Holistic View of the QEP Implementation
Prairie View A&M University’s proposed Quality Enhancement Plan is a structured, theme-based reading program of engagement to strengthen student’s intellectual and social capital.
MISSION DRIVEN QEP

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</thead>
<tbody>
<tr>
<td></td>
<td>• Instructional Strategies (Technology &amp; Tutoring) &amp; Intrusive Advising</td>
<td>• Research/Discovery Projects &amp; Practical Applications</td>
<td>• Prairie View, Hempstead, Brookshire, Waller, &amp; Houston</td>
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</tbody>
</table>
The aim of the QEP program is to enhance the quality of the learning environment as well as intellectual (higher order reading skills) and social capital (student behaviors, habits, etc.) of PVAMU students.
Graduates who participated in the iREAD program will be able to demonstrate improvement in their higher-order reading skills.

Graduates who participated in the iREAD program will have forged positive relationships with their peers and faculty members.

Graduates who participated in the iREAD program will have engaged in community service projects.

Graduates who participated in the iREAD program will have engaged in research/discovery projects that are applicable to real-world application.
DEFINITION OF TERMS

- **Intellectual Capital** is the demonstrated ability to know how to access, evaluate and utilize information that guides appropriate decision making (Marr, 2007).

- **Social Capital** is the interdependence between the individual and his/her environment that utilizes social networks for personal growth and social development (Coleman, 1988).
CONCEPTUAL MODEL OF PROGRESSION (FALL 2010)

**Freshmen**
- Group 1
- Group 2
- Group 3
  (Lower Levels of Bloom)

**Sophomore**
- Group 1
- Group 2
- Group 3

**Junior**
- Group 1
- Group 2
- Group 3

**Senior**
- Group 1
- Group 2
- Group 3
  (Higher Levels of Bloom)
Note: We can discontinue groups after year one once we get the results.
YEAR TWO SNAPSHOT

Comparison Group
- **Theme:** Healthcare Reform
- **Common Reading Material:** TBA
- **Common Assessment:** Written Examination, Oral Presentation, MAPP
- **Evaluation Tool:** Rubrics
- **Statistical Analyses:** ANOVA, Repeated Measures ANOVA, Chi-Squared, Correlations, Multivariate Regression
- **Setting:** 2000 Level Course/Seminar Course (Year 2)

Treatment Group 1 (Technology)
- **Theme:** Healthcare Reform
- **Common Reading Material:** TBA
- **Common Assessment:** Written Examination, Oral Presentation, MAPP
- **Evaluation Tool:** Rubrics
- **Statistical Analyses:** ANOVA, Repeated Measures ANOVA, Chi-Squared, Correlations, Multivariate Regression
- **Setting:** 2000 Level Course/Seminar (Year 2)

Treatment Group 2 (tutoring)
- **Theme:** Healthcare Reform
- **Common Reading Material:** TBA
- **Common Assessment:** Written Examination, Oral Presentation, MAPP
- **Evaluation Tool:** Rubrics
- **Statistical Analyses:** ANOVA, Repeated Measures ANOVA, Chi-Squared, Correlations, Multivariate Regression
- **Setting:** 2000 Level Course/Seminar Course (Year 2)
YEAR THREE SNAPSHOT

Comparison Group
- **Theme:** Gender Issues in America
- **Common Reading Material:** TBA
- **Common Assessment:** Written Examination, Oral Presentation, MAPP
- **Evaluation Tool:** Rubrics
- **Statistical Analyses:** ANOVA, Repeated Measures ANOVA, Chi-Squared, Correlations, Multivariate Regression
- **Setting:** Courses in the Major (Year 3)

Treatment Group 1 (Technology)
- **Theme:** Gender Issues in America
- **Common Reading Material:** TBA
- **Common Assessment:** Written Examination, Oral Presentation, MAPP
- **Evaluation Tool:** Rubrics
- **Statistical Analyses:** ANOVA, Repeated Measures ANOVA, Chi-Squared, Correlations, Multivariate Regression
- **Setting:** Courses in the Major (Year 3)

Treatment Group 2 (tutoring)
- **Theme:** Gender Issues in America
- **Common Reading Material:** TBA
- **Common Assessment:** Written Examination, Oral Presentation, MAPP
- **Evaluation Tool:** Rubrics
- **Statistical Analyses:** ANOVA, Repeated Measures ANOVA, Chi-Squared, Correlations, Multivariate Regression
- **Setting:** Courses in the Major (Year 3)
YEAR FOUR SNAPSHOT

Comparison Group
- **Theme:** Racial Issues in the Diaspora
- **Common Reading Material:** TBA
- **Common Assessment:** Written Examination, Oral Presentation, MAPP
- **Evaluation Tool:** Rubrics
- **Statistical Analyses:** ANOVA, Repeated Measures ANOVA, Chi-Squared, Correlations, Multivariate Regression
- **Setting:** Senior Capstone Course (Year 4)

Treatment Group 1 (Technology)
- **Theme:** Racial Issues in the Diaspora
- **Common Reading Material:** TBA
- **Common Assessment:** Written Examination, Oral Presentation, MAPP
- **Evaluation Tool:** Rubrics
- **Statistical Analyses:** ANOVA, Repeated Measures ANOVA, Chi-Squared, Correlations, Multivariate Regression
- **Setting:** Senior Capstone Course (Year 4)

Treatment Group 2 (tutoring)
- **Theme:** Racial Issues in the Diaspora
- **Common Reading Material:** TBA
- **Common Assessment:** Written Examination, Oral Presentation, MAPP
- **Evaluation Tool:** Rubrics
- **Statistical Analyses:** ANOVA, Repeated Measures ANOVA, Chi-Squared, Correlations, Multivariate Regression
- **Setting:** Senior Capstone Course (Year 4)
Year Five: Reporting Year

Cross-sectional Report
- Research Question: Which instructional strategy (technology and tutoring) has the greatest impact on student learning (intellectual capital measured by MAPP/In-house Assessments) and social capital (interaction with faculty and students, etc. measured by the NSSE)?

Longitudinal Report
- Research Question: Which instructional strategy (technology and tutoring) has the greatest impact on student learning (intellectual capital measured by MAPP/In-house Assessments) and social capital (interaction with faculty and students, etc. measured by the NSSE) over a four-year period?

QEP Report
- Focus: Demonstrate improvement in student learning (MAPP) and enhancement in the learning environment (NSSE).
Graduates from the QEP program will be proficient in higher-order reading skills (cross-sectional).

Graduates from the QEP program will demonstrate improvement in level 3 reading skills from freshmen to senior year (longitudinal).

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strategies</th>
<th>Instrument</th>
<th>Statistical Analyses</th>
<th>Results</th>
<th>Use of Results</th>
<th>Document Type &amp; Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum will be reinforced with technology and tutoring.</td>
<td>MAPP – Level 3 Reading Level</td>
<td>Total Score Mean Score Confidence Intervals</td>
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<td></td>
<td>Agenda, minutes, MAPP results are all located in the QEP Coordinator’s Office</td>
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</table>
Figure 1.
Summary of Research Results

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
<th>Not Proficient</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Total Score</th>
<th>Sample Size</th>
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</thead>
<tbody>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>140</td>
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<tr>
<td>Technology</td>
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<td></td>
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<td></td>
<td>140</td>
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<tr>
<td>Tutoring</td>
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<td>140</td>
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## Table 1. NSSE Comparison Of Baseline Data

<table>
<thead>
<tr>
<th>NSSE Item</th>
<th>Group</th>
<th>Mean - 2009</th>
<th>Mean - 2010</th>
<th>Mean - 2011</th>
<th>Mean - 2012</th>
<th>Mean - 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students reporting how many hours they spent in a typical 7-day week preparing for class (studying, doing homework, rehearsing, etc.).</td>
<td>Technology</td>
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<tr>
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<td>Tutoring</td>
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<tr>
<td></td>
<td>Comparison</td>
<td></td>
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</table>
INSTRUMENT ITEMS
Students who are proficient can:

- evaluate competing causal explanations
- evaluate hypotheses for consistency with known facts
- determine the relevance of information for evaluating an argument or conclusion
- determine whether an artistic interpretation is supported by evidence contained in a work
- recognize the salient features or themes in a work of art
- evaluate the appropriateness of procedures for investigating a question of causation
- evaluate data for consistency with known facts, hypotheses or methods
- recognize flaws and inconsistencies in an argument
% Percentage of students reporting how many hours they spent in a typical 7-day week preparing for class (studying, doing homework, rehearsing, etc.).

% Percentage of freshmen reporting how much time they spent on studying and on academic work.

% Percentage of students indicating how often they discussed or expected to discuss ideas from their readings or classes with others outside of class (students, etc.).
QUALITY ENHANCEMENT PLAN COMMITTEE (QEPC)

- Laurette Foster, Chair
- Anthony Adam
- Harry Adams
- Charles Bailey
- Clarissa Booker
- Kenyatta Phelps
- Tonya Scott
- Steve Shaw
- Shayla Wiggins
- Student
- Student Representative
