



Seahawks SOAR

Students Obtaining Achievement in Reading

Lamar State College-Port Arthur

MEMBER **THE TEXAS STATE UNIVERSITY SYSTEM™**

QUALITY ENHANCEMENT PLAN

Southern Association of Colleges and Schools Commission on Colleges
Reaffirmation Visit

October 29 – November 1, 2012

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I. Executive Summary

In January 2013, Lamar State College-Port Arthur (LSC-PA) will implement the College's Quality Enhancement Plan (QEP), as described by Comprehensive Requirement 2.12 and Comprehensive Standard 3.3.2 in *The Principles of Accreditation: Foundations for Quality Enhancement*. The College's QEP is entitled Seahawks SOAR (Students Obtaining Achievement in Readng). The Seahawks SOAR purpose and Student Learning Outcomes are:

Seahawks SOAR, is to improve students' reading comprehension skills by integrating reading strategies into targeted courses, and by supporting reading-focused activities.

- *Students will comprehend discipline-specific academic reading material.*
- *Students will use appropriate and discipline-specific vocabulary.*
- *Students will gain reading and vocabulary acquisition strategies.*

The QEP Chair and ultimately QEP Co-Directors will provide overall guidance and will work with faculty-driven committees and reading specialists to design, provide and evaluate faculty development activities throughout the five years of the project. Faculty will be trained to teach and evaluate the following reading-comprehension vocabulary-acquisition strategies:

SQ3R	KWL	Selective Underlining/Annotation
Concept Definition Maps	Context/Content Clues	Quizlet

These Strategies will be taught in General Education courses selected for their heavy reading requirement and concentration of incoming freshmen and because they are included in the curriculum for transfer and technical education students.

Seahawks SOAR will begin in January 2013 with Pre-Kickoff training for the faculty, baseline data collection, and trial campus reading activities. Seahawks SOAR will be assessed using a pre-test / post-test experimental design. Nelson Denny reading tests will be administered to five succeeding cohorts of fall freshmen. The Metacognitive Awareness of Reading Strategies Inventory (MARSI) and PSLO Alpha artifact assessment will monitor reading and vocabulary skills in the student body.

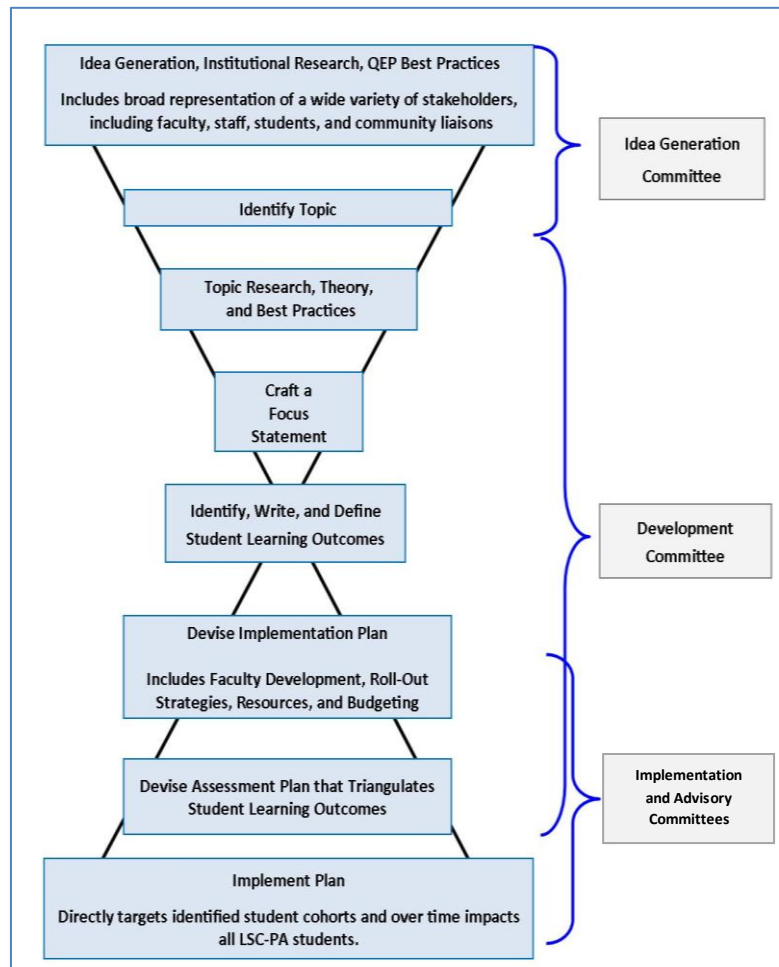
The institution will support the project through an engaging website, bulletin boards, reading groups, and special activities. LSCPA has committed a cumulative five-year budget of \$498,776.00 to this project.

II. Process Used to Develop the QEP

Lamar State College-Port Arthur (LSC-PA) began work on the QEP in March 2010, when the QEP Chair and the College’s Compliance Certification Chair were selected and notified of their roles in the College’s reaccreditation process. Subsequently in June 2010, the QEP Chair, Compliance Certification Chair, SACS Coordinator/IE Director, and VPAA selected key faculty and staff members for appointment to a committee to generate ideas and gather information for the College’s upcoming opportunity to improve student learning. This group of leaders also began putting together practical documents, such as writing guidelines, information request standards, and flexible timelines, including a summary of what was then the *QEP Handbook*. In July 2010, the College’s QEP Chair, along with the SACS Coordinator and Compliance Certification Chair, attended the 2010 SACSCOC Institute on Quality Enhancement and Accreditation in Tampa, Florida, to gain further insight and direction in pursuing the QEP, reaccreditation, and assessment.

Throughout the whole process of discovery, planning, and implementation, the College used an X-Model for QEP development. In the early stages of the process, the X-Model required broad input and participation from stakeholders at all levels across the College community. As broad ideas distilled into working possibilities, the focus narrowed. At the crux of the X-Model, the specific goals and outcomes were developed. As the X broadens from the middle, plans to implement interventions to

promote expected outcomes were created. Ultimately, the QEP should enjoy wide participation across the campus community and involve most, if not all, stakeholders.



The College divided the work of the QEP into four committees, each charged with different aspects of QEP development. The QEP Idea Generation Committee, made up of representative faculty from all disciplines, representative staff from all areas, and student-elected Student Government Association officers, sought broad input and participation from stakeholders at all levels across campus to help determine the general focus of the QEP. The QEP Development Committee, consisting of representatives from the library and faculty from the Technical and Academic Divisions and the Developmental Education program, then developed the general focus and created specific goals, outcomes, initiatives, roll-out, and assessment plans for the QEP. The QEP Implementation Committee, made up of topic-related faculty members and other faculty and staff, oversaw fine-tuning, budgeting, and writing the plan which culminated in the summer of 2012. Beginning in the fall of 2012 the QEP Seahawks SOAR Advisory Committee will continue where the Implementation Committee ended in order to complete the implementation of the program over the five year period. This advisory committee has five sub-committees that are the operational force behind the program.

In August 2010, a College-wide kick off meeting introduced the faculty and select staff to the accreditation process, including the Principles of Accreditation and Core Requirement 2.12, the Quality Enhancement Plan. The Idea Generation Committee’s first formal meeting was September 2, 2010, at which the eight core representatives from across campus decided to expand the committee to accommodate the viewpoints of a greater diversity of stakeholders. At the next meeting, on September 9, 2010, the newly-seated committee was briefed on the overall requirements and goals of a QEP and the process by which the LSC-PA QEP would be developed, and were charged with the responsibility of generating potential QEP topics. These individuals included 15 faculty members from various disciplines, 12 staff members, and the Student Government Association president and vice president. Other members of the campus community served as resources as well.

The following list of QEP Idea Generation Committee members (as of August 2010) illustrates broad representation across campus constituencies:

Name	Discipline/Area	Classification
Chair: David Sorrells	Assessment Coordinator, Professor of English	Staff, Faculty
Michelle Askew	Instructor of Mathematics	Faculty
Brandon Buckner	Instructor of Surgical Technology	Faculty
John Burgin	Information Technology	Staff

Sally Byrd	Instructor of English	Faculty
Nancy Cammack (<i>ex officio</i>)	IE Director, SACS Coordinator	Staff
Chad Clark	Distance Education Librarian	Staff
Aaron Coats	Student Government Association Vice President	Student
Monteel Copple	Instructor of History	Faculty
Thomas Kash Cox	Instructor of Computer Information Systems	Faculty
Karen Duvall	Director of Payroll	Staff
Beau Duncan	Prof of Government, Coordinator of Distance Education	Faculty
Sheila Guillot	Instructor of Office Technology	Faculty
Kim Jones	Instructor of Developmental Mathematics	Faculty
Kristel Kemmerer	Department Chair of Commercial Music	Staff, Faculty
Michelle Judice	Instructor of English	Faculty
Kathleen Kotaska	Instructor of Developmental Reading	Faculty
Jimmet Giron-Lawrence	Coordinator of Library Reference & Access Services	Staff
Sherry LeJeune	Instructor of Cosmetology	Faculty
Justin Montalvo	Clerk, Special Populations	Staff
Robert Peeler	Instructor of Instrumentation	Faculty
Nhu Pham	Student Government Association President	Student
Kathy Richard	Office Manager of Physical Plant	Staff
Ben Stafford	Small Business Development Center	Staff, Advisor
Laura Stafford	Prof. of Speech & Drama, Compliance Certification Chair	Faculty
Mavis Triebel	Instructor of Government	Faculty
Allison Wright	Admissions Advisor	Staff

Among the first items of action for the QEP Idea Generation Committee was a review of existing QEPs in order to determine the best practices for developing a QEP. This activity helped the committee to understand the purpose of the QEP and to envision the scope and depth of a QEP at colleges similar in size and mission to LSC-PA. The QEP Idea Generation Committee also determined the minimum requirements for topic options, to include the following:

- Topic must be important to the institution
- Specifics of the topic will surface in the development phase
- Topic must be viable; i.e. the topic must focus on student learning
- Learning outcomes must be assessable
- Topic must have administrative commitment

Core Requirement 2.12 states that the QEP should “[identify] key issues emerging from institutional assessment.” The QEP Idea Generation Committee undertook a process of gathering

a great deal of institutional data that could possibly yield fertile opportunities for improvement.

Some information the Idea Generation Committee examined includes the following:

- Graduation and persistence rates, completion rates, and student demographics
- Grade distribution reports
- Analysis of syllabi to determine assessment types, absence policies, and textbook requirements
- Login and computer usage data
- Campus Strategic Plans
- Student Organization initiatives
- Drops and withdrawal numbers

The Idea Generation Committee used several activities throughout the fall of 2010 to promote dialogue and generate ideas for the QEP among the faculty, staff, and students, including

- A promotional campaign to draw attention to idea generation of the QEP
- Discussion/Focus Groups
- Surveys
- Innumerable informal meetings with faculty, staff, students, administrators, and community members

The promotional campaign, “Join the Quest,” was designed to interest students, faculty, staff, alumni, and community members in generating ideas for the QEP. Starting in September 2010, posters and signs went up in campus buildings, and flyers were emailed to everyone with a college email address, inviting them to “Join the Quest.” Throughout October and November 2010, stakeholders received new clues that led them both to the next clue and to the QEP website, where they were to provide feedback on a seven-item questionnaire before receiving a voucher to print for a small prize. (Appendix 1: Join the Quest Flyers and Clues). Participation in the “Join the Quest” campaign was modest, garnering 45 completions of the questionnaire, 2 by alumni, 1 from a community stakeholder, 10 by faculty, and 32 by students. The questions and responses were:

- If you could improve one thing about our completing students, what would it be? *Most common response: Students should be better prepared for a job search.*

- What single change in behavior would you most like to see our students make? *Most common responses: Students should participate in on-campus activities more frequently; Students should be more respectful and kind; Students should be more self-motivated and better prepared.*
- What specific skill or ability would you like to see our students master? *Most common responses: Students should master communication skills and study skills.*
- What single idea should our students value after leaving LSC-PA? *Most common responses: Students should know the value of education and that knowledge is power.*
- What is the most important thing our students should know upon graduation or completion? *Most common response: That education is a life-long process. (Appendix 2: Online Questionnaire)*

The discussion/focus groups, led by Idea Generation Committee members, used the Appreciative Inquiry model of idea development (Appendix 3: Appreciative Inquiry), designed to elucidate positive critique and suggestions for improvement rather than focus on what is wrong or dysfunctional in the organization. While the discussion/focus group leaders facilitated the participants through several scenarios and questions, five questions focused attention specifically on ways the College can improve. These questions are the same as the ones used on the “Join the Quest” feedback form, as listed above. Student responses to these questions yielded several broad themes as possible venues for improving student learning. The committee categorized the responses and suggestions into several major groups. While not every comment and suggestion is included from the focus groups, the ideas that were most commonly given were tallied up into simple scores. Ideas were generalized into groups; for example, “add a soccer team” or other sport was counted as “More Involvement on Campus,” as were suggestions for Greek life, more lecture series speakers, and requests for a newsletter. Some of the ideas most favored were:

Idea	Responses
Provide more involvement opportunities on campus: sports, lecture series, newsletter, Greek life	65
Improve work ethic; self-control; intentionality	53
Improve active teaching and learning; hands-on experiences; service learning	40
Interpersonal skills; behavior; ethics	39
Lifetime learning	22

Mentoring; more teacher interaction	19
Revise advising, financial aid, orientation, enrollment	19
Clarify/ease transfer issues (HS to college; 2 yr. to 4 yr.)	11
Resolve bookstore issues, textbook issues	8

Faculty and staff had the opportunity to answer similar questions in two different formats, focus/discussion groups and a faculty survey. Of the 140 discrete responses to the survey questions (Appendix 4: Your 2 Cents Survey), almost 16% suggested helping students take more responsibility for their actions and decisions or improving lifetime learning and critical thinking skills, outcomes that complement each other well (Appendix 5: Your 2 Cent’s Worth Survey Results).

Based on analysis of the campus-wide discussions of the QEP of various institutional data, the QEP Idea Generation Committee initially proposed implementing a college-wide common experience in either reading or writing. Taking into account student feedback from the recent Join the Quest surveys, the committee felt that both reading and writing contributed to “lifetime learning” and that a common experience involving either of these skills could become the vehicle to provide the desired “increased involvement in on-campus experiences.”

In order to understand better the breadth and depth required for a common experience program, the QEP chair attended the National Learning Communities Conference in November 2010. Additionally, the QEP Chair and a member of the QEP Idea Generation Committee both attended the National Conference on Students in Transition, also in November 2010.

With their task completed, the QEP Idea Generation Committee was disbanded in January 2011, and the QEP Development Committee was seated. The QEP Development Committee was made up of following members:

- David Sorrells, QEP Chair, Professor of English, and Sub-committee Chair
- Beau Duncan, Assistant Professor of Government and Distance Education Coordinator (through Fall 2011)
- Sally Byrd, Instructor of English
- Chad Clark, Distance Education Librarian
- Sheila Guillot, Instructor of Office Technology
- Kim Jones, Instructor of Developmental Math
- Stephanie Armstrong, Instructor of Developmental Reading (Spring 2012 only)

A sub-committee of four of the six QEP Development Committee members attended the SACS Summer Institute in July 2011, to see QEP presentations by other colleges and to identify any problems known to be associated with common experience topics. Upon consideration, the QEP Development Committee ultimately decided to propose that the College pursue a common experience to improve reading comprehension and vocabulary skills and that the experience should include elements of technologically-assisted learning.

The Committee felt this topic was sound for the following reasons:

- Improving academic skills was highly ranked in focus groups and surveys. (Appendix 5: Your 2 Cent's Worth Survey Results)
- Self-motivation and responsibility ranked highly in focus groups and surveys. Reading interventions will help students take more direct charge of their reading and vocabulary skills.
- Initial assessments using the Nelson Denny Reading test, and additional subsequent testing, show our students' reading comprehension abilities can be improved.
- Improving reading comprehension will improve other performances across the curriculum.
- Improving reading comprehension will affect every unit on campus.
- The topic is fiscally workable.
- The program assessment process indicates that no program at LSC-PA formally assesses reading comprehension and vocabulary acquisition.

Confident in their choice of topic, the QEP Development Committee asked the QEP Chair to take the topic to senior administration to determine if they too felt that a QEP focusing on reading comprehension and vocabulary acquisition would benefit the College and was in line with student needs. The QEP chair attended the Vice President for Academic Affairs Dean's Meeting in June, July, August and September of 2011. In each 1-hour meeting the QEP Chair was given time to explain certain elements of the QEP Development Committees selection and to discuss the review of material leading to the selection of the topic.

The QEP Development Committee felt that the data supporting a common experience in reading was a strong and appropriate focus for the College. The Dean of Academic Programs and the Dean of Library Services both felt that the topic should be narrowed and that the technologically-assisted learning component should be removed from the project. Both pointed

out that the college's 2011 Noel-Levitz surveys dealt with student satisfaction with computer accessibility at the College and that the College had ranked significantly above national norms regarding student satisfaction. They felt this indicated there was no documented need in this area. In agreement, the Deans approved the topic as a common reading experience focusing on reading comprehension and vocabulary acquisition. The Vice President for Academic Affairs (VPAA) brought the proposed QEP topic to the President's Council in September of 2011. The topic was explained to all the administrative officers of the College. The President's Council agreed that reading comprehension was an area of need for the campus and approved the topic.

In September 2011, the QEP Chair reconvened the QEP Idea Generation Committee and presented increasing student reading comprehension as the topic. The topic was unanimously approved by the Idea Generation Committee with full agreement by the VPAA and SACS Coordinator (Appendix 6: Idea Generation Committee Minutes, 9/1/11).

With the topic in hand, the QEP Development Committee undertook the work of developing the focus, goals, outcomes, initiatives, roll-out, and assessment of the reading-oriented QEP. The committee reviewed other reading-oriented QEPs, particularly those from other two-year institutions, and considered what the College's goals and outcomes for the reading comprehension initiative might be. It also reviewed the types of reading assessments used in these other college's reading QEPs, and determined early on that the Nelson Denny Reading Test would be a good assessment tool to measure gains in reading comprehension and vocabulary acquisition. The Committee then focused the general topic to a more specific statement: "The focus of the QEP is to enhance student reading comprehension, literacy skills, and appreciation of reading, by introducing a variety of reading strategies into all courses." From there, the Committee divided the topic into two, separate-but-related initiatives, one to focus on student learning initiatives and one to focus on institutional initiatives. The original student learning goal was "To integrate into all credit courses, instruction appropriate to the discipline to improve student ability to select appropriate reading strategies to enhance reading comprehension, literacy skills, and appreciation of reading." The committee decided that students should be able to:

- Articulate the main idea of reading selections
- Interpret context clues to infer meaning of unfamiliar words
- Use meta-textual clues (headings, bold-face and italic print, font size, color, indentations) in written material to help understand the material

- Apply newly-learned vocabulary words and use them in original sentences
- Use electronic dictionary resources
- Infer suggested meaning by using stylistic cues
- Evaluate the potential usefulness of reading material, both in print and online
- Value the role of independent reading as an important part of their college experience
- Value the role of reading communities as an important part of their college experience.

The original institutional goal was “To foster an environment that is conducive to the reading of all genres and types of material, regardless of media, for both academic achievement and personal enrichment.” The institutional objectives were to:

- Integrate effective, research-based strategies for improving reading comprehension, literacy skills, and appreciation into all classes.
- Provide an open-access website on which will be housed links to reading websites, links to locally-developed videos or other reading tutorials, information about upcoming reading-related events at the college and in the community, and feature coverage of faculty, staff, and student reading.
- Choose a book or reading-oriented speakers for the Lecture Series in the fall semester, and will sponsor a common book experience based on the Lecture Series
- Create and maintain reading communities in the spring semester, based either in majors or common interest

Throughout the fall of 2011 and spring of 2012, the QEP Development Committee revised the QEP focus statement and outcomes, tightening and refining each statement as needed. By the end of the fall 2011 semester, the focus statement read, “The focus of the QEP is to enhance student reading comprehension, literacy skills, and appreciation of reading, by introducing a variety of reading strategies into select credit courses and by choosing reading-focused activities on campus.” The classroom initiative goal statement was, “To improve reading comprehension and vocabulary acquisition, by integrating instruction designed to improve the students’ ability to select and use appropriate reading and vocabulary strategies into select credit courses.” Student learning outcomes were narrowed and limited by the end of fall 2011 as well, to three outcomes:

- Students will demonstrate improvement in the comprehension of academic reading material.
- Students will demonstrate improvement in academic vocabulary knowledge.

- Students will demonstrate an increased level of awareness of reading and vocabulary acquisition strategies.

Acknowledging that LSC-PA offers technical as well as academic programs of study, the committee chose to add the words “discipline-specific” to Student Learning Outcomes one and two to further emphasize that the skills gained should be gained in the context of skill specific classroom content.

The institutional initiative goal was streamlined as well: “To foster an environment that is conducive to reading, by providing support for instructional intervention, programming that emphasizes reading, and training for faculty and staff.” In support of the institutional initiative, the Committee tentatively agreed to the following activities:

- Integrate effective, research-based strategies for improving reading comprehension, literacy skills, and appreciation into all classes.
- Provide an open-access website on which will be housed links to reading websites, links to locally-developed videos or other reading tutorials, information about upcoming reading-related events at the college and in the community, and feature coverage of faculty, staff, and student reading.
- Offer a common book experience in the fall semesters and a common theme with readings in the spring semesters.
- Expand the role of assessment coordinator to include faculty development

The Committee researched academic literature and reviewed reading intervention best practices that are highly effective, yet minimally invasive into course content. While the Committee members themselves could speak to practices in many general academic and technical areas, the Committee also interviewed faculty from disciplines not represented by the committee, including the natural sciences (Biology) and technical trades (Automotive, Cosmetology), to determine the need for reading instruction in those disciplines. Initially, the Committee selected ten strategies to pursue:

- SQ3R (Survey, Question, Read, Recite, Review) – reading comprehension
- KWL (Know, Want, Learn) - reading comprehension
- Selective Underlining/Annotation – reading comprehension
- Graphic Organizers – reading comprehension
- Read-Pair-Share – reading comprehension for groups

- Cooperative Reading – reading comprehension for groups
- Concept Definition Maps – vocabulary acquisition
- Frayer Model – vocabulary acquisition
- Roots, Prefixes, and Suffixes – vocabulary acquisition
- Content/Context Clues – vocabulary acquisition

In the spring 2012 semester, the Committee selected five highly regarded reading comprehension and vocabulary acquisition strategies to use in select reading-intensive classes: SQ3R, KWL, Selective Underlining/Annotation, Concept Definition Maps, and Content/Context Clues. The committee also selected an additional strategy, the use of the online vocabulary-building site Quizlet.

III. Identification of the Topic

Having received unanimous agreement from the QEP Idea Generation Committee that reading comprehension common experience was an acceptable topic, the QEP Development Committee moved quickly to solidify ideas about the details of the project and to make initial inquiries into and baseline data which would offer further support to the topic selection.

In the fall of 2011, the QEP Chair attended the Professional and Organizational Development Network in Higher Education Annual Conference for faculty developers, to ensure that the QEP's need for faculty development could be met in a professional way. Also that semester, the QEP Chair and one other committee member attended the College Reading and Learning Association Conference for reading specialists, to confirm the viability of the project to date. The committee members found that the QEP project was exactly in the mainstream of reading intervention. It was also at this meeting that the QEP Chair initiated brief contact with several potential QEP Lead Evaluators.

The QEP Chair felt that some attempt should be made to achieve a baseline measure of the LSC-PA's students' current reading comprehension and vocabulary. With the support of the QEP Development Committee a small scale assessment of reading comprehension and vocabulary acquisition was carried out in the fall of 2011 and spring of 2012. Because the Committee had already evaluated the Nelson Denny Reading Test for use, it was chosen as the best instrument from this purpose. The Nelson Denny Reading Test is available in two forms, and they are normed and configured so that one form can be used as a pretest and the other as a post-test.

Selected instructors proctored the reading tests at the beginning of the semester and again at the end of the semester, to determine the degree to which students' reading comprehension and vocabulary acquisition improved throughout the course of the semester, but without specific instruction in reading and vocabulary strategies. Analysis of the data from this testing revealed that of those tested, 90% scored below reading comprehension scores at the collegiate level, and 65% had scores below the high school level. This analysis illustrated the need for an intervention in reading that the Committee had felt was present, and provided a baseline reading comprehension and vocabulary acquisition for use later in the study.

Building on this base, the QEP Chair recommended and the QEP Development Committee approved further baseline data collection. In the 2011-2012 academic year, several faculty members administered the Nelson Denny Reading Test to provide further baseline data. Pre-tests only were administered to both representative freshman and sophomore classes across campus. Analysis of this data suggests that students in freshman-level courses have lower grade equivalents in both comprehension and vocabulary, as indicated in the following table:

Fall 2011 Single Seating (Pre-Test Only)					
Freshmen and Sophomore (n=183)			Freshmen Only (n=186)		
	Comp GE	Vocab GE		Comp GE	Vocab GE
Mean	10.9	10.8	Mean	9.7	10.5
Median	10.9	10.2	Median	9.7	10.1
Spring 2012 Single Seating (Pre-Test Only)					
Freshmen and Sophomore (n = 388)			Freshmen Only (n= 209)		
	Comp GE	Vocab GE		Comp GE	Vocab GE
Mean	11.1	11.5	Mean	10	11.6
Median	11.3	11.6	Median	10	11.6

While the mean and median scores for both comprehension and vocabulary appear to be relatively high at first glance, further analysis indicates that freshman students are in need of reading intervention. Between almost 70 and 77 percent of students achieved the level of high school senior or lower across two semesters, with between 26 and 40% scoring below high school freshman level:

Single Seating (Pre-Test Only) Grade Equivalents				
	Fall 2011 Freshman (n=186)		Spring 2012 Freshman (n=212)	
Grade Equiv.	Comp GE	Vocab GE	Comp GE	Vocab GE
13.1 and above	43 23%	52 28%	67 31.6%	68 32.1%
12.9 and lower	143 76.8%	134 72%	145 68.4%	146 68.9%
10.9 and below	116 62.4%	109 58.6%	114 53.8%	104 49.1%
8.9 and below	74 39.8%	49 26.3%	73 34.4%	55 26%

In the fall 2011 sampling, the large majority of freshmen scored below the 50th percentile in comprehension and only a bit better in vocabulary. The spring 2012 sampling shows that freshman scores are more evenly distributed through the 80th percentile; however, a large number of students scored very low percentiles. See the table below.

Single Seating (Pre-Test Only) Percentiles				
	Fall 2011 Freshman (n=186)		Spring 2012 Freshman (n=212)	
Percentile	Comp	Vocab	Comp	Vocab
0-9 %ile	50	31	58	50
10-19 %ile	39	48	32	25
20-29 %ile	14	30	17	27
30-39 %ile	30	18	28	32
40-49 %ile	18	16	19	14
50-59 %ile	8	11	12	14
60-69 %ile	9	11	18	14
70-79 %ile	7	9	13	20
80-89 %ile	9	6	9	8
90-100 %ile	2	6	6	8

Stanines for the single, pre-test only samplings also indicate that freshman student scores cluster at the lower end of the scores than otherwise, as indicated in the table below:

Single Seating (Pre-Test Only) Stanines				
	Fall 2011 Freshman (n=186)		Spring 2012 Freshman (n=212)	
Stanine	Comp	Vocab	Comp	Vocab
1	24	16	36	19
2	26	16	22	26
3	39	57	32	24
4	44	39	45	49
5	26	26	31	43
6	16	16	31	24
7	9	8	9	18
8	2	7	4	5
9	0	1	2	4

There is limited improvement from spring 2012 pre-test to post-test mean and median scores for comprehension or vocabulary grade equivalences, as indicated in the table below. Scores are taken from both freshman and sophomore classes.

Spring 2012 (n=183)	Pre-test	Post-test	Difference
Comprehension Grade Equivalence	11.9	12.7	0.8
	12.1	13.2	1.1
Vocabulary Grade Equivalence	12.1	12.1	0.0
	11.8	12.1	0.3
Overall Grade Equivalence	11.9	12.4	0.5
	11.9	12.7	0.8

All baseline data collection support the QEP Development Committee's decision to pursue a common-interest reading project. With baseline data in place the Committee began to envision an assessment strategy that involved further pre-test and post-test use of the Nelson Denny, and which involved an intervention utilizing one or more of the reading comprehension and vocabulary acquisition strategies discussed before. The Committee also talked about some ongoing testing of the total student body to see if the skill level of the student body would indicate the effect of the intervention on the larger scale.

As the QEP Development Committee continued to form the intervention strategy, it invited reading specialist Stacy Shultz, the Program Coordinator for English/Language Arts and Reading at the Region V Education Service Center, to come to campus and review and critique the program. Her comments were heartening. In her opinion, the project is on exactly the right path for creating a reading intervention program. She praised the choices of reading comprehension and vocabulary acquisition strategies, and invited the College to present our reading interventions to regional high school teachers as part of their required in-service training (Appendix 7: QEP Development Committee Minutes, 4/18/12).

In order to have the project assessed by a teacher whose experience included college students, the QEP Chair also solicited a review of the project by Ms. Essie Childers of Blinn College. Ms. Childers' holds a Master's Degree of Education in Reading and has served as an Instructor of Parallel Studies for the College since 2007. Ms. Childers, who specializes in Reading and Learning Framework for her College and also serves as the secretary of the Texas College Reading and Learning Association, found the proposal to be well-considered and appropriate (Appendix 8: Childers email).

As for the institutional initiative, the Committee supported creating a high-interest, interactive website devoted specifically to improving reading comprehension and vocabulary acquisition, and to promoting academic and leisure reading. The website would include video demonstrations of the six strategies identified to improve comprehension, as well as links to other reading strategies, and feature stories about reading and readers on campus. Similarly, the Committee chose to put up and maintain several QEP-only bulletin boards in key locales throughout the campus, on which would be posted reading and vocabulary strategies, activities, announcements, and other germane information. The Committee debated at length about whether or not to include a common experience or book. While everyone agreed that some kind of

common reading is a good idea, the scope of the project was the focus of discussion by the committee for several weeks. Ultimately, the committee chose to offer a voluntary common book experience that is available to all campus constituencies through small group book clubs.

The LSC-PA faculty has consistently been updated on the process of developing the QEP and has been provided with multiple opportunities to provide feedback. In addition to the surveying of faculty that preceded choosing the QEP topic, the QEP Development Committee presented the proposed plan at the April 2012 faculty development meeting. In response, the faculty voted and determined that the name of the QEP program would be Seahawks SOAR: Students Obtaining Achievement in Reading. The faculty also had the opportunity to critique any and all elements of the QEP proposal. They were particularly interested in the following potential ideas for the institutional initiative:

- Choose a common theme rather than a common book, and make related readings available for use by instructors as desired.
- Choose a book and have the author to make a presentation in the theater in the morning, so that instructors who are interested in the book or topic can take their classes to the lecture.
- Have a series of contests, scavenger hunts, or geo-cache hunts with clues coming from popular or targeted books, for a prize.
- Establish a reading program, with a certain number of points allotted for correctly completing a readings-based quiz, for a prize.
- Create a “Book and Film” club or series of presentations, at which the film is shown on campus and a comparison to the book is made, either through lectures or group discussions.

In April 2012, the QEP Development Committee completed its work and the QEP Implementation Committee was formed. This committee was charged with the planning of the implementation of the QEP project. Committee members were:

- David Sorrells, QEP Chair, Assessment Coordinator, Professor of English, Chair
- Sally Byrd, Instructor of English
- Chad Clark, Distance Education Librarian
- Kristel Kemmerer, Department Chair of Commercial Music (through July 2012)
- Jamie Clark, Instructor of Learning Frameworks

- Robert Peeler, Instructor of Learning Frameworks
- Grace Megnet, Art Instructor
- Dan Walzer, Department Chair of Commercial Music (since August 2012)

The QEP Implementation Committee established the final iteration of the Seahawks SOAR program's purpose and learning outcomes, as follows:

The purpose of Lamar State College-Port Arthur's QEP, Seahawks SOAR, is to improve students' reading comprehension skills by integrating reading strategies into targeted courses, and by supporting reading-focused activities.

The Seahawks SOAR program has three major goals:

- To improve faculty expertise in teaching reading skills in the targeted courses and to provide support for integrating this expertise into the instructional activities.
- To integrate the new reading strategies into the targeted courses
- To provide reading-engaged activities and a supportive environment for reading on campus.

The Student Learning Outcomes for the Seahawks SOAR program are

- *Students will comprehend discipline-specific academic reading material.*
 - By *comprehend*, we mean the ability to demonstrate increased understanding of material.
 - By *discipline-specific*, we mean reading material that is discipline-based and normally assigned in content courses.
 - By *academic*, we mean texts assigned in college-level, credit-bearing courses in any program.
 - By *reading material*, we mean expository, argumentative, persuasive, or narrative texts, written in English. We include traditional paper texts, online texts, electronic texts (Kindle, Nook, etc.) of either fiction or nonfiction.
- *Students will use appropriate and discipline-specific vocabulary.*
 - By *use*, we mean a demonstrated ability to use and identify vocabulary correctly.
 - By *appropriate*, we mean vocabulary words likely encountered in college-level reading material.
 - By *discipline-specific*, we mean vocabulary words likely encountered in a particular college-level course.

- *Students will gain reading and vocabulary acquisition strategies.*
 - By *gain*, we mean show an increased level of awareness and use of meta-cognitive strategies for active reading comprehension and vocabulary acquisition.
 - By *reading and vocabulary strategies*, we mean several meta-cognitive tactics for increasing reading comprehension and vocabulary building.

With the completion of the formative phases of the process in mid-August, Dr. Sorrells completed his term as QEP chair. The QEP Implementation Committee, with additional members, became the QEP Seahawks SOAR Advisory Committee which will continue the implementation of the program over the five year period with the five sub-committees which are the operational force behind the program. These sub-committees include: the Reading Strategies Sub-committee, the Reading Resources Sub-committee, the Faculty Book Club Sub-committee, the Informational Bulletin Board Sub-committee, and the Student Book Club Sub-committee. The former QEP Chair position was divided between two QEP Co-Directors. The Co-Director of Implementation will supervise the day-to-day operations of the Seahawks SOAR program and the Co-Director of Assessment will oversee all aspects of intervention, data collection, and analysis aspects of the plan (Appendix 9: Response Team Minutes 8/16/2012). At this meeting, it was also determined that the QEP Co-Director of Implementation, the person responsible for implementing and managing the day-to-day operations of the Seahawks SOAR program, would have a 60% course reduction in class load. The Co-Director of Assessment, who also serves as the College's Director of Institutional Effectiveness, was assigned a 10% commitment of time to the co-direction of QEP directly.

IV. Desired Student Learning Outcomes

The QEP Seahawks SOAR Advisory Committee believes the QEP will benefit LSC-PA faculty, the LSC-PA students in the experimental groups, and the total LSC-PA student body. As discussed below, each of the six selected strategies promote active reading and reinforce vocabulary development. The strategies are:

- **SQ3R:** Introduced in Francis Pleasant Robinson's 1946 book *Effective Study*, SQ3R is an acronym for Survey, Question, Read, Recite, and Review. Using this method, students create a type of flowchart on which they preview the material and formulate questions that guide their reading. As they read the material, students look for answers to their questions. When they finish reading, they summarize the information aloud and review it again (Robinson).
- **KWL:** Know, Want, Learn is a method by which students connect what they already know on the given reading topic to what they need to know in the material. First students consider what they already know about the material, and then they formulate questions about what they want or need to know. Finally, they learn the new material. KWL also uses a loose flowchart format (Ogle).
- **Selective Underlining/Annotation:** The strategy helps students organize information in texts by using a variety of marking techniques, including underlining, marginal note taking, highlighting, and color coding. (Santa, Havens, and Maycumber; Holschuh & Altman).
- **Concept Definition Maps:** A type of graphic organizer, concept definition maps clarify a word's essential characteristics or qualities by making a visual map of the category, properties, and illustrations of the term. This vocabulary-building strategy is also a means of defining concepts other than vocabulary, such as the quadratic equation or genus. (Schwartz and Raphael).
- **Context/Content Clues:** This vocabulary-building strategy identifies 5 types of context clues for students to look for, when they encounter an unfamiliar word while reading. The clues are definition, synonym, example, contrast, and inference.
- **Quizlet:** Quizlet is a simple-to-use online site that is especially useful for vocabulary acquisition. The free site features flashcards, spelling practice, self-tests, word games, and a progress tracker.

The QEP Seahawks SOAR Advisory Committee believes that teaching these strategies in targeted classes will result in improvements in student learning. As students are exposed to proven reading comprehension and vocabulary acquisition strategies in their general education courses, they will begin to exhibit mastery of these strategies. Since all faculty will be trained in the use of all six strategies and encouraged to implement at least one strategy into their teaching, students in the experimental cohorts will be exposed to these strategies in repeated classes as they proceed through their tenure as students. This will result in further stabilizing the techniques they have acquired and may serve to provide them opportunity to master multiple techniques over time. To assess their belief that the students will learn these strategies through their initial exposure and then through the multiple exposures which will follow, the QEP Development Committee created the following Student Learning Outcome:

- *Students will gain reading and vocabulary acquisition strategies.*

The QEP Seahawks SOAR Advisory Committee is convinced that as students learn techniques to fully understand and assimilate the material they read, they should demonstrate a greater comprehension of their assigned academic reading material. Even though teachers are encouraged rather than required to utilize one or more of the strategies in their classrooms, the Committee is convinced that its experimental design of teaching the strategies in general education classes will reach both academic and technical students who must take these classes. If other teachers choose to utilize the strategies, the effect will be even more pronounced. To assess their belief that students' level of comprehension will increase following their exposure to the QEP, the QEP Development Committee created the following Student Learning Outcome (SLO):

- *Students will comprehend discipline-specific academic reading material.*

In addition to increased comprehension of their material, the QEP Seahawks SOAR Advisory Committee is convinced that there will be a rise in students' ability to assimilate words into their vocabulary. To assess their belief that students' use of appropriate vocabulary will increase following their exposure to the QEP, the QEP Development Committee created the following Student Learning Outcome:

- *Students will use appropriate and discipline-specific vocabulary.*

The QEP Seahawks SOAR Advisory Committee is confident that the strategies will effectively reach the majority of students and that student improvements will be fully shown as these three student learning outcomes are assessed.

While assessment is discussed fully in Section X of this paper, a brief word is desirable here to explain the faculty's commitment to the measuring the Student Learning Outcomes by adopting an overall Program Student Learning Outcome.

The QEP Director presented the QEP Development Committee's SLOs to all faculty during a mandatory faculty development day on April 4, 2012. A motion was made to accept the SLOs as written and they were accepted unanimously. A further proposal was made by the faculty to add a Program Student Learning Outcome named "PSLO Alpha" which will be used to collect artifacts to assess each of the three related SLOs. Artifacts will come from all faculty for all courses and sections. PSLO Alpha is stated as: "Reading skills – Demonstrates comprehension of content-area reading material. (Identifies all main ideas, supporting details, and vocabulary in reading materials; demonstrates a full understanding of the reading)." Faculty felt that this broad PSLO would be suitable to collect data pertinent to all of the SLOs created by the QEP Development Committee.

Artifact assessment utilizing PSLO Alpha will begin in the fall of 2012. This data will serve as a baseline data for all three SLOs described above. Data collection for PSLO Alpha will continue each semester for the five-year period of the study and will provide ongoing insight into students' reading skills level and any changes occurring to this level over time.

In addition to the artifact assessment described above, further assessment will involve the administration of the Metacognitive Awareness of Reading Strategies Inventory (MARSII) to graduating sophomores beginning in the spring of 2013 and continuing each spring in the succeeding five years of the study. Also, beginning in fall of 2013, cohorts of incoming freshmen will be involved in a pre-test – intervention – post-test experiment designed to measure their reading and retention skills. A further discussion of each level of assessment is offered in the Section X: Assessment.

A fundamental expectation of this project is that, even though only selected classes of incoming freshmen will be pre-tested and post-tested using the Nelson Denny Reading Test, the majority of students will learn the active reading strategies. Furthermore the majority of students will demonstrate an improvement in reading comprehension as demonstrated on the MARSII and through artifact collection pertaining to PSLO Alpha.

V. Literature Review and Best Practices

The 2007 National Endowment for the Arts report, “To Read or Not To Read: A Question of National Consequence,” presents findings from a variety of sources about reading readiness that are shocking, but not terribly surprising to college faculty. Scarcely “one –third of high school seniors now [as of 2005] read proficiently,” and proficiency scores for the bottom 90% of twelfth-grade readers declined significantly between 1992 and 2005 (11). “Average reading scores have declined in adults of virtually all education levels,” between 1992 and 2003, and during that same period, college graduate reading proficiency dropped by 20% - 23% (12).

The report further concludes that “65% of college freshmen read for pleasure for less than an hour per week or not at all” (6), while 63% of college seniors – one out of three students – read little or nothing for pleasure” (7). Americans between 15 and 34 years of age devote between only 7 and 11 minutes a day to voluntary reading (8).

Employers - 63% of them - rate reading comprehension as a “very important” skill, yet 38% of them rated their recent high school graduates as deficient in this important area (14). A significant 78% of proficient readers were employed full or part-time in 2003, whereas 45% of readers who were below basic proficiency were employed similarly (18).

The report goes on to say those good readers make more money and advance in their careers more readily than ill-prepared readers (15). Good readers also make good citizens, with 84% of proficient readers voting in the 2000 Presidential election, compared to 62% of basic and 53% of below basic readers (17). Furthermore, 57% of proficient readers performed volunteer service, while only one-third of below basic readers volunteered (16).

At the most basic level, reading comprehension is, according to Snow, “the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language” (11). Readers bring their intellects, life experiences, and situations to the text, in hopes of deriving meaning from it. Students demonstrating high levels of comprehension are able to read the texts “and actively monitor whether [the] purpose is being met. They notice when something is incongruous with their background knowledge or is unclear. Then they take action to clarify their understanding” (Snow 29). These readers exhibit the ability to comprehend even quotidian, technical, and dry material (Snow 9).

Reading comprehension is far more than the simple act of reading. It is one of several literacy skills that include writing and critical thinking (Guthrie and Greaney). According to the

National Institute for Literacy, “The Workforce Investment Act of 1998 defines literacy as ‘an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society.’” Hiebert describes literacy as an “active transformation of texts” whereby “meaning is created through an interaction of reader and text” (1). Langer distinguishes “literacy as the act of reading and writing and literacy as *ways of thinking*” (emphasis in original) (13).

As the Development and Implementation Committees considered improving reading skills as the QEP topic, they opted to define the focus in terms of developing metacognitive reading strategies rather than giving direct reading instruction. When readers think about how they approach texts, they are engaging in critical thinking skills, which improve their performance not only on the task at hand, but they also improve their ability to learn other academic material as well. “One of the most important abilities that a thinker can have,” write Paul and Elder in *The Thinker's Guide to How to Read a Paragraph and Beyond*, “is the ability to monitor and assess his or her own thinking while processing the thinking of others. In reading, the reflective mind monitors how it is reading while it is reading” (7). Holschuh and Aultman explain, “Effective use of reading and learning strategies implies metacognitive awareness, especially in students’ ability to monitor their own learning, which will enable them to achieve more effective outcomes while exhibiting more adaptive behaviors as they perform academic tasks” (122). Reading strategies enable student performance in reading comprehension and discipline content (Mulcahy-Ernt and Caverly), and students who receive direct instruction in reading strategies perform better than those who do not (Holschuh and Aultman 129).

Students can be taught to be thinking readers. Skilled readers use metacognitive strategies to direct their reading: “Skilled readers’ verbal reports about what they do when they read are filled with reports of strategies used but also filled with substantial evidence that they know a great deal about their thinking and use what they know about their thinking as part of the decision making about how to read the text in front of them at the moment” (Pressley 394). The idea of implementing specific reading strategies into content classrooms is not arcane and esoteric, residing solely in the realm of reading specialists and diagnosticians. Jenkins, Zeidenberg, and Kienzl doubt the conventional developmental education program can or even should provide total mastery of certain basic skills, including reading comprehension. Instead, they recommend enhancing college-level courses with reading enrichment activities. Implementing strategic

reading across the curriculum helps students master content across disciplines; embedding reading instruction in content area classrooms is authentic reading instruction (Readance, Bean, and Baldwin). Snow contends that reading strategies are more likely to be mastered by students when the content is relevant to their content-area learning (39). Furthermore, when the strategies themselves are taught as content, in isolation, students will not learn them well enough to apply them to new, different reading situations. Consequently, the strategies are best taught in content-bearing courses (Simpson and Nist).

Pressley suggests that instructors should “first explain and model strategy use for students, and then require the students to try the strategies, often with much prompting and support” (397). Modeling the strategies shows “students how a mature learner thinks through an idea or solves a problem” (Holschuh and Aultman 129). Whitehead sees the instructor as a type of guide who models positive reading strategies. Consequently, faculty need to be guided in their professional development, to prepare them for new instructional practices (Rosenthal), including the development and modification of metacognitive strategies to fit the course content (Anders and Guzzetti), content area integration (Witkowski), technology and reading intervention (Mikulecky, Clark, and Adams), and authentic assessment methods (Bishop-Clark and Lynch).

In “Assessing Students’ Metacognitive Awareness of Reading Strategies,” Makhtari and Reichard identify a series of 30 strategic reading statements and provide a student survey and key to scoring individual use of strategies while reading. Some general strategies include, “I have a purpose in mind when I read,” “I summarize what I read to reflect on important information in the text,” “I use typographical aids like boldface and italics to identify key information,” and “I ask myself questions I like to have answered in the text” (258). The Metacognitive Awareness of Reading Strategies Inventory (MARSI) disaggregates these general strategies into three broad categories: global reading, problem solving, and support reading strategies. However, for the College’s purpose, the QEP Development Committee used the 30 general strategies to describe the characteristics of intervention strategies we wanted to pursue.

The Committee selected a limited number of intervention approaches, instead of compiling an exhaustive laundry list of all possible comprehension strategies, as advised by Pressley (396). In selecting specific strategies, the Committee was guided in part by the *Report of the National Reading Panel: Teaching Children to Read*, particularly its designation of general types of comprehension instruction proven to improve comprehension. These strategies include

“comprehension monitoring, where readers learn how to be aware of their understanding of the material [. . .] [U]se of graphic and semantic organizers [. . .] where readers make graphic representations of the material to assist comprehension [. . .] [Q]uestion generation, where readers ask themselves questions about the various aspects of the story . . . [A]nd [S]ummarization, where readers are taught to integrate ideas and generalize from the text information.” The same report also finds that “vocabulary instruction does lead to gains in comprehension.” Along with content-related repetition and multiple exposures to the terms, “[L]earning in rich contexts, incidental learning, and use of computer technology all enhance the acquisition of vocabulary.”

To determine the specific comprehension and vocabulary acquisition strategies for intervention, the Committee relied in part upon the Virginia Department of Education’s “Reading Strategies Organizational Chart,” a document that describes multiple comprehension and vocabulary acquisition strategies that are currently in wide use. Of the 25 specific strategies described, the committee selected 6 that addressed the attributes identified by Mokhtari and Riechard particularly well. They are:

SQ3R: Introduced in Francis Pleasant Robinson’s 1946 book *Effective Study*, SQ3R is an acronym for Survey, Question, Read, Recite, and Review. Using this method, students create a type of flowchart on which they preview the material and formulate questions that guide their reading. As they read the material, students look for answers to their questions. When they finish reading, they summarize the information aloud and review it again (Robinson).

KWL: Know, Want, Learn is a method by which students connect what they already know on the given reading topic to what they need to know in the material. First students consider what they already know about the material, then they formulate questions about what they want or need to know. Finally, they learn the new material. KWL also uses a loose flowchart format (Ogle).

Selective Underlining/Annotation: The strategy helps students organize information in texts by using a variety of marking techniques, including underlining, marginal note taking, highlighting, and color coding (Santa, Havens, and Maycumber; Holschuh & Altman).

Concept Definition Maps: A type of graphic organizer, concept definition maps clarify a word's essential characteristics or qualities by making a visual map of the category, properties, and illustrations of the term. This vocabulary-building strategy is also a means of defining concepts other than vocabulary, such as the quadratic equation or genus. (Schwartz and Raphael).

Context/Content Clues: This vocabulary-building strategy identifies 5 types of context clues for students to look for, when they encounter an unfamiliar word while reading. The clues are definition, synonym, example, contrast, and inference.

Quizlet: Quizlet is a simple-to-use online site that is especially useful for vocabulary acquisition. The free site features flashcards, spelling practice, self-tests, word games, and a progress tracker.

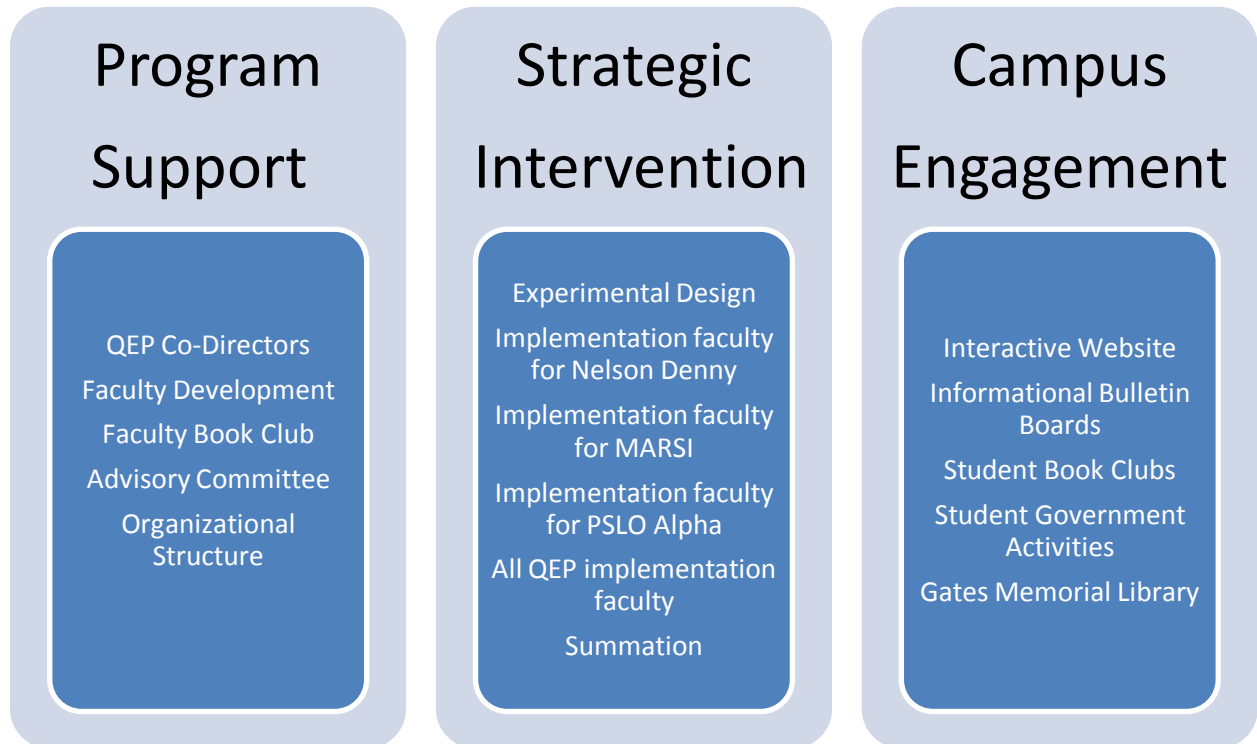
Simpson, Stahl, and Francis determine that reading programs should be assessed by “using a variety of valid procedures that will enable instructors to learn more about their students and to plan instruction accordingly.” Boylan, along with Flippo and Schumm, recommend the use of a variety of formal and informal measures, rather than rely on one procedure or measure. Artifacts for assessment could include traditional or online writing and self-reporting of reading strategy use, including journals (Commander and Smith; Quinn), or portfolios of actual lecture notes or textbook annotations scored by a rubric or checklist (Simpson, Stahl, and Francis). Use of standardized exams, such as the Nelson Denny Reading Test, provides formal, nationally-normed comparisons of student capability in reading comprehension.

It is axiomatic that the more people read the better readers they become. Glauder contends that “reading for pleasure improves reading comprehension, writing style, vocabulary, spelling, and grammatical development” (2). Unfortunately, voluntary reading rates in America are trending downward (National Endowment for the Arts 6-8). Colleges across the country are embracing opportunities to provide directed leisure reading activities for their students, either in learning communities or common book experience programs. Colleges identify various goals and aims of their respective common book programs, including, “to model intellectual engagement,” “to develop a sense of community,” and “to encourage reading” (Twiton). Common reading experiences allow students to see faculty and staff modeling pleasure-reading behavior, as well. Common reading experiences vary from institution to institution, with some using the book as

part of a first-year experience program for students, such as University of North Carolina-Chapel Hill, Texas State University, and Sam Houston State University.

VI. Actions to be Implemented

Lamar State College-Port Arthur will implement its Quality Enhancement Plan in three major components: a support system to manage the program for its duration; an experiment utilizing a pre-test – intervention - post-test experimental design measuring the effect of reading comprehension and vocabulary acquisition strategies; and campus-wide activities designed to provide engagement in reading, as illustrated below.



Program Support

QEP Co-Directors & Seahawks SOAR Advisory Committee

In August 2012, the QEP Implementation Committee completed its work and the QEP Seahawks SOAR Advisory Committee was formed. This committee was charged with continuing the actual implementation of the QEP classroom and institutional initiatives through the five year study. Committee members are:

- Dr. Laura Stafford, Professor of Speech & Theater, QEP Co-Director of Implementation
- Dr. Ben Stafford, Director of Institutional Effectiveness, QEP Co-Director of Assessment
- Jamie Clark, Instructor of Learning Frameworks, Chair & Sub-committee Chair of the Faculty Book Club

- Sally Byrd, Instructor of English, Student Book Club Sub-committee Chair
- Chad Clark, Distance Education Librarian, Reading Resources Sub-committee Chair
- Grace Megnet, Assistant Professor of Art, Information Bulletin Board Sub-committee Chair
- Stephanie Armstrong, Instructor of Developmental Reading, Reading Strategies Sub-committee Chair
- Stacy Shultz, the Program Coordinator for English/Language Arts and Reading at the Region V Education Service Center
- Chandra Brooks, Instructor of Developmental Reading
- Dan Walzer, Department Chair of Commercial Music
- Andrea Munoz, Special Populations
- Claire Thomason, Director of Student Services
- Thomas “Kash” Cox, IT Database Administrator
- Allison Wright, Student Services Advising
- Student Government Representatives (2)
- Charles Gongre, Dean of Academic Programs and Continuing Education
- Member of the Port Arthur Library System
- Member of the Groves Library System

With the completion of the formative phases of the process in mid-August, Dr. Sorrells completed his term as QEP chair. The QEP Implementation Committee, with additional members, became the QEP Seahawks SOAR Advisory Committee which will continue the implementation of the program over the five year period with the five sub-committees which are the operational force behind the program. The former QEP Chair position was divided between two QEP Co-Directors. The Co-Director of Implementation supervises the day-to-day operations of the Seahawks SOAR program and the Co-Director of Assessment oversees all aspects of intervention, data collection, and analysis aspects of the plan. The Co-Director of Implementation’s duties include meeting with department chairs to determine cohort sections each semester, providing development activities appropriate to the goals of the QEP, and coordinating the work of the QEP Seahawks SOAR Sub-Committees which will begin implementation of the website and bulletin boards in the fall of 2012. The Co-Director of

Assessment oversees all aspects of assessment and analysis of the project and reports results to stakeholders.

Faculty Development

The QEP Co-Directors will design, implement and evaluate faculty development in conjunction with members of the QEP Seahawks SOAR Reading Strategies Sub-Committee members with expertise in reading. Development techniques will include using peer group meetings, presentations, online resources, outside speakers, peer instruction, and attendance at professional conferences when appropriate. Each semester, faculty development will include the following activities:

- Development of the Implementation Faculty in the semester before implementation.

Topics include:

- Nelson Denny pre-test/post-test delivery and reporting instructions
 - Metacognitive Awareness of Reading Strategies Inventory (MARSII) delivery and reporting instructions
 - Learning, modeling, planning activities, and assessing SQ3R, KWL, Underlining/Annotation, Concept Definition Maps, Context/Content Clues, Quizlet
- The faculty book club will meet 3 times per semester

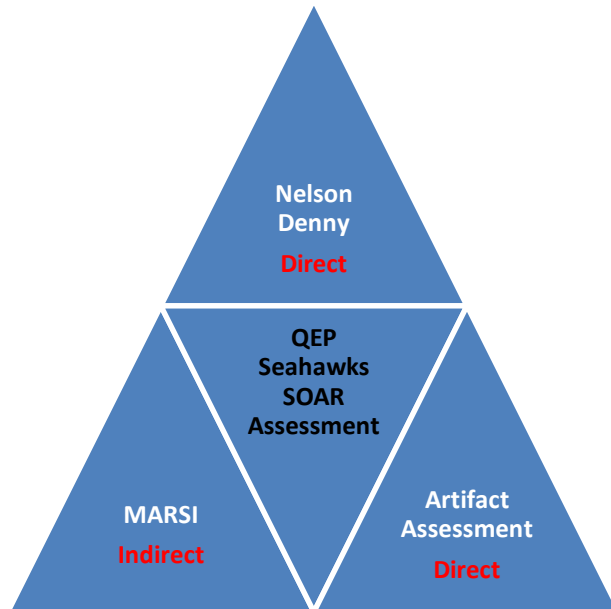
Faculty Book Club

Each long semester, a Faculty Book Club will meet three times, to read and discuss literature relevant to the QEP and other academic endeavors. The Faculty Book Club will be part of the instructors' regular development activities and will be self-reported in the Annual Faculty Report, the F2.08. The first offering will be led by the QEP Seahawks SOAR Advisory Faculty Book Club Sub-committee Chair in spring 2013, and the book selection will be *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*, by Kathleen F. Gabriel. Faculty and staff can volunteer to lead subsequent book discussions, upon consultation with the QEP Co-Director of Implementation and Sub-committee Chair. Likely subsequent books include *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*, by Michael W. Smith and Jeffrey D. Wilhelm; *Student Engagement Techniques: A Handbook for College Faculty*, by Elizabeth F. Barkley; and *Classroom Assessment Techniques: A Handbook for College Teachers*, by Thomas A. Angelo and K. Patricia Cross.

Strategic Intervention

Experimental Design

The Seahawks SOAR program strategic intervention will involve a five-year experiment with cohorts of students drawn from succeeding fall semesters. The experiment will test whether reading comprehension and vocabulary acquisition strategies taught to incoming freshmen will lead to greater skills in the test subjects and will ultimately lead to a measurable difference in the skill level of the total student body over time.



The Seahawks SOAR strategic intervention will undergo stringent and continuous assessment under the guidance of the QEP Co-Director of Assessment, in collaboration with Deans, Department Chairs, and program assessment managers.

First, baseline data will be collected throughout the fall of 2012 and the spring of 2013. Baseline data will consist of 1) artifact assessment of PSLO Alpha pertaining to reading comprehension in discipline-specific subject matter, and 2) data collected through the administration of the MARS to students in the technical program's capstone classes and to students enrolled in academic programs courses predominately attended by graduating sophomores.

Second, beginning in the Fall of 2013, a "pre-test – intervention – post-test" experiment will be carried out in selected entry level General Education courses designed to contain the majority of entering freshmen students. The students will complete the Nelson Denny Reading Pre-Test by their second week of classes. Throughout the course, teachers will utilize one or more of the reading strategies under review in this QEP. These strategies include:

- **Reading Comprehension Strategies:** SQ3R, KWL, Selective Underlining/ Annotation
- **Vocabulary Acquisition Strategies:** Concept Definition Maps, Context/Content Clues, Quizlet.

At the end of the course the students will complete the Nelson Denny Reading Post-Test. This experiment will be completed each succeeding fall semester in the five-year study period.

Finally, at the same time that most freshmen students are subject to the reading strategies experiment, all students will be subject to the effect of other campus faculty integrating one or more of the six reading techniques into their coursework beginning in the fall of 2013. This teaching, offered outside of the experimental groups, will insure that the majority of students learn new reading strategies and benefit from the QEP. As the years progress, this approach will serve to augment the teaching already received by each succeeding experimental group as they continue through their education. The cumulative effect is expected to be a much higher awareness of reading strategies within the student body at the end of the five-year period. This cumulative effect will be measured in each spring semester throughout the length of the study by the collection of 1) artifact data collected in all classes based on the new PSLO Alpha, and 2) data collected through the administration of the MARSII in all technical capstone courses and in specific academic course chosen for their concentration of graduating sophomores.

Because intervention and testing will be conducted by the faculty teaching each selected course, all faculty will receive faculty development relating directly to the intervention strategies to be taught and pertaining to each of the testing instruments to be used.

Implementation Faculty for Nelson Denny Testing

In the fall of 2012 and in the spring of 2013 all faculty will receive faculty development training pertaining to the six chosen training techniques. Training will be designed and delivered by the QEP Co-Directors in conjunction with QEP Seahawks SOAR Reading Strategies Sub-committee members recruited for their expertise in reading education. These reading specialists include: (See Appendix 10: Vitae)

- Stephanie Armstrong, Developmental Reading Instructor, LSC-PA, Reading Strategies Sub-committee Chair, MA English, English Language & Reading - Texas Educators Certificate; author of *My Foundations Lab Plus Workbook*, Pearson Learning Solutions, 2013 – used for 1st & 2nd college reading levels.
- Stacy Shultz, the Program Coordinator for English/Language Arts and Reading & Advanced Academic Services (G/T) at the Region V Education Service Center, Beaumont, TX.

- Chandra Brooks, Developmental Reading Instructor, LSC-PA, M.Ed. Reading Specialist
PROF – certificate, ABD from Texas Southern University in Curriculum Instruction

Beginning in the fall of 2013 all faculty will be encouraged to use one or more of the techniques in their classrooms. Classes in which intervention techniques will be tested are chosen in the fall of 2012 based upon their heavy reading requirements and their concentration of incoming freshmen and because they are included in the curriculum for transfer and technical education students. Teachers of these classes will be notified of their classes’ participation each fall so that testing time can be built into each course syllabus for the next fall. Classes under consideration include:

Academic Division: Liberal Arts	
ARTS 1303 Art History I	ARTS 1304 Art History II
ENGL 1301 Composition I	ENGL 1302 Composition II
DRAM 1310 Introduction to Theater	DRAM 1351 Acting I
DRAM 1352 Acting II	HIST 1301 American History, 1763-1877
HIST 1302 American History, 1877 – present	SPCH 1315 Public Speaking
Academic Division: Math and Science	
BIOL 1406 General Biology I	BIOL 1407 General Biology II
EDUC 1300 Learning Framework	PSYC 1300 Learning Framework
PHYS 1405 Conceptual Physics	PHYS 1407 Conceptual Physics
PHYS 1415 Physical Science I	PHYS 1417 Physical Science II
SOCI 1301 Introduction to Sociology	SOCI 1306 Social Problems
Technical Division: Commercial Music Department	
MUSI 1310 American Popular Music	

Each fall a committee consisting of the two Co-Directors, the Deans, and Department Chairs will select a number of classes to acquire a testing population which contains the majority of incoming freshmen for that semester. A rotation will take place between classes selected each fall so that no single group of classes is unfairly singled out for participation and so that as many faculty as possible can participate in the research project. As an example, classes participating in the fall of 2013 may include all sections of English 1301. These classes contain a very high percentage of incoming freshmen and they also contain strong reading requirements. In the Fall of 2014, in order to allow participation by a greater number of faculty and in order to not overload the English faculty, the classes chosen for participation could be all of the History 1301 classes, the Speech 1315 classes, and the Biology 1406 classes. This mix of classes should provide the same concentration of incoming freshmen and each of these classes should have the strong reading component required. Participating faculty members will teach in traditional-

delivery, hybrid, and fully-online environments, and they will incorporate the intervention strategies into their classes, regardless of delivery method.

Implementation Faculty for MARSI Testing

The Metacognitive Awareness of Reading Strategies Inventory (MARSI) will be administered to students in all of the technical program capstone courses in the spring of 2013 and will also be administered to students in a selection of academic courses known to have concentrations of graduating sophomores. Data collection will take place at the end of the spring of 2013 and then at the end of each succeeding spring semester throughout the five year length of the experiment. Unlike the faculty chosen for Nelson Denny implementation, faculty chosen for MARSI implementation will not rotate once chosen. Too few faculty teach these courses to offer an effective rotation and no other classes would offer the same concentration of graduating sophomore students.

Faculty who teach these classes will be instructed in the delivery of the MARSI by the Co-Director of Assessment and by QEP Seahawks SOAR Reading Strategies Sub-committee members chosen for their expertise in reading. Faculty Development for MARSI administration will begin in the spring of 2013.

Implementation Faculty for PSLO Alpha

Faculty development training will be provided to all faculty regarding Program Student Learning Outcome Alpha in the fall of 2012. PSLO Alpha will be stated as: “Reading skills – Demonstrates comprehension of content-area reading material. Identifies all main ideas, supporting details, and vocabulary in reading materials; demonstrates a full understanding of the reading“. All academic and technical courses are incorporating this PSLO to capture content reading relevant to subject matter. PSLO Alpha artifact collection will begin in fall of 2012 by all faculty and will continue throughout the five years of the experiment. Initial intervention strategies and likely formative assessments are matched to student learning outcomes in the table below.

Student Learning Outcomes	Recommended Intervention Strategies	Possible Formative Assessments
Students will comprehend discipline-specific academic reading material.	SQ3R KWL Selective Underlining/Annotation	Quizzes, Exercises, Exams, Portfolios
Students will use appropriate and discipline-specific vocabulary.	Concept Definition Maps Context/Content Clues Quizlet	Quizzes, Exercises, Exams, Portfolios

All QEP Implementation Faculty

In addition to members of the QEP Seahawks SOAR Advisory Committee, the QEP Co-Directors will recruit additional faculty and staff who will take part in sub-committee membership and/or help, as specific help is required. The members of the QEP Seahawks SOAR Advisory Committee and other faculty recruited as needed, will have the following responsibilities:

- Meet regularly with the QEP Co-Directors to ensure the desired outcomes are being met
- Attend regular faculty development activities
- Present and model reading comprehension and vocabulary acquisition strategies in selected courses
- Administer the Nelson Denny Reading Test as a pre-test and a post-test
- Administer the Metacognitive Awareness of Reading Strategies Inventory (MARSI) as a pre-test and a post-test
- Create assessable assignments based on reading and vocabulary strategies
- Submit assessment data to the QEP Co-Director of Assessment
- Provide artifacts for assessment and participate in the assessment process
- Assist adjunct faculty in implementing intervention strategies into their courses
- Use assessment results to make positive changes in instructional practices.

Strategic Intervention Summation

In sum, baseline data pertaining to the student body's reading comprehension and vocabulary will be collected via Nelson Denny administration during the spring of 2013. Additional baseline data pertaining to reading strategies currently in use by the student body will be collected utilizing the Metacognitive Awareness of Reading Strategies Inventory, also in the spring of 2013. The reading strategies of the QEP will be taught to all faculty in the spring of 2013 and beginning in the fall of 2013 all faculty will be encouraged to utilize these techniques in their classrooms over the course of the five-year study.

Very specific groups of incoming freshmen will be subject to a "pre-test – intervention - post-test" experiment which will be conducted on incoming classes of freshmen in the fall of 2013, 2014, 2015, 2016, and 2017 to determine their knowledge of reading strategies at the point of admission and again at the end of the semester following their exposure to the reading strategy techniques. Finally, two levels of data will be collected and analyzed to monitor overall

knowledge of reading strategies for the campus as a whole. First, data will be collected utilizing the MARSI at the end of spring semesters of 2014, 2015, 2016, and 2017. These data will be compared to baseline data collected in 2013 to see if the College's QEP affects awareness of reading strategies in the total student body. Second, data will be collected from all courses that integrate PSLO Alpha in their curriculum throughout the five years. These data will be compared to those collected in 2013 to determine any change in the level of reading comprehension exhibited by the student body. Outcome results will be disaggregated to clearly delineate the efficacy of instruction and to prompt continuous improvement.

Campus Engagement

Interactive Website

The institution supports a website dedicated to QEP. The website is a central platform in fostering an environment that supports reading. Some features of the website include:

- Information about the QEP itself
- Original instructional videos of the intervention strategies
- Feature stories and news about reading/vocabulary
- Links to other material relevant to reading, vocabulary, and/or the college

The website is key to reaching out to distance learning students, who may have limited ability to watch their professors modeling the active learning strategies set forth in the Seahawks SOAR program. The website's QR codes provide smartphone users with a quick tool by which they can access the site itself or direct links within the site, such as those that directly link videos of intervention strategies. The Seahawks SOAR program, under the guidance of the Seahawks SOAR Advisory Committee, will utilize the College's Facebook, Twitter, and Pinterest accounts to facilitate dispersal of QEP information in collaboration with the campus Publicity Office.

Informational Bulletin Boards

The institution supports a series of strategically placed bulletin boards placed in high traffic classroom buildings that are dedicated to the QEP. The bulletin boards are designed to remind students daily of the reading and vocabulary strategies supported by the Seahawks SOAR program. The bulletin boards will provide recurring motifs throughout the campus, such as the following:

- Information about the QEP itself

- Instructions for, or examples of, reading comprehension and vocabulary acquisition strategies
- Other material relevant to reading, vocabulary, word games, or interactive material
- Announcements of reading and/or vocabulary-oriented activities on campus and in the surrounding area
- QR Codes that directly link smart phone users to the QEP website and videos that demonstrate the six reading and vocabulary strategies

Members of the Student Government Association, guided by art instructor Grace Megnet, a member of the Seahawks SOAR Advisory Committee and the Chair of the Informational Bulletin Board Subcommittee, will design and maintain the Seahawks SOAR bulletin boards.

Student Book Clubs

Each semester, the College will host Student Book Clubs. Led by a faculty or staff member, the Student Book Clubs will meet three times a semester. At each meeting, the leader will guide the students in a discussion of one popular work of fiction or nonfiction, selected by a subcommittee of the Seahawks SOAR Advisory Committee. In the spring of 2013 as a trial promotion of the QEP in the Pre-Kickoff semester, English instructor Sally Byrd will lead the students in a reading of *Life is So Good*, a popular common-book-experience text by George Dawson and Richard Glaubman. To cap off the event, the College has invited Richard Glaubman to speak to the students in two lectures in the Performing Arts Center, as well as to work interactively with students in designated classes. This process of reading the text and bringing the author or relevant speaker to address primarily the students is the model for subsequent semesters. The College will offer incentives for the students to participate in the student book club activities, including the following:

- Free snacks provided by the College
- A designated “Reader of the Month” parking place, awarded 3 times per semester
- A Nook, Kindle, iPad, or other reading device, awarded 1 time per semester
- Gift cards of various denominations to area bookstores
- Opportunities to meet, take a photo with, and get an autograph from the guest speaker
- Opportunities to attend the LSC-PA Distinguished Guest Lecture Series reception, at which the students will be able to get autograph and photo opportunities with the speaker

The Student Book Club Sub-committee will choose the Student Book Club text and guest speaker early in the semester before study. The sub-committee will set the dates of the Student Book Club’s meetings and guest lecture, as well as design and implement any advertisements needed for these events. The sub-committee will also determine the prizes to be awarded and secure them, if necessary. This sub-committee consists of the following members:

Sally Byrd, English Instructor – Chair	SGA President
SGA Representative	Phi Theta Kappa President
Claire Thomason, Student Activities Director	Seahawk Ambassador
Chad Clark, Librarian	Grace Megnet, Art Instructor
Heath Vercher, Commercial Music Instructor	Barbara Huval, Liberal Arts Department Chair

Student Government Activities

The Student Activities office will provide a 3-day kick off for the Seahawks SOAR program each semester, based on the very successful semester kick-off activities SGA has produced for several years. Initiated, designed, and implemented primarily by Student Government Association members, the 3-day kick off serves to focus the campus community on reading activities in a fun, high-energy way. Kick off activities include games, refreshments, and giveaways.

Gates Memorial Library

Gates Memorial Library will provide digital texts and instructions on how to find, download, and use the texts. These digital texts could be used for the common book or other small group reading experiences. The library will shelve hard copies of the Student Book Club books for use by participants who cannot provide their own copy. The library will also shelve copies of the faculty book club selection for faculty and staff use.

VII. Timelines

The following three tables present the specific timelines for Developing the Lamar State College-Port Arthur QEP, Implementation of Seahawks SOAR program over the five-year study, and Assessment of the program.

Timeline for Developing the Lamar State College Port Arthur QEP

Semester	Activity	Responsible Parties
Pre-QEP Spring 2010	Select QEP Chair	LSC-PA Administration
Fall 2011	Organize initial QEP committees	QEP Chair; Faculty; Staff & Students
Spring 2012	Pre-Testing – collecting data of Nelson Denny Reading Test & generation of Ideas for QEP & development of ideas	QEP Chair; targeted classes, QEP Idea Generation Committee members; QEP Development Committee members
	Select the name of the LSC-PA QEP at Faculty Development Day April 4, 2012	LSC-PA faculty
Summer 2012	Planning the implementation of the QEP and report	QEP Chair; QEP Implementation Committee

Timeline for Implementation of Seahawks SOAR over 5 years

Fall 2012 Final Preparation Activities		
Fall 2012	Activities	Responsible Parties
Pre-Week 1	Faculty Development QEP Presentation 8/22 & 8/23 Train in Experimental Design & PSLO Alpha pre/posttest artifact collection	QEP Co-Directors
	Create teaser bulletin board displays	Grace Megnet; Director of Student Activities; SGA students
	Planning of QEP website (ongoing)	QEP Co-Director of Implementation; Chad Clark; Kash Cox
	QEP Seahawks SOAR Advisory Committee Meets with the newly appointed Co-Directors to select 5 Sub-committee chairs and sub-committee responsibilities are defined for the implementation of the QEP over the 5 years 8/22	QEP Co-Directors; QEP Implementation Committee adds additional members to become the Seahawks SOAR Advisory Committee
Week 1	SGA Welcome Week Teasers 8/27-8/31	Director of Student Activities; SGA
	Research subscription to SurveyMonkey or other electronic survey collection tools for Campus Engagement Activities	QEP Co-Director of Assessment; Kash Cox
Week 2	Arrange for faculty development speaker for spring 9/4	QEP Co-Directors
	Host Chair of On-Site Visiting Committee Planning Visit (9/5 & 9/6)	QEP Co-Directors; SACS Campus Liaison; SACS Reaffirmation Director; Sub-committee Chairs
Week 3	Seahawk SOAR Advisory Committee Meeting for	QEP Co-Directors and full advisory

	implementation updates (9/11)	
	Meet with Dean of Academic Programs, Department Chairs to determine first implementation faculty group 9/13	QEP Co-Directors; Dean of Academic Programs; Department Chairs
	Notify first implementation faculty (for fall 2013)	QEP Co-Directors
Week 4	Develop contract with Student Book Club speaker 9/18 and schedule sub-committee meeting to select next book club selections for fall 2013	QEP Co-Director of Implementation; Dean of Academic Program; Student Book Club Sub-committee Chair; sub-committee members
	QEP Seahawk SOAR Reading Strategies Sub-Committee meeting 9/20	QEP Co-Director of Implementation; Stephanie Armstrong, Chandra Brooks, & Stacy Shultz (Reading Specialists)
Week 5	Design/order Student Book Club “Reader of the Month” parking sign 9/25	QEP Co-Director of Implementation; Student Book Club Chair
Week 6	Meet with Staff for QEP Orientation 10/3 or 10/4 (1 meeting required)	QEP Co-Director of Implementation; Campus staff
Week 7	Scripting and developing video presentations of reading strategies (ongoing)	QEP Co-Director of Implementation; Reading Strategies Sub-Committee; Reading Resources Sub-Committee
Week 8	Design signs, banners, and order promotional giveaways 10/16	QEP Co-Director of Implementation ; Grace Megnet; Jamie Clark; Sally Byrd
	Order bulletin boards and supplies 10/18	QEP Co-Directors
Week 9	Presentation Review for On-Site Visiting Committee 10/23, 10/24	QEP Co-Directors; Seahawks SOAR Advisory Committee, other presenters
Week 10	Host On-Site Visiting Committee 10/30-11/1	QEP Co-Directors; Seahawk SOAR Advisory Committee members
Week 11	QEP Seahawk SOAR Advisory Sub-Committee Chairs discuss On-Site suggestions meeting 11/5	QEP Co-Directors; Seahawk SOAR Advisory Sub-Committee Chairs
	Filming of reading strategies TBA	Jamie Clark; Laura Stafford; 50+ member cast: students, faculty & staff
Week 12	QEP Seahawk SOAR Advisory Sub-committees meet on any revisions to QEP Plan based on On-Site suggestions	QEP Seahawk SOAR Advisory Sub-committees
Week 13	Thanksgiving Break	
Week 14	Collect Artifacts of PSLO Alpha (reading and/or vocabulary acquisition of course content material in pre and post tests	QEP Co-Director of Assessment
Week 15	Collect Artifacts of PSLO Alpha	QEP Co-Director of Assessment
Week 16	collect semester end summary of activities in preparation for QEP Impact Report	QEP Co-Directors; Seahawk SOAR Advisory Sub-Committee Chairs

Spring 2013 Pre-Kickoff Semester Activities		
Spring 2013	Activities	Responsible Parties
Pre-Week 1	Put up QEP signage, new bulletin boards, decorations (January); Website activation	QEP Co-Director of Implementation ; Director of Student Activities; SGA; Grace Megnet
	Faculty Development Meeting 1/9 & 1/10 (Reading Strategies for all faculty & Nelson Denny testing for first Implementation Faculty & first MARSJ for Technical capstone classes & sophomore Gen Ed)	QEP Co-Directors; Reading Strategies Sub-committee; Faculty
Week 1	Student Government Association Kick-off Event Welcome Week	Director of Student Activities; SGA students
	Seahawk SOAR Advisory Committee Meeting 1/17	QEP Co-Directors; Seahawk SOAR Advisory Committee members
Week 2	Secure Student Book Club giveaways	QEP Co-Chair of Implementation; Chair of Student Book Club sub-committee
Week 3	Student Book Club - January	Sally Byrd sub-committee Chair; participating students as trials
Week 4	Faculty Book Club - February	Seahawk SOAR Advisory Committee Chair; participating faculty
Week 5	Student Book Club Committee meeting TBA	Sally Byrd sub-committee Chair; committee members
	Seahawk SOAR Advisory Committee meeting 2/12	QEP Co-Directors; Seahawk SOAR Advisory Committee members
Week 6	Student Book Club - February	Sally Byrd sub-committee Chair; participating students
Week 7	First Implementation Faculty Group Development meeting for administering Nelson Denny & MARSJ to correct any problems from Pre-test discuss progress of preparation for fall implementation of strategies 2/28	QEP Co-Directors, participating faculty
Week 8	Faculty Book Club -March	Seahawk SOAR Advisory Committee Chair; participating faculty
Week 9	Spring Break	
Week 10	Seahawk SOAR Advisory Committee meeting 3/19	QEP Co-Directors; Seahawk SOAR Advisory Committee members
Week 11	Student Book Club - March	Sally Byrd sub-committee Chair; participating students
Week 12	Faculty Book Club - April	Seahawk SOAR Advisory Committee Chair; participating faculty
Week 13	Student Book Club Guest Speaker –TBA	Richard Glaubman
Week 14	First Implementation Faculty Development meeting (collecting assessments)	QEP Co-Director of Assessment; selected faculty

	MARSI is collected from Technical Division capstone classes & selected sophomore Gen. Ed. Courses for assessment	QEP Co-Director of Assessment; selected faculty
Week 15	Seahawk SOAR Advisory Committee meeting	QEP Co-Directors; Seahawk SOAR Advisory Committee members
	Gather artifacts for PLSO artifact assessment All Faculty	QEP Co-Director of Assessment; selected faculty
Week 16	collect semester end summary of activities in preparation for QEP Impact Report	QEP Co-Directors; Seahawk SOAR Advisory Sub-Committee Chairs
Fall 2013 Kick-Off and Each Fall Semester over 5 years (2014, 2015, 2016, 2017)		
Each Fall	Activities	Responsible Parties
Planning	<ol style="list-style-type: none"> 1. Choose book, activities, giveaways, and meals for following semester; place relevant orders with appropriate vendors 2. Secure contracts with book authors or speakers 3. Choose book for faculty book club for following semester; place relevant orders with appropriate vendors 4. Schedule times and plan for student book club for following semester 5. Schedule times and plan for faculty book club for following semester 6. Secure materials for bulletin boards 7. Secure & notify specific faculty to administer Nelson Denny Reading Tests for the next fall 	QEP Co-Directors; Seahawks SOAR Advisory Sub-committee Chairs; committee members
Actions	<ol style="list-style-type: none"> 1. Specific Gen. Ed. Faculty implement Reading Strategies (all other faculty can as a volunteer) 2. SGA 3-day semester kick-off 3. Student book club meets 3X semester 4. Faculty book club meets 3X semester 6. Update website, Facebook, Pinterest as needed 7. Update bulletin boards as needed 8. Student Book Club Speaker presents 9. Faculty administer Nelson Denny Reading Tests to selected Gen. Ed. Freshman level courses 10. collect semester end summary of activities in preparation for QEP Impact Report 11. Summation and preparation for the Fifth Year Report. (Fall 2017 only) 	Selected faculty; SGA students; Seahawks SOAR committee members; Student Book Club Guest Speaker; QEP Co-Directors; Seahawk SOAR Advisory Sub-Committee Chairs
Spring 2014 and Each Spring Semester during QEP (2015, 2016, 2017)		
Each Fall	Activities	Responsible Parties
Planning	<ol style="list-style-type: none"> 1. Choose book, activities, giveaways, and meals for following semester; place relevant orders with appropriate vendors 2. Secure contracts with book authors or speakers 3. Choose book for faculty book club for following 	QEP Co-Directors; Seahawks SOAR Advisory Sub-committee Chairs; committee members

	semester; place relevant orders with appropriate vendors 4. Schedule times and plan for student book club for following semester 5. Schedule times and plan for faculty book club for following semester 6. Secure materials for bulletin boards 7. Secure specific faculty to administer MARSII	
Actions	1. Spring faculty are encouraged to implement one or more of the Reading Strategies as a volunteer 2.SGA 3-day semester kick-off 3.Student book club meets 3X semester 4. Faculty book club meets 3X semester 6. Update website, Facebook, Pinterest as needed 7. Update bulletin boards as needed 8. Student Book Club Speaker presents 9. Selected Faculty administer MARSII to Technical Division capstone courses & selected sophomore Gen. Ed. Courses 10. Each spring collect year end summary of activities in preparation for QEP Impact Report	all faculty as volunteers; SGA students; Seahawks SOAR Advisory committee members; Student Book Club Guest Speaker; select faculty to administer MARSII; Seahawks SOAR Advisory Sub-committee Chairs; QEP Co-Directors

Timeline for Assessment

The following table represents the general timeline for Assessment Activities:

Year	Semester	Intervention & Assessment		
Pre-QEP 2011-2012	Fall 2011 Spring 2012 Fall 2012	Nelson Denny Reading Test Baseline Scores	PSLO Alpha Artifact Assessment from all classes and every section.	
Year 1 2013	Spring 2013	Nelson Denny Trials in selected classes	PSLO Alpha Artifact Assessment from all classes.	MARSII in Technical capstone courses and in selected academic courses
	Fall 2013	Nelson Denny Pre-test – Intervention – Post-test	PSLO Alpha Artifact Assessment from all classes	
Year 2 2014	Spring 2014		PSLO Alpha Artifact Assessment from all classes	MARSII in technical capstone courses and in selected academic courses
	Fall 2014	Nelson Denny Pre-test – Intervention – Post-test	PSLO Alpha Artifact Assessment from all classes	
Year 3 2015	Spring 2015		PSLO Alpha Artifact Assessment from all classes	MARSII in technical capstone courses and in selected academic courses
	Fall 2015	Nelson Denny	PSLO Alpha Artifact	

		Pre-test – Intervention – Post-test	Assessment from all classes	
Year 4 2016	Spring 2016		PSLO Alpha Artifact Assessment from all classes	MARSI in technical capstone courses and in selected academic courses
	Fall 2016	Nelson Denny Pre-test – Intervention – Post-test	PSLO Alpha Artifact Assessment from all classes	
Year 5 2017	Spring 2017		PSLO Alpha Artifact Assessment from all classes	MARSI in technical capstone courses and in selected academic courses
	Fall 2017	Nelson Denny Pre-test – Intervention – Post-test	PSLO Alpha Artifact Assessment from all classes	

VIII. Organizational Structure

QEP Implementation Committee

The QEP Implementation Committee was formed in April of 2012 following the dissolution of the QEP Development Committee. The QEP Implementation Committee contains members of both the former QEP Development Committee and the QEP Idea Generation Committee and provides both the continuity and the supervision the Seahawks SOAR Quality Enhancement Program requires. The QEP Implementation Committee was charged with the planning of the implementation of the Program Support, Strategic Campus Engagement, described in Section VI of this paper. This committee completed their task of producing a rough draft of the QEP Report by mid-August at which point the QEP Implementation Committee was merged into the Seahawks SOAR Advisory Committee.

Seahawks SOAR Advisory Committee

A group of representative stakeholders serve as the driving force for the implementation of the Seahawks SOAR program with the responsibility to ensure that student learning is taking place, the program is meeting its expected outcomes, and challenges are being met within the framework of the program. Lamar State College-Port Arthur’s QEP is jointly directed by the QEP Co-Directors. The Co-Director of Implementation supervises the day-to-day operations of the Seahawks SOAR program and the Co-Director of Assessment oversees all aspects of intervention, data collection, and analysis aspects of the plan. Several subcommittees to the Seahawks SOAR Advisory Committee were formed to provide close supervision to specific elements of the QEP.

The Seahawks SOAR Advisory Committee will meet with the QEP Co-Directors monthly, make suggestions for improvement, help interpret assessment findings, and recommend faculty development, among other duties which are assigned to the sub-committees. The Seahawks SOAR Advisory Committee representation includes:

Jamie Clark, Education - Chair and Sub-committee Chair of the Faculty Book Club	Dan Walzer, Commercial Music Dept. Chair
Grace Megnet, Art – Sub-committee Chair of Informational Bulletin Boards	Claire Thomason, Director of Student Activities
Chad Clark, Distance Education Librarian, Reading Resources Sub-committee Chair	Thomas “Kash” Cox, IT Database Administrator
Sally Byrd, English - Sub-committee Chair of the Student Book Club	SGA Representatives (2)

Stephanie Armstrong, Developmental Reading Instructor, LSC-PA, Reading Strategies Subcommittee Chair, MA English, English Language & Reading - Texas Educators Certificate; author of My Foundations Lab Plus Workbook – used for 1 st & 2 nd reading levels	Stacy Shultz, Program Coordinator for English/Language Arts and Reading & Advanced Academic Services (G/T) at the Region V Education Service Center, Beaumont, TX
Chandra Brooks, Developmental Reading Instructor, LSC-PA, M.Ed. Reading Specialist PROF – certificate, ABD from Texas Southern University in Curriculum Instruction	Member of the Port Arthur Library System
Andrea Munoz, Special Populations	Member of the Groves Library System
Allison Wright, Student Services Advising	Charles Gongre, Dean of Academic Programs

The organizational chart of the QEP Seahawks SOAR Advisory Committee and its sub-committees shows the flow of communication between all participants. (Appendix 11: QEP Seahawk SOAR Advisory Committee Organizational Chart, Fall 2012)

Focused Report and QEP Response Team

The College has seated a team of individuals who have been active in all phases of the QEP Seahawk SOAR development and implementation. This Response Team consists of the following individuals:

- Dr. Gary Stretcher, Vice President for Academic Affairs, is charged by the President of the College with the supervision of the College’s response to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation project. Dr. Stretcher reports to the President on all phases of the reaffirmation project including the College’s Focused Report and Quality Enhancement project. Dr. Stretcher serves as the College’s Accreditation Liaison to SACSCOC.
- Dr. Nancy Cammack, Dean of Technical Programs, has been instrumental in all phases of the College’s process of reaffirmation including the writing of the Compliance Certification, submitted March of 2012. Dr. Cammack also provides direct liaison to all technical faculty and is instrumental in answering questions about any aspect of the QEP in technical programs.
- Dr. Laura Stafford, Professor of Speech & Theater, has been the Chair of the College’s SACS Compliance Certification Committee since 2010 and has worked on all aspects of the College’s reaffirmation response. She has been a member of the faculty of the academic division for more than 30 years and is instrumental in answering questions and

responding to the needs of all academic faculty. Dr. Laura Stafford serves as the Co-Director of Implementation for the College's QEP.

- Dr. Ben Stafford, Director of Institutional Effectiveness, served for over a year on the QEP Idea Generation Committee and has been active in all aspects of the College's reaffirmation efforts. Dr. Ben Stafford works with faculty of both academic and technical programs in faculty development and is available for one-on-one work with faculty as needed. He worked with the former QEP Chair to design the experimental strategy which will be utilized in the College's QEP. Dr. Ben Stafford serves as the Co-Director of Assessment for the College's QEP.

The College's Focused Report and QEP Response Team has a direct line of communication to the College's President and operates under this authority to supervise and enact LSC-PA's QEP Seahawks SOAR program. Equally important, the Response Team has direct access to faculty and staff of all levels of the College. Members of this committee sit on the President's Council, members of this committee co-direct the QEP Seahawk SOAR program. The Response Team provides the link for continuous communication from all levels of the College.

College Administration

Responsibility for campus resources, personnel, and budget ultimately lies with the President of the College. The Vice President for Academic Affairs, via the Dean of Academic Programs, and the Dean of Technical Programs, provides supervision over all aspects of the College's instructional programs. The Vice President for Student Affairs supervises student support services, including guidance counseling and financial aid advising; this office also supervises and coordinates the Student Government Association and all other aspects of student extracurricular activities. The Vice President for Finance is in charge of the College's Business Office and supervises the College's financial affairs. All Vice Presidents of the College have been active in the College's reaffirmation response and all have direct access to members of the College's Focused Report and QEP Response Team.

The Response Team serves as the fulcrum which balances the Quality Enhancement Program's need to bring the authority and commitment of the College's highest levels while, at the same time, drawing on the originality, process knowledge, and day-to-day implementation talent of all levels of the College's faculty and staff.

IX. Resources

Lamar State College-Port Arthur has committed sufficient human, spatial, and financial resources to initiate, implement, and complete the QEP Seahawks SOAR program. The College administration views the QEP as a shared opportunity to which the entire campus community should contribute. More than 15 faculty, staff and community volunteers are involved in the Seahawk SOAR Advisory Committee and its various subcommittees. Faculty and staff perform committee duties on a voluntary basis and as a part of their regular duties. No faculty release time is given for these voluntary duties. Committee participation is acknowledged by the College on each participating faculty and staff member's annual evaluation. Each employee's annual evaluation forms the basis for merit-related raises offered by the College. Voluntary participation in this and other committees is highly appreciated by the faculty and staff and offers the change for a rating of exemplary participation. The faculty participating as part of the assessment contributors also is able to include this activity on their annual review for credit in contributing to the service of the campus community.

QEP Co-Directors

The QEP Co-Director of Implementation of the Seahawks SOAR program directs the day-to-day operation of LSC-PA's QEP and oversees the content and effectiveness of the QEP. This faculty member reports to the Dean of Academic Programs and receives a 60% reduction in course load to accommodate these duties during the fall and spring semesters for the initial implementation. The QEP Co-Director of Assessment is also the Director of Institutional Effectiveness who is in charge of assessment of programs at LSC-PA. The Co-Director of Assessment has been given a 10% dedication of time to oversee testing, collection, analysis and reporting of the project's results.

Space Commitments

The Seahawks SOAR program requires no use of additional space beyond setting up rooms for meetings, which is part of the College's day-to-day routine. Classroom 152 in the Madison Monroe Education Building has been assigned by the College to be used as a designated QEP room for meetings. Assessment materials, bulletin board supplies, and other incidentals will be stored in the SACS/QEP storage office in the Madison Monroe building, Room 114 A. No aspect of the Strategic Intervention or the Campus Engagement will require use of the College's

physical resources beyond that which is required on a daily basis for the common business of the campus.

Faculty Release Time

The Co-Director of Implementation will receive a 60% reduction in classroom assignments. The Co-Director of Assessment has been assigned a 10% commitment of time for QEP- related duties. Other than this, no faculty release time is required in order to implement the QEP as described in this report. Rather than place the burden of implementation on a small number of faculty or staff, the QEP Seahawks SOAR program involves all levels of faculty and staff in the project. This reduces the effort required from individual participants to a manageable level that can be accommodated into each faculty and staff member's daily activities. Faculty voluntary service on committees is recognized and appreciated in each member's annual review. These reviews form the basis for merit-related raises offered by the College and the faculty sees the QEP project as an opportunity to be recognized for their contributions.

Budget

The College has the financial resources to support the QEP as it is described in this paper. The monies needed for the first year's implementation projects have been added as a line item in the LSC-PA 2012-2013 Fiscal Year Budget and have been approved by the Texas State University System (TSUS) Board of Regents without change. The College must prepare and submit its budget annually and the College's budget is subject to review and alteration by the TSUS Board of Regents. The College is confident that funds budgeted over the five year period are realistic and reasonable for one with its resources.

This confidence is based upon the TSUS Board's historical acceptance and support of budget items related to institutional effectiveness and to accreditation through the Southern Association of Colleges and Schools Commission on Colleges. This can be demonstrated in the College's past expenditures. From July 2010 through August 2012 the institution incurred \$23, 805 in QEP-related travel and other direct expenditures. The College also assigned 50% of a full-time administrator to the project in 2011-2012 at an amount of \$28,869.

The College requested a line item for QEP associated costs in its 2012-2013 budget. The line item was approved and funded for \$52,344 in direct expenditures. The 60% release time for a faculty member to co-direct the project (\$29,609) is located in the Liberal Arts Department. The

Director of Institutional Effectiveness serves as co-director and 10% of his salary (\$6,140) will be contributed to the project. An additional \$12,372 was budgeted by the Liberal Arts Department to pay for adjuncts who will teach in place of the faculty member serving as co-director. The System's commitment to this type of expense, and the item's approval at the requested amount, both illustrate that funds, within the scope of the submitted budget, are available to the College and will be available for the period of the QEP.

The following tables include the overall budget allocations for the 5-year QEP project, the preparation budget, and QEP budgets for each of the academic years in the project:

Total Projected QEP Budget over the Five Year Study

Year	Budget
Preparation through Summer 12	\$23,805
12/13 (Spring Pre-Kickoff)	\$74,991
(Fall 13 is official start) 13/14	\$80,311
14/15	\$80,311
15/16	\$82,311
16/17	\$82,211
17/18 (Fall 17 is official end)	\$74,836
Total	\$498,776

QEP Budget –Preparation through Summer 2012

Item	Rationale	Cost
SACS Summer Institute July 2010	QEP, Accreditation, and Assessment Development	\$2,056
National Learning Communities Conference Nov 2010	General research on potential QEP topic	\$2,102
National Conference on Students in Transition (X2) Nov 2010	General research on potential QEP topic	\$2,150
SACS Annual Meeting Dec 2010	QEP, Accreditation, and Assessment Development	\$2,244
SACS Summer Institute July 2011 (X4)	QEP, Accreditation, and Assessment Development	\$6,065
POD (Professional and Organizational Development) Network Annual Conference Oct 2011	Specific development of faculty development strategies and QEP networking	\$2,050
College Reading and Learning Association Conference (X2)	Specific development of reading comprehension strategies and QEP networking	\$3,600
SACS Annual Meeting Dec 2011	QEP, Accreditation, and Assessment Development	\$1,530
Office supplies	Including paper, printer ink, presentation supplies	\$1,000

200 Nelson Denny Reading Test Booklets and 2 Scoring Manuals	Used to establish baseline of reading comprehension and vocabulary knowledge; reusable	\$708
2500 Scantrons (500/pkg -- 5 @ \$60 each)	In-house scoring of Nelson Denny Reading Test	\$300
TOTAL		\$23,805.00

QEP Budget, Academic Year 2012-13

Academic Year 12-13 QEP Pre-Kickoff: Spring 2013			
Item	Fall 12 Cost	Sp 13 Cost	Total for 12-13
Nelson Denny Reading Test Answer Sheets/Scantrons		300	300
Survey Monkey		300	300
Bulletin Boards & Supplies	675	675	1,350
Filming/editing of reading strategies for online posting	4,000		4,000
Student Book Club Speaker		3,000	3,000
Student Book Club Snacks		500	500
Student Book Club Incentives		2,000	2,000
Student Book Club Parking Sign		500	500
Faculty Development Speaker		1,500	1,500
Faculty Book Club Expenses		250	250
Library Collection Enhancement	200	200	400
SGA Kick-off Event Supplies		330	330
Seahawks SOARS Promotions		2,000	2,000
Conferences		3,000	3,000
Office Supplies	500		500
QEP Co-Director of Implementation Salary (3/5 release time)*includes: fall, spring & summer			48,921.00
QEP Co-Director of Assessment (10% time committed)			6,140.00
Subtotal for FY 12-13	5,375.00	14,555.00	
Total for FY 12-13			\$74,991.00
Academic Year 13-14 QEP Kickoff: Fall 2013			
Item	Fall 13 Cost	Sp 14 Cost	Total for 13-14
Nelson Denny Reading Test Answer Sheets/Scantrons	300		300
Survey Monkey	300		300
Bulletin Boards Supplies	250	250	500
Student Book Club Speaker	6,000	4,000	10,000
Student Book Club Snacks	500	500	1,000
Student Book Club Incentives	1,000	1,000	2,000
Faculty Development Speaker	1,500	1,500	3,000
Faculty Book Club Expenses	250	250	500
Library Collection Enhancement	200	200	400
SGA Kick-off Event Supplies	500	500	1,000
Seahawks SOARS Promotions	1,000	1,000	2,000

Signage/Banners	125	125	250
Conferences	3,000		3,000
Office Supplies	500	500	1,000
QEP Co-Director of Implementation Salary (3/5 release time)*includes: fall, spring & summer			48,921.00
QEP Co-Director of Assessment (10% time committed)			6,140.00
Subtotal for FY 13-14	15,425.00	9,825.00	
Total for FY 13-14			\$80,311.00
Academic Year 14-15			
Item	Fall 14 Cost	Sp 15 Cost	Total for 14-15
Nelson Denny Reading Test Answer Sheets/Scantrons	300		300
Survey Monkey	300		300
Bulletin Boards & Supplies	250	250	500
Student Book Club Speaker	6,000	5,000	11,000
Student Book Club Snacks	500	500	1,000
Student Book Club Incentives	1,000	1,000	1,000
Faculty Development Speaker	1,500	1,500	3,000
Faculty Book Club Expenses	250	250	500
Library Collection Enhancement	200	200	400
SGA Kick-off Event Supplies	500	500	1,000
Seahawks SOARS Promotions	1,000	1,000	2,000
Signage/Banners	125	125	250
Conferences/Development	3,000		3,000
Office Supplies	500	500	1,000
QEP Director Salary (3/5 release time) *includes: fall, spring & summer			48,921.00
QEP Co-Director of Assessment (10% time committed)			6,140.00
Subtotal for FY 14-15	15,425.00	10,825.00	
Total for FY 14-15			\$80,311.00
Academic Year 15-16			
Item	Fall 15 Cost	Sp 16 Cost	Total for 15-16
Nelson Denny Reading Test Answer Sheets/Scantrons	300		300
Survey Monkey	300		300
Bulletin Boards & Supplies	250	250	500
Student Book Club Speaker	6,000	6,000	12,000
Student Book Club Snacks	500	500	1,000
Student Book Club Incentives	1,000	1,000	2,000
Faculty Development Speaker	1,500	1,500	3,000
Faculty Book Club Expenses	250	250	500
Library Collection Enhancement	200	200	400
SGA Kick-off Event Supplies	500	500	1,000
Seahawks SOARS Promotions	1,000	1,000	2,000

Signage/Banners	125	125	250
Conferences/Development	3,000		3,000
Office Supplies	500	500	1,000
QEP Co-Director of Implementation Salary (3/5 release time)*includes: fall, spring & summer			48,921.00
QEP Co-Director of Assessment (10% time committed)			6,140.00
Subtotal for FY 15-16	15,425.00	11,825.00	
Total for FY 15-16			\$82,311.00
Academic Year 16-17			
Item	Fall 16 Cost	Sp 17 Cost	Total for 16-17
Nelson Denny Reading Test Answer Sheets/Scantrons	300		300
Survey Monkey	300		300
Bulletin Boards & Supplies	250	250	500
Student Book Club Speaker	7,000	6,000	13,000
Student Book Club Snacks	500	500	1,000
Student Book Club Incentives	500	500	1,000
Faculty Development Speaker	1,500	1,500	3,000
Faculty Book Club Expenses	250	250	500
Library Collection Enhancement	200	200	400
SGA Kick-off Event Supplies	500	500	1,000
Seahawks SOARS Promotions	1,000	1,000	2,000
Signage/Banners	125	125	250
Conferences	3,500		3,500
Office Supplies	200	200	400
QEP Co-Director of Implementation Salary (3/5 release time)*includes: fall, spring & summer			48,921.00
QEP Co-Director of Assessment (10% time committed)			6,140.00
Subtotal for FY 16-17	16,125.00	11,025.00	
Total for FY 16-17			\$82,211.00
Fall 2017			
Item	Fall 17 Cost		
Nelson Denny Reading Tests Answer Sheets/Scantrons	300		
Survey Monkey	300		
Bulletin Boards & Supplies	250		
Student Book Club Speaker	10,000		
Student Book Club Catering	1,500		
Student Book Club Incentives	250		
Faculty Development Speaker	1,500		
Faculty Book Club Expenses	250		
Library Collection Enhancement	200		
SGA Kick-off Event Supplies	500		

Seahawks SOARS Promotions	1,000
Signage/Banners	125
SACS Annual Conference	3,500
Office Supplies	100
QEP Co-Director of Implementation Salary (3/5 release time)*includes: fall, spring & summer	48,921.00
QEP Co-Director of Assessment (10% time committed)	6,140.00
Total	\$74,836.00

X. Assessment

Assessment of the QEP Seahawks SOAR program will involve four distinct phases: 1) the collection of baseline data; 2) an experimental intervention; 3) data collection designed to monitor change in the institution over the length of the study; and 4) data analysis.

First, a limited amount of data has been collected prior to the beginning of the experimental intervention. An initial sampling of baseline data was collected using the Nelson Denny Reading Test in fall of 2011 and spring of 2012. This data was used by the QEP Development Committee to confirm their conviction that a campus-wide activity designed to enhance reading comprehension and vocabulary acquisition was a suitable and needed project for our campus. The further and larger collection of baseline data will be conducted in the fall of 2012 and spring of 2013 and will provide a dependable description of reading comprehension and vocabulary acquisition skills currently exhibited by the total student body. Nelson Denny Reading Tests will be administered to selected entry level freshmen courses in the spring of 2013 and collection of PSLO Alpha artifacts in all sections of all classes will also be conducted during this semester. Data will be collected using the Metacognitive Awareness of Reading Strategies (MARS) in technical division capstone courses and academic courses chosen because of their concentration of graduating sophomore students. Data from each of these three sources will be used as comparison to data collected in coming years to provide a basis of comparison and a benchmark against which to measure change.

A second level of assessment utilized in the QEP Seahawks SOAR will be an experimental intervention using a pre-test – intervention – post-test experimental design. The cohort of first-time freshmen entering the College in the fall of 2013 will be the first population of students to participate in the experimental intervention. This cohort of students will be subject to a pre-test to determine their incoming level of reading comprehension and vocabulary acquisition skills. The cohort will be trained in one or more strategies designed to improve their skills in these areas, and then will be post-tested to establish their skill level at the end of the semester. Each succeeding cohort of entering fall freshmen will be subject to this intervention and assessment throughout the five years of the study.

A final level of assessment conducted as a part of the QEP Seahawks SOAR program will involve artifact collection of PSLO Alpha and the administration of the MARS questionnaire in sophomore level classes. PSLO Alpha artifacts will be collected in all courses during the five

years of the study. The MARSII will be administered to students in technical capstone courses and academic courses selected for their concentration of graduating sophomores. Pre-test MARSII data will be collected starting with the cohort of sophomores of 2013 and will be collected each subsequent spring during the five-year period of study.

Each of these elements of the QEP Seahawks SOAR program is discussed in greater detail below.

Baseline Research

Nelson Denny Reading Test

The Nelson Denny Reading Test is a nationally-normed, standardized test that measures both reading comprehension and vocabulary acquisition. It is a widely accepted survey of reading ability. Balanced participation in geographic regions and socioeconomic status, as well as among minorities and both genders, help eliminate bias for the test. Test authors gathered samples from students enrolled in grades 9 through 12, as well as from 2-year colleges and baccalaureate institutions.

In the 2011-2012 academic year, several faculty members administered the Nelson Denny Reading Test to provide further baseline data. Pre-tests were administered to representative classes at both freshman and sophomore level. Analysis of pre-test data from two administrations of the test in the fall of 2011 illustrated that freshmen and sophomore students exhibited reading comprehension and vocabulary skills at either a 9th or 10th grade level, as indicated in the following table. Additional pre-testing in the spring of 2012 continued to show LSC-PA students’ levels of comprehension and vocabulary at 10th or 11th grade levels.

Fall 2011 Single Seating (Pre-Test Only)					
Freshmen and Sophomore (n=183)			Freshmen Only (n=186)		
	Comp GE	Vocab GE		Comp GE	Vocab GE
Mean Grade Level	10.9	10.8	Mean Grade	9.7	10.5
Median Grade	10.9	10.2	Median Grade	9.7	10.1
Spring 2012 Single Seating (Pre-Test Only)					
Freshmen and Sophomore (n = 388)			Freshmen Only (n= 209)		
	Comp GE	Vocab GE		Comp GE	Vocab GE
Mean Grade	11.1	11.5	Mean Grade	10	11.6
Median Grade	11.3	11.6	Median Grade	10	11.6

Between 70 and 77 percent of students achieved the level of high school senior or lower across two semesters, but a quarter or more of students tested consistently score below high school freshman level.

Single Seating (Pre-Test Only) Grade Equivalents				
	Fall 2011 Freshman (n=186)		Spring 2012 Freshman (n=212)	
Grade Equiv.	Comp GE	Vocab GE	Comp GE	Vocab GE
13.1 and above	43 23%	52 28%	67 31.6%	68 32.1%
12.9 and lower	143 76.8%	134 72%	145 68.4%	146 68.9%
10.9 and below	116 62.4%	109 58.6%	114 53.8%	104 49.1%
8.9 and below	74 39.8%	49 26.3%	73 34.4%	55 26%

In the fall 2011 sampling, the large majority of freshmen scored below the 50th percentile in comprehension and only a bit better in vocabulary. The spring 2012 sampling shows that freshman scores are more evenly distributed through the 80th percentile; however, a large number of students scored very low percentiles. See the table below.

Single Seating (Pre-Test Only) Percentiles				
	Fall 2011 Freshman (n=186)		Spring 2012 Freshman (n=212)	
Percentile	Comp	Vocab	Comp	Vocab
0-9 %ile	50	31	58	50
10-19 %ile	39	48	32	25
20-29 %ile	14	30	17	27
30-39 %ile	30	18	28	32
40-49 %ile	18	16	19	14
50-59 %ile	8	11	12	14
60-69 %ile	9	11	18	14
70-79 %ile	7	9	13	20
80-89 %ile	9	6	9	8
90-100 %ile	2	6	6	8

Stanines for the single, pre-test only samplings also indicate that freshman student scores cluster at the lower end of the scores than otherwise, as indicated in the table below:

Single Seating (Pre-Test Only) Stanines				
	Fall 2011 Freshman (n=186)		Spring 2012 Freshman (n=212)	
Stanine	Comp	Vocab	Comp	Vocab
1	24	16	36	19
2	26	16	22	26
3	39	57	32	24
4	44	39	45	49
5	26	26	31	43
6	16	16	31	24

7	9	8	9	18
8	2	7	4	5
9	0	1	2	4

Based on this data, the QEP Chair recommended and the QEP Development Committee approved further baseline data collection utilizing pre-test/post-test in the spring of 2012. This testing showed limited improvement from spring 2012 pre-test to post-test mean and median scores for comprehension or vocabulary grade equivalences, as indicated in the table below. Scores are taken from both freshman and sophomore classes.

Thus, data from pre-tests conducted in fall 2011 and spring of 2012 indicate that LSC-PA students' comprehension and vocabulary skills are from 1 to 3 levels below college level. Further pre-test/post-test data from spring 2012 indicate that students' skills are being improved by their coursework and that their vocabulary and comprehension skills can be raised to college or near college levels.

Spring 2012 (n=183)	Pre-test	Post-test	Difference
Comprehension Grade Equivalence	11.9	12.7	0.8
	12.1	13.2	1.1
Vocabulary Grade Equivalence	12.1	12.1	0.0
	11.8	12.1	0.3
Overall Grade Equivalence	11.9	12.4	0.5
	11.9	12.7	0.8

All baseline data collection support the Committee's decision to pursue a common-interest reading project and suggest that specific techniques designed to aid comprehension and vocabulary acquisition should be taught to strengthen the students' ability to attain college level comprehension and vocabulary skills.

Artifact Assessment

Faculty development training was provided to all faculty regarding Program Student Learning Outcome Alpha immediately prior to the fall of 2012 and all programs began incorporating a reading PSLO into their program in the fall of 2012. PSLO Alpha is stated as: "Reading skills – Demonstrates comprehension of content-area reading material. (Identifies all main ideas, supporting details, and vocabulary in reading materials; demonstrates a full understanding of the reading)." Student artifacts measuring reading skills and comprehension will be assessed each semester, as part of regular, ongoing program assessment at Lamar State

College-Port Arthur. Initial intervention strategies and likely formative assessments are matched to student learning outcomes in the table below.

Student Learning Outcomes	Recommended Intervention Strategies	Possible Formative Assessments
Students will comprehend discipline-specific academic reading material.	SQ3R KWL Selective Underlining/Annotation	Quizzes, Exercises, Exams, Portfolios
Students will use appropriate and discipline-specific vocabulary.	Concept Definition Maps Context/Content Clues Quizlet	Quizzes, Exercises, Exams, Portfolios

Data from the artifact assessment baseline will be used to set benchmarks for progress to be achieved in the subsequent years of study.

Metacognitive Awareness of Reading Strategies Inventory (MARS)

The MARS is the final element of our baseline assessment. It is a self-reported analysis of behaviors students use to pre-read, read, and review written material. The strategies are broken down into component parts, and readers rate how often they use the component. Aggregated scores indicate which strategies students use more often and which are used less frequently. The MARS will be administered for baseline data in the spring of 2013 to students in the technical capstone courses and in specific academic courses chosen for their concentration of graduating sophomores to obtain baseline data for the campus.

Experimental Intervention

The experimental intervention envisioned in the QEP Seahawks SOAR program begins in the fall of 2013. A group of classes will be chosen in the spring of 2012 designed to contain a cohort of first-time freshmen comprising more than half of the class of entering freshmen. This will create two cohorts of freshmen who will be defined as: Cohort 2013EF – the cohort of 2013 incoming freshmen participating in the experimental intervention, and Cohort 2013F – the cohort of 2013 incoming freshmen not participating in the experimental intervention. The names of all members of Cohort 2013EF will be logged so that these students can be tracked for future elements of the assessment. Even though student names will be collected and used internally for identification, no identifying student data will be used or made accessible outside of the College or in any report or publication based on this research.

Faculty teaching these classes will be notified that they have been chosen for the experimental group the fall prior to the actual experimental intervention taking place. This will

give them the opportunity to adjust their syllabus and classroom schedule to allow for the two class periods that will be sacrificed in order to achieve pre- and post-test data. The selected teachers will administer the Nelson Denny Reading Test within two weeks of the beginning of classes. As the class progresses, students will receive training on how to understand and use the chosen strategy(ies) during the normal course of instruction. Students will be post-tested during the final two weeks of the class. Forms G and H of the Nelson Denny Reading Test corresponds to each other and is suitable for use as pre-tests/post-tests. Pre-test to post-test scores will illustrate whether the experimental cohort has learned to use the strategies they have been taught by illustrating an increase in their grade level of reading ability. An increase of one grade level is anticipated as the target.

The experiment will be repeated each succeeding fall of the five-year study period. As successive cohorts of freshmen enter the study they will create a series of experimental cohorts as described above. When the experiment ends in the fall of 2017 the following cohorts of students will have been created: 2014EF – first-time freshmen entering in the fall of 2014 who took part in the experimental intervention, 2014F – first-time freshmen entering in the fall of 2014 who did not take part in the experimental intervention, 2015EF, 2015F, 2016EF, 2016F, 2017EF and 2017F; each formed based on the same criteria described above.

The purity of the experimental cohorts will be protected statistically by gathering descriptive data from the students and retaining the ability to remove certain students from the statistical analysis based on their answers. Specifically, students will be asked if they have taken a developmental course prior to enrolling in this freshmen level course and whether they have ever taken any college level courses before. These questions are included because all of the developmental courses offered at LSC-PA utilize some of the reading comprehension and vocabulary acquisition strategies to be taught in the experimental intervention. Inclusion of students who have already received instruction in the use of the intervention strategies would unnaturally elevate pre-tests for their cohort. Pre-test post-test analysis can be made with students answering “yes” to these questions both included and excluded. Being able to take students in and out of the experimental cohort based up their answer to these questions will allow the College to examine their effect on the experimental cohort. If it is determined that students already experienced in the use of the intervention strategies have diluted the effect of the

teaching on the experimental cohort, the analysis will be re-run eliminating these students from the analysis in order to obtain a more accurate analysis of the intervention.

Monitoring Change Over Time

A second element of the QEP Seahawks SOAR experimental design is to gather data from cohorts of sophomore students, just prior to graduation, and use this data to determine if an increase in awareness of reading comprehension skills occurs in the student body over time. Baseline data for the awareness of reading strategies will be collected from graduating sophomores in the spring of 2013. This cohort will be named 2013S – cohort of sophomores in 2013. Data from these students will show the overall awareness of reading comprehension strategies in the total student body. Since this cohort of students will not have experienced the experimental intervention they will give evidence of how the College's general program of education already imparts reading comprehension and vocabulary acquisition skills.

MARSI data will be collected each spring from students in the capstone technical courses and from students in academic courses selected for their concentration of graduating sophomores. Data will be collected from cohorts of sophomore students in the spring of 2014, 2015, 2016 and 2017. Just as in 2013, students in the cohort of sophomores in 2014 will not have been exposed to the experimental intervention; however, these students may well be exposed to faculty, other than the faculty involved in the experimental intervention, adopting and using one or more of the intervention strategies in their classes. All faculty will be trained in the use of the strategies and encouraged to use them in their courses beginning in the fall of 2013. If a significant rise in reading strategies is demonstrated between 2013S and 2014S, this change must have been caused by the increased teaching of strategies by the faculty at large.

2015S should be the first cohort to also contain members of the 2013 experimental cohort of freshmen (2013EF). Data will be collected to insure members of 2013EF are identified. MARSI data from 2015S can be analyzed controlling for the presence of these students. Data for members of 2015S who were also members of the 2013EF can be statistically separated from those members of the 2015S who were not members of the 2013 experimental cohort (2013F). This separation allows for comparison between several cohorts of students which can reveal a great deal about the progression of knowledge of the intervention strategies in the student body. First, MARSI scores for 2015S can be compared directly to MARSI scores for 2014S and 2013S

to determine if succeeding cohorts of students are showing a trend. If the QEP Seahawks SOAR program is successful, an upward trend in scores is expected over time.

MARSI scores for 2015S can also be subdivided into the two subgroups described above: 2015S/2013EF – 2015 sophomores who had been a member of the 2013 experimental intervention, and 2015S/2013F – 2015 sophomores who were not members of the 2013 experimental intervention. These sub-cohorts can then be compared against MARSI data pertaining to 2013S and 2014S. Again, a positive trend is expected as the data confirm a higher and higher level of reading comprehension and vocabulary acquisition skills among graduating sophomores. This trend should continue and strengthen as more of these sophomores are taught the intervention strategies over the course of their tenure as a student. Analysis comparing 2015S/2013EF to 2014S and to 2013S should be especially high as this data will be the first comparison between baseline students and students who took part in the experimental intervention. This same comparison should offer insight into the extent to which the strategies have been integrated into the skills base of the 2013EF cohort. Pre-test post-test data for their cohort will demonstrate whether the QEP Seahawks SOAR was successful in raising these students' skill level in the short term; a high rank on the MARSI by members of the 2013EF cohort will demonstrate that strategies learned in the experimental intervention have been retained and integrated into their skills base three semesters later. As data is collected in the succeeding spring semesters this same type of analysis will continue. Each succeeding cohort will be analyzed and members of former freshmen cohorts identified as described above.

Lamar State College-Port Arthur (LSC-PA) has a high percentage of students who work either full or part-time as they pursue their educational goals. LSC-PA students frequently are enrolled only part-time and they also frequently take off one or more semesters and then return to their studies as their work allows. Because of this, the QEP Seahawks SOAR Advisory Committee does not anticipate a “clean” move of students through the process of the five-year study. Instead, the Committee anticipates that the freshmen cohorts will disintegrate as soon as the semester in which they participated in the experiment ends. It is also anticipated that freshmen level students will frequently be found in sophomore level classes. Statistical purity will again be achieved by collecting additional data from MARSI respondents. So that students participating in the sophomore cohorts can be identified and correctly analyzed as members of their appropriate freshmen cohort.

A final level of analysis utilized in the QEP Seahawks SOAR program will be the collection and analysis of artifact data pertaining to PSLO Alpha. PSLO Alpha states: “Students will demonstrate improvement in comprehension of content-area reading material.” Once initiated, artifact assessment via PSLO Alpha will be part of the continuous review and improvement process. Baseline data from PSLO Alpha will begin to be collected in the fall of 2012 and all faculty will be encouraged to begin teaching the new reading strategies in the fall of 2013. Thus, data from PSLO Alpha for 2012 is appropriately designed to illustrate the base level of reading comprehension demonstrated by LSC-PA students on the classroom level. Data from artifact collection is expected to support the Advisory Committee’s belief that new strategies will be incorporated into the skills base of the student body. Just as MARSII data is expected to illustrate a steady rise in the knowledge of the student body as it pertains to reading comprehension and vocabulary acquisition strategies, artifact assessment from PSLO Alpha is expected to show this same growth on the classroom level.

Data Analysis

Data will be analyzed utilizing appropriate statistical tools. Specific analysis and goals for learning outcomes are discussed below.

Nelson Denny Reading Test

The Nelson Denny Reading Tests Forms G and H provide linear level data suitable for descriptive statistics and for further advanced analysis. Pre-tests and Post-tests will be analyzed by descriptive statistics to provide the mean, mode, median and frequency information pertaining to reading comprehension and vocabulary acquisition for each cohort of freshmen. Descriptive statistics computed on pre-test data to be obtained in the spring of 2013 will be used as benchmark data to set standards for improvement which will be tracked in learning outcomes.

Further analysis in the form of paired samples t-tests will be used to see if a statistically difference, other than would exist by chance, is observed between each student’s pre and post-test. A P value of $\leq .05$ will be used to determine significance.

Metacognitive Awareness of Reading Strategies Inventory (MARSII)

The Metacognitive Awareness of Reading Strategies Inventory test subscales produce linear data suitable for both descriptive statistics and t-test analysis. MARSII subscales will be analyzed by descriptive statistics to provide the mean, mode, median and frequency information pertaining to reading comprehension and vocabulary acquisition for each cohort of freshmen. Descriptive

statistics computed on data collected in spring of 2013 will provide baseline data for comparison and will also provide benchmark data to be used to set standards for improvement which will be tracked in learning outcomes.

Further analysis of subscales in the form of independent-samples t-tests will be used to see if a statistically difference, other than would exist by chance, is observed between baseline data and the data created by each succeeding cohort of sophomore students. Analysis will also be conducted on sophomore cohort subgroups such as those students in the sophomore cohort of 2015 who were also in the freshman experimental intervention of 2013 (i.e., 2015S/2013EF). Subgroups can be compared to each other and to baseline data to observe differences and similarities. A P value of $\leq .05$ will be used to determine significance.

Artifact Data

Artifact data collected from the fall of 2012 forward in response to PSLO Alpha will yield varying levels of data from different classes. Most classes will provide artifacts assessed by peers based on a grading rubric with potential ratings of either 1 – 4 or 1 – 5. This data will be either nominal or ordinal in nature and will be suitable for analysis via descriptive statistics. Data will be described in terms of mean, median, mode and frequencies. Data from 2012 will be used as baseline data and comparison made between artifacts collected in this year will be made against those collected in subsequent years. 2012 data will also be used to set benchmarks and to set standards for improvement which will be tracked in learning outcomes.

Some classes may offer data drawn from test questions specifically designed to elicit data pertaining directly to PSLO Alpha. This artifact will be graded by the teacher and will probably come with a linear level grade assigned to it. Alternatively, the teacher may have graded the artifact using an ordinal level scoring such as A, B, C or D. If sufficient artifacts are offered in linear data, t-test analysis will be used to test for significance between group means. If too few artifacts are offered with this level of data, linear data will be converted to the ordinal scale discussed before and joined to the larger assessment of nominal or ordinal data.

Ongoing Analysis of Student Learning

Estimates for specific institutional goals for each learning outcome are listed in the table below. The Institutional Goals shown should be seen purely as estimates. As described throughout the discussion of data and analysis, baseline data from all assessment instruments are expected to provide more accurate benchmarks of the student body's current level of skills in

terms of all assessment instruments. These benchmarks will be substituted for the Instructional goals given in the following chart.

Learning Outcome	Institutional Goal	Assessment Tool	Type of Assessment
1. Students will comprehend discipline-specific academic reading material.	<p>At least 50% of the participating students will gain one grade level by the end of the semester, based on a pre-test and post-test.</p> <p>60% of participating students will score a total mean of 5 or higher from two raters, each of whom rates using the at five point scale from Excellent to Not Observed</p>	<p>Nelson Denny</p> <p>Artifact Assessment</p>	<p>Direct</p> <p>Direct</p>
2. Students will use appropriate and discipline-specific vocabulary.	<p>At least 50% of the participating students will gain one grade level by the end of the semester, based on a pre-test and post-test.</p> <p>60% of participating students will score a total mean of 5 or higher from two raters, each of whom rates using the following scale: Excellent – 4; Good – 3; Fair – 2; Poor – 1; Not Observed – 0. using the five point scale from Excellent to Not Observed.</p>	<p>Nelson Denny</p> <p>Artifact Assessment</p>	<p>Direct</p> <p>Direct</p>
3. Students will gain reading and vocabulary acquisition strategies.	<p>At least 50% of the students participating will use at least one strategy. In addition, a statistically significant difference is predicted between baseline data collected in technical capstone courses and selected academic sophomore level courses in the Spring of 2013 and Comparison data will be collected in these same classes at the end of the Spring 2014, 2015, 2016 and 2017.</p>	<p>Metacognitive Awareness of Reading Strategies Inventory (MARS)</p>	<p>Indirect</p>

XI. Works Cited

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XII. Appendices

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Appendix 1: Join the Quest Flyers and Clues

Join the Quest . . .



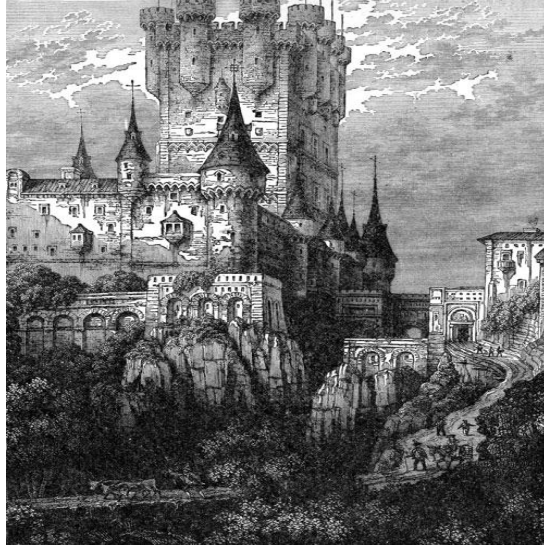
.....clues to follow

Join the Quest . . .



. . . clues to follow

On the Quest? Here's a clue...



*Student input we must obtain,
So won't you please play our game?
Whether it's physical or cyber space,
We really don't have to see your face.
All who complete will with a prize,
So go where the Seahawk is raised up high!*

Continuing the Quest? Here's a clue...

*Information we must obtain,
Where to go with all this terrain?
Put on your Armor or your Mail,
And we'll meet at Gates for a short tale.*

www.lamarpa.edu/qep



Here's the final clue . . .

*QEP, you may ask, what is?
SACS accreditation - it's your biz.
Give us your input on our site,
And give you a prize we just might.
You will find the website that you seek
Where the hairstyles are always at their peak!*

www.lamarpa.edu/qep



Appendix 2: Online Questionnaire

QEP Questionnaire

[Skip](#)

If you could improve one thing about our completing students, what would it be?

What single change in behavior would you most like to see our students make?

What specific skill or ability would you like to see our students master?

What single idea should our students value after leaving LSCPA?

What is the most important thing our students should know upon graduation?

Please indicate which one of the following you are:

- Student
- Faculty
- Alumni
- Community Member

Appendix 3: Appreciative Inquiry

The real act of discovery consists not in finding new lands but seeing with new eyes. - Marcel Proust

Take 5 minutes to jot down your responses to the following questions: (10)

1. What is your best experience teaching at LSC-PA?
2. What do you value most about:
 - a. Yourself?
 - b. Yourself as instructor/professor?
 - c. Your students?
3. What is or should be the core, life-giving factor for LSC-PA?

Martin Luther King, Jr., did not say, "I have a strategic plan." Instead, he shouted, "I have a DREAM!" and he created a crusade. - Unknown

Take 5 minutes to jot down your responses to the following questions:(15)

4. If you could have one wish to help improve LSC-PA's educational purpose, what would it be?
5. What single change in behavior would you most like to see our students make?
6. What specific skill or ability would you like to see our students master?
7. What single idea should our students value after leaving LSC-PA?
8. What is the most important thing our students should know upon graduation or completion?
9. What campus-wide program, process, or service would you like to see LSC-PA adopt?
10. Gandhi said, "We must be the change we wish to see in the world." How are you willing to be part of the change?

There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle. - Albert Einstein

Take 3 minutes to jot down your responses to the following questions:(12)

For many people, their college years were some of the best times of their lives. For some, college represents freedom from the constraints and responsibilities of home and taking on new and challenging opportunities. Self-discovery, initiative, and a sense of connectedness are often results of the college experience.

11. What most engaged you in your college experience? Were your experiences formally guided in some way (by a program or process of some sort)? Did something happen in college that caused you to "find yourself?" What was the situation? What specifically caused you to become engaged? How did it feel to be a part of it? What did you learn?
12. If student engagement is what makes the learning process work, what would you do to encourage it? How would you keep students engaged?

If we all did the things we are capable of doing, we would literally astound the world. - Thomas Alva Edison

Take 3 minutes to jot down your responses to the following questions:(12)

Organizations work best when they are vibrant, alive, and fun – you know, when the "joint is jumping!" You can see that the spirit of the organization is vital and healthy and that people feel pride in their work. Everyone builds on each other's successes; a positive can-do attitude is infectious and the glow of success is shared. What's more, this positive energy is appreciated and celebrated so it deepens and lasts.

13. Tell about a time when you experienced positive energy that was infectious. What was the situation? What created that positive energy? How did it feel to be a part of it? What did you learn?
14. If positive energy were the flame of LSC-PA, how would you spark it? How would you fuel it to keep it burning brightly?

Appendix 4: Your 2 Cents Survey

Your 2¢ Worth

We need your help! The Quality Enhancement Plan committee needs to know what student learning outcomes the college should consider when creating our plan. SACS tells us that we can focus our outcomes from any one or a combination of four areas: knowledge, skills, behaviors, and/or values.

Please take a few minutes to fill out this quick survey. Please consider your responses carefully, because what you think matters. The QEP committee will compile the responses, and from there we will formulate some ideas for how to achieve these learning outcomes. At that point, we will solicit your responses to possible actions or programs we may enact.

Please return this survey to Karen Cude by November 22. You may remain anonymous if you wish. There will be no attempt to discover whose responses are whose. If you attended a focus group, you do not need to fill out this form; however, you should feel free to return these additional responses as well.

- A. What single *change in behavior* would you most like to see students make?
- B. What single idea do you want the students to *value* after leaving LSC-PA?
- C. What should our students should *know* upon graduation or completion?
- D. What *campus-wide program, process, or service* would you like to see LSC-PA adopt?
- E. How can we do a better job of keeping our students *engaged*?
- F. What has been your *best teaching experience* at LSC-PA?
- G. What are the *best qualities* of LSC-PA?
- H. In what ways can LSC-PA *improve*?
- I. If you could have *one wish* for LSC-PA, what would it be?

Appendix 5: Your 2 Cent's Worth Survey Results

Faculty Survey Compilation of Results (Your 2¢ Worth) – 11 surveys returned

A. Change in Student Behavior

- Take responsibility for actions and decisions – 7
- Communication skills – 1
- Study skills – 1
- Become detail oriented – 2
- Change personal appearance – 1

B. Ideas to value upon graduation

- Problem solving – 1
- Responsibility – 2
- LSC-PA itself – 1
- Diversity – 1
- Lifetime learning – 4
- Accomplishment of learning – 2

C. Know upon graduation

- Institutional history – 1
- Critical thinking – 2
- Subject matter – 1
- Work ethic – 1
- Lifetime learning – 3
- Basic skills master (writing/math) – 1

D. Campus-wide program, process, or service to adopt

- Projectors and computers for instructors in all classrooms – 1
- Tutoring service – 2
- Reading comprehension – 1
- Mandatory orientation – 2
- Earlier standardized testing (into jr high) – 1
- Revision of advising process – 1
- Wellness program/flu shots – 1

E. How to keep students engaged

- Impart value of education – 1
- Encourage class discussion – 1
- Offer variety of class times, including weekends – 1
- More online and labs – 2
- Faculty needs to be more engaged first – 2

F. Your best teaching experience

- Reports back from successful students/thanks – 2
- Just being here – 1
- Transformation of at-risk students to success – 2
- Working with older students – 1
- Teaching study skills class – 1

G. Best qualities of LSC-PA

- Personal attention/small classes – 2
- Care about students and faculty – 1
- Affordable – 1
- Knowing student needs – 1
- Good faculty – 1
- User friendly – 1
- Comfortable/not intimidating – 1

H. Ways to improve

- Revise advertising strategy – 1
- Add annex in mid-county – 1
- Mandatory attendance policy – 1
- More surveys and continuous feedback – 2
- Grant writing – 1
- Entrance standards – 1
- Attractive campus – 1
- Activities – 1
- More classrooms with instructor computers and projectors – 1
- Bookstore change – 1

I. One wish

- More faculty involvement in decision-making process
- Adjunct pay raise – 1
- Dr. Monroe becomes immortal – 3
- More money/no budget cuts – 3
- More affordable – 1
- More enrollment – 1

Student-Oriented Suggestions	
More responsibility for actions and decisions	12
Lifetime learning/critical thinking skills	10
Improve communication skills	3

Institution-Oriented Suggestions	
Revise orientation/advising	4
Improve communication with students	4
Classroom computer/projector for instructor use	3
Greater technology available across campus	3
Add tutoring services	2
Involve the adjuncts/pay raise for adjuncts	2

What the faculty values most:

- Personal attention/small classes
- Evidence of student success
- Communication with students

Appendix 6: Idea Generation Committee Minutes, 9/1/11

QEP Idea Generation Committee Minutes, 9/1/11, 1:30 pm in MM 101

I. Call to Order

II. Report on meeting with Consultant Barbara Jones about the previously approved topic – The Seahawk Experience, with online Writing Across the Curriculum

III. Presentation of Newly Considered Topic

A. Student Learning Initiative: Reading Comprehension

1. What we want to improve: comprehension, vocabulary, inference skills in all reading media
2. How we want to get there: reading techniques as intervention, rolled out over time
3. How we can support reading: common book experience, online reading tutorials and information, reading-oriented website, short videos, other – hosted on our website
4. How we assess: Nelson Denny pre and post tests, CAAP reading tests, informal assessments by individual faculty
5. What others have done:
 - a. Look at Mississippi Gulf Coast Community College QEP:
www.mgccc.edu/qep/
 - b. Look at Northeast Mississippi Community College QEP:
<http://www2.nemcc.edu/QEP/qepdoc.pdf>

B. Institutional Initiative: Faculty Services Center/Center for Teaching and Learning

1. What it is: a faculty support initiative that pairs our ongoing assessment activities with appropriate development activities of all varieties
2. What it does: program and course assessment; coordinates development of faculty and staff; develops support for new and revised teaching initiatives
 - a. Provides support and encouragement for team teaching, service learning, learning communities, and other faculty or administrative initiatives
 - b. Explores and implements other learning processes based on the reading comprehension model
 - c. Provides a rich assortment of development activities from which faculty can choose.
 - d. Provides services to faculty, such as surveys, special projects, substitute teaching
3. Who does it: the service would be based out of my office (David Sorrells'), though I am not necessarily the one who provides all the services. There should be a five-person advisory committee for this office
4. How we assess it: a committee to assess the Faculty Services Center will be appointed, assessment measures will be determined, and assessment will take place. The Center's director will not assess his own programs.

IV. Appointment of New Committees and Sub-Committees (Nancy Cammack is *ex-officio* to all committees and subcommittees)

A. Central Development Committee

1. David Sorrells, chair
2. Beau Duncan
3. Kim Jones
4. Sheila Guillot
5. Sally Byrd
6. Chad Clark

B. Website Development & Maintenance – Reading Initiative

1. Kash Cox, Chair

C. Marketing & Publicity – Reading and Faculty Services Center Initiatives

1. Grace Megnet, co-chair
2. Kristel Kemmerer, co-chair

D. Common Book Experience

1. Sally Byrd, chair
2. Beau Duncan, PA Public Library Liaison

E. Faculty Services Center Blackboard pages

1. David Sorrells, Content
2. Beau Duncan
3. Chad Clark

F. Faculty Services Center Advisory Committee

1. Laura Stafford
2. Jim Cammack
3. Brandon Buckner
4. Linda McGee
5. Jennifer Bryant

V. Other

VI. Adjourn

Appendix 7: Development Committee Minutes, 4/18/12

QEP Implementation Committee Minutes, 4/18/12

Members: Sally Byrd, Chad Clark, Kristel Kemmerer, Jamie Clark, Robert Peeler, Grace Megnet. David Sorrells, chair.

Call to Order – 1:00 pm

Welcome to Stacy Shultz, reading specialist from Region V Education Service Center

1. Reviewed Classroom Initiatives with Stacy Schultz

Stacy Schultz reported that the biggest gap in vocabulary acquisition is how to ask questions. Everyone has these problems. Everything in our QEP outline is what the findings from the Education Service Center recommend as interventions to improve reading comprehension and vocabulary acquisition. Structure is what our plan offers, both a structure for delivery and a structure for instruction. It's important not to assume that the students already know the strategies we're using, or that if they do know them, that they use them. It's good that our plan goes across disciplines and uses the same terminology and strategies for everyone. This will reinforce the skills we're trying to implement. Kristel asked if newer faculty would be more likely to be amenable and perhaps even already prepared in delivering these interventions. Stacy suggested that seasoned professionals are more likely in SILOs and not as aware of cross-disciplinary strategies for learning. Seasoned veterans will buy in, but it may be more slowly. The scaffold-like nature of our rollout plan will give seasoned faculty more opportunities to see the initiatives work in their peers' classes and will hopefully want similar success in their own classroom teaching. Stacy invited the committee to develop the QEP into teacher in-service training for region V high school and maybe even middle school teachers after a couple of years. This is a significant development, in that it allows us to influence the students before they get to the college level. This is stakeholder involvement in the most direct way possible.

Stacy recommended generative strategies for vocabulary building, rather than creating a list and expecting students to memorize words and definitions. Generative strategies include the vocabulary acquisition strategies in our QEP. Teaching strategies of how to learn words, rather than give them a list of words to learn, is Stacy's recommendation. We asked about reading speed as well. She suggested that 90-110 words per minute is appropriate for silent reading at the college level. This is very slow, but it's a good minimum number. She also suggested that a focus on oral reading is less desirable, because of the performance stigma.

Some suggestions for faculty reading club include *Strategies that Work* and *Collaborative Reading Strategies*. Suggestions for student reading club include *Billy Purgatory*, *Write for the Fight: A Collection of Seasonal Essays*, and *If the Devil Had a Wife*.

Some references for data include the Texas Adolescent Literacy Academy and the work of Dr. Deborah Reed at Round Rock ISD.

2. Solidify Institutional Initiatives

- Common book for students
- Chose [The Other Wes Moore](#) by Wes Moore
- Website

assigned design team – Kristel, Grace, and Kash Cox. Asked Grace to come up with new logo and Kristel with new jingle

- Bulletin boards and activities
- vocabulary lists vs acquisition strategies

Continued discussion about what to put on bulletin boards, a list of common words for all the campus to learn, or strategies that demonstrate how to learn vocabulary. Will probably end up being a hybrid of both.

- games

3. Plan kick-off semester activities

- student speaker – choose common book

Selected *The Other Wes Moore* for the kick-off semester. Grace met Wes Moore at a Phi Theta Kappa convention last week, and he sounded very interested in our project. He indicated a real willingness to come and work closely with our students.

- faculty speaker – choose faculty book

Selected Essie Childers, reading specialist at Blinn College, as our kickoff speaker for faculty. Discussed a few titles for reading club

4. Nail down budget for 2012-13 academic year

Reviewed and approved budget for 2012-13 for preparation for budget hearings next week

5. Reports of stakeholder involvement

- Sally – Linda Neal. Linda Neal is a local reading specialist who will review QEP and send her comments.
- David – Essie Childers, Blinn College. Essie is a reading specialist at Blinn College. She will review the QEP and send her comments.

6. New meeting date/time options: Meetings Apr 23 @ 2; Apr 30 @ 3; May 3 @ 3. Will be other meetings during finals and throughout the summer, as needed.

7. Other

8. Adjourn

Appendix 8: Childers Email

From: Essie Childers <essie.childers@blinn.edu>
Sent: Thursday, May 10, 2012 12:59 PM
To: Dr. David Sorrells
Subject: RE: Lamar Port Arthur's QEP info

Good Afternoon David,

You have probably already started your summer vacation. I have finally come up for "air" in the midst of finals, grading and closing out the semester.

Kudos to you and your colleagues for creating a wonderful reading focus! I know that several hours of work was dedicated toward this project. I enjoyed reading the inventory that students will be asked to complete. Will you place it on eCampus or Blackboard in survey form also for students to complete? What great information can be gleaned from the answers retrieved from students.

I use the KWL in one of my reading projects. I find it quite useful to get the student to employ critical thinking skills. I did have one question for you, David. I am sure you are keeping abreast of the many changes that will be implemented in the 2013-2014 school year from the coordinating board. One change that is receiving a lot of momentum is the integration of reading and writing. It has not been mandated, but will be strongly suggested that the highest level reading course be taught on an integrated level. Will your QEP incorporate a reading and writing integration plan? I did not see where students will be asked to participate in writing activities.

Just my 2 cents....Looking forward to visiting with you more in Austin...can't wait to tell you about a new opportunity for me to expand my presentation interests.

Best regards,
Essie

Essie Childers, M.Ed.
TCCTA, Treasurer
TxCRLA, Secretary
Professor, Parallel Studies
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Appendix 9: Response Team Minutes – 8/16/12

16 August 2012

The Focused Report Response Committee met today in Dr. Stretcher's office. Present were Dr. Stretcher, Dr. Cammack, and Dr. Ben Stafford. Dr. Laura Stafford was absent due to illness.

Dr. Ben Stafford provided an outline of the research required in Draft 14 of the QEP Seahawks SOAR. The current plan requires pre-testing a selection of the Spring 2013 cohort of students utilizing the Nelson Denny Reading Test, and the MARSII. This selected population of students would be called Cohort Alpha. The current plan calls for testing this cohort with these two instruments every semester as they pass through the LSC-PA system. This testing would provide matched pairs of pre-test post-test data for each semester of Cohort Alpha's college experience. The current plan does not have in place any way to make certain that Cohort Alpha has not already been influenced by the experimental techniques prior to admission to the Cohort.

Groups of students enrolled in freshmen courses in the Spring of the following four years would form Cohorts A, B, C & D. Each of these Cohorts would be pre-tested in their first semester using the Nelson Denny Reading Test and the MARSII. Each of these Cohorts would be tested with the same instruments again every three semesters. Thus, Cohort A will be admitted in the Spring of 2014 and will be pre-tested; Cohort A will be posted three semesters later in the beginning of the Fall of 2015 and again in the beginning of the Spring of 2017. Cohort B will be admitted and pre-tested in the Spring of 2015 and will be post-tested at the beginning of the Fall of 2016 and again at the end of the Fall of 2017. Cohort C will be admitted and pre-tested in the Spring of 2016 and will be posted at the beginning of the Fall of 2017. Cohort D will be the final Cohort to be admitted and pre-tested in the Spring of 2017. The design does not elaborate but I suppose this Cohort will be post tested early at the end of the Fall of 2017. There is no discussion in the current design neither of how to keep the Cohorts from overlapping nor of how to stop each Cohort from being effected by students entering the Cohort from Developmental classes.

As a final element of assessment, all classes will begin to test PSLA Alpha pertaining to reading/understanding skills beginning in the Spring of 2013 and continuing throughout the five project years.

All members agreed that the current plan is somewhat ponderous in its scope and in the time and personnel it would require to be brought to fruition. There was discussion regarding which, if any, elements could be removed or altered and also pertaining to how many of the proposed College wide activities were needed or were pertinent to the experimental design.

Dr. Cammack discussed the current group member of the QEP committee and suggested bringing back several members who had resigned their membership some months back. All agreed that these members should be re-invited to attend. Dr. Stretcher voiced some concern whether these members had

sufficient time to become leaders of the team. Dr. Cammack provided information regarding the strengths of several of the group members and also discussed where those members had been assigned within subcommittees.

Dr. Stretcher asked whether there was a need to pay committee members in relief time in order for them to be able to meet their committee needs. Consensus was that the tasks seemed to be distributed well and did not seem to be causing a problem and to wait and see if flex-time was requested or needed.

Discussion focused on who would be the best person to lead the QEP committee and to lead the project forward for the next five years. Dr. Laura Stafford was discussed and nominated in absentia but with full knowledge that she would enjoy the position. Dr. Stafford's strengths include that she is an excellent producer with experience in very large-scale productions and that the QEP was, essentially, a large scale production. Dr. Ben Stafford stated that he was very capable and willing to run the project if he were asked to do so, but that Dr. Laura Stafford had a better vivacity and attention to detail. Several options were voiced about reimbursement and flex-time to take on these duties and the length of release time required in the various years of the QEP.

Therefore, it was decided that the QEP Implementation Committee had completed its task and with the stepping down by Dr. Sorrells as the QEP Chair it is time to divide the leadership between two co-directors. Dr. Laura Stafford will be the Co-Director of Implementation and Dr. Ben Stafford will be the Co-Director of Assessment. The QEP Seahawks SOAR Advisory Committee will be convened to further carry out the QEP Implementation Committee plans for the 5 year study. Many of the QEP Implementation Committee members will continue on the QEP Seahawks Advisory Committee, but Robert Peeler and Percy Jordan will rotate off and Stephanie Armstrong and Chandra Brooks will rotate on. Also the Port Arthur Public Library and the Groves Public Library will be contacted to include a community presence on the committee. The sub-committee chairs are as follows and will meet after Faculty Development Day on Aug. 22 to regroup.

Reading Strategies Sub-Committee Chair – Stephanie Armstrong

Members: Chandra Brooks & Stacy Shultz (Reading Specialist from Region 5 Education Service Center)

Student Book Club Sub-committee Chair – Sally Byrd

Members: Grace Megnet, Heather Vercher, SGA representatives (2), Phi Kappa Theta President, Seahawk Ambassador, Chad Clark, Claire Thomason, Dr. Barbara Huval

Faculty Book Club Sub-committee Chair – Jamie Clark

Members: Dan Walzer, Andrea Munoz

Informational Bulletin Board Sub-committee Chair – Grace Megnet

Members: Claire Thomason, SGA students, art students
Reading Resources Sub-committee Chair – Chad Clark

Members: Kash Cox, Jamie Clark, Laura Stafford

Other faculty and staff can be included on sub-committees as needed for the success and completion of the Seahawks SOAR program

It was also decided that Dr. Laura Stafford would have 60% release time to carry out the duties of Co-Director of Implementation for the first year and then it would be evaluated to see if that would continue or rotate to another faculty member. Dr. Ben Stafford, as Director of Institutional Effectiveness would continue to collect assessment data as part of his current job duties. The Staffords are in charge of finishing the editing of the QEP Report and Dr. Laura Stafford will present a summary of the progress of the project to the faculty on Faculty Development Day (Aug. 22, 2012). Dr. Ben Stafford will conduct Continuous Quality Improvement Assessment Training for the faculty on both days. (Aug. 22 & 23)
Meeting Adjourned.

Appendix 10: Vitae

CURRICULUM VITAE Dr. Laura Johnson Roth Stafford

EDUCATION			
Degrees	Institution	Year Awarded	Major
Doctor of Philosophy	University of Texas, Austin	1989	Communications, Performance of Literature
Master of Science	Lamar University, Beaumont	1979	Communications, Speech & Theater
Bachelor of Science	Lamar University, Beaumont	1977	Physical Education/Dance
Additional Study	Institution	Date	
TEACHING EXPERIENCE			
	Institution	Year	Discipline(s) Taught
Adjunct Instructor-Speech/Theater	Lamar University-Beaumont:	1980 to 1981.	Business & Professional Speech Humanities - Theater Public Speaking Oral Interpretation of Literature
Tenured Assistant Professor of Communications-Speech/Theater.	Lamar University-Port Arthur	1981 to 1990.	Public Speaking Interpersonal Communication Oral Interpretation of Literature Elements of Acting Introduction to Theater Introduction to Musical Comedy Voice, Vocabulary, and Diction Theater Practicum
Adjunct Instructor-Speech	University of Houston-Downtown:	1990 to 1990.	Fundamentals of Communication Business & Professional Speech (junior level)
100% Instructor.	San Jacinto College-South:	1990 to 1991.	Public Speaking Business & Professional Speech Interpersonal Communication
Adjunct Instructor-Speech	Lamar University-Port Arthur:	1992 to 1999	Public Speaking Interpersonal Communication
Middle School Part-Time Teacher	All Saints Episcopal School, Beaumont, TX.	1998 to 2000.	Public Speaking - 8 th grade Performing Arts - 7 th grade Drama & Study Skills - 6 th grade

Adjunct Instructor-Speech	Lamar University-Beaumont:	1998 to 2000.	Public Speaking
Associate Professor of Communications-Speech/Theater.	Lamar State College-Port Arthur	2000-2010	Public Speaking Interpersonal Communication Introduction to Theater
			Elements of Acting Voice for the Theater
Professor of Communications-Speech/Theater	Lamar State College-Port Arthur	2011-present	Public Speaking Interpersonal Communication Introduction to Theater Elements of Acting Voice for the Theater Theater Practicum III/IV

PUBLICATIONS, CERTIFICATIONS, AND LICENSURE

- * A Working Guide to Communication Success, 10th ed., Ann Arbor, MI: Copley Custom Textbooks, Fall 2011.
- * A Working Guide to Communication Success, 9th ed., Ann Arbor, MI: Copley Custom Textbooks, Fall 2010.
- * A Working Guide to Communication Success, 2nd Ed., Houston, Texas: Barnes & Noble Bookstores, Inc. Custom Publishing Series, Fall 2001.
- * A Working Guide to Communication Success. Norcross, GA: Campus Custom Printing, 2000.
- * Contributing author for Public Speaking Workbook. 5th Ed., New York: McGraw-Hill Primis Custom Publishing, 2000.
- * “The Building Blocks of a Quality Day Treatment Program: The Needs Assessment,” Stafford, Ben and Laura Stafford. The International Journal of Partial Hospitalization 7 (2), 1991, pp. 161-169.
- * LUPA Picks Up the TA CT Torch,” The TACT BULLETIN Vol. XLI. No. 1 (1988).
- * To Be Or Not To Be-A Political Activist ??? That Is The Question!!” The TACT BULLETIN Vol. XLI. No. 5 (1989).

Texas Secondary Teaching Certificate, provisional - Lamar University, 12 February 1980.

CURRICULUM VITAE

Dr. Ben Stafford

EDUCATION			
Degrees	Institution	Year Awarded	Major
Doctor of Public Health	U. of Texas Sch. of Public Health	1996	Public Health Administration
Master of Public Health equivalence	U. of Texas Sch. of Public Health	1988	Public Health Administration
Master of Social Work	University of Houston	1987	Social Work
Bachelor of Social Work	Lamar University	1985	Social Work
Assoc. of Science in Industrial Technology & Electronics	Lamar University	1981	Industrial Electronics
		1978	
TEACHING EXPERIENCE			
	Institution	Year	Discipline(s) Taught
	Houston Community College	1989	Behavioral Health
PUBLICATIONS, CERTIFICATIONS, AND LICENSURE			
<i>An Examination of the Rate of High School Completion Experienced by Handicapped and Non-handicapped Students in the State of Texas</i>			
<i>Mentorship for Graduate Social Work Students: Real and Ideal</i>			
<i>The Building Blocks of a Quality Day Treatment Program: The Business Plan</i>			
<i>The Building Blocks of a Quality Day Treatment Program: The Needs Assessment</i>			
<i>Pregnant Teens: Differential Pregnancy Resolution and Treatment Implications</i>			
<i>Leadership: An Initial Training for Advisory Boards</i>			
<i>Self-Discovery: An Examination of Self-Esteem and Communication Skills</i>			
<i>The Effect of the Mentor Relationship on Graduate Social Work Students</i>			
<i>Completed 80 hours of training in Continuous Quality Improvement – Certified as a Group Leader</i>			
<i>Complete 40 hours of advanced training in Continuous Quality Improvement – Certified as a Trainer/Facilitator</i>			
OTHER INFORMATION			
In charge of assessment, quality improvement and process improvement for multi-site and multi-state companies from 1993 to 2000.			
Worked as a consultant in program assessment and process improvement in the field of early childhood education since 2000.			

Stephanie Armstrong

armstrongss@lamarpa.edu

Education	Lamar University	May 2011
Master of Arts in English		
Texas A & M University		May 2005
Bachelor of Arts in English Certified RELA, Grades 8-12		
Work Experience	Lamar State College Port Arthur	2011-present
Reading Curriculum Coordinator QEP Reading Strategies Sub-Committee, Chair Instructor		
<ul style="list-style-type: none">• ENGL 0301—Basic Reading Skills• ENGL 0302—College Reading Skills• ENGL 0310—Developmental Writing• ENGL 0317—Developmental Writing		
Lamar University		2009-2011
Adjunct Instructor		
<ul style="list-style-type: none">• ENGL 1301—Composition I• ENGL 1302—Composition II• ESLI 2313—Intermediate ESL Conversation• ESLI 2323—Intermediate ESL Grammar and Writing• ESLI 2333—Intermediate ESL Listening and Speaking• ESLI 2363—Intermediate ESL Reading		
Graduate Assistant		
<ul style="list-style-type: none">• DWRT 0371—Developmental Writing• Writing Center Tutor		
Humble ISD, <i>Timberwood Middle School</i>		2006-2009
8th grade Pre-AP and On-Level RELA Teacher		
<ul style="list-style-type: none">• 100% student pass rate on first attempt of 2008 TAKS• 99% student pass rate on first attempt of 2009 TAKS• Constructed effective, TEKS aligned units of study with 8th grade RELA Team		
Goose Creek CISD, <i>Robert E. Lee High School</i>		2005-2006
9th grade On-level English I Teacher		
<ul style="list-style-type: none">• Constructed weekly lesson plans independently• Collaborated with cross-curriculum team daily regarding common students and cross-curricular activities• Above school average student TAKS pass rate Assistant Girls Soccer Coach		
Publications		
My Foundations Lab Workbook		2012
Pulse Literary Magazine, “a hero’s welcome”		2010

Presentations

Langdon Review Weekend, “a hero’s welcome”	2010
Memberships & Awards	
Sigma Tau Delta, President	2010-2011
Eleanor Weinbaum Scholarship	2010-2011
Lamar University Academic Lecture Series Committee	2010

CURRICULUM VITAE

Chandra Brooks

EDUCATION			
Degrees	Institution	Year Awarded	Major
Master of Science	Lamar University Beaumont	2005	Education/ Reading Specialist
Bachelor of Science	Lamar University Beaumont	2003	Elementary Education/Interdisciplinary Studies
Additional Study			
Additional Study	Institution	Date	
Doctor of Education (60 hrs completed)	Texas Southern University		Curriculum and Instruction
TEACHING EXPERIENCE			
	Institution	Year	Discipline(s) Taught
	Lamar State College- Port Arthur	2012- present	English- Developmental Writing
	Lamar University- Beaumont	2012- present	Teaching Writing in Elem and Middle Schools
	Beaumont ISD	1999-2011	ELAR, Gifted and Talented (MS and HS)
PUBLICATIONS, CERTIFICATIONS, AND LICENSURE			
<i>Texas Teacher Certificate</i>			
<i>BISD Teacher Exemption Graduate Award 2004</i>			
<i>IEA/Region 5 Writing Challenge Regional Finalist 2010 & 2011</i>			
<i>TxBess (Texas Beginning Educator Support System) Mentor</i>			
<i>TELPAS (Texas English Language Proficiency Assessment System) Holistic Rater</i>			
<i>Intel® Teach to the Future Master Teacher</i>			
<i>Certified Reading Specialist</i>			

CURRICULUM VITAE

Stacy Shultz

EDUCATION			
Degrees	Institution	Year Awarded	Major
Bachelor of Science in Interdisciplinary Studies	Stephen F. Austin State University	1996	
Master of Education	Stephen F. Austin State University	2003	Educational Leadership
TEACHING EXPERIENCE			
	Institution	Year	Discipline(s) Taught
Kindergarten	Burkeville ISD	1996-1998	Self-contained
Second grade	Burkeville ISD	1998-2004	Self-contained
7th & 8th grade	Jasper ISD	2004-2006	Reading/ELA
Third Grade	Burkeville ISD	2006-2008	Reading/ELA
Region 5 ESC		2008-current	Reading/ELA, Gifted & Talented, Dyslexia K-12
PUBLICATIONS, CERTIFICATIONS, AND LICENSURE			
<i>Reading 1-8</i>			
<i>Math 1-8</i>			
<i>Early Childhood</i>			
<i>Master Reading Teacher</i>			
<i>Principal</i>			

Appendix 11: Seahawk SOAR Advisory Committee Organizational Chart

