze and evaluate historical speeches and learn to prepare, write, and deliver their own speeches effectively.

The QEP Communication literacy interventions in SC 135 are to assess progress in speech communication by administering an oral skills pre-test in the speech lab at the beginning of the semester, and subsequently, an oral skills post-test at the end of the intervention; to enroll students in Connect Speech Tools, an online speechmaking resource delivered through Blackboard, which helps students select an appropriate topic for each speech, outline effectively, conduct research to analyze their audience, and upload their speech online for instructor and peer review and feedback; and to audio-record and video-record students making speeches and then provide expert feedback sessions. Speech faculty will also collaborate with librarians to research and develop individual speech projects. (Table 13 summarizes QEP implementation throughout the course Speech Communication SC 135.)



Table 13 QEP Intervention in Speech Communication (SC 135)

QEP in Speech Communication SC 135	QEP Student Learning Outcomes	Objectives	Activities	SC 135 Student Learning Outcomes	QEP Intervention
Information Literacy	Students will identify, access, and evaluate various forms of information.	Access information in discipline-specific resources	Instruction and demos: Information Literacy Session III	Demonstrate ability to access information in subject-specific sources	Promotes collaboration with information specialists to embed research skills into curriculum
	Students will define and research a topic using relevant information.	Reinforce research skills and use information to modify a topic	Complete research assignment designed by teaching faculty and information specialist	Demonstrate ability to refine a topic, access, evaluate, and use information responsibly by presenting in a class forum	Improves information literacy through course-integrated instruction
Communication Literacy	Students will demonstrate professional standards in oral communication (speaking).	Speak clearly and responsibly	Oral Skills Assessment pre-test	Speak with clarity of sound and effective pronunciation	Oral pre/post skills test in Speech Lab
		Speak with appropriate rate, volume, and gestures	Evaluation of speeches	Speak with appropriate rate and volume	Online enrollment in Connect Speech Tools
		Create a formal typed outline consistent with message	Develop and deliver informative speech	Speak without distracting mannerisms	Video recording practice and speech tutorial sessions
		Use appropriate style and format for oral and written communication	Develop and deliver persuasive speech	Use extemporaneous mode of delivery through self-expression	Information literacy linked to speech communication project

3.4.5 Spring 2012 - QEP PILOT IN FRESHMAN ENGLISH II (ENG 132)

Freshman English II (ENG 132) is the second half of a two-part composition course designed to improve and extend students' skills in organizing and developing analytical and persuasive essays, to enhance knowledge of literary genres, and to provide instruction in research skills needed in the preparation of documented essays. Students will produce a variety of compositions that demonstrate competence in standard English usage and style, advanced vocabulary, critical thinking in reading and analyzing, fluid, thoughtful expression, and effective research and documentation. The QEP intervention will direct students to write and revise 4-5 short critical reviews of lectures, presentations, or researched essays as well as 4-6 documented essays. ENG 132 is the point of assessment for general education skills in communication and is thus the point where the student is expected show mastery of core curricular skills.

3.4.5.1 Information Literacy in Freshman English II (ENG 132)

The QEP information literacy component in Freshman English II provides extended practice in researching discipline-specific resources pertaining to ENG 132. In two 50-minute class sessions, Literacy Session III, students will be taught to refine a topic, access information using subject-specific sources and to select and evaluate research materials for a class project. Students will demonstrate their understanding through a research assignment developed by teaching faculty and information specialists. Students will present the results of their research papers in class panel discussions and in a freshman research forum.

3.4.5.2 Communication Literacy in Freshman English II (ENG 132)

The QEP intervention in ENG 132 includes activities that extend, enhance, and demonstrate each of the QEP student learning outcomes, which include proficiency in research, documentation, reading comprehension, and critical writing.

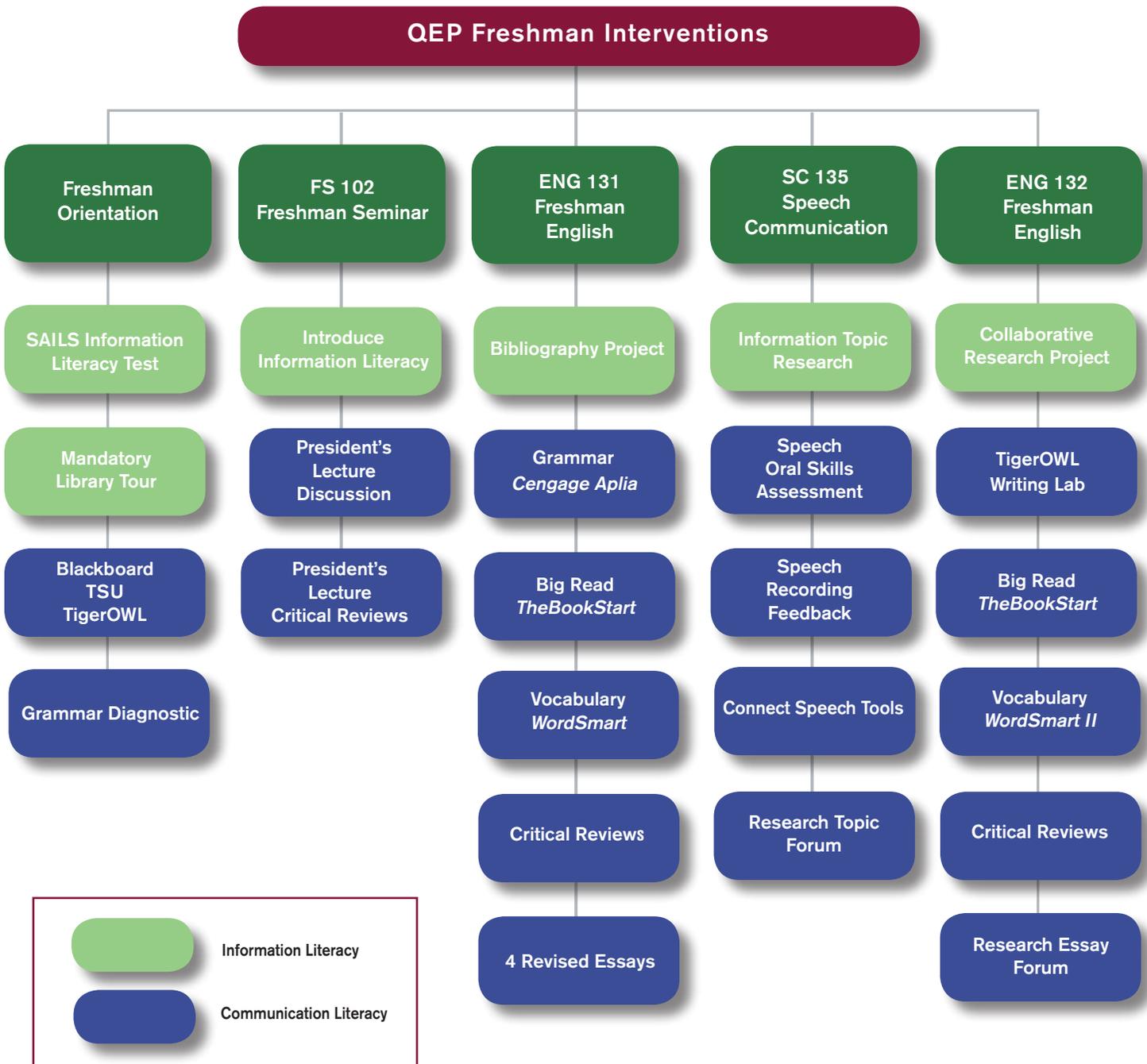
The QEP students in ENG 132 will refine their writing mechanics, usage, and style through the advanced elements of *Cengage Aplia*, with personalized guidance and reference in grammar, mechanics, usage, and manuscript form. QEP students will improve their vocabulary acumen in speaking and writing through the *Word Smart II* vocabulary program, developed by Princeton Review for GRE preparation and for career or graduate level endeavors. Students will participate in the NEA BigRead program and discuss their books through the online learning community, *TheBookStart.com*, which facilitates critical thinking about books. Students will extend their analytical abilities by participating in and responding to lectures, plays, concerts, art exhibits, assemblies, program, and symposia in critical reviews, a minimum of four each semester. Students will show their mastery of writing and research by composing and presenting 4-6 researched and documented essays of increasing complexity. Writing instructors will guide students through each step of the writing process and will discuss compositions one-on-one with students stressing the need for revisions for clarity and editing for precision. (Table 14 summarizes QEP implementation during Freshman English II ENG 132.)

Table 14 QEP Intervention in Freshman English II (ENG 132)

QEP in Freshman English II ENG 132	QEP Student Learning Outcomes	Objectives	Activities	ENG 132 Student Learning Outcomes	QEP Intervention
Information Literacy	Students will identify, access, and evaluate various forms of information.	Access and evaluate discipline specific resources	Instruction and demos: Information Literacy Session III	Access information in subject-specific sources	Collaborate with information specialists to embed research skills into curriculum
	Students will define and research a topic using relevant information.	Reinforce research skills and use information to modify a topic	Complete a research assignment designed by teaching faculty and information specialist	Refine a topic, access, evaluate, and use information responsibly	Improve students' information literacy competencies through course-integrated research
Communication Literacy	Students will analyze and respond to a written or mediated text, such as a speech, a film, or a website.	Refine grammar, style, and manuscript form	Use <i>Cengage Aplia</i> Grammar program for style form	Strengthen and refine communication form and style	Utilize robust grammar program to assess and improve skills
		Improve college and career level vocabulary	Use <i>WordSmart 2</i> Vocabulary Program	Improve college and career level vocabulary	Uses national vocabulary list to extend knowledge
	Compose a well-organized oral argument and write a critical essay using standard documentation and appropriate research.	Strengthen reading skills	Discuss <i>BigRead</i> book through <i>The BookStart.com</i> , a web learning community	Strengthen reading skills and learning communities	Add social network for reading discussions
		Develop and extend writing skills	Write and revise to improve analytic and persuasive essays	Improve writing and critical thinking skills	Add critical writing to practice of rhetorical modes

The QEP proposes a series of freshman year interventions in information and communication literacy with lessons, programs, and activities planned and scaled with increasing complexity in the various academic components: Freshman Orientation, Freshman Seminar (FS 102), Freshman English I (ENG 131), Speech Communication (SC 135), and Freshman English II (ENG 132). (The QEP Freshman Interventions are summarized in Table 15.)

Table 15 QEP Freshman Interventions



3.5 QEP Office

The QEP Office for Excellence in Learning has been established to ensure effective implementation of the QEP and to provide maximum benefit to our students and support for faculty and staff. The QEP Office is to be staffed by a director and administrative support staff. The QEP Office functions under the aegis of the TSU Office of the Provost. This alignment will facilitate central coordination among TSU academic departments and academic support units and will centralize support for students, faculty, and staff.

The director will manage all the activities of the QEP. The director will develop the training workshops for faculty to be held beginning in summer of 2011 and regularly thereafter. The director will manage the resources necessary to implement the QEP. The director will lead the committees affiliated with the QEP.

3.5.1 QEP Steering and Advisory Council

The QEP Steering and Advisory Council will direct and implement the QEP. The council will be chaired by the Provost. It will include representatives from the TSU resource collaborators including the Robert J. Terry Library, Student Academic Enhancement Services (SAES), Center for Online Education and Instructional Technology (COLEIT), the Office of Institutional Assessment, Planning and Effectiveness, the Speech Communication Department, and the English Department. The Council will review activities and plans for the QEP and approve any changes necessary to the plan.

The first task of the QEP Steering and Advisory Council will be to oversee the identification and tracking of the pilot cohort in Fall of 2011. The council will join with the leadership and staff of the Urban Academic Village in developing learning communities and in planning the freshman orientation in August. The QEP council will ensure that all Freshman Seminar (FS 102), Freshman English I (ENG 131), Speech Communication (SC 135), and Freshman English II (ENG 132) courses reserved for the Urban Academic Village students have instructors participating in the pilot for the QEP.

The council will also oversee the development of academic resources for the QEP. It will help the director design and implement the faculty development workshops to train faculty in best practices for freshmen education. It will guide and provide support for the faculty development activities undertaken with the Faculty Associates Committee. It will develop a plan for and incentivize research in improving freshmen academic achievement.

3.5.2 QEP Assessment Committee

The QEP Assessment Committee of faculty working with the Office of Institutional Effectiveness, Assessment and Planning will oversee the collection and analysis of assessment data for the QEP. The committee will be chaired by the assistant provost for Institutional Effectiveness, Assessment and Planning. It will develop specific student learning outcomes, metrics, and targets for the QEP. It will recommend assessment tools, approve rubrics and embedded examinations created by the relevant departments for use in assessment, and collect and analyze the resulting data. It will develop action plans for improvement based on the data and present them to the council for approval.

3.5.3 QEP Faculty Associates Committee

A QEP Faculty Associates Committee—comprised of faculty associates, core curricular specialists, and professional staff members—will create master syllabi, direct best-practice activities, and establish assessment criteria and rubrics for each of the first-year academic component activities. The Faculty Associates Committee will also serve as a learning community for faculty and staff directly engaged in the QEP. It will hold regular meetings to allow faculty and staff to exchange experiences and learn from each other. It will schedule regular faculty development activities including presentations and workshops by external experts on elements of freshmen education.

Members of the Faculty Associates Committee will be encouraged to form research teams to conduct and publish the results of the university's QEP. The QEP Office will provide support for research on the various aspects of the freshman learning experience, and the Steering and Advisory Council will provide a forum for the presentation of this research.

3.6 The Institutional Integration of the QEP

The QEP will be interwoven with the university's existing academic, administrative, evaluative, and fiscal systems, and particularly with the core curriculum, so that it will not be regarded as a supplemental aspect of the institution's operation, but rather incorporated seamlessly into the dynamic processes of institutional governance. The roles of the academic units and the academic support units of the freshman experience will be specified, including, but not limited to, the important roles of the academic departments, the TSU libraries, the Office of Institutional Assessment, Planning and Effectiveness, Student Academic Enhancement Services (SAES), and the Center for Online Education and Instructional Technology (COLEIT). Each of these TSU resource collaborators and other related academic support services have membership in the QEP Steering and Advisory Council, which is the implementation committee.

3.6.1 English Department

The English Department provides a faculty of specialists in both information literacy and communication literacy, with expertise in writing communication literacy through instruction in Freshman English courses, (ENG 131), (ENG 132); end-of-course embedded core curriculum assessment; staffing and maintenance of the MTM English Writing Clinic; and updates and integration of the TSU Tiger OWL on Blackboard.

3.6.2 Speech Communication Department

The Speech Communication Department specializes in verbal and nonverbal messages and provides expertise in oral delivery, persuasion, and presentation skills through instruction in the Freshman Speech Communication course (SC 135), a pre- and a post- oral skills delivery assessment; and staffing and maintenance of the Multipurpose Speech Lab.

3.6.3 The Robert J. Terry Library

The Robert James Terry Library (RJT) and all campus libraries, including the Pharmacy Reading Room, support the curricular and research needs of the university community through the development of pertinent collections and the provision of services designated to facilitate access to information. Through the rich collection of print and electronic resources, and information specialists, the RJT Library provides students with the ability to define, retrieve, evaluate, and use information ethically and legally. The RJT Library promotes information literacy and strives to equip graduates to become 21st century citizens of the world who are professionals and socially responsible lifelong learners.

3.6.4 Student Academic Enhancement Services (SAES)

The Student Academic Enhancement Services (SAES) provides academically enhanced student support and services that increase the number of TSU students capable of succeeding in college-level courses while maintaining their full-time status. To achieve this mission, SAES has instituted an improved early warning-tracking system to help evaluate the on-going academic performance of first- and second-year students and has augmented the quantity and quality of student academic enhancement services, e.g., academic advising-counseling, individualized tutoring and instruction, student peer mentors, and freshmen seminars. In addition, SAES trains faculty and staff to effectively identify academic performance indicators and institute academic interventions, and enhances student use of its support services.

3.6.5 Urban Academic Village

The Urban Academic Village (UAV) offers a unique residential experience that provides maximum academic and cultural support to first-year students. Full-time faculty members will live with our students in the newly renovated Urban Academic Village apartments along with graduate student success advisors. Urban Academic Village students will have access to central computer labs within the Urban Village living units, along with central meeting and activity spaces. The advisors will work closely with students to ensure they are successful in their first college experience. Classes will be scheduled to allow groups of students to attend required core courses together. Students will be asked to participate in campus activities and community outreach activities throughout the year. Each freshman in the Urban Academic Village will be assigned a mentor to help navigate this first academic year.



3.6.6 Center for Online Education and Instructional Technology (COLEIT)

The mission of the Center for Online Education and Instructional Technology (COLEIT) is to provide support and resources that enable the faculty to use technology efficiently, which allows for the delivery and enhancement of instruction in the core courses outlined by the QEP. COLEIT plays an important role in the support of the university's goal of excellence in learning for students, faculty, and staff. Specifically, services offered by the COLEIT Office are directly related to independent learning goals and outcomes set by the QEP, which will enable students to collaborate with others face-to-face and through technologies, to pursue academic success, personal growth, and professional development. In addition, the COLEIT Office will provide instructional design services through Blackboard to enable the monitoring of coursework participation and completion via early warning alerts that notify instructors when students fall below set thresholds that trigger intervention. The TSU TIGER Online Writing Lab (OWL) will also be redesigned for easier self-paced learning. TSU QEP has partnered with COLEIT to go beyond its current offerings to facilitate a series of workshops on enhanced faculty teaching and learning technology as part of the QEP initiative.

3.6.7 University Testing Center

The University Testing Center will administer the SAILS Test (pre- and post-) on information literacy and will share results with the QEP.

3.6.8 Office of Institutional Assessment, Planning and Effectiveness

The Office of Institutional Assessment, Planning and Effectiveness (IAPE) plans, supports, and monitors compliance with the university's strategic plan, provides reporting support for regional and discipline-specific accreditation, and tracks and reports on assessment of academic and non-academic units.







4. ASSESSMENT OF THE QEP

4.1 Integrated Assessment Planning

The assessment of the QEP will be determined by identifying specific measures that correspond to student learning outcomes linked to the literacy development process. A QEP Assessment Committee will oversee the assessment of the specific student learning outcomes, integrate the findings of each of the QEP components, do a QEP program assessment at the end of each semester, and use of the resulting data for improvement.

4.2 Assessment of Information Literacy

Student learning outcomes in information literacy will be assessed through standardized tests, surveys, activities, and embedded information literacy assignments. Discipline-specific assignments will be assessed within the general education courses in Speech Communication 135 and Freshman English 131 and Freshman English 132. The library information literacy specialists will use *Information Literacy Competency Standards for Higher Education* to provide a framework for developing all assessment tools.

The Standardized Assessment of Information Literacy Skills (SAILS), a knowledge test with multiple-choice questions targeting a variety of information literacy skills, will be administered as a pre-test to help us to have a baseline in understanding what students know when they arrive at Texas Southern. The test items are based on the ACRL Information Literacy Competency Standards for Higher Education. The information provided by the SAILS test, coupled with knowledge of and interpretation by the institution, will allow faculty to investigate the larger questions about the effect of information literacy on student success. The individual test gives an overall information literacy score for each student. The SAILS test will also be administered as a post-test to assess progress in QEP information literacy.

4.3 Assessment of Communication Literacy

These student learning outcomes on the QEP are directly related to the core competencies of information literacy and communication literacy. The student learning outcomes in communication literacy are tied to and share some measures with undergraduate core competencies in the general education program. This close alignment of literacy assessment and the university's assessment of core competencies facilitates the implementation of the QEP to improve undergraduate education. Student achievement of these outcomes will be assessed in the general education courses.

The core curriculum assessments in communication in ENG 131 and ENG 132 consist of an objective knowledge test and a rubric-based essay that tests writing skills. The objective knowledge test evaluates standard English grammar, usage, and mechanics and is part of a professional publisher-produced test bank that accompanies the English handbook that is required of all students enrolled in freshman English. This test is given at the beginning of each semester as a diagnostic test to guide study and again as a post-test embedded in the final examination to measure progress. The essay examination is modeled after AP English Composition and tests skill in writing college-level compositions. The rubric used for grading is based on the SAT/ACT grading scale for writing compositions on a scale of 1-5, with 3 considered proficient, and 5 most proficient. Each year, instructors in English 131 and English 132 hold essay grading calibrating sessions guided by an essay grader for ACT. Essay assessments are regularly cross-graded and assessed by instructors anonymously.

The Oral Argument Assessment evaluates student skill in oral delivery, persuasion, and presentation skills through instruction in the Freshman Speech Communication course (SC 135). Evaluations are rubric-based and administered as a pre- and a post- oral skills delivery assessment.

4.4 Program Goals Evaluation

While the core component of the *QEP Promoting Excellence in Learning* assessment plan is measuring student-learning outcomes, the QEP also benchmarks program goals. Reporting for both program evaluation and student learning outcomes assessment is done annually. Administrators and other faculty who may not be engaged in the day-to-day operation of the QEP program activities review formative assessment reports. A summative report will provide information on the progress of the QEP for a wider audience. The QEP Impact Report will be submitted to SACS at the end of the five-year period.

4.5 QEP Assessment Committee

The QEP Assessment Committee, a sub-committee of the QEP Steering and Advisory Committee, will be comprised of core curricular specialists and assessment professionals. The QEP Assessment Committee will organize and supervise assessment of each of the first-year competencies, recommend improvements, and evaluate the resulting competencies.

The QEP Assessment Committee will

- identify and measure specific *student learning outcomes* linked to the literacy development process;
- systematically track progress of cohort;
- analyze assessment data and develop action plans after each intervention; and
- record data on a transparent system that facilitates reporting to SACS.

Assessment of the QEP will follow SACS-COC and the Texas Higher Education Coordinating Board guidelines for general education assessment.

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

QEP GOAL	Student Learning Outcomes	Metrics	Targets
<p style="text-align: center;">To improve freshman academic achievement by enhancing information literacy and communication skills.</p>	<p>1. Students will identify, access, evaluate, and use ethically various forms of information.</p>	<p>Freshman Orientation: SAILS TEST in Information Literacy & Grammar Diagnostic Test</p>	<p>70% (recommended proficiency level by SAILS)</p>
	<p>2. Students will define and research a topic using relevant information.</p>	<p>SC 135: Topic researching ENG 131: Bibliography ENG 132: Research Paper Grading Rubric</p>	<p>70% (recommended proficiency level by SAILS)</p>
	<p>3. Students will analyze and respond to a written or mediated texts, such as a speech, a film, or a website.</p>	<p>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</p>	<p>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.</p>
	<p>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.</p>	<p>SC 135 : Oral Argument/ Rubric for Oral Argument ENG 131 & ENG 132: Critical Essays/ SAT Essay Grading Rubric 1-5/ Research Paper Grading Rubric</p>	<p>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.</p>





5. QEP BUDGET

5.1 Relation of the QEP to Institutional Planning and Budgeting

The Quality Enhancement Plan supports the high priority initiatives expressed in the TSU 2009-2015 Strategic Plan. Goal 1 of the plan states that the university will provide high-quality instruction, and Objective 1.3 under that goal states that the university will develop a culture for innovative teaching and learning. The university has developed its QEP, *Literacy: Promoting Excellence in Learning*, directly out of this strategic goal and its objective.

At TSU, all planning and budgeting decisions are made in the spring. Since implementation of the QEP will require a significant investment of new resources, QEP planning has been aligned with the institution-wide annual planning and budgeting process for FY 2011 and will be part of the TSU FY 2011 Annual Plan and Budget, scheduled for approval by the Board of Regents in August 2011 and annually thereafter.

The QEP advisory council has developed a proposed budget for the five years of the plan that will give the QEP adequate resources to accomplish its goal of transforming the first-year experience by infusing communication and information literacy in key freshmen courses and experiences. The budget narrative below discusses each of the areas of the QEP in turn, outlining the projected expenditures in each area.

5.2 Faculty Development

The QEP budget includes funding for faculty training during the summer to prepare instructors and staff to utilize the enhancements envisioned in the QEP. The QEP will pay stipends in the summer of 2011 to up to 30 English instructors, speech instructors, faculty teaching FS 102, and library staff involved in the project. The 2-3 day workshop will also bring in speakers with expertise in the instruction of communication and information literacy. In the summer of 2012, a larger group of instructors, including all instructors teaching in the QEP related classes, will receive training. Thereafter, a much smaller training session will occur in the summer for new instructors.

In addition, the Faculty Associates Committee will meet monthly to share experiences in the QEP. At least once a semester during the fall and spring semesters of each of the five years of the QEP, the QEP Office will arrange for a guest speaker to hold a workshop on some aspect of enhancing communication and/or information literacy activities in the classroom.

5.3 Freshman Orientation

During new student orientation, the QEP will introduce enhanced information literacy activities to acculturate students to their new learning environment. The staff of the Robert J. Terry Library will prepare and distribute a special information guide on the library resources and services during the first year, and then refine and distribute to all entering students by the second year. In addition, the SAILS test will be given to establish a baseline of information literacy knowledge among our freshmen. The QEP will pay for materials and the SAILS test for each of the first four years of the Quality Enhancement Plan.

5.4 FS 102: Freshman Seminar

Texas Southern University is mindful of the importance of faculty involvement in the teaching and counseling of freshmen students. For this reason, the Freshman Seminar as of Fall 2011 will be taught by regular faculty. To facilitate the curricular enhancements of the QEP, Freshman Seminar faculty will receive training in QEP objectives and best information and communication literacy practices during a two-day workshop to be held the week before the start of classes. In addition, the QEP Office will hire teaching assistants to help each of the instructors teaching FS 102. In the first year, six instructors will teach two sections of the enhanced FS 102. Each of the six will be assigned a teaching assistant. In the second year, all 26 sections of FS 102 will utilize the enhancement program, and all 13 instructors will have a teaching assistant. The President's Office will cover the costs of the Presidential Lecture Series. The QEP will also purchase supplemental instruction materials for use by the instructors.

5.5 ENG 131 & ENG 132: Freshman English and Writing Lab

The freshmen English classes will use newly developed on-line instructional materials to supplement classroom instruction. Because both ENG 131 and ENG 132 use common syllabi, the materials will be available to all instructors from the first year of the program on. In the first year, the QEP will purchase the *Word Smart*, *TheBookStart* program, and the *Big Read* books for the pilot cohort in order not to penalize them for participating in the project. After that, the books will become part of the regular syllabi for the courses, and students will be required to purchase them. In addition, the QEP will fund improvements for the Minnie T. Metters Writing Clinic in support of the attainment of the learning objectives of the QEP.

5.6 SC 135 Speech Communication and Speech Lab

As with ENG 131 and 132, SC 135 will introduce a new on-line instructional package as a supplement for classroom instruction. All sections will use the materials from the first year. In addition, the QEP will purchase equipment for use in the speech lab as part of the QEP.

5.7 QEP Office

The QEP Office will include a director and one support staff person and a part-time work-study student. In addition, the project will fund one-half of a position in the Office of Institutional Assessment, Planning, and Effectiveness to assist with the assessment of the QEP. A modest amount will be budgeted for equipment and supplies for the office.

5.8 Sources of Funding

Texas Southern has budgeted an appropriate amount for the implementation of its QEP. An amount of nearly \$2 million (over a 5-year period) will allow the university to achieve its goals of transforming the freshman experience. The amount budgeted reflects the commitment of Texas Southern University to improve the learning experience of its students. (Table 17 provides a summary of the budget for the 5-year duration of the Quality Enhancement Plan at TSU.)

TABLE 17

QEP Budget Projections 2011-2016

	AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	TOTAL
FACULTY TRAINING						
Summer training stipend	\$45,000	\$60,000	\$10,000	\$10,000		\$125,000
Training materials	\$2,000	\$5,000	\$2,000	\$2,000		\$11,000
Consultants	\$5,000	\$10,000	\$5,000	\$5,000	\$5,000	\$30,000
INFORMATION LITERACY MATERIALS						
Library materials	\$5,586	\$3,000	\$3,000	\$3,000		\$14,586
Informational materials (design and production)	\$5,000	\$8,500	\$8,500	\$8,500		\$30,500
SAILS test	\$3,720	\$7,500	\$7,500	\$7,500	\$7,500	\$33,720
FS 102						
Teaching materials	\$1,788	\$1,788	\$1,788	\$1,788		\$7,150
Teaching Assistants for FS 102	\$3,840	\$7,680	\$7,680	\$7,680		\$26,880
ENG 131						
Word Smart @ \$9	\$3,600					\$3,600
Big Read Book @ \$10	\$4,000					\$4,000
Cengage Handbook @ \$59/\$39	\$23,600	\$58,500	\$58,500	\$58,500	\$58,500	\$257,600
TheBookStart.com website support	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
SPC 135						
Teaching materials	\$4,000	\$15,000	\$15,000	\$15,000	\$15,000	\$64,000
ENG 132						
TheBookStart @ \$10	\$4,000					\$4,000
WordSmart II @10	\$4,000					\$4,000
Speech Lab						
Enhancements	\$6,500	\$1,000	\$1,000	\$1,000		\$9,500
MTM Writing Lab						
Enhancements	\$6,500	\$1,000	\$1,000	\$1,000		\$9,500
QEP Office						
Director	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551	\$530,914
Staff person	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393	\$185,820
Student Assistant	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$60,000
Assessment Coordinator (1/2 time)	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765	\$159,274
Fringe benefits	\$45,900	\$47,227	\$48,593	\$50,000	\$51,450	\$243,170
Equipment	\$15,000	\$5,000		\$5,000		\$25,000
Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
GRAND TOTAL	\$372,533	\$419,644	\$363,109	\$374,768	\$341,659	\$1,871,713

Selected Bibliography

- Aceves, M. J., Hinshaw, S.P, Mendoza-Denton, R., & Page-Gould, E. (2010). *Seek help from teachers or fight back?* Student perceptions of teachers' actions during conflicts and responses to peer victimization. *Journal of Youth & Adolescence*, 39 (6), 658-669.
- Benton, Thomas H. (2009). *A laboratory of collaborative learning*. The Chronicle of Higher Education. Retrieved from <http://chronicle.com/article/A-Laboratory-of-Collaborative/475>
- Brownell, J. E., & Swaner, L. E. (2008). *Outcomes of high impact practices for underserved students: A review of the literature*. Washington, DC: Association of American Colleges and Universities. <http://www.diversityweb.org/DiversityDemocracy/vol12no2/brownell.cfm>
- Conner, Marcia L. (2002). *Creating a learning culture*. Ageless Learner. Retrieved from http://agelesslearner.com/articles/lc_connerclawson_tc600.html
- Cottrill, C., & Houghton, T. (2008). *Global student innovators workshop*: Opening the way for product inspiration and sustainability. *International Journal of Technology Management & Sustainable Development*. 7 (1), 91-93.
- Frye, E.M., Trathen, W., & Koppenhaver, D. A. (2010). *Internet workshop and blog publishing: Meeting student (and teacher) learning needs to achieve best practice in the twenty-first-century social studies images classroom*. *Social Studies*, 101(2), 46-53.
- Goodyear, M., Ames-Oliver, K. , & Russell, K. (2006). Organizational strategies for fostering a culture of learning. Retrieved from <http://www.hub.sciverse.com/action/home>
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access*. http://uctl.canterbury.ac.nz/adg/infoseries/common-course-size/Kuh_High-Impact_Student_Engagement_Practices_excerpted.pdf
- Kuther, T. L. (2003). *Teaching the teacher: Ethical issues in graduate student teaching*. *College Student Journal*, 37 (2), 219, 5.
- Leskes, A., & Miller, R. (2006). *Purposeful Pathway: Helping students achieve key learning outcomes*. Washington, DC: Association of American Colleges and Universities.
- Malm, B., & Löfgren, H. (2006). *Teacher competence and students' conflict handling strategies*. *Research in Education*, 62-73, 76.
- Mullen, C.A. (2000). *Linking research and teaching: A study of graduate student engagement*. *Teaching in Higher Education*, 5, 5-21. Retrieved from <http://search.ebscohost.com>
- Palmer, R. B., Gignac, G., Manocha, R., & Stough, C. (2005). *A psychometric evaluation of the Mayer-Salovey-Caruso Emotional Intelligence Test version 2.0*. *Intelligence*, 33(3), 285-305.
- Peat, M. D., James G., & Anthony, M. (2001). *Enhancing the first-year student experience by facilitating the development of peer networks through a one-day workshop*. *College Students – Social Networks*, 20 (2), 199-215. Academic Search Complete, EBSCO. Retrieved from <http://search.ebscohost.com>
- Radcliff, C., & Jensen, M. (2007). *Information literacy assessment for academic libraries*. Westport, CT: Libraries Unlimited.
- Schmitz, R. (1994). *Teaching students to manage their conflicts*. *Social Work in Education*, 16 (2), 125-128. Retrieved from <http://search.ebscohost.com>

List of Appendices



TEXAS SOUTHERN UNIVERSITY
3100 CLEBURNE STREET • HOUSTON, TEXAS 77004
713-313-7011

MEMORANDUM

OFFICE OF THE PROVOST/VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND RESEARCH
OFFICE: 713-313-1133

DATE: June 14, 2011

TO: **FS 102 QEP Faculty**
Dr. Ron Samples (ENG)
Dr. Vantrice Oates (Human Services)
Dr. Linda Burgess (ENG)
Prof. Donna Kilgore (ENG)
Prof. Dandy Levy-Cullen (Human Resources)
Prof. Jennifer Herring (SOC)

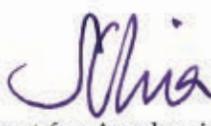
**SC 135 Speech Communication
QEP Faculty**
Dr. Joy Egbunike
Dr. Jaballa Hasan
Mr. Clyde Duncan
Mr. Dominic Thomas
Mrs. Carol Jones
Dr. Kimberly Campbell

**ENG 131, or ENG 132 and/or Honors
Faculty**

Prof. Negussie Abebe
Dr. Martin Beller
Ms. Kimberly Barron-Brown
Ms. Quianna Glapion
Ms. Donna Harmon
Prof. Donna Kilgore
Dr. Iris Lancaster
Ms. Lana Reese
Dr. Michael Sollars
Ms. Philonis Stevenson
Dr. Michael Zeitler

**Information Literacy Classroom
Instructors (RJT Librarians)**

Ms. Leocadia Hooks
Ms. Norma Bean
Mr. Louis West
Mr. Ron Keys
Mr. Gary Chaffee

FROM: Sunny E. Ohia, Ph.D. 
Provost and Vice President for Academic Affairs and Research

RE: **TSU QEP Faculty Associates Committee Invitation**

The goal of the TSU SACS Quality Enhancement Plan is to improve freshman academic achievement by enhancing information literacy and communication skills. The plan is both student-centered and faculty-driven, an approach that is guaranteed to be successful in providing a conducive learning environment on campus. In fact, the success of the QEP will depend on the efficacy of the QEP interventions in key instructional components within the freshman year: Freshman Orientation, Freshman Seminar FS 102, Speech Communication SC135, and Freshman English I ENG 131 and Freshman English II ENG 132.

You have been recommended by your department to participate in the pilot QEP implementation in Fall Semester 2011 and to become a member of the QEP Faculty Associates Committee because you

have the talent, the expertise, and the skills to inject the quality into the Quality Enhancement Plan. We believe that as an instructor and a mentor, you can enrich the journey for first-year students in ways beyond the expected academic measures of achievement.

The Faculty Associates Committee will serve as a learning community for faculty and staff directly engaged in the QEP implementation. The committee members will attend a series of faculty workshops and monthly meeting to exchange experiences, learn from each other, and from experts on the freshman college experience.

Members of the Faculty Associates Committee will be encouraged to form research teams to conduct and publish the results of the University's QEP. The Committee will provide support and a forum for the presentation of this research.

The Faculty Associates Committee will participate in, and receive a small stipend for, attending the following faculty development workshops planned for this summer:

- June 27-28, 2011--Introduction to the elements of the Literacy QEP (Monday); specialized training in each of the four freshman QEP courses (Tuesday)
- July 7-8, 2011--Building effective learning communities; workshop in conjunction with the Urban Academic Village
- August 17, 2011-- Fall 2011 planning session for QEP courses

Please indicate your ability to attend the first workshop (June 27-28) by sending an email to Ms. Shan Gill at gillm@tsu.edu on or before June 20, 2011.

We look forward to your joining the QEP Faculty Associates Committee.

QEP Steering & Advisory Council

Sunny Ohia, *Provost and Vice President for Academic Affairs and Research and Chair of the QEP Steering & Advisory Council*

Elizabeth Brown-Guillory, *Associate Provost*

Claude R. Superville, *Assistant Provost for Institutional Effectiveness, Assessment, and Planning*

Gregory H. Maddox, *Dean of the Graduate School*

Arbolina L. Jennings, *College of Liberal Arts and Behavioral Sciences/English*

Michael Zeitler, *College of Liberal Arts and Behavioral Sciences/English*

Kimberly Campbell, *School of Communication/Speech Communication*

Joy Egbunike, *School of Communication/Speech Communication*

Vera Walker Hawkins, *School of Communication/Journalism*

Kimberly McLeod, *College of Education/Counseling*

Leocadia Hooks, *Interim Associate Director of Libraries and Museums*

Remi Ademola, *Director of the Center for Online Education and Instructional Technology*

QEP Faculty Associates Committee

Freshman Seminar (FS 102) Faculty

Michael Zeitler, *College of Liberal Arts and Behavioral Sciences/English*

Linda Johnson Burgess, *College of Liberal Arts and Behavioral Sciences/English*

Charlene T. Evans, *College of Liberal Arts and Behavioral Sciences/English*

Jennifer Herring, *College of Liberal Arts and Behavioral Sciences/Sociology*

Donna Kilgore, *College of Liberal Arts and Behavioral Sciences/English*

Dandy R. Levy-Cullins, *College of Liberal Arts and Behavioral Sciences/Human Services*

D. Vantrice Oates, *College of Liberal Arts and Behavioral Sciences/Human Services*

Ronald C. Samples, *College of Liberal Arts and Behavioral Sciences/English*

Peter B. Thornton, *School of Communication/Journalism*

Speech Communication (SC 135) Faculty

Joy Egbunike, *School of Communication/Speech Communication*

Kimberly Campbell, *School of Communication/Speech Communication*

Clyde Duncan, *School of Communication/Speech Communication*

Jaballa Hasan, *School of Communication/Speech Communication*

Carol Jones, *School of Communication/Speech Communication*

Dominic Thomas, *School of Communication/Speech Communication*

Information Literacy Classroom Instructors (RJT Librarians)

Leocadia Hooks, *Interim Associate Director of Libraries and Museums*

Norma Bean, *Interim Director of Libraries and Museums*

Gary Chaffee, *Archivist /RJT Library*

Ron Keys, *Interim Assistant Director of Development/RJT Library*

Louis West, *Business Librarian/RJT Library*

Freshman English I (ENG 131) or Freshman English II (ENG 132) Faculty

Rhonda Saldivar, *College of Liberal Arts and Behavioral Sciences/English*

Negussie Abebe, *College of Liberal Arts and Behavioral Sciences/English*

Martin Beller, *College of Liberal Arts and Behavioral Sciences/English*

Kimberly Barron-Brown, *College of Liberal Arts and Behavioral Sciences/English*

Charlene T. Evans, *College of Liberal Arts and Behavioral Sciences/English*

Quianna Glapion, *College of Liberal Arts and Behavioral Sciences/English*

Donna Harmon, *College of Liberal Arts and Behavioral Sciences/English*

Arbolina L. Jennings, *College of Liberal Arts and Behavioral Sciences/English*

Donna Kilgore, *College of Liberal Arts and Behavioral Sciences/English*

Iris Lancaster, *College of Liberal Arts and Behavioral Sciences/English*

Lana Reese, *College of Liberal Arts and Behavioral Sciences/English*

Ronald C. Samples, *College of Liberal Arts and Behavioral Sciences/English*

Michael D. Sollars, *College of Liberal Arts and Behavioral Sciences/English*

Philonis Stevenson, *College of Liberal Arts and Behavioral Sciences/English*

Billy Joe Turner, *College of Liberal Arts and Behavioral Sciences/English*

Michael Zeitler, *College of Liberal Arts and Behavioral Sciences/English*

QEP Committee Members

■ denotes QEP Steering Committee

College/Unit	Member	Position
Pharmacy	Macaulay Akpaffiong	Professor
R J Terry Library	Norma Bean	Associate Director
Psychology	Leon Belcher	Professor
Public Affairs	Karen Callaghan	Associate Professor
Communications	Kimberly Campbell	Visiting Professor/Interim Chair
Education	James Cunningham	Professor
Human Resources	Brian Dickens	Executive Director
Aviation Science/Technology	Timothy Dickson	Graduate Assistant
English	Charlene Evans	Professor
Psychology/Philosophy	Jacqueline Fleming	Visiting Associate Professor
Chemistry	Robert Ford	Professor
Physics	Carlos Handy	Professor
Computer Science	Maribel Handy	Instructor
Intramural Programs	Daniel Harris	Int. Asst. Dir. Student Activities
Communications	Vera W Hawkins Chair	Int. QEP Coordinator/Associate Professor
Honors College	James Hollins	Graduate Assistant
R J Terry Library	Leocadia Hooks	Director of Library Instructions
Business	Carolyn Hughes	Coordinator of Retention
Biology	Desiree Jackson	Associate Professor/Assistant Dean
English	Arbolina Jennings	Assistant Professor
Accreditation of Programs	Frank Kaiyewu	Student
R J Terry Library	Obidike Kamau	Executive Director Library/Museum
R J Terry Library	Ronald Keys	Int. Assistant Director
Registrar's/Admission	Reginald King	Assistant Registrar
Academic Affairs	Lori Labrie	Associate Ombudsman Student Services
Enrollment Services	Patricia Lockett	Undergraduate/International Student Admissions
Graduate School/History	Gregory Maddox	Dean/Associate Professor
Provost Office	Fridah Mariki	Program Coordinator
Public Affairs	Marcus McIntosh	Student
Office of Institutional Research	Veon McReynolds	Data Manager
Graduate	Carol Mitchell	Business Administrator
Sociology	E. Dianne Mosley	Associate Professor
Student Services	Najla Najieb	Associate Dean of Student Services
Engineering Technology	David Olowokere	Professor/Chairman
Education Administration & Foundation	Emiel Owens	Associate Professor
Academic Advisement	Evangeline Pearson	Coordinator
Fine Arts	Jane Perkyns	Associate Professor
Business/Accounting	Richard Pitre	Distinguished Professor
Education	Lillian Poats	Associate Dean of Graduate School/ Professor
Pharmacy	Kimberly Pounds	Outreach Program Coordinator
Public Affairs	Bryon Price	Associate Professor
Office of Institutional Research	Deonté Richard	Data Manager
Accreditation of Programs	Linda C Singogo	Student
Registrar's Office	Marilyn Square	Registrar
Accreditation of Programs	Nicholaus Strong	Graduate Student
Office of Institutional Research	Claude Superville	Assistant Provost/Professor
Sociology	Alex L. Swan	Professor
College Liberal Arts/English	Danielle Taylor	Dean/Professor
Chemistry	Kyle Thomas	Student
Lanier Hall Dormitory	André Wagner	Residence Hall Coordinator
Communication	James Ward	Dean/Associate Professor
Accounting	Kendra Ware	Student
Business	Johnnie Williams	Associate Professor
Business	John Williams	Associate Professor

Texas Southern University
SACS&COC
Quality Enhancement Plan
Faculty Development Workshop

June 27-28, 2011
MLK 104/111/252

Monday June 27, 2011

- 8:30 A.M. Welcome Coffee & Tea
Location: MLK 111
- 9:00 A.M. **Introduction to the TSU QEP using the latest QEP Draft**
Laocadia Hooks, Kimberly Campbell, Arbolina Jennings
Location: MLK 111
- 10:00 A.M. **The Freshman Experience & Freshman Seminar (FS 120)**
Learning Communities & the Urban Academic Village
Graham Thomas & Robert Ford (UAV Faculty in Residence)
- 10:30 A.M. **Information Literacy & the RJT Library Collaboration**
Leocadia Hooks
- 11:00 A.M. **Communication Literacy: Speaking and Writing across the Curriculum**
Kimberly Campbell & Arbolina Jennings
- 12:00- 1 P.M. **Lunch: Round table discussion: QEP implementation**
Lunch provided by Office of the Provost
- 1:00 P.M. **QEP Draft of June 26, 2011 distributed to faculty for comments**

Tuesday June 28, 2011

- 8:30 A.M. Welcome Coffee & Tea
Location: MLK 111
- 9:00 A.M. **Developing Course Syllabi for the QEP through Blackboard**
Remi Ademola, Director COLEIT
Location: MLK 111
- 10:00 A.M. **Course Syllabi Workshop: Break out sessions**
 - Michael Zeitler: Freshman Seminar (FS 102) Faculty
 - Laocadia Hooks: Information Literacy Planning Session
 - Joy Egbunike & Kimberly Campbell: Speech Communication (SC 135) Faculty
 - Lana Reese & Arbolina Jennings: Freshman English I (ENG 131) Faculty
- 12:00 Noon **Lunch meeting round table topic: progress on course syllabi**
Lunch provided by Office of the Provost
- 1:00 P.M. **Plan homework for QEP Fall 2011 implementation**

Arbolina L. Jennings 713-313-7661/713-299-5585 Jennings_al@tsu.edu

UAV/QEP FALL 2011 All College Level

Courses

Group 1

Courses	Cr Hrs	CRN	SEC	Time	
ENG 131	3	11340	19	9:30-10:45 (TR)	Glapion
PolSci 231	3	10348	6	11-12:15 (TR)	Mangum
Math 133	3	10708	3	10-10:50 (mwf)	Evans
SC 135	3	10273	4	11-11:50 (MWF)	TBA
CS 116	2	10886	12	9-9:50 (WF)	Javadi
CS 116L	1	11708	12	9-9:50 (M)	Javadi
FS 102	1	11663	1	12:00 PM (M)	TBA
	16 Cr Hrs				

Group 2

Courses	Cr. Hrs	CRN	SEC	Time	
ENG 131	3	11325	4	9-9:30(mwf)	Glapion
PolSci 231	3	10349	7	1-2:15 (TR)	Mangum
Math 133	3	10715	10	11-12:15 (TR)	Wu
SC 135	3	10280	11	9:30-10:45 (TR)	TBA
CS 116	2	10887	13	10-10:50 (wf)	Javadi
CS 116L	1	11709	13	10-10:50 (M)	Javadi
FS 102	1	11665	3	12 (m)	TBA
	16 Cr Hrs				

**with Dev. ED.
Math 131**

All College Level Courses

Group 3

Courses	Cr. Hrs	CRN	SEC	Time	
****Math 131	3	10019	7	1-2:50 (TR)	Kinfe
ENG 131	3	11343	22	11-12:15(TR)	Abebe
PolSci 231	3	10346	4	11-11:50 (mwf)	Jones
CS 116	2	10876	2	9-9:50 (mw)	Dotson
CS 116L	1	11698	2	9-9:50 (F)	Dotson
SC 135/136	3	10280	11	9:30-10:45 (TR)	TBA
FS 102	1	11664	2	12-12:50 (M)	TBA
	16 Cr Hrs				

All College Level

UAV/QEP FALL 2011 with Dev. ED. Math 131

Group 4	Cr. Hrs	CRN	SEC	Time	
Courses					
****Math 131	3	10019	7	1-2:50 (TR)	Patterson
Eng 131	3	11342	21	11-12:15(TR)	Stevenson
PolSci 231	3	10346	4	11-11:50 (mwf)	Jones
CS 116	2	10876	2	9-9:50 (mw)	Dotson
CS 116L	1	11698	2	9-9:50 (F)	Dotson
SC 135/136	3	10280	11	9:30-10:45 (TR)	TBA
FS 102	1	11664	4	12-12:50 (M)	TBA
	16 Cr Hrs				

All College Level
Courses

with Dev. ED. Math 131

Ed
English
130

Group 5					
Courses	Cr. Hrs	CRN	SEC	Time	
Math 133	3	10711	6	11-11:50 (mwf)	Evans
**Eng 130	3	11319	4	1-2:15 (TR)	Mack
PolSci 231	3	10348	6	11-12:15 (TR)	Mangum
CS 116	2	10890	16	1-1:50(WF)	Handy
CS 116L	1	11712	16	1-1:50 (M)	Handy
SC 135/136	3	10281	12	9:30-10:45 (tr)	TBA
FS 102	1	11667	5	12-12:50 (M)	TBA
	16 Cr Hrs				

All College Level
Courses

with Dev. ED. Math 131

Ed
English
130

Group 6					
Courses	Cr. Hrs	CRN	SEC	Time	
Math 133	3	10707	2	9-9:50 (mwf)	Wu
**Eng 130	3	11320	5	1-2:15 (TR)	Cooper
PolSci 231	3	10348	6	11-12:15 (TR)	Mangum
CS 116	2	10890	16	1-1:50(WF)	Handy
CS 116L	1	11712	16	1-1:50 (M)	Handy
SC 135/136	3	10281	12	9:30-10:45 (tr)	TBA
FS 102	1	11667	5	12-12:50 (M)	TBA
	16 Cr Hrs				

All College Level

with Dev. ED. Math 131

Ed.

All College Courses

Read
130

Group 7

Courses	Cr. Hrs	CRN	SEC	Time	
Math 133	3	10710	5	11-11:50 (mwf)	Chilalama
****Read 130	3	10026	6	10-11:50 (TR)	Thomas
English 131	3	11341	20	9-10:45 (TR)	Stevenso
CS 116	2	10887	13	10-10:50 (WF)	Javadi
CS 116L	1	11709	13	10-10:50 (M)	Javadi
SC 135/136	3	10271	2	9-9:50 (MWF)	TBA
FS 102	1	11668	6	12-12:50 (M)	TBA
	16 Cr Hrs				

All College Level
Courses

with Dev. ED. Math 131

Ed.
Read
130

Group 8

Courses	Cr. Hrs	CRN	SEC	Time	
Math 133	3	11748	new	11-12:15 (TR)	Saydam
****Read 130	3	11027	7	12-1:50 (TR)	Thomas
English 131	3	11694	29	9-10:45 (TR)	Berry
CS 116	2	10887	13	10-10:50 (WF)	Javadi
CS 116L	1	11709	13	10-10:50 (M)	Javadi
SC 135/136	3	10271	2	9-9:50 (MWF)	TBA
FS 102	1	11668	6	12-12:50 (M)	TBA
	16 Cr Hrs				

PrePharm

Group 9

Courses	Cr. Hrs	CRN	SEC	Time	
Engl 131	3		30	11-11:50(mwf)	Glapion
PolSci 231	3	10348	6	11-12:15 (TR)	Mangum
Math 136	3	10725	4	9:30-10:45 (TR)	Obot
SC 135/136/233	3	10271	2	9-9:50 (MWF)	TBA
CS 116	2	10877	3	10-10:50 (MW)	Gonzalez
CS 116L	1	11699	3	10-10:50 (F)	Gonzalez
FS 102	1	10678	16	12-12:50 (W)	TBA
Pharm 111	1	10053	1	4-4:50 (T)	Milton

PrePharm

Group 10

Courses	Cr. Hrs	CRN	SEC	Time	
ENG 131	3	11330	9	11-11:50(mwf)	Harmon
PolSci 231	3	10349	7	1-2:15 (TR)	Mangum
Math 136	3	10722	1	9-9:50 (MWF)	Obot
SC 135/136/233	3	10291	5	11-12:15 (TR)	Thompson
CS 116	2	10878	4	11-11:50 (MW)	Gonzalez
CS 116L	1	11700	4	11-11:50 (F)	Gonzalez
FS 102	1	11677	15	12-12:50 (W)	TBA
Pharm 111	1	10053	1	4-4:50 (T)	Milton

17

All College Level Courses

with Dev. ED. Math 131

ENG 130

Group 11

Courses	Cr Hrs	CRN	SEC	Time
****Math 131	3	10013	1	9-10:50 (mw)
PolSci	3	10348		
**ENG 130	3	11316	3	9:30-10:45 (TR)
CS 116	2	10879	5	1-1:50 (MW)
CS 116L	1	11701	5	1-1:50 (F)
SC 135/136	3	10289	3	1-1:50 (mwf)
FS 102	1	11685	23	12-12:50 (W)
	16 Cr Hrs			

All College Level Courses

with Dev. ED. Math 131

ENG 130

Group 12

Courses	Cr Hrs	CRN	SEC	Time
****Math 131			3	10013
PolSci	3	10349	7	1-2:15 (TR)
**ENG 130	3	11317	3	11-12:15 (TR)
CS 116	2	10880	6	1-1:50(MW)
CS 116L	1	11702	6	1-1:50 (F)
SC 135/136	3	10273	4	11-11:50 (MWF)
FS 102	1	11682	20	12-12:50 (W)
	16 Cr Hrs			

UAV/QEP FALL 2011

Score	Topic Development	Research Elements	Essay Organization	Use of Language	Sentence Structure	Grammar and Word Usage
1	Position on topic is unclear or extremely limited; lacking or inappropriate examples or reasons; insufficient evidence	Research is not evident or format unrecognizable	Disorganized or poorly organized; lacks focus; problems with coherence or flow of ideas	Vocabulary mistakes or poor use of language; indicates very limited vocabulary and poor word choice	Flawed and frequent problems with sentence structure	Grammar and word usage mistakes are frequent and interfere with meaning; poor mechanics
2	Position on topic demonstrates critical thinking skill applied inconsistently; inadequate examples, reasons or evidence	Research is inadequate, irrelevant, or misused, or format not standard	Limited in organization and focus; demonstrates lapses in coherence or flow of ideas	Displays developing use of language; contains indications of weak vocabulary and poor word selection	Some problems with sentence structure; lacks a variety of sentence structures	Contains many mistakes in grammar word usage and mechanics
3	Position on topic demonstrates competent critical thinking skill; example, reasons and evidence are adequate	Research is appropriate for topic, reasonable supporting evidence, adequate documentation for sources	Generally organized and focused; demonstrates some coherence and attention to the flow of ideas	Displays adequate, but inconsistent, use of language; vocabulary used is generally appropriate	Good sentence structure; demonstrates some variety of sentence structure	Contains some mistakes in grammar, word usage and mechanics
4	Position is effectively developed through strong critical thinking skill; examples, reasons and evidence are generally appropriate	Research is varied, thorough, balanced, relevant; documentation correct	Well organized and focused; demonstrates coherence and ideas flow well	Displays competent use of language; uses appropriate vocabulary	Good sentence structure; demonstrates variety in sentence structure	Generally free of mistakes in grammar, word usage and mechanics
5	Position effectively and insightfully developed through outstanding critical thinking skill; examples, reasons and evidence are clearly appropriate	Research is comprehensive, clearly supports argument; tends to in-depth analysis of significant topic; documentation exact	Well organized and clearly focused; clearly coherent and ideas flow seamlessly	Displays skillful use of language; vocabulary is accurate and varied; words are appropriately and skillfully chosen	Good sentence structure; demonstrates meaningful and skilled variety of sentence structure	Free of most mistakes in grammar, word usage and mechanics

TSU ENGLISH DEPARTMENT RESEARCH ESSAY GRADING RUBRIC

Score: 1(F)___ 2(D)___ 3(C)___ 4(B)___ 5(A)___

SC 135 QEP

Score	Eye Contact (EC)	Loudness Level (LL)	Speech Rate (SR)	Clarity of Sound (CS)	Pronunciation (PRO)	Articulation (ART)	(+) Mantr (Feedba
1	No visual contact with audience	Lack of projection; inaudible	Rate not appropriate for comprehension	Persistent noise diminishing understanding; listeners' focus not on speech	Incompetent use of word sounds; errors become focus of attention	Faulty use of parts of mouth in shaping sounds	Eye cont& audience Diaphrag breathing
2	Visual contact cast at an above head level	Projection fueled by deep breaths	Inconsistent rate; creates hesitation of expression	Poor clarity that affect listener's understanding; speech difficult to follow	Frequent misuse of word sounds; inappropriate use of stress syllables	Vowel and consonant sounds exhibit some problems	Appropr projectic Erect po.
3	Casual visual contact from start to end	Audible level with consistent waning affect on language	Rate affected by frequent use of "uh" and company; show of doubt	Clarity noticeable and draws attention away from speech momentarily	Occasional misuse of stress syllables in word sound production; can be understood	Consonant and vowel produced with some inaccuracies	Regulati speech i Appropri pauses
4	Intermittent visual contact from start to end	Audible level with minor waning affect on language	Competent use of rate with minimal inappropriate pauses	Displays ability to adjust clarity for speech presentation	Competent use of word sound production with good use of stress syllables	Consonant and vowel sounds with few inaccuracies	Speakin; with auc Speakin relaxec and lip:
5	Visual contact from start to end	Audible level good from start to end; easily heard	Skillful use of rate with appropriate pauses	Clarity of sound; not any interruptions to speech	Skillful production of word sounds; no omissions, additions, or substitutions; syllable stress	Distinct production; accurate manner and placement of sounds	No omi additio substat sounds (List)

SCORE: 1 (EC)____ 2 (LL)____ 3 (SR)____ 4 (CS)____ 5 (PRO)____ 6 (ART)____

Feedback/Comments: _____





TEXAS SOUTHERN UNIVERSITY

3100 Cleburne Street Houston, Texas 77004

www.tsu.edu