

L.I.O.N.

Learning Interactively Outside the Norm:



Great Books at Paine College

PAINE COLLEGE QUALITY ENHANCEMENT PLAN (QEP)

**Learning Interactively Outside the Norm (L.I.O.N.):
The Great Books of Paine College**

**Prepared for :
The Commission on Colleges Southern Association of Colleges & Schools**



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Paine College's Quality Enhancement Plan (QEP)

Learning Interactively Outside the Norm (L.I.O.N): The Great Books of Paine College

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I. Executive Summary

The discussion on a specific learning outcome to focus the work of the campus community began in the fall of 2007 with faculty members engaging in an open-ended dialogue about skills that they thought would improve the quality of education for Paine College students. The discussion was varied with broad topics and learning outcomes being developed. After multiple surveys with faculty, staff, students, alumni and members of the broader community as well as focus groups, it was determined that the learning outcome to be addressed was engaging students in readings that developed the kinds of analytical skills necessary for an information-rich society.

Paine College's Quality Enhancement Plan (QEP), Learning Interactively Outside the Norm (L.I.O.N): The Great Books of Paine College, focuses on enhancing student literacy and learning by establishing elevated expectations for reading, by interjecting innovative programs to promote reading among faculty, staff and students, to create literary dialogs between members of the Paine College community and to link literary works with contemporary issues.

The QEP supports Paine College's mission to provide a liberal arts education of the highest quality that emphasizes academic excellence, ethical and spiritual values, social responsibility, and personal development to prepare men and women for positions of leadership and service in the African American community, the nation, and the world by also promoting personal development and academic excellence. The ideas of academic excellence surrounded by issues of social justice are principle parts of the foundation of the institution today.

II. Process Used to Develop the QEP

Evidence of the involvement of all appropriate campus constituencies

The identification of Quality Enhancement Plan was first initiated in the fall of 2007 and was developed over four semesters. During the fall of 2007, Paine College faculty members were asked to identify student learning outcomes that might be addressed by an institution-wide program. Discussions ensued during the 2007-2008 academic year regarding the results of the survey.

The Quality Enhancement Plan Team was constituted in the fall of 2008. By design, the QEP Team consists of faculty representing a variety of disciplines, staff members from every major unit at the College, students and alumni. The QEP Team is co-chaired by a representative from Academic Affairs and a representative from Student Affairs (see Appendix A).

The initial assignment of the team was to review the results of the Faculty Response Survey administered in August of 2007 and solicit QEP topics from staff, students, and community members. The ideas emanating from the 2007 Faculty Response Survey were discussed in depth and formulated into four possible topics: undergraduate research, service learning, living and learning communities, and quantitative literacy. The Paine College Quality Enhancement Plan Survey of Topics (questionnaire) was developed and administered to faculty, staff, students, and alumni at a variety of campus events to include faculty meetings, forums in the Peters Campus Center, community activities, and alumni events. The survey allowed all constituents to also provide a write-in topic they thought should be considered for the Quality

Enhancement Plan. Table 1 identifies activities where information was collected by constituent groups.

Table 1. Constituent Groups Participation by Events 2007-2009

Event	Constituent Group					Total
	Faculty	Staff	Students	Alumni	Community Member	
Faculty Meeting	75	4	-	-	-	79
Homecoming	12	3	393	7	21	437
Focus Group	-	-	-	8	1	9
TOTAL	87	7	393	15	22	525

The Alumni Focus Group consisted of Paine College graduates from 1956-1985. It was an informal gathering and the discussion centered on what student learning outcomes would benefit Paine College. The open forum ideas noted were “books to be read during students’ tenure at Paine College”, “philanthropy”, and “giving back to the community - service”. Alumni were also asked to complete the Paine College Quality Enhancement Plan Survey of Topics (questionnaire) after the forum.

The Quality Enhancement Plan Survey of Topics was given to students, faculty, alumni, community members, employers, and staff. A total of 437 surveys were tabulated. When examined collectively, the write-in topic responses were numerous and ranked higher under importance of initiative than the four topics mentioned previously. However, no single write-in topic’s rating emerged as being higher than the identified topics. Ratings and ranks leaned more toward the topic of Undergraduate Research.

As a part of the process used to develop the QEP, the QEP team reviewed data that the institution collects as a part of its regular institutional effectiveness process.

The institution assesses all incoming students in the areas of reading, writing and

mathematics. The Nelson Denny was used to assess new students' reading skills until Fall of 2009. Since fall of 2009, the institution has been using the COMPASS. Paine College also assesses students' skills upon completing the common curriculum through sub-tests of the Collegiate Assessment of Academic Proficiency (CAAP).

The QEP team analyzed comparative data from Paine College students' performance on the CAAP and national mean scores on the CAAP for 2005, 2006, and 2008. The team also reviewed the Freshman Placement Test Summary for 2005, 2006, 2007, and 2008. The CAAP analysis and Freshman Placement Test summary demonstrated a need for improvement in reading skills for incoming freshmen and upperclassmen.

In March 2009 the Paine College QEP Team voted to select the student learning outcome of improving reading and increasing reading engagement for the QEP initiative based on analysis of Paine College CAAP results, Freshman Placement Test data, Quality Enhancement Plan Survey of Topics results and results from the faculty survey.

III. Identification of Topic

A topic that is creative and vital to the long-term improvement of student learning

Paine College is committed to excellence in education and improving the quality of student learning. Identification of the Paine College QEP topic is directly linked to institutional improvement and student learning. In identification of the QEP topic, the QEP Team utilized an inclusive approach involving Paine College constituencies – students, faculty, staff, alumni, community.

The QEP topic, “Learning Interactively Outside the Norm” is captured in student scholarship through reading utilizing the Great Books of Paine College. The specific QEP Student Learning Outcomes include: (1) improvement in reading skills, (2) increased reading engagement, and (3) intellectual engagement. The goals and evaluation strategies identified in the QEP are linked to improving the quality of student learning.

“L.I.O.N.: The Great Books of Paine College” was developed and used to identify institutional sources of data with the long-range goal of student improvement and student engagement specifically in the area of reading.

Several sources of data were used to identify the QEP topic including:

- Faculty Response Survey
- Paine College Quality Enhancement Survey of Topics
- The Nelson Denny Reading Placement Test
- COMPASS
- Collegiate Assessment for Academic Proficiency (CAAP)

Faculty Response Survey

A faculty questionnaire was distributed Fall 2007 during the Opening Faculty conference. Faculty members were queried regarding the learning needs of students. During the Spring of 2008, the QEP Team reviewed the faculty responses. The faculty members' responses indicated that student needs included improvement of reading and writing skills. During the December 10, 2008, meeting, the QEP Team reviewed results from the survey. Survey results suggested that faculty's work with students indicated the need for improvement in reading and writing skills. The summary of the Faculty Response Survey includes thirty-six items arranged according to the number of suggestions received by each item. The top five items were:

- Improving reading and writing skills,
- Integrating technology to enhance the student learning,
- Critical thinking,
- Discipline and success, and
- Student-centered teaching practices.

Paine College Quality Enhancement Survey of Topics

The QEP Team examined information from the Faculty Response Survey and engaged in continual discussions regarding the QEP topic. The items from the Faculty Response Survey were discussed in depth and categorized into four possible topics: Undergraduate Research, Service Learning, Living and Learning Communities, and Quantitative Literacy.

Based on the need for additional data as well as extended involvement of Paine College constituencies, the QEP team constructed a questionnaire that was administered to members of the Paine College community (students, faculty, staff, and alumni) regarding QEP topic ideas. The questionnaire asked participants to respond to the need for and importance of the following areas: 1) Undergraduate Research

Initiative; 2) Living and Learning Communities; 3) Service Learning Initiative; 4) Quantitative Literacy Initiative. There was also an opportunity for individuals to write in topics. Results include the following:

Table 2. Proposed topics from the questionnaire

Topic	Ranking Importance
Quantitative Literacy	3.13
Service Learning Initiative	3.01
Living and Learning Communities	2.96
Undergraduate Research	2.87
Write-in Topics (Curfew, Residence Halls, Conflict, Food)	

During the period when the questionnaire was being administered, several focus groups were organized. Groups of students and alumni were convened. Of the plethora of topics considered to be important, members of the alumni focus group noted that students should be required to read a certain group of books each year as a part of their matriculation at Paine College. Other issues from the focus groups clustered around the areas of developing school spirit, creating a culture of philanthropy, encouraging social responsibility, and helping students develop into mature adults.

Nelson-Denny Reading Placement Examination

Placement examinations (reading, writing and mathematics) are given to entering freshmen each semester to determine the placement of students in enhancement level courses or regular college level courses. From 1995 -2009, the administration of the Nelson-Denny was used as a placement exam as a part of the College's regular institutional effectiveness process to assess key skills (vocabulary, comprehension, reading rate) for incoming students. The maximum score attainable (or total possible grade placement) is 18.9. If students score 11.4 and below they are placed into enhancement courses. Scores between 11.5 and 18.9 place students into regular

college level courses. The QEP Team discussed the student placement examination data to determine the extent to which students' performance in the area of reading might inform the decision of the topic of the QEP. Data from Fall 2005 - Fall 2008 (per semester) are provided in the following table:

Table 3. Nelson Denny Reading Placement Examination Results

Semester	Number of students tested	Total possible grade placement	Average Paine College grade placement
2005-2006	239	18.9	10.45
2006-2007	378	18.9	11.4
2007-2008	297	18.9	11.3

Between the 2005-2006 and 2007-2008 academic years, the average score on the Nelson Denny of all students tested was within the median passing range. It was expected that the average score for entering freshmen would have been at least 12 which would have signified a reading level equivalent to that of a high school graduate.

COMPASS

Members of the institution community engaged in a pilot study of tests that might provide more informative data on the reading level of students entering college. After careful study of a variety of tests, it was determined that the COMPASS reading test would provide more accurate data to be used for appropriate placement of students into freshmen level courses. COMPASS was used at Paine College for the first time in the Fall of 2009. The reading sub-tests of the COMPASS determine reading skills in the areas of reading comprehension and vocabulary. The five types of reading comprehension passages include practical reading, prose fiction, humanities, social sciences, and natural sciences. Data from Table 4. indicate that students averaged a

five (5) point gain from placement exam results and exit exam results during the 2009-2010 academic year.

Table 4. Placement test results and exit test results for the COMPASS (2009-2010)

Placement Fall 2009	Exit Fall 2009	Placement Spring 2010	Exit Spring 2010
52.5	55.9	62.9	69.5

Collegiate Assessment for Academic Proficiency (CAAP)

Paine College has been administering the Collegiate Assessment for Academic Proficiency (CAAP) since fall 2006. The College uses CAAP data to assess students' skills in reading, mathematics and critical thinking after students have completed the common curriculum (general education). The QEP Team examined data from the CAAP in the areas of reading and writing. Results from the CAAP indicate that although students may benefit from increased reading and writing across disciplines to facilitate comprehension across all curricular areas, the overall mean score for Paine College students consistently hovers at 5 points below the national mean score. Table 5 provides CAAP data from 2006-2009 in the areas of reading and writing.

Table 5. Collegiate Assessment of Academic Proficiency (CAAP) 2006-2009

Subject Area	Paine College Mean	National Mean	Difference
Reading	57.6	62.5	5.3

Upon reviewing information from the faculty response survey, student and alumni groups, the Paine College QEP Questionnaire, the Nelson-Denny Reading Placement Examination, and the COMPASS, the QEP team decided to focus attention on the area of reading engagements as a way to promote the scholarship of reading and to improve students' reading skills.

The central concept of reading engagement to create a culture of scholarship is linked with the Paine College mission and supports Paine College's strategic plan, which is directly reflective of academic excellence. It is the belief that Paine College students will experience academic achievement through the scholarship of reading as there are deliberate and purposeful opportunities and support systems in the areas of improving reading skills, reading engagement and intellectual engagement.

Continued discussion among the College's constituents regarding the Paine College mission, commitment to the improvement of student learning, student reading data and the scholarship of reading led to the clearly defined QEP topic, "Learning Interactively Outside the Norm (L.I.O.N.): The Great Books of Paine College". L.I.O.N.: The Great Books of Paine College is a college-wide initiative centered on promoting a scholarship of reading. The objectives of Learning Interactively Outside the Norm (L.I.O.N.): The Great Books of Paine College are to:

- Promote reading among faculty, staff and students.
- Increase faculty use of literature across all disciplines.
- Increase overall student reading performance.
- Utilize the identification of great books of Paine College and shared inquiry™ as models of best practices.

IV. Desired Student Learning Outcomes

Specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results

The QEP is designed to establish a campus-wide culture in the scholarship of reading. This is accomplished with focus on three specific student learning outcomes: improve reading skills, increase reading engagement and enhance intellectual engagement. The Student Learning Outcomes of the QEP involve three specific initiatives: Preparing for Excellence Initiative (PEI), the Common Curriculum Initiative (CCI), and the Discipline Based Initiative (DBI). Each initiative includes key activities in support of student learning:

- Professional Development for Faculty
- Design of Appropriate Assessment Outcomes
- Measuring Student Learning Outcomes

The student learning outcomes of this interdisciplinary initiative are three-fold and include: (1) improve reading skills, (2) increase reading engagement, and (3) intellectual engagement. Table 5 includes each of the student learning outcomes as well as proposed measures.

Table 5. Student learning outcomes and measures

Student Learning Outcomes	Measures
Improve reading skills	Increase Paine College's overall student scores on the Collegiate Assessment of Academic Proficiency (CAAP) exam by a total of 5.0 points at the end of five years.
Increase reading engagement	Increase the student reading engagement by 25% as measured in surveys of students' reading engagement.
Intellectual engagement	Demonstrate and apply discipline specific texts

	through a variety of intellectual activities as measured by intellectual engagement rubrics.
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Student Learning Outcome 1: Improve reading skills (referring skills and reasoning skills)

An improvement in reading skills can be targeted through literary works with focus on referring skills and reasoning skills. Students will be able to use referring and reasoning skills to demonstrate an understanding of academic content. This will be accomplished by developing skill-building activities for students through existing academic programs and initiatives (Preparing for Excellence Initiative, Common Curriculum Initiative).

As a part of the PEI and CCI initiatives, faculty members will collectively identify Great Books that support the goals of the Preparing for Excellence Course and the Common Curriculum Program. Faculty members will be trained to use the pedagogical approach of shared inquiry™. This approach is designed to improve reading comprehension, critical thinking, listening and speaking as well as writing skills. Specifically, the approach incorporates the following strategies to improve reading comprehension:

- Using pre-reading strategies
- Generating questions about a piece of literature
- Making generalizations and drawing conclusions
- Answering questions about the meaning of a piece of literature
- Summarizing stories and passages
- Discussing interpretations of the piece of literature
- Citing passages to support questions and ideas
- Reading with fluency
- Gaining exposure to a wide range of words

- Using context to figure out word meanings
- Reading with a purpose and taking notes to monitor comprehension
- Practicing using a variety of reading strategies

Student Learning Outcome 2: Increase reading engagement.

Activities include an increase in the number of books that students read and the variety of topics that are read. The DBI initiative will continue students' engagement in reading initiatives by providing them with opportunities to read Great Books beyond the classroom. All faculty members will participate in professional development on using the pedagogical approach of shared inquiry™. Faculty members in major programs will be provided with opportunities to apply for small mini-grants to support Great Books activities in their respective disciplines and beyond the course work for the major. Activities that have been proposed by faculty members during the subsequent discussions regarding reading engagement include:

- Public readings by the authors of select texts
- Brown bag forums
- Book clubs
- Round table discussions
- Readings in the evenings in residence halls
- Peer college collaborations on select readings
- Connections with Great Books and film
- Community-based individuals leading discussions

Student Learning Outcome 3: Intellectual engagement

The lived experience of students through intellectual engagement includes deliberate and purposeful involvement of reading constructs extended to communities of dialogue, writing experiences and research. An engaged learning community develops critical thinking skills by attempting to address complex concepts by reading rigorous texts.

V. Literature Review and Best Practices

Improve reading skills

“The book is the axe by which we break open the frozen seas within us.” – Franz Kafka

Improving the interest of students in engaging in reading as well as their reading comprehension is a key reason that incorporating Great Books into the curriculum and using shared inquiry™ as a pedagogical approach has been identified as an innovative strategy to be included in the academic repertoire at Paine College.

Reading remains the cornerstone of higher education. In a community of scholars, the quest for knowledge and the exchange of ideas are rooted in the ability to read, understand and confer information. Reading is the foundation of all other academic skills; success in all subjects relies profoundly upon the capacity to read, synthesize, analyze and process information. Fundamental to using information for innovation is the ability to read. It is evident that reading is essential to the success of college students across disciplines and in both undergraduate and graduate studies.

Reading interdisciplinary texts from a variety of disciplines that represent the expansion of humanity allows colleges and universities opportunities to engage students in meaningful discourse as they attempt to grapple with complex and esoteric issues such as justice, truth, reciprocity, and faith in a way that is pragmatic and purposeful. In a recent study, college students were asked to articulate the important works of literature of the modern era that they believed their fellow students should read. The author of the study noted that most students articulated writers based on gender and ethnicity. For example, several women identified Betty Friedan’s *The*

Feminine Mystique whereas not a single male student identified this book. Muslim students identified novels by Nagib Mahfouz as being important, whereas the author himself was not familiar with the work of Mahfouz and not a single non-Muslim student mentioned any of Mahfouz's work. African American students mentioned African American authors while Latino/a students mentioned primarily authors of South American origins (Light, 2001). Reading from diverse texts allows students to broaden their perspectives on issues. Including reading assignments in courses based on readings from a diversity of sources related to varied academic fields, time periods, and geographic areas representing varied ethnicity and gender of authors allows students to deepen their understanding of phenomena while allowing them to make meaning of new information.

Increasing Reading Engagement

"There is no List with a capital L. The great books are simply the books which deal most incisively, most eloquently, most universally, and most timelessly with man and his world." - Milton Mayer

Reading stimulates, broadens, improves and filters our awareness in a way that is unique to the discipline. Reading remains the essential skill that promotes learning and critical thinking (Ripley, 2007).

Colleges that have implemented a Great Books program have seen a tremendous improvement in overall student engagement in reading activities and a shift in students' responses to literature. Research indicates the level of student interest in the works of great authors has diminished to the point where students are merely writing and discussing current issues instead of relating those issues to the great works of literature of our lifetime. Wilbur Wright College in Chicago, Illinois, has implemented a

Great Books Program that is dedicated to examining issues of race and gender to help students understand classic works (Carlson, 1999). “Ideologies have no place as a dominant, controlling lens through which to see literature” (Bruce M. Gans, 1999).

The 2007 National Endowment for the Arts (NEA) report *To Read or Not to Read: A Question of National Consequence* recently found nearly half all Americans ages 18-24 read no books for pleasure. Even when reading does occur, the report indicates that 20% of middle and high school students’ reading time is shared by TV-watching, video/computer game-playing, instant messaging, emailing or surfing the Internet.

Using reading as a way of improving scholarship has its roots in the idea that a broader undergraduate education is at the core of what is needed based on the changing nature of information. Jaroslav Pelikan, in his book titled *Scholarship and Its Survival*, calls for a major overhaul of collegiate education. He questions the traditional departmental major that dominates undergraduate education and concludes that the best preparation for graduate work is, in fact, a broad-based field of study, because of “the increasingly interdisciplinary character of scholarly research.” Using the Great Books model will afford students the opportunity to engage in scholarly discourse across fields of study through readings from varied sources and disciplines (Boyer, 1990).

Intellectual Engagement

“If democracy is going to function as it should, the man-in-the-street is going to have to think better.” - Robert Maynard Hutchins

As an alternative to more traditional liberal arts post-secondary curriculum and degree programs the “Great Books” program had its origin in 1919 with John Erskine, a professor at Columbia University in New York, who initiated courses for veterans of the

First World War offering the “Classics” of Western Literature in translation in a Socratic format. Such a format allowed the works to speak for themselves while the professor acted as a guide and facilitator of discussion rather than as interpreter or critic (Great Books Foundation).

Through the decade of the 1920s, this strategy was substantially broadened and deepened by Mortimer Adler, also at Columbia, who followed Erskine to the University of Chicago where, with the support and collaboration of President Robert Hutchins, the program became the foundation of the University’s undergraduate curriculum.

Since that time, curricula based on texts that evidence “...the best that has been thought and expressed in Western and other traditions...” have spread across the United States and Canada. Currently, the most visible proponent of this movement is The Great Books Foundation. Formed in Chicago in 1947 and expanded in the 1960s, the Foundation is an independent, nonprofit educational organization 501 (d) (3) whose mission “...is to empower readers of all ages to become more reflective and responsible thinkers. To accomplish this, we teach the art of civil discourse through the Shared Inquiry™ method and publish enduring works across the disciplines” (The Great Books Foundation).

The Association for Core Texts and Courses (ACTC) was formed in 1994 as a professional organization to “...fill the need for addressing the scholarly, pedagogical, and administrative issues involved in undergraduate core text curricula.” In 2009, ATCT’s institutional membership comprised 68 colleges, universities, and educational organizations. The post secondary members of ACTC’s roster range from Shimer College and St. John’s College, whose undergraduate curriculums are based entirely on

the Great Books model, to institutions who participate by offering a course, a series of courses, and alternative degree track programs focused on the Great Books model.

Relevant best practices for developing a Great Books program at Paine College will address the following:

- Curriculum design
- Institutional training and pedagogy for faculty
- Assessment that is on-going and systematic

The committee for curriculum design will explore existing models and incorporate the special needs of Paine College when it develops its recommendations. Faculty and student responses will be elicited and evaluated.

A training program for Paine College instructors will be initiated. Workshops will be scheduled with instructors from institutions which offer Great Books curriculum. Ongoing discussion groups for Paine instructors will offer a forum to exchange ideas and experiences.

Assessment of learning outcomes will address two primary areas: critical thinking and reading skills. Existing instruments, a staff-developed instrument, and peer reviews will be employed for evaluation.

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VI. Actions to be Implemented

The seven (7) action steps to be implemented include the identification of texts to be used as a part of L.I.O.N.: Great Books of Paine College; activities in the Preparing for Excellence Initiative (PEI), Common Curriculum Initiative (CCI) and Discipline Based Initiative (DBI); administrative tasks/activities; professional development for faculty; and evaluation of the QEP.

Identification of Texts for (L.I.O.N.): Great Books of Paine College

The QEP Team decided that the Learning Interactively Outside the Norm (L.I.O.N.): Great Books of Paine College Program would use texts that others have identified as Great Books in addition to text suggestions from faculty who teach as a part of the Preparing for Excellence course, courses in the common curriculum, and discipline-based activities. The criteria for the texts will be decided by groups of faculty members who have participated in professional development. The criteria for selecting a book to be included in the L.I.O.N.: Great Books at Paine College program are that the texts have contemporary significance (that is, they have relevance to the problems and issues of our times); the books are inexhaustible and can be read again and again with benefit; and the books are relevant to a large number of great ideas and great issues that have occupied the minds of thinking individuals.

The direct student-focused actions to be implemented are divided into three strategies to achieve the outcomes of increased student reading scores as well as increased engagement in reading. The three strategies are the preparing for excellence initiative (PEI), the common curriculum initiative (CCI), and the discipline based initiative (DBI).

Administrative Activities and Evaluation

The success of the QEP Plan requires execution of several administrative activities. These activities are related to establishing necessary sub-committees, establishing the fiscal support for the QEP Plan, recruiting and selecting staff needed for management of the programs and projects required for plan implementation, and developing a marketing plan. Specific activities required include ordering materials needed for development and assessment, analysis of data and preparation of the annual QEP Report.

The QEP will begin with the freshman class of 2010-2011. Data collected from this freshman cohort will be used to establish baseline data for the project. The National Survey of Student Engagement (NSSE) will be administered annually in the spring semester to discern the level of student engagement. Specific questions relative to the student learning outcomes of reading skills, reading engagement and intellectual engagement will be added to the Paine College administration of NSSE to provide further data regarding the effectiveness of the proposed strategies.

Courses in the common curriculum including the Preparing for Excellence course will be reviewed in order to determine the number of and quality of the reading assignments for the courses included in the project. Data from COMPASS and CAAP will continue to be examined to determine the extent to which project activities are impacting students' reading skills.

Professional development and on-going training will include the identification of Great Books of Paine College using criteria developed by Paine College. Additionally, faculty members will engage in training on the use of shared inquiry™ as a pedagogical

approach. All faculty members will engage in professional development regarding the preparation of quality performance assessments that will be used in courses to determine the extent to which students are meeting identified outcomes.

Preparing for Excellence Initiative (PEI)

Faculty who teach courses in the Preparing for Excellence program will participate in sessions to identify Great Books that will be read by every freshman at Paine College. Some of the readings will be identified as a part of the summer reading program that occurs prior to students actually coming to campus in the fall; the readings will continue throughout the freshman year.

The first part of the initiative will include formal readings and measures of student learning outcomes in the Preparing for Excellence course during the fall semester. Faculty members in the Preparing for Excellence course will be trained to use shared inquiry™ as a pedagogical strategy. Shared inquiry™ is a distinctive method of learning in which participants search for answers to fundamental questions raised by a text. This search is inherently active; it involves taking what the author has given and trying to grasp its full meaning and to interpret or reach an understanding of the text in light of the readers' experiences and using sound reasoning (The Great Books Foundation).

Specific reading activities related to the identified Great Books, instruction and assessments will be included in all sections of the Preparing for Excellence course. Faculty members will review and select Great Books that span the disciplines found in the humanities, social sciences and natural sciences.

Common Curriculum Initiative (CCI)

The Paine College Common Curriculum defines the purpose and method of the College's requirement for basic education. In terms of structure, the course work is organized in six thematic categories with specified outcomes:

- *Fundamentals* -Ability to write, knowledge of grammar and mechanics, ability to communicate orally, knowledge of vocabulary, and reading comprehension
- *Spiritual and Social Values* - understand the history and significance of faith and spirituality in the development of the society and the individual
- *World Citizenship* - basic ideas, trends, and issues in the history of civilization, knows Black heritage, and ability to communicate orally
- *The Aesthetic Heritage* - basic ideas, trends, and issues in the history of civilization
- *Mathematics, Science, and Technology* - solve math problems, interpret quantitative data, understand mathematical symbols and relationships, use the Internet effectively, use essential computer applications effectively, understand scientific methods and processes, basic knowledge of the development of science, and understanding the environment
- *The Individual and Society* - understands the basic principles of diversity

This thematization is designed to create coherence, emphasize the value-based nature of the curriculum, and make the College's conception of its mission highly visible (*Paine College Catalog 2009-2011*).

The Common Curriculum Initiative (CCI) will include professional development for faculty who teach courses that can be used to meet the requirements of the Common Curriculum. These workshops will be used to assist faculty in (1) identifying those Great Books that will be used to support the Common Curriculum, (2) using

shared inquiry™ as a pedagogical strategy for incorporating Great Books into course-based experiences, (3) developing assessments that will identify and document learning outcomes related to the identified Great Books, and (4) creating interdisciplinary approaches for engaging students in the Great Books across disciplines in the Common Curriculum.

Discipline Based Initiative (DBI)

Each major or division will create a L.I.O.N. Great Books series with a focus on the respective discipline. Faculty members will participate in professional development activities focused on selecting appropriate texts and using shared inquiry™ to guide discussions that are less formal and go beyond the classroom. The focus of these sessions will be for faculty to identify at least 20 books to be included in the L.I.O.N. Great Books for the Discipline Based Initiative (DBI) for each major. Faculty members will be provided with opportunities to apply for mini grants to sponsor sessions within the series that focus on the discussion of these texts in connection with formal programs of study.

Each major or division will sponsor a series of events (at least two per semester) that bring together faculty, staff and students to interact with the identified L.I.O.N. Great Books. These activities might be brown-bag lunch discussions, guest lecturers who might talk about one or more Great Books, or student-led discussions regarding one or more Great Books.

Through courses and informal learning experiences beyond courses, students will read the Great Books that have been identified for disciplines represented by majors at Paine College. Students will be assessed on ideas, concepts and notions through

end of the course experiences, exams and field papers. Students will also be challenged to think about enduring ideas identified in texts through engaged discourse facilitated by faculty and their fellow students as a part of seminars and colloquia beyond courses.

Professional Development

Process activities include on-going professional development for all faculty geared toward identifying appropriate texts for programs/courses at Paine College that conform to the criteria for being a Paine College Great Book. Faculty will also engage in professional development on the use of shared inquiry™ as a pedagogical technique for maximizing reading instruction.

VII. Timeline

A logical calendar of all actions to be implemented

Paine College developed a calendar of key tasks that serve as the actions needed to implement the QEP. The sequence of activities is logical and considers all aspects of the Plan.

Baseline Year (2009-2010)

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Key Tasks												
Review available data	█											
Conduct QEP survey					█							
Organize the QEP working group	█											
Evaluate existing course syllabi	█					█						
Present possible topics to constituent groups						█						
Develop draft QEP budget				█								
Select QEP topic								█				
Identify assessment instruments								█				
Develop QEP evaluation plan				█								
Write QEP staff job descriptions				█								
Hold QEP kickoff									█			
Establish working										█		

Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul

Key Tasks

definitions of key terms



Launch media and information campaign



FYI (2010-2011)

Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul

Key Tasks

Review FY1 budget



Develop course- based assessments



Hire QEP Director



Appoint Faculty Development Coordinator



Identify outside evaluator



Appoint members of the QEP Sub-committees



Provide on-going publicity



Conduct faculty professional development



Administer the COMPASS



Administer the CAAP

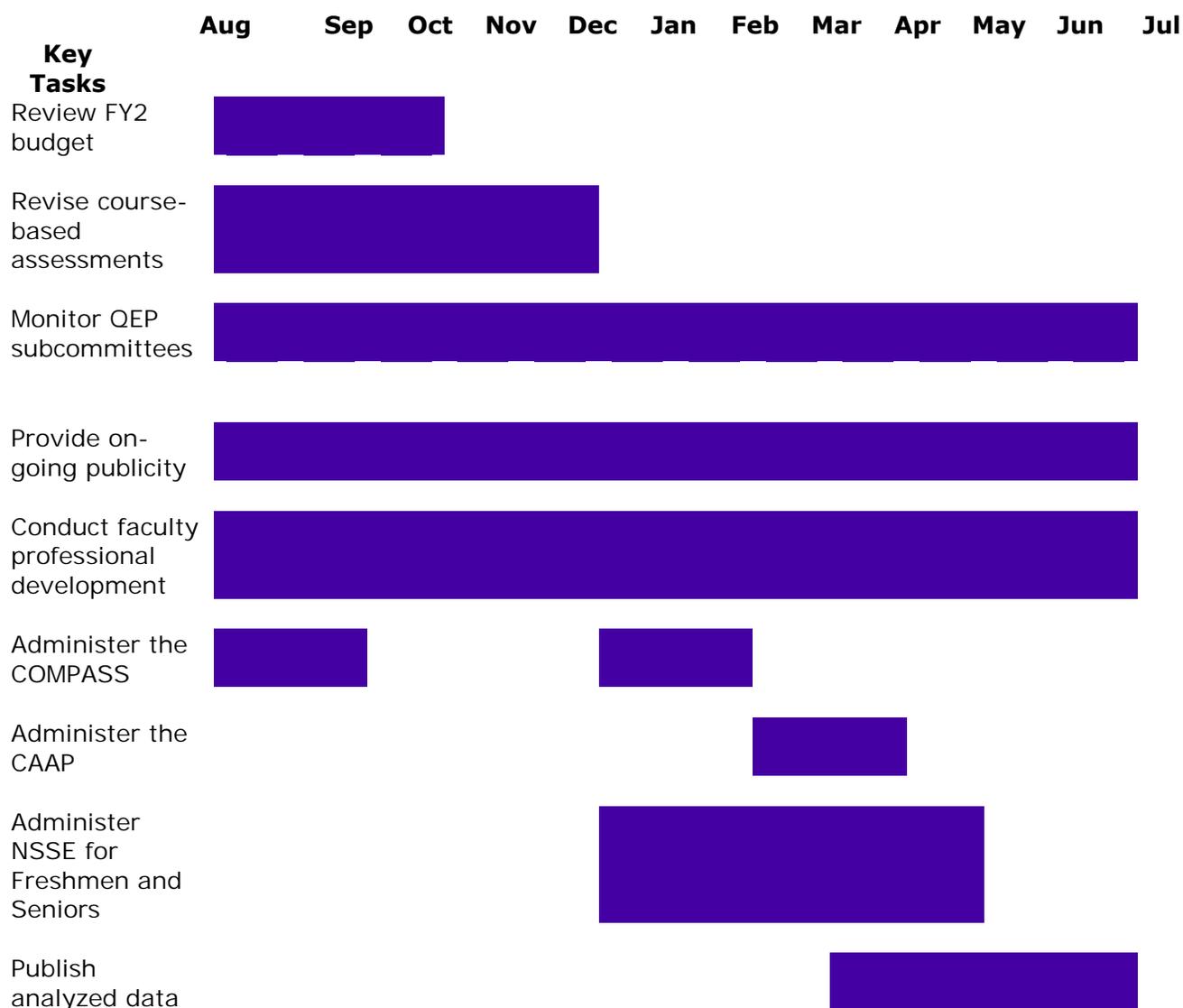


Administer NSSE for sample of





FY 2 (2011-2012)



Use results to make changes in training and in programs



Prepare the QEP Annual Report



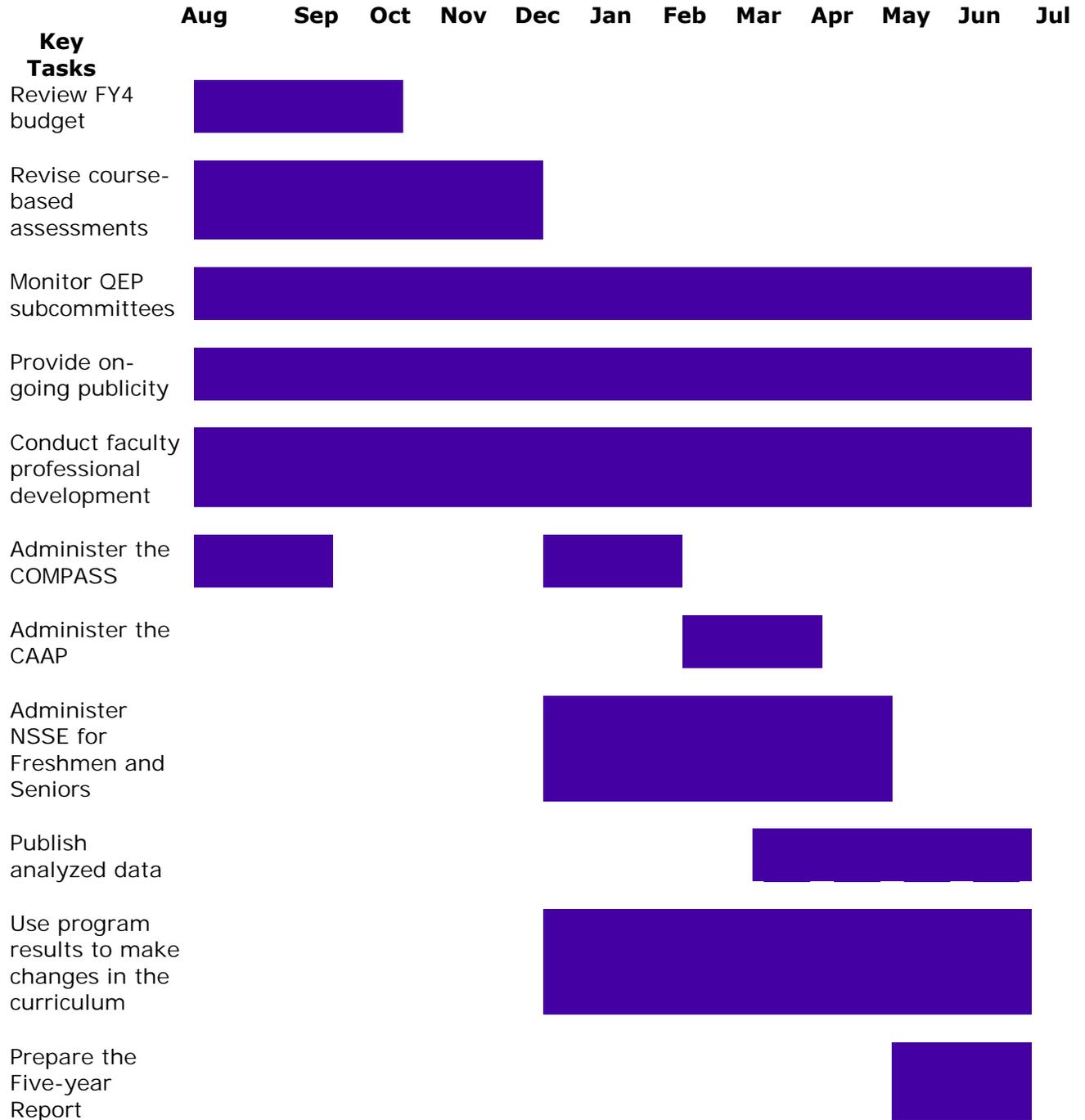
FY3 (2012-2013)



Prepare the QEP Annual Report



FY 4 (2013-2014)



FY 5 (2014-2015)

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Key Tasks												
Review FY5 budget	█											
Monitor QEP subcommittees	█											
Provide on-going publicity	█											
Conduct faculty professional development	█											
Administer the COMPASS	█				█							
Administer the CAAP							█					
Administer NSSE for Freshmen and Seniors					█							
Make changes in the curriculum					█							
Publish analyzed data for the QEP						█						
Review the Five-year Report								█				

VIII. Organizational Structure

Clear lines of responsibility for implementation and sustainability

The QEP will be developed, monitored and assessed by the QEP Implementation Team (QEPIT) in conjunction with the Director and the Faculty Development Coordinator. The QEP Director will be a new hire for the institution, eligible for faculty rank, and will serve as ex-officio on all of the QEP subcommittees. The Faculty Development Coordinator will be a full-time member of the College faculty, will be knowledgeable about Great Books, and will have release time each semester to work with the QEPIT. The QEPIT will be constituted to include representation from every facet of the College and will then form five subcommittees: Publicity, Assessment, Professional Development, Evaluation and Resource. Each subcommittee will have a chairperson who will report to the QEPIT during monthly meetings. The QEPIT will be chaired by the QEP Director. The QEP Director will report directly to the Vice President for Academic Affairs. The work of the QEPIT will be reported directly to the President of the College by the Vice President for Academic Affairs through weekly Administrative Conference meetings. (See Appendix A, Organizational Structure.)

QEP Director- Duties and Responsibilities

The role of this position is to provide leadership and organization for the implementation of all current and future QEP initiatives, and to ensure completion of all required reports to the College and outside agencies relative to the QEP. The QEP Director will oversee the quality assurance process for all QEP initiatives and will be an ex-officio member of the QEPIT. Specific duties include the following:

1. Direct the preparation of all modifications to the QEP required for compliance with the recommendations provided by SACS and direct the preparation of the College's response.
2. Oversee the quality assurance process for all QEP initiatives.
3. Serve as a member of the QEP Implementation Team and work closely with all members of the QEP Implementation Committees to prepare for the submission of all required QEP reports to the College and outside agencies including SACS.
4. Initiate the implementation of the QEP, ensuring completion of each objective within the established timeline.
5. Provide technical and operational support to divisions, departments, and campuses and provide responses to requests for assistance, data, assessment and analyses.
6. Assist with assessment research as needed for benchmarking and comparability purposes and analyze data/information for QEP objectives; prepare results and findings for dissemination, as appropriate.
7. Assist with the interpretation of CAAP and COMPASS data for engagement initiatives.
8. Work closely with the Faculty Development Coordinator relative to the administration and analysis of the various measurements administered for the purposes of assessing the QEP.

9. Coordinate, with the Faculty Development Coordinator, staff development activities for college-wide professional development sessions each fall and spring.
10. Work collaboratively with and evaluate the Faculty Development Coordinator annually.
11. Perform other duties as assigned by the Vice President for Academic Affairs.

Faculty Development Coordinator- Duties and Responsibilities

A Faculty Development Coordinator will supervise the activities of faculty development as a part of the QEP. Specific duties include the following:

1. Assess faculty interests and needs for appropriate professional development.
2. Initiate, coordinate and promote faculty development activities, based on institutional and individual needs.
3. Serve as Chair of the Faculty Development Subcommittee.
4. Work with the Faculty Development Subcommittee to establish a specific agenda of projects and activities for the current year and make recommendations for the upcoming academic year.
5. Consult and coordinate, as needed, with other members of the College staff who may also be responsible for planning staff development and related activities.
6. Consult and coordinate, as needed, with other faculty committee chairs.
7. Report on a regular basis to the QEP Director.
8. Prepare an annual report to the QEP Director on activities and expenditures in support of faculty development.

9. In consultation with the Faculty Development subcommittee and the QEP Director, establish and regularly review guidelines for the distribution of funds in support of faculty development proposals.
10. In consultation with the Faculty Development subcommittee and the QEP Director, allocate funds in support of faculty development proposals.
11. Perform other duties as assigned by the QEP Director.

The QEP Implementation Team will include the subcommittees described below:

- Publicity Subcommittee – will be responsible for promoting the QEPT.
This committee will consult with the Offices of Public Relations and Student Affairs.
- Assessment Subcommittee – will ensure that assessments relative to the QEP (classroom based assessments, CAAP, COMPASS, NSSE) are administered and data are gathered. This subcommittee will work closely with the QEP Director and the Faculty Development Coordinator to analyze data.
- Professional Development Subcommittee – will plan, host and evaluate professional development activities relative to the QEP.
- Evaluation Subcommittee – will monitor the overall goals of the QEP, prepare annual reports and work closely with the QEP Director.
- Resource Subcommittee – will ensure educational materials are provided for individuals who are working with the QEP and work closely with the Faculty Development Coordinator.

IX. Resources

A realistic allocation of sufficient human, financial, and physical resources

In October of 2008, the Paine College community adopted a strategic plan that articulated fiscal responsibility as a core value. The idea of fiscal responsibility speaks to issues of human, physical and financial resources. In support of all of the core values, Learning Interactively Outside the Norm (L.I.O.N): The Great Books of Paine College has been designed in line with the College's strategic goals.

Human and Physical Resources

The QEP team engaged in lengthy discussions regarding the management of Learning Interactively Outside the Norm (L.I.O.N): The Great Books of Paine College. The organizational structure of the College was examined to determine 1) if there was a current position within the organizational structure that would lend itself to taking on the responsibilities of the project, 2) if that position existed, did the unit where the position was housed carry a mission that would be in line with the proposed project, and 3) if a new position and or unit needed to be created, how would the position fit within the current organizational structure? Based on a review of the current organizational structure and the strategic plan, it was decided that the position of Director of QEP would be an asset to the Institution.

The investigation determined that Paine College has a strong history of shared governance. It has been documented that changes in curriculum, programs and the physical plant have been managed by structured committees with representation from individuals across campus. Therefore, it was decided that the QEP Implementation Team will serve as a standing committee at the institution with the following charge:

Serve as the steering committee to oversee the planning and organizing of professional development activities; manage the fiscal resources of the project; collect, analyze and disseminate the data for the project; develop annual reports on the progress of the project; and prepare and submit the five-year report for the QEP to the Office of Institutional Effectiveness for dissemination to appropriate campus constituents.

The QEP Implementation Team will consist of two co-chairs (one representing academic affairs and one representing student affairs). The QEPIT will always include at least one member from each of the major units of the College. There will be at least five faculty members and five students who serve on the QEPIT. (See Appendix C, Composition of the QEP Implementation Team.)

The Director of the QEP will serve as the fiscal manager of the budget for the project and will be responsible for reporting all expenditures to the QEPIT during regularly scheduled meetings. All materials associated with the work of the QEPIT will be housed on Paine College's network in files designated for the project.

Financial Resources

QEP Budget

Baseline funding for the 2009-2010 academic year:

Sample tests and instructional materials to review	500.00
Reading materials for the library	1,000.00
Testing of students (baseline for reading skills)	1,500.00
Publicity	1,500.00
Workshop on reading instruction (internal training)	500.00
Faculty training	4,000.00
TOTAL	9,000.00



Total QEP Cost

Baseline	\$	9,000.00
FY1	\$	189,000.00
FY2	\$	189,000.00
FY3	\$	189,000.00
FY4	\$	209,500.00
FY5	\$	209,500.00
Total	\$	995,000.00

New Money

Baseline	\$	9,000.00
FY1	\$	147,500.00
FY2	\$	147,500.00
FY3	\$	147,500.00
FY4	\$	148,000.00
FY5	\$	148,000.00
Total	\$	747,500.00

PROPOSED FIVE-YEAR BUDGET**Year One 2010-2011****Direct Expenses**

Director of the QEP	50,000.00
Faculty Professional Development Coordinator	20,000.00
Fringe Benefits	19,800.00
COMPASS	6,200.00
CAAP	10,000.00
Reading Materials for the Library	3,000.00
Publicity	5,000.00
Mini-Grants for DBI	2,000.00
Great Books Faculty Development	4,500.00
Printing	2,500.00
Supplies	1,000.00
Faculty/Staff Training	2,000.00
Reading Instruction	1,500.00
Total Direct Expenses	127,500.00

Indirect Expenses

Instructors' Time	32,000.00
Library Staff and Administrative Staff Time	18,000.00
QEP Team's Time	1,000.00
Technology Maintenance	10,500.00
Total Indirect Expenses	61,500.00

Total Year One 189,000.00

Year Two 2011-2012

Direct Expenses

Director of the QEP	50,000.00
Faculty Professional Development Coordinator	20,000.00
Fringe Benefits	19,800.00
COMPASS	6,200.00
CAAP	10,000.00
Reading Materials for the Library	3,000.00
Publicity	5,000.00
Mini-Grants for DBI	2,000.00
Great Books Faculty Development	4,500.00
Printing	2,500.00
Supplies	1,000.00
Faculty/Staff Training	2,000.00
Reading Instruction	1,500.00
Total Direct Expenses	127,500.00

Indirect Expenses

Instructors' Time	32,000.00
Library Staff and Administrative Staff Time	18,000.00
QEP Team's Time	1,000.00
Technology Maintenance	10,500.00
Total Indirect Expenses	61,500.00

Total Year Two 189,000.00

Year Three 2012-2013

Direct Expenses

Director of the QEP	50,000.00
Faculty Professional Development Coordinator	20,000.00
Fringe Benefits	19,800.00
COMPASS	6,200.00
CAAP	10,000.00
Reading Materials for the Library	3,000.00
Publicity	5,000.00
Mini-Grants for DBI	2,000.00
Great Books Faculty Development	4,500.00
Printing	2,500.00
Supplies	1,000.00
Faculty/Staff Training	2,000.00
Reading Instruction	1,500.00
Total Direct Expenses	127,500.00

Indirect Expenses

Instructors' Time	32,000.00
Library Staff and Administrative Staff Time	18,000.00
QEP Team's Time	1,000.00
Technology Maintenance	10,500.00
Total Indirect Expenses	61,500.00

Total Year Three **189,000.00**

Year Four 2013-2014**Direct Expenses**

Director of the QEP	50,000.00
Faculty Professional Development Coordinator	20,000.00
Fringe Benefits	19,800.00
COMPASS	6,200.00
CAAP	10,000.00
Reading Materials for the Library	3,000.00
Publicity	5,000.00
Mini-Grants for DBI	2,500.00
Great Books Faculty Development	4,500.00
Printing	2,500.00
Supplies	1,000.00
Faculty/Staff Training	2,000.00
Reading Instruction	1,500.00
Total Direct Expenses	148,000.00

Indirect Expenses

Instructors' Time	32,000.00
Library Staff and Administrative Staff Time	18,000.00
QEP Team's Time	1,000.00
Technology Maintenance	10,500.00
Total Indirect Expenses	61,500.00

Total Year Four **209,500.00**

Year Five 2014-2015**Direct Expenses**

Director of the QEP	50,000.00
Faculty Professional Development Coordinator	20,000.00
Fringe Benefits	19,800.00

COMPASS	6,200.00
CAAP	10,000.00
Reading Materials for the Library	3,000.00
Publicity	5,000.00
Great Books Faculty Development	4,500.00
Mini grants for DBI	2,500.00
Printing	2,500.00
Supplies	1,000.00
Faculty/Staff Training	2,000.00
Reading Instruction	1,500.00
Total Direct Expenses	148,000.00

Indirect Expenses

Instructors' Time	32,000.00
Library Staff and Administrative Staff Time	18,000.00
QEP Team's Time	1,000.00
Technology Maintenance	10,500.00
Total Indirect Expenses	61,500.00

Total Year Five	209,500.00
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X. Assessment

A comprehensive evaluation plan

Paine College will assess the effectiveness L.I.O.N.: Great Books at Paine College through a variety of means that are congruent with the practices of the College's institutional effectiveness process and procedures. The objective of this initiative is to establish a campus-wide culture in the scholarship of reading. Standardized test data and survey results along with course-based assessment results will be used as multiple units of measure to determine the degree to which the initiatives are achieving the desired results.

Goals, Outcomes and Assessment

The measurements to be used as a part of the assessment plan will be specific to the chosen initiative topic – *L.I.O.N.: The Great Books of Paine College*. The table provided identifies primary and associated key components that are essential in implementing the plan. The components are - *the project goals and desired outcomes; baseline data; strategies for achieving the goal; indicators; target benchmarks; proposed process for ongoing evaluation; and data sources to be used for ongoing evaluation and end-of-program report.*

Program Goals

1. Increase the student reading engagement by 25% as measured in surveys of students' reading engagement.

2. Increase faculty use of literature across all disciplines by 25% as measured by the number of reading-based assignments given in (1) the Preparing for Excellence course, and (2) courses in the common curriculum.

3. Increase Paine College's overall student scores on the Collegiate Assessment of Academic Proficiency (CAAP) exam by a total of 5.0 points at the end of five years.

Student Learning Outcomes

Outcome 1: Improve reading skills

Outcome 2: Increase reading engagement

Outcome 3: Intellectual engagement

Target Benchmarks

(1) Fifty percent (50%) of first-time students who do not pass the reading placement test will pass the COMPASS post test.

(2) Students' reading comprehension skills and vocabulary will show an increase over the five years with an overall increase of the average for Paine College students of 5.0 points on the Collegiate Assessment of Academic Proficiency (CAAP) exam.

(3) Faculty teaching practices, knowledge and skills will show an increase in the use of shared inquiry™ that will result in students demonstrating the ability to use literature to understand advanced concepts across all disciplines.

(4) Courses in the curriculum for all Paine College students will reflect a 25% increase in reading-based activities and assessments.

(5) Students' overall reading engagement will increase as a result of an increase in reading experiences in and outside of classes.

Assessment Measures

(1) COMPASS – The COMPASS is a multiple-choice test that helps determine if students have the reading skills they need to succeed in standard entry-level college courses. The test uses five types of reading comprehension passages:

- Practical Reading
- Prose Fiction
- Humanities
- Social Sciences
- Natural Sciences ¹

(2) Collegiate Assessment of Academic Proficiency (CAAP) – The CAAP is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance the outcomes of their general education programs. The reading portion of the CAAP is a 36-item, 40-minute test that measures reading comprehension as a combination of skills that can be conceptualized in two broad categories: Referring Skills and Reasoning Skills.

Referring Skills. Test items that focus on referring skills require the student to derive meaning from text by identifying and interpreting specific information that is explicitly stated. Typical items of this type require students to recognize main ideas of paragraphs and passages, to identify important factual information, and to identify relationships

¹ Information acquired from ACT - <http://www.act.org/compass/tests/reading.html>

among different components of textual information.

Reasoning Skills. Test items that focus on reasoning skills require students to determine implicit meanings and to go beyond the information that is explicitly presented. Typical items in this category assess students' ability to determine meaning from context, to infer main ideas and relationships, to generalize and apply information beyond the immediate context, to draw appropriate conclusions, and to make appropriate comparisons.

The reading sub-test of the CAAP consists of four prose passages of about 900 words each that are representative of the levels and kinds of writing commonly encountered in college curricula. The four reading passages come from the following four content areas, one passage from each area:

- Prose Fiction—Entire stories or excerpts from short stories or novels.
- Humanities—Art, music, philosophy, theater, architecture, or dance.
- Social Studies—History, political science, economics, anthropology, psychology, or sociology.
- Natural Sciences—Biology, chemistry, physics, or the physical sciences.

Each passage is accompanied by a set of nine multiple-choice test items that focus on the set of complementary and mutually supportive skills that readers must use in studying written materials across a range of subject areas.²

(3) Student evaluation of faculty – Paine College's institutional effectiveness process requires all students to complete the "Student Evaluation of Faculty" at the end of each semester. These data are used by faculty to improve various aspects of instruction. Data from these surveys will be used to determine students' satisfaction with instruction

² Information acquired from ACT - <http://www.act.org/caap/tests/reading.html>

that occurs in the Preparing for Excellence course and the courses in the common curriculum.³

(4) National Survey of Student Engagement™ (NSSE). The NSSE is a commercial survey that addresses issues of student engagement. Student engagement represents two critical features of a quality collegiate education. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that research shows are linked to student learning.⁴ Items will be added to the NSSE that specifically inquire about the extent to which students are engaging in course activities relative to L.I.O.N.: Great Books at Paine College.

(5) Program evaluations – Programs are evaluated periodically to determine the extent to which they are meeting their goals. The program evaluations for the Preparing for Excellence course as well as courses in the common curriculum include student evaluation of faculty, student learning as measured by course-based assessments, and process reviews.⁵

³ *Planning and Evaluation Guidelines and Procedures 2009*

⁴ <http://nsse.iub.edu/>

⁵ *Planning and Evaluation Guidelines and Procedures 2009*

XI. Appendices

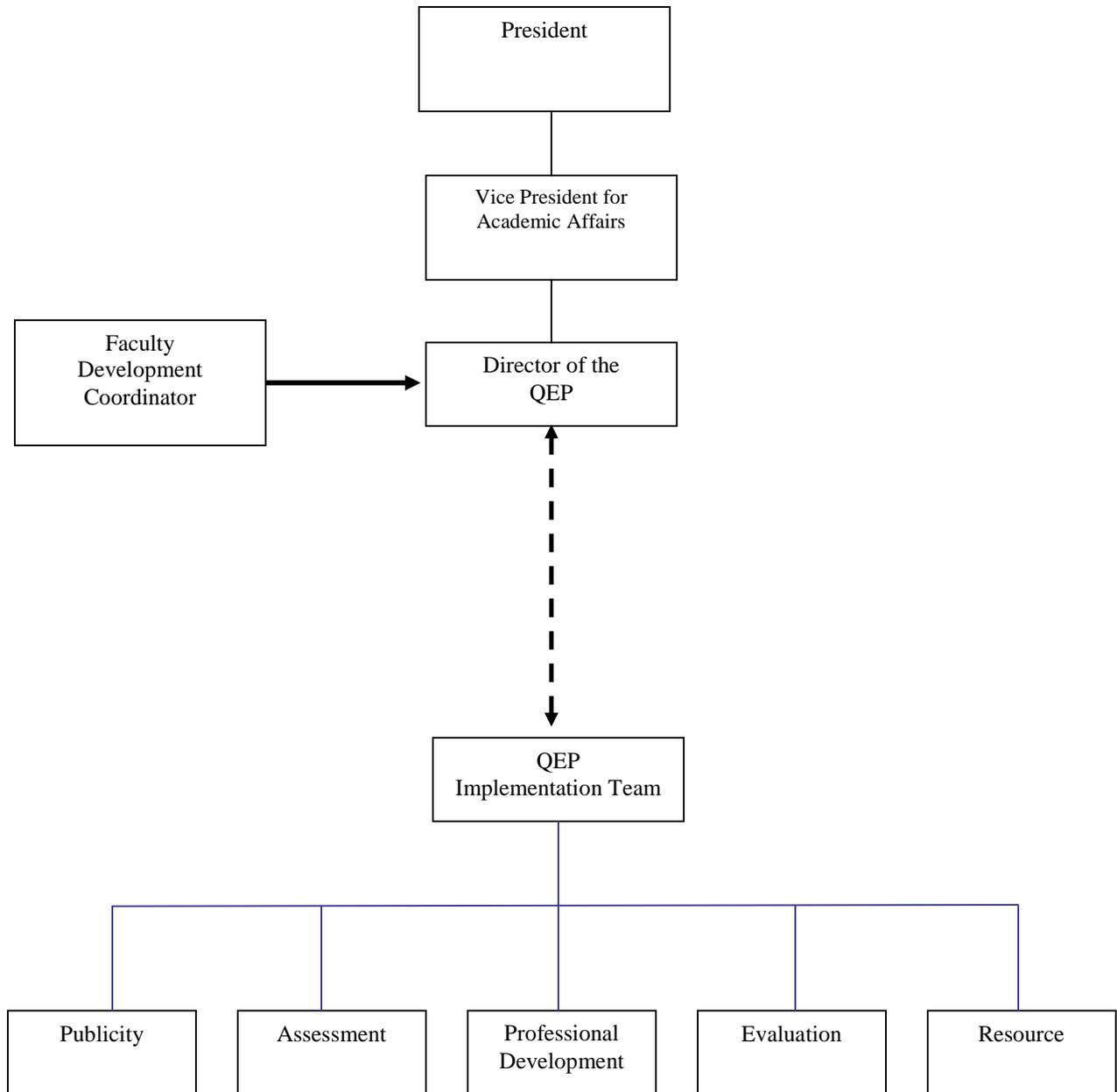
Appendix A

2009-2010 Members of the QEP Team by affiliation

Name	Area
Tina Y. Cardenas (co-chair)	Student Affairs
Tina Marshall-Bradley (co-chair)	Academic Affairs
Natasha Carter	Public Relations
Taffica Ryan	Institutional Research
Walter Dean	Student Affairs
Stanley Singleton	General Education Support Services
Alana Lewis	Library and Learning Resources Center
C.P. Abubucker	Mathematics
Adeleri Onisegun	Psychology
Edward Wilson	English
James Reid	Campus Safety
William Dyle	Business and Finance
Zachoyia Jenks	Student
Jabal Moss	Student
Demetrius McCoy	Student
Tiffney Sullivan	Student
Rashawn L. Anderson	Student
Shirley Bradley	Staff Association
Jesse Cummings '69	Alumnus
Annie Rogers '66	Alumna
Sezilee Reid	Mack Gipson Tutorial and Enrichment Center

Appendix B

QEP Organizational Structure



Appendix C

QEP Implementation Team

Charge: Serve as the steering committee to oversee the planning and organizing of professional development activities; manage the fiscal resources of the project; collect, analyze and disseminate the data for the project; develop annual reports on the progress of the project; and prepare and submit the five-year report for the QEP to the Office of Institutional Effectiveness for dissemination to appropriate campus constituents. The members of the QEPIT are appointed each year by the Vice President for Academic Affairs.

Name	Affiliation
Tina Y. Cardenas (co-chair)	Student Affairs
Tina Marshall-Bradley (co-chair)	Academic Affairs
Natasha Carter	Communications and Marketing
Taffica Ryan	Institutional Research
Karl McCloud	Student Affairs
Stanley Singleton	General Education Support Services
Alana Lewis	Library and Learning Resources Center
Shafique Warsi	Division of Business
Emily Graves	Division of Education
Pamela June	Division of Humanities
Raul Peters	Division of Natural Sciences and Mathematics
Stephen Hagan	Division of Social Sciences
Robert Bauknight	Campus Safety
Melissa Evans	Business and Finance
Jabal Moss	Student
Demetrius McCoy	Student
Tiffney Sullivan	Student
Jonathan Rucker	Student
Ka-Teacha Bellamy	Student
Uzetta Gresham	Staff Association
Jesse Cummings '69	Alumnus
Annie Rogers '66	Alumna
Sezilee Reid	Academic Support Services