

Rust College

Quality Enhancement Plan



B.L.U.E.
Building Language Unites Everyone

President Robert M. Dixon, PhD

Dr. Anisi Daniels-Smith, SACSCOC Liaison

In compliance with the
Southern Association of Colleges and Schools Commission of Colleges
process of reaffirmation of accreditation.

TABLE OF CONTENTS

	Page
Executive Summary	3
Organization of the Quality Enhancement Plan.	5
Overview of Rust College	5
Mission.	5
Process Used to Develop the QEP	6
Identification of the QEP Topic.	10
Literacy Level of Incoming Freshmen.	10
Focus of B.L.U.E.	17
Student Learning Outcomes	20
Assessment	22
QEP Implementation.	24
QEP Goals and Strategies.	24
Timeline for Implementation.	25
Year 1: 2022-2024.	26
Year 2: 2024-2025.	26
Year 3: 2025-2026.	28
Year 4: 2026-2027.	28
Year 5: 2027-2028.	29
Budget.	30
Review of the Literature	31

I. EXECUTIVE SUMMARY

Rust College's Quality Enhancement Plan *B.L.U.E: Building Language Unites Everyone* is a comprehensive plan to improve the language skills of incoming freshman and the general student body through targeted intervention, co-requisite, supplemental instruction, and campus cultural enrichment. The mission of Rust College is to produce graduates equipped and inspired toward excellence and service in their communities and throughout the world. Our Quality Enhancement Plan, B.L.U.E, is a direct reflection of our institutional mission and commitment to provide a student-centered atmosphere, which works to serve the best interests of our enrollment demographic.

As an open-enrollment Historically Black College (HBCU), Rust College is committed to its tradition of providing quality education for students of African descent and of color. We welcome all applicants who meet the criteria for acceptance, many of whom are first-generation college students and products of various school systems. The B.L.U.E plan is designed to enhance language and literacy of our students. Considering the fundamental and far-reaching impact of language and literacy, evidence suggests these skills offers our students the best chance to thrive in the academic and professional sphere, as well as contribute to the advancement of society at large.

Our quality enhancement plan, *B.L.U.E: Building Language Unites Everyone* aims to improve students academic performance and foster a culture of literary appreciation through intense focus on language and literacy skills. To achieve these goals, the QEP focuses on the following desired student learning outcomes:

- Students will be able to demonstrate comprehension of written texts across discipline, and specific knowledge to develop a critical analysis.
- Students will be able to evaluate varied texts and complex concepts to formulate and support original arguments.
- Students will be able to compose written documents that utilize appropriate diction, varied syntax, and contemporary standards of sentence structure and punctuation.
- Students will be able to demonstrate an awareness of the cultural significance and intrinsic value of literature and other narrative forms.

B.L.U.E focuses on literacy testing and placement of first-year students in required, supplemental instruction and co-requisite courses, including two pilot courses, offered by the English program. Implementing a revised policy for academic placement of first-year students and revised referral processes for academic support aligns with the institutional goal to restructure support for students

with a strong emphasis on advising. To achieve its desired results, our quality enhancement proposes to initiate the following actions:

- Implement revised policy/process for placement and curriculum for first year students.
- Implement revised referral process for language-related student support services.
- Provide faculty language-related professional development training.
- Offer series of student-centered literary events and student clubs.

Rust College Quality Enhancement Plan calls for collective effort—utilizing multiple academic and administrative departments and programs including: the Department of Languages and Literature which includes the Rust College Writing Center and Literacy Center, the Leontyne Price Library, the Office of Student Success and Persistence which includes Academic Advising and Student Activities, IT & Technology staff, and the Office of Academic Affairs.

Literacy-related initiatives associated with the Quality Enhancement Plan include: Pre-Diagnostic placement testing of incoming Freshman, offering newly-developed courses from the Department of Languages and Literature, restructuring and revitalization of the campus Writing Center, development of a modest Literacy Center, the re-establishment of student-access computer labs, faculty development related to literacy and developmental learning, as well cultural enrichment programming including book clubs, campus readings, and other events that promote literary appreciation and a renewed engagement with the Leontyne Price Library and Archives.

The assessment plan includes a comprehensive evaluation of all aspects of the B.L.U.E project; implementation, faculty development, as well as assessment of the student outcomes. The project Director for the QEP will provide leadership and coordination of project activities articulated in the timeline. Resources for the project, including both funding and personnel, have been identified as more than adequate to ensure the timely completion of the proposed project.

II. ORGANIZATION OF QUALITY ENHANCEMENT PLAN (QEP)

Overview of Rust College

Rust College is a historically Black, liberal arts college affiliated with the United Methodist Church. Founded in 1866 by the Freedmen’s Aid Society, Rust College is located in Holly Springs, Mississippi, near the southern border of Tennessee. Rust College is the second-oldest private college in the state, and one of only ten historically black colleges and universities founded before 1868 still in operation.

The institution began in Asbury Methodist Episcopal Church, founded by missionaries who opened a school accepting adults of all ages, as well as children, for instruction in elementary subjects. The first building on the present campus was erected a year later. In 1870, the school was chartered as Shaw University after the Reverend S.O. Shaw made a gift of \$10,000 to the burgeoning institution. In 1892, the name was changed to Rust University—a tribute to Richard S. Rust of Cincinnati, Ohio, Secretary of the Freedman’s Aid Society. It became Rust College in 1915. As students progressed, high school and college courses were added to the curriculum, and in 1878 two students graduated from the college department. As public schools for African Americans became more widespread and the need for private schools decreased, the grade school was discontinued, officially closing in 1930. The high school remained in operation until 1953.

In 1920, Dr. M.S. Davage became the first African American president. Dr. L. M. McCoy (1924), his successor, was the first alumnus to serve his Alma Mater as president. He was followed in 1957 by Dr. Earnest A. Smith, another alumnus. In 1967, Dr. William A. McMillan assumed the presidency. In 1993, Dr. David L. Beckley, also an alumnus, class of 1967, became the eleventh president of Rust College. Dr. Ivy R. Taylor became the twelfth president of Rust College, the first female president, and served from June 2020 to May 6, 2023. Dr. Robert M. Dixon assumed Interim President on May 9, 2023.

Mission

Rust College equips and inspires students for excellence and service in their communities and throughout the world. With more than 150 years of service, Rust College remains grounded in its legacy and commitment to social justice, faithful to its longtime motto “By Their Fruits Ye Shall Know Them”. Rust College’s faculty and staff are committed to the success of all students. The institution recognizes the threefold functions of education as teaching, research, and community service, with its primary mission as teaching. Our vision reflects an institution of learning, inside and outside of the classroom. Programs are designed to support cultural, moral, and spiritual development.

In support of its mission, Rust College's strategic plan defines the institution's vision for the future and identifies goals and objectives outlined sequentially to achieve the vision. Rust College's Strategic Plan 2022 – 2025 included the institutional goal to operate programs and activities firmly based in the institution's mission. Subsequently, Academic Affairs goals included: (1) develop programs of excellence in each academic division; (2) offer academic programming that successfully increases student learning; (3) increase and promote academic programs that critically engage cultural and social development (4) develop and implement an advising system that focuses on student learning and success; and (6) strengthen academic advising.

Upon review and assessment of the 2014 – 2019 strategic plan, the Rust College Strategic Plan 2022–2025 updated goals to ensure a vibrant and engaging student experience for excellent student outcomes. This strategic plan envisions a culture which offers relevant and rigorous academic programs to fully engage the student body. Specific goals bound by action items in the strategic plan include ensuring campus cultures are student-centered through communications and training of staff and faculty, restructuring support for students with a strong emphasis on advising and campus enrichment, and ensuring the curriculum is relevant to post-graduate success.

Process Used to Develop the QEP

Rust College's Quality Enhancement Plan was developed in response to the requirements for reaffirmation of accreditation with the Southern Association of Colleges and School Commission on Colleges. As outlined in Standard 7.2, Rust College has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

As illustrated in Tables 1 - 6, the QEP Steering Committee and Sub-Committees represent a broad-based array of faculty, staff, and students.

TABLE 1: QEP Steering Committee

Member Name	Title/Department
Chair: Dr. Wonso W. Hayes	Director for QEP Chair, Department of Languages and Literature, Reading Specialist
Dr. Doris Ward	Vice President for Academic Affairs
Latanya Foreman	Assistant Professor, Social Work/Director Families First
Dr. Margaret Delashmit	Associate Professor, English
Dr. A. J. Stovall	Dean and Professor of Humanities and Social Science
Dr. Anisi E. Daniels	Associate Vice President for Special Projects
Dr. Louis Cook	Interim Vice President for Student Engagement and Enrollment

TABLE 2: Topic Identification Sub-Committee

Member Name	Title/Department
Latanya Foreman	Assistant Professor, Social Work/Director Families First (C)
Tanya Kelly-Kirk	Director of Special Projects and Events
Richard Frederick	Dean, Business
Alfred Worthy	Assistant Professor and Chair Accounting
Savahn A. Jordan	Advisor/Campus Enrichment Counselor
Dr. Berry Cooper,	Assistant Professor of Business
Sana Sise	Instructor Computer Science
Dr. Jalisa Parks	Assistant Professor English & Writing Center Director
Ashleigh Pirtle	Administrative Assistant, Division of Education
Shia Moore	Senior Class President
Kaylayla Haywood	Junior Class President
Reggie Smalls	Sophomore Class President

TABLE 3: SLOs and Assessment Sub-Committee

Member Name	Title/Department
Dr. Mechikia Brooks	Dean of Education
LaTanya Foreman	Assistant Professor for Social Work, Director of Families First Resource Center
Dr. Jalisa Parks	Assistant Professor of English, Director of Writing Lab
Twana Robinson	Chair, Mathematics and Computer Science
Martha Stovall	Assistant Professor, Psychology

TABLE 4: Implementation Sub-Committee

Member Name	Title/Department
Dr. Louis Cook	Interim VP of Student Engagement and Enrollment
Dr. Doris Ward	Vice President for Academic Affairs
Dr. Cadavious Jones	Dean, Science and Math
Tawana Robinson	Chair, Mathematics and Computer Science
Wanda Pegues	Interim Director, Leontyne Price Library and Special Collections Librarian
Dr. Wonso W. Hayes	Director of Literacy Lab
Dr. Valeree Ellis-Barnes	Assistant Professor, Education
Barry Cooper	Assistant Professor and Chair, Global Supply Chain Management
Kenith Matthews	Instructor, History
Sharon White	Instructor of Mass Communication
Amber Fonville	SGA President
Jayden Maddocks	SGA Vice President

TABLE 5: Literature Review Sub-Committee

Member Name	Title/Department
Martha Stovall	Assistant Professor of Education (C)
Talia Palicio	Multicultural Admissions and Marketing Manager
Kenith Matthews	Instructor, History
Dr. Patricia Merriweather	Assistant Professor of Education
Debra Butler	Chair, Assistant Professor, Social Work Department
Margaret Delashmit	Associate Professor of English

TABLE 6: Document Writing Sub-Committee

Member Name	Title/Department
Dr. Jalisha Parks	Assistant Professor of English/Director, Writing Center
Dr. Alfred Stovall	Dean, Professor of Humanities and Social Science
Dr. Louis Cook	Interim Vice President for Student Engagement and Enrollment Management
Sharon White	Instructor of Mass Communication
Dr. Margaret Delashmit	Associate Professor, English

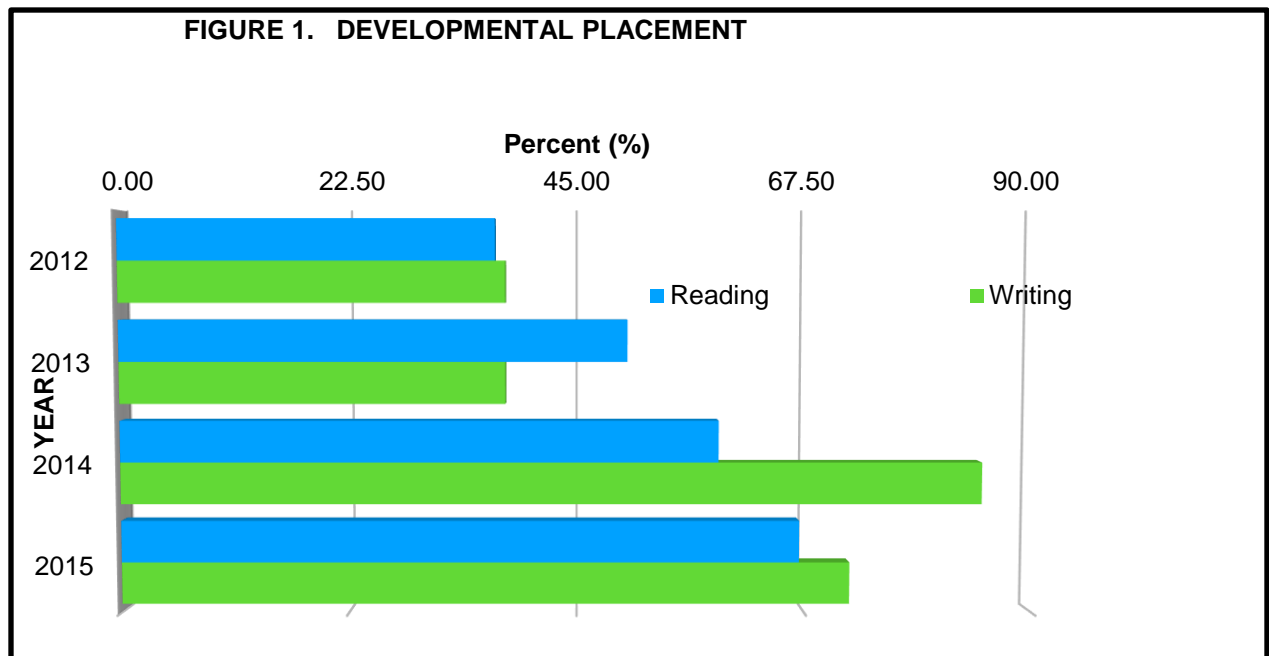
III. IDENTIFICATION OF TOPIC

The Identification of the topic for the Quality Enhancement Plan was informed by data from our ongoing planning and assessment processes, as well as discussion, surveys, and a focus group administered by the Topic Identification Sub-Committee.

Literacy Levels of Incoming Freshman

As part of our ongoing planning and assessment processes, staff in First Year Experience periodically administer diagnostic pre-tests to incoming freshmen. This process ensures our ability to develop curriculum plans for students that promote successful matriculation toward graduation. Consistently, the results of that diagnostic testing show roughly three-quarters of our incoming freshmen enter with literacy skills below the tenth-grade level, a severe hindrance for mastering college-level writing.

For example, the results of TABE and *Accuplacer* diagnostic tests from Fall 2012 through Fall 2015 are shown in the Figure below. Prior to 2014, TABE diagnostic testing resulted in the placement of an average of 37% of incoming Freshmen in Developmental Reading courses and an average of 53% of incoming freshmen in Developmental Writing. *Accuplacer* was used to assess the incoming Freshmen in the 2014-2015 academic year. As depicted in Figure 1 below, 68% of the incoming Freshmen were placed in Developmental Reading, while 85% of this cohort was placed in Developmental Writing. In 2015-2016, the launching of OASIS, a summer enrichment program, accounted for the reduction in placement in developmental courses.



Diagnostic Placement Test from Fall 2019 showed 58% of incoming freshmen possessed reading skills below a tenth-grade level, while 76% possessed writing skills below the tenth-grade level; (Table 7).

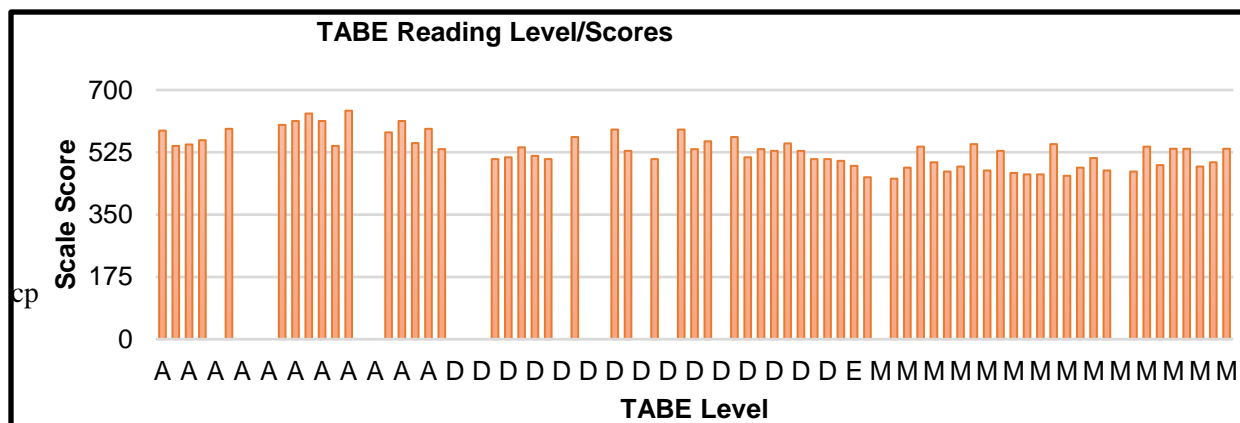
TABLE 7: Accucess Placement Exam FALL 2019: Pre-Test Results

Subject	Number of Testers	Above 10 th Grade	Below 10 th Grade
Language Arts	183	42%	58%
Reading Comprehension	173	24%	76%

In 2020-2021, the College did not conduct diagnostic testing to determine placement. Instead, high school GPAs and ACT scores were shown to be reliable indicators for placement of incoming Freshmen. For this academic term, the average composite ACT score for the 2020-2021 cohort was 16.2 with an average GPA of 2.70. Average ACT scores in English and Writing for this same cohort averaged 15.25 and 16.80, respectively. The national average for the composite ACT score is 20.6. In 2020 the average ACT composite score for Mississippi was 18.2. By sections, the national average in English is 19.9 and 21.2 in reading. These results suggest that our students reading and writing skills are below that of the averages of entering college freshmen.

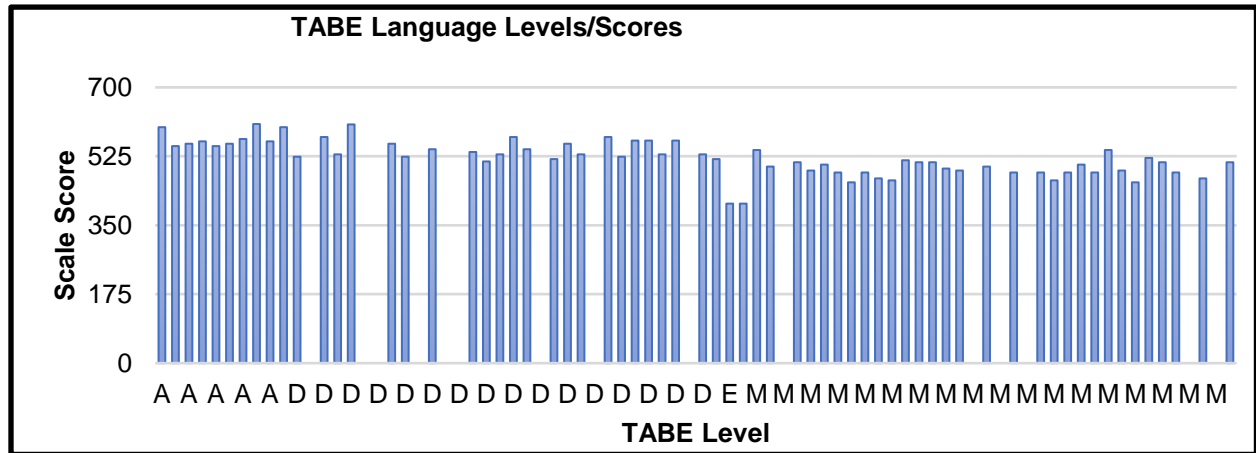
Diagnostic testing of incoming freshmen in Fall 2022 confirmed the trend we saw in previous years. According to the TABE 11 & 12 Grade Range Scale Score Guidance, a score of 608 or above is 10th-grade level, with scores at about 600 approaching 10th grade. Language testing of 80 incoming freshmen revealed that only 2 out of 80 students earned a scale score over 600.

Figure 2: TABE: Reading Testing Results Fall 2022



Similarly, a scale score of 597 equates to a 10th-grade reading level, with scores over 59 approaching 10th grade. TABE Reading testing of 80 incoming freshmen showed six students read above a 10th-grade level, with four more students approaching 10th grade—only 10 out of 80 incoming freshmen.

Figure 3: TABE Language Testing Results Fall 2022



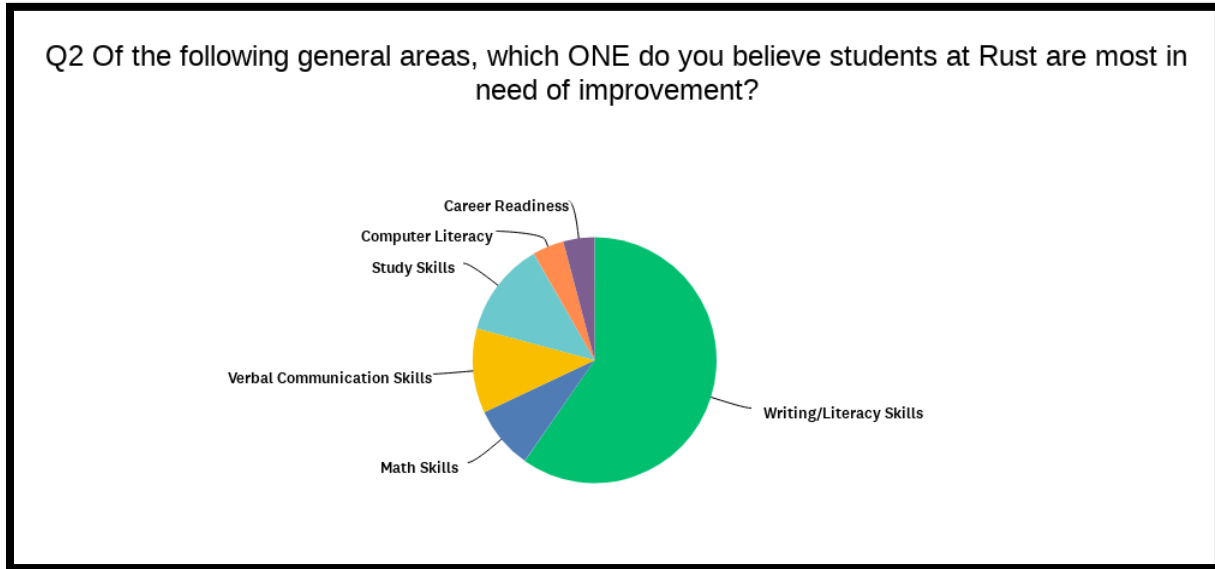
Topic Identification Sub-Committee

In Spring 2022, the initial phase of QEP development was launched with the development of various committees. These committees include a Topic Identification Committee, SLO & Assessment Committee, Literature Review Committee, a Writing Committee, and lastly, the QEP Core Committee comprised of the Chairs of all four previously listed committees. The Topic Identification Committee first convened in April 2022. Over the course of several weeks, three surveys were administered by the Topic Identification Committee.

Topic Identification Survey #1 gauged the most pressing concerns and general interests of the faculty, staff, and administration; it garnered 72 responses. More than half, 59.72% of respondents identified writing/literacy skills as most in need of improvement. Study skills, largely related to reading comprehension and knowledge retention, followed, identified by 12.5% of respondents as the skill students most needed to improve. Finally, 11.11% of respondents identified students’ verbal communication skills as most in need of improvement.

Overall, Topic Identification Survey #1 showed a combined 83.33% of faculty, staff, and administration identified language-related skills as those of which students’ most in need of improvement.

Figure 4 QEP Survey 1, Question 2



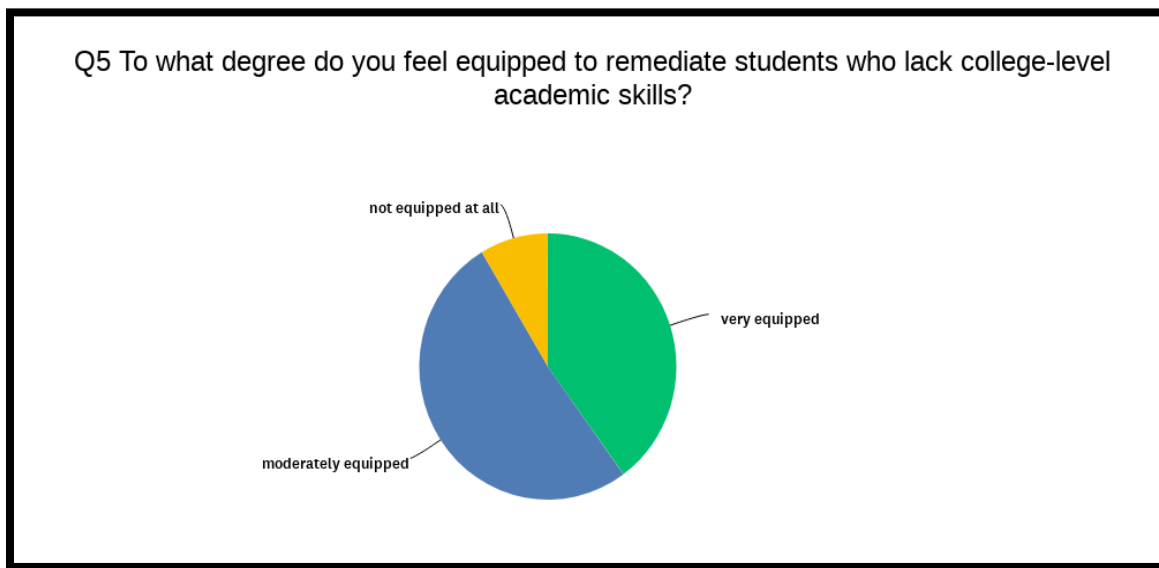
In addition to identifying the skills they perceived students were most in need of improvement, respondents were also asked to rank areas in order of highest impact on student retention and academic success, and to suggest QEP topics they believed to be viable and necessary. Out of 57 proposed QEP topics, 25 respondents (roughly 35%) suggested topics related to writing, literacy and/or language.

Based on the results of Survey #1, language-related skills were identified as our general subject and two more surveys were developed to move toward a specific topic. Furthermore, QEP Surveys #2 and #3 informed the development of the Quality Enhancement Plan's desired student learning outcomes and strategies and action plan.

Topic Identification Survey #2 asked faculty to gauge the importance of writing and critical reading/thinking skills in their courses and indicate the importance of specific student learning objectives related to literacy; it gauged faculty's sense of responsibility and ability to offer academic remediation and measured faculty's engagement and satisfaction with the campus library. Of a total of 35 respondents, 94.29% identified student writing as important or very important to their courses or areas of instruction. Of those respondents, 100% found critical reading and thinking as important or very important to their courses or areas of study.

Faculty was predictably torn on the issue of academic remediation. More than half, 51.43% of respondents, indicated that they believed it their responsibility to help students develop the literacy skills necessary for college-level scholarship. Slightly more than 25% disagreed, and nearly 23% were undecided. A combined 91.43 % felt either very equipped (40%) or moderately equipped (51.43%) to prepare students who lacked college-level literacy skills.

Figure 5 : QEP Survey #2, Question 5



QEP Survey #2 (faculty) and **QEP Survey #3** (students) addressed library engagement and satisfaction. The library engagement report from Spring 2022 showed a drastic drop in library engagement since our return to in-person learning after the COVID-19 pandemic. This trend of decreased library patronage raised concern as library engagement is directly tied to student’s academic success and literacy.

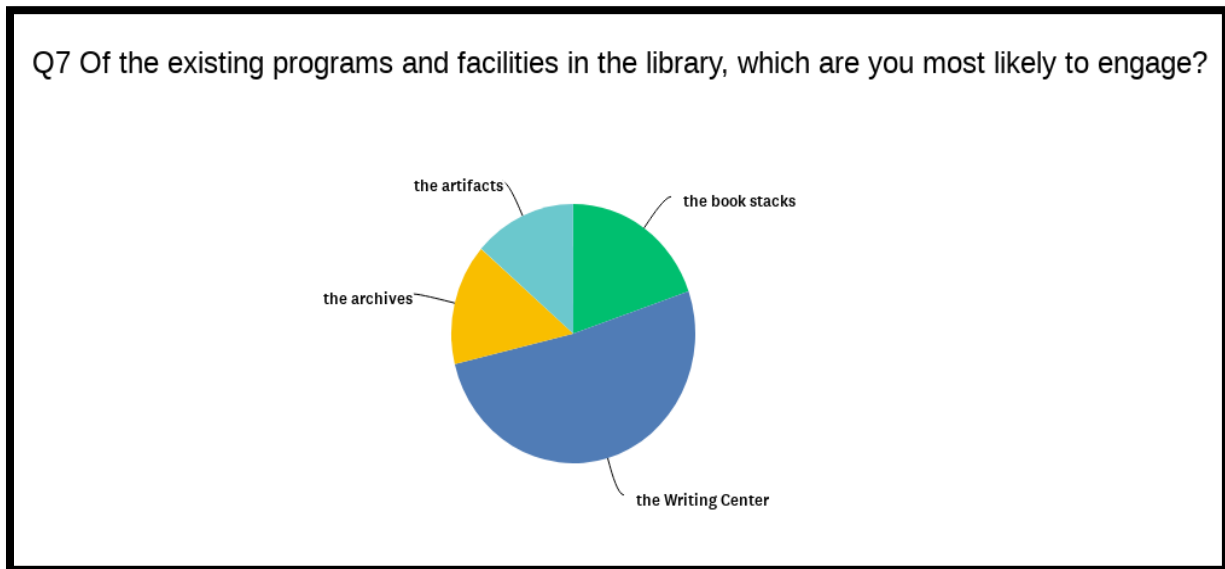
When asked how often they checked out books or reference material from the library over the course of one year, more than half of faculty, a combined 54%, reported never visiting the library or visiting only once a semester. Of student respondents, 46% said they never visited the library, and another 15% said reported visiting only once a semester.

When asked to rate their satisfaction with the library catalog, faculty respondents were split nearly into even thirds. A combined 37.14% reported dissatisfaction, 31.43% indicated they were somewhat satisfied, and another 31.43% reported satisfaction. Of student respondents, only 13.43% reported dissatisfaction with the catalog.

When asked to rate their satisfaction with library technology, 28.57% of faculty respondents reported satisfaction, while 31.43% were somewhat satisfied. A combined 40% were dissatisfied with library technology. Student respondents were only slightly more satisfied, with just over 40% reporting satisfaction. Just over 26% were somewhat satisfied, and nearly 33% were dissatisfied with library technology.

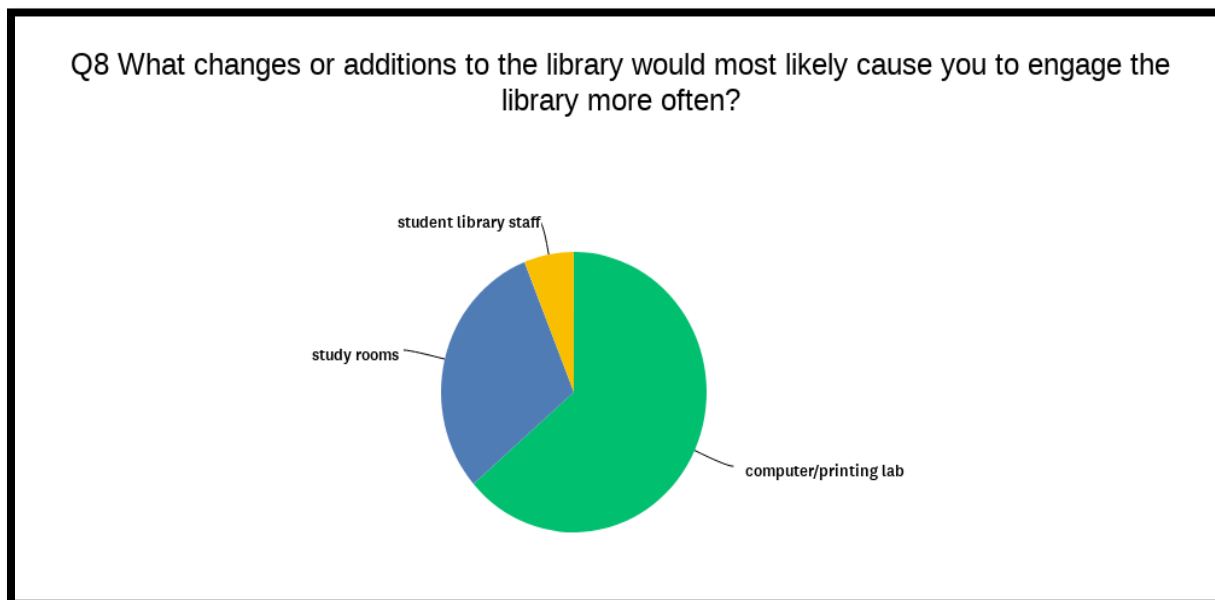
Both faculty and students were asked how often students were given assignments that required research. Students were also asked how they completed that research. The data suggests that although students were often assigned research, many did not complete that research in the library, most turning to online sources instead. When asked which of the existing library programs or facilities they were mostly likely to engage, slightly more than half of student respondents choose the Writing Center.

Figure 6. 1.: Survey #3, Question 7



Finally, when asked about possible additions to the library, almost 64% of student respondents said a computer/printing lab would bring them into the library more often. This addition would also directly impact students' ability to complete writing and research assignments in the library.

Figure 6.2.: Survey #3, Question 8



IV. FOCUS OF *B.L.U.E*

B.L.U.E focuses on improving reading and writing skills of our entering Freshmen. The mission of Rust College is to produce graduates equipped and inspired toward excellence and service in their communities and throughout the world. As part of our ongoing planning and assessment processes, staff in Academic Advising and Retention, and formerly First Year Experience, have periodically administered diagnostic tests to incoming freshmen. Consistently, the results of pre-diagnostic tests show roughly three-quarters of our first-year students enter Rust College with literacy skills below the tenth-grade level. Our Quality Enhancement Plan, *B.L.U.E*, is a direct reflection of our institutional mission and commitment to provide a student-centered atmosphere which works to serve the best interests of our enrollment demographic.

Desired Results

Diagnostic placement tests from Fall 2014 resulted in the placement of 53% of first-year students in Developmental Reading and 89% in Developmental Writing. *Accuplacer* Placement Tests from Fall 2019 showed 58% of incoming freshmen possessed reading skills below a tenth-grade level, while 76% possessed writing skills below the tenth-grade level. TABE testing of incoming freshman in Fall 2022 confirmed the trend. TABE testing of incoming freshman showed a combined ten percent 10% read above or approaching 10th grade. Similarly, less than ten percent 10% of first-year students earned a language score showing above or approaching 10th grade language usage skills.

The aim of the Rust College quality enhancement plan is *to improve the literacy skills of incoming freshman and foster an environment conducive to academic rigor and cultural/literary appreciation*. To accomplish its overall purpose, the quality enhancement plan seeks to achieve three impact results:

- Students will improve their reading skills as evidenced by an average gain of 40 points on the assessment posttest during the first year of enrollment.
- Students will improve their language skills as evidenced by an average gain of 35 points on the assessment posttest.
- Students will demonstrate the ability to determine an information need, access successfully and critically evaluate the needed information; organize and apply the information appropriately to accomplish a given “research” assignment.

These desired results are each aligned with student learning outcomes addressed in English Composition courses and student support services, as well as goals related to Student Experience in the Rust College Strategic Plan 2022 – 2025.

Alignment with Institutional Goals

Rust College's Quality Enhancement Plan, *B.L.U.E*, is in direct alignment with our current Strategic Plan. The Strategic goals include the enactment of initiatives to generate an engaging environment that supports students' academic and social needs as they pursue their graduation and career aims. The QEP seeks to provide an academic foundation that will promote student success.

The Rust College Strategic Plan 2022 – 2025 identifies student experience as one of four pillars, aiming to “ensure a vibrant and engaging student experience for excellent student outcomes.” The strategic plan identifies as the desired result of the student experience that “All Rust College students engage fully in their academic pursuits and feel connected to the College Community.” The strategic plan further outlines action items related to the mission and desired results for student experience. Our quality enhancement plan directly aligns with the following action items: (a) “ensure campus culture is student-centered through communications and training of staff and faculty,” and (b) “restructure support for students with a strong emphasis on advising and campus enrichment.”

Proposed Actions

To achieve its desired results, our quality enhancement proposes to initiate the following actions:

- Implement revised policy/process for placement and curriculum for first-year students
- Implement revised referral process for language-related student support services.
- Provide faculty language-related professional development training.
- Offer series of student-centered literary events and student clubs.

B.L.U.E focuses on improving reading comprehension and writing skills of our student using pre-diagnostic testing and placement of first-year students in required, supplemental instruction and co-requisite courses, including the addition of mandatory reading and/or writing laboratories housed within the Department of Language and Literature. Implementing revised policy for academic placement of first year students and revised processes of referral for academic support aligns with the institutional goal to restructure support for students with a strong emphasis on advising.

The quality enhancement plan includes faculty development, that is aligned with the goals of our QEP that are consistent with institutional goals to ensure campus culture is student-centered through training of staff and faculty. The College will sponsor a series of faculty development seminars and workshops that promote the incorporation of best practices in the generating a student-centered learning environment that enhances the development of literacy skills.

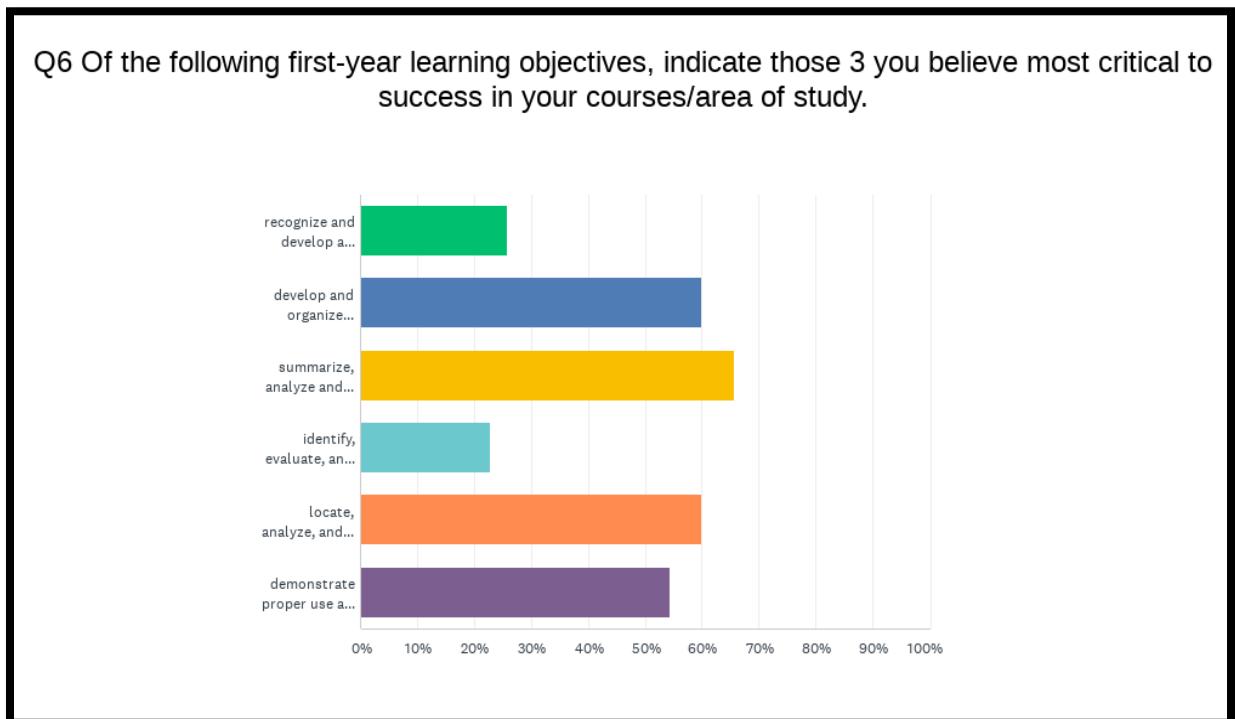
The quality enhancement plan also proposes a series of literary and cultural events and literacy-related student clubs aligned with institutional goals to restructure support for students with a strong emphasis on campus enrichment. Campus enrichment in the form of cultural and literary events involves the Rust College Lyceum Committee and the Department of Language and Literature. Students will be invited to engage in events that heightens their appreciation of African American and other cultures of the world. The aim is to increase awareness of the importance of appreciation of the similarities and differences in the customs, values, and beliefs on one's own culture and that of others.

The enactment of QEP heavily utilizes the Department of Language and Literature, which houses the English program, foreign language courses, and two key student support services—the Literacy /Reading Lab and Writing Center. Rust College QEP is a joint effort of Academic Affairs and Student Engagement. Academic Affairs will provide instruction while Student Engagement will provide support services that promote academic success. The plan also will rely upon the Division of Humanities and Social Science to offer first-year, general education courses such as African Diaspora (HIS 133) which provide culturally relevant knowledge as the context for writing assignments and assessments.

V. STUDENT LEARNING OUTCOMES

In QEP Faculty Survey #2, Faculty was also asked to identify specific student learning outcomes related to Freshman Writing most critical to success in their courses or areas of instruction. The skills most identified as critical to success were: (1) summarize, analyze and evaluate varied texts and complex concepts; (2) develop and organize reasonable, relevant, and sufficient evidence and support; (3) locate, analyze, and evaluate appropriate source material.

Figure 7: QEP Survey 2, Question 6



Desired Student Learning Outcomes

B.L.U.E has four student learning outcomes that seek to achieve changes in students' knowledge, skills, values, and behaviors. Our quality enhancement plan emphasizes the following student learning outcomes:

- Students will be able to demonstrate comprehension of written texts and discipline-specific knowledge in developing a critical analysis.
- Students will be able to evaluate varied texts and complex concepts to formulate and support original arguments.
- Students will be able to compose written documents that utilize appropriate diction, varied syntax, and contemporary standards of sentence structure and punctuation.

- Students will be able to demonstrate an awareness of the cultural significance and intrinsic value of literature and other narrative forms.

The student learning outcomes associated with the QEP correspond to the student learning outcomes of first-year courses offered in the Department of Languages and Literature. These courses include Composition I (ENG 134) and Composition II (ENG 136), as well as assignments and activities started in the accompanying laboratories.

Literacy-related initiatives associated with the Quality Enhancement Plan include: *Accuplacer* diagnostic testing and placement of incoming Freshman, offering newly-developed courses from the Department of Languages and Literature, restructuring the campus Writing Center, development of a modest Literacy Center, the re-vamping of student-access computer labs, faculty development related to literacy and developmental learning, as well cultural enrichment programming including book clubs, campus readings, and other events that promote literary appreciation and renewed engagement with the Leontyne Price Library and Archives.

VI. ASSESSMENT

Multiple assessment measures will be employed to assess the various outcomes of the proposed QEP. Our quality enhancement plan includes a plan of assessment to measure achievement of student learning outcomes and the QEP impact results. In addition to assessing the literacy skills of incoming freshmen, our plan of assessment tracks engagement and measures the impact of language-related support services, as well as faculty development.

TABLE 8: STUDENT OUTCOMES ASSESSMENT

Mission: *B.L.U.E* aims to improve the literacy skills of all its students and provide an environment conducive to academic excellence and literary appreciation.

Outcomes	Measurement	Benchmark	Action
Students will be able to demonstrate critical comprehension of written text and discipline-specific knowledge to develop a critical analysis.	Literacy Rubric Diagnostic post-test	Score a minimum of 3 on the Literacy rubric’ Improvement in diagnostic post-test score of at least 40 points	The Department of English including the Writing Center will use the rubric to assess student writing skills in specifically identified entry-level courses.
Students will be able to evaluate varied text and complete concepts to formulate and support original arguments.	This outcome is associated with ENG 134, Composition I which has a rubric. Diagnostic Assessment Tool	Students will score a three or better using the rubric. Students will average a score indicative of college-level performance on diagnostic posttest.	English faculty will implement a process to administer, collect, and review writing assessments of students enrolled in ENG 134.
Students will be to compose written documents that utilize appropriate diction, varied syntax and contemporary standards of sentence structure and punctuation.	This outcome is associated with ENG 136 Composition II which has a rubric. Diagnostic Assessment Tool	Students will score a three or better using the rubric. Students will average a score indicative of college-level performance on diagnostic post-test	English faculty will implement a process to administer, collect, and review writing assessments of students enrolled in ENG 134
Students will be able to show an awareness of the cultural significance and intrinsic value of literature and other narrative forms.	Student Surveys Rubrics for writing assignments in HIS 133 and HUM 233.	Students will score a three or better using the rubric. Students will attend 70 % of cultural literacy events.	The English Faculty will collaborate with various institutional units to ensure the enactment of various cultural and related events.

B. QEP Implementation

Assessment of the implementation of the QEP project will be conducted by evaluating four majors' activities associated with enactment and implementation of the QEP according to scheduled timeline.

Four proposed actions are associated with the implementation and enactment of the Proposed QEP. To achieve its desired results, our quality enhancement proposes to initiate the following actions:

- Implement revised policy/process for placement and curriculum for first year students.
- Implement revised referral process for language-related student support services.
- Provide faculty language-related professional development training.
- Offer series of student-centered literary events and student clubs.

C. QEP Impact

The overall impact of the proposed project will be assessed by examining several components. Through data collection, surveys and monitoring, the number, design, participation, and faculty satisfaction (impact) of professional development workshops, seminars, etc. will be analyzed to ascertain the overall effectiveness of the professional development series.

The impact of B.L.U.E will also be assessed by evaluating strategic academic interventions and effectiveness of student support services that promote increased student engagement and sense of belonging. Baseline data from both faculty and student surveys will be used to set target goals for the impact of B.L.U.E.

VII. IMPLEMENTATION

The QEP Implementation Committee created a timeline of implementation which allows the college to commit funds and resources to literacy programming incrementally over the course of the five to seven years. In addition to a formal plan of implementation to commence at the start of the 2023 – 2024 academic year, the Quality Enhancement Plan included a period of Pre-Planning to review and develop relevant policies, stabilize receiving programs, and assess impending processes. The Pre-Planning stage occurred in the 2021-2022 and 2022-2023 academic years, followed by the QEP Implementation Plan for the following academic years: 2023 – 2024, 2024 – 2025, 2025 – 2026, 2026 – 2027, and 2027 – 2028.

Goals and Strategies

Rust College Quality Enhancement Plan utilizes multiple academic and administrative departments and programs including: the Department of Languages and Literature which includes the Rust College Writing Center and Literacy Lab, the Leontyne Price Library, the Office of Student Success and Persistence which includes Academic Advising and Student Activities, IT & Technology staff, and the Office of Academic Affairs. The goals and strategies of the quality enhancement plan are to:

- enhance student academic success through reinforced attention on critical reading and writing.
- increase student and faculty engagement with the library and language-related support services.
- revise programs and policies for language-related academic support labs.
- implement policy and procedure for freshman testing, assessment, and academic advising.
- provide incoming freshmen with targeted intervention through supplemental and co-requisite coursework.

Timeline of Implementation

To achieve the stated objectives of the Quality Enhancement Plan, Rust College has and will implement the following plan of action:

Phase 1: Pre-Planning

Time	Actions
Fall 2021	<ul style="list-style-type: none"> • Hire Academic Skills Specialist (Reading) • Enhance Writing Center Resources
Spring 2022	<ul style="list-style-type: none"> • Establish QEP Steering Committee and sub-committees. • Collect and assess baseline data for QEP Topic Identification • Announce of QEP Topic
Fall 2022	<ul style="list-style-type: none"> • Introduce faculty, staff, and students to QEP objectives, strategies, and SLOs. • Administer pre-diagnostic placement tests to incoming freshmen. • Offer newly developed co-requisite courses to incoming first-year students through Department of Languages & Literature • Revise and implement referral process for academic support in Writing Center and Literacy Lab. • Hire full-time Academic Skills Specialist (Writing) • Review and assess policies and process for freshman testing and placement. • Equip student computer labs for writing and research.
Spring 2023	<ul style="list-style-type: none"> • Design QEP logo and marketing package • Administer post-diagnostic placement tests to Fall 2022 incoming freshmen. • Review, assess, and revise co-requisite course syllabi and instructional delivery. • Review and assess process of referral for academic support and instructional delivery in Writing Center and Literacy Lab • Develop and obtain academic council/board approval of official policy for freshman testing and revisions to ENG 134 and ENG 136.

Phase 2

Time	Actions
FALL 2023	<ul style="list-style-type: none"> • Roll out QEP Marketing and Promotion • Fall Lit' on the Lawn! • Administer pre-diagnostic placement test to incoming freshmen. • Offer literacy-related faculty development during Faculty Institute-Developing, Implementing and Assessing Curricula to Support Literacy. • Hire Writing Specialist • Hire a Reading Specialist • Generate a rubric for assessing the implementation of the QEP. • Establish student book clubs through academic departments. • Identify language-related, co-requisite activities to be offered to incoming Freshmen. • EVENT: Pulitzer-Prize Lecture Series in collaboration with Lyceum Committee.
SPRING 2024	<ul style="list-style-type: none"> • Administer post-diagnostic tests to Fall 2023 incoming freshman to assess student gains. • Review, assess, and revise language-related, co-requisite course syllabi and instructional delivery. • Review and assess Writing Center and Literacy Lab engagement and instructional delivery. • Extend student book clubs through Leontyne Price Library, Office of Residence Life, and Student Activities. • Inaugural B.L.U.E. Authors Series (Reading/Workshop) • Spring Lit' on the Lawn!
FALL 2024	<ul style="list-style-type: none"> • Fall Lit' on the Lawn! • Administer pre-diagnostic placement test to incoming freshmen. • Offer literacy-related faculty development during Faculty Institute-Developing Rubrics for Writing Assignment. • Offer language-related, co-requisite courses to incoming first-year students and general study body. • Continue student book clubs through academic and athletic departments. • Pulitzer-Prize Lecture Series in collaboration with Lyceum Committee

SPRING 2025

- Administer post-diagnostic tests to Fall 2024 incoming freshmen to assess student gains.
- Administer diagnostic placement tests to incoming first-year students.
- Administer post-test.
- Review, assess, and revise language-related, co-requisite course syllabi and instructional delivery.
- Continue student book clubs through Leontyne Price Library, Office of Residence Life, and Student Activities.
- Review and assess Writing Center and Literacy Lab engagement and instructional delivery.
- ***B.L.U.E. Authors Series*** (Reading/Workshop)
- ***Spring Lit' on the Lawn!***

Phase 3

<p>FALL 2025</p>	<ul style="list-style-type: none"> • Administer pre-diagnostic placement test to incoming freshmen. • Fall Lit' on the Lawn! • Faculty Development- Designing Student-Centered Syllabi and Incorporating High-Impact Practices in the Classroom. • Offer language-related, co-requisite courses to incoming first-year students and the general student body. • Continue student book clubs through academic units. • Pulitzer-Prize Lecture Series in collaboration with Lyceum Committee.
<p>Spring 2026</p>	<ul style="list-style-type: none"> • Administer post-diagnostic tests to Fall 2025 incoming freshman to assess student gains. • Administer diagnostic placement tests for incoming Freshmen. • Administer post-tests. • B.L.U.E. Authors Series (Reading/Workshop) • Continue student book clubs. • Review and assess Writing Center and Literacy Lab engagement and instructional delivery. • Review and assess language-related academic support program for student athletes. • Review, assess, and revise language-related, co-requisite course syllabi and instructional delivery. • Spring Lit' on the Lawn!
<p>FALL 2026</p>	<ul style="list-style-type: none"> • Administer pre-diagnostic placement test to incoming freshmen. • Fall Lit' on the Lawn! • Schedule language-related, co-requisite courses to incoming first-year students and general student body • Continue student book clubs through academics. • Pulitzer-Prize Lecture Series in collaboration with Lyceum Committee.

<p>SPRING 2027</p>	<ul style="list-style-type: none"> • Administer post-diagnostic tests to Fall 2026 incoming freshmen to assess student gains. • Administer diagnostic placement tests to all incoming first-year students. • Administer post-test. • Review, assess, and revise language-related, co-requisite course syllabi and instructional delivery. • Continue student book clubs through Leontyne Price Library, Office of Residence Life, and Student Activities • Review and assess Writing Center and Literacy Lab engagement and instructional delivery. • Continue to strengthen literacy-related academic support programs for all students, with particular attention for athletes and online students. • <i>B.L.U.E. Authors Series</i> (Reading/Workshop) • <i>Spring Lit' on the Lawn!</i>
<p>FALL 2027</p>	<ul style="list-style-type: none"> • Administer pre-diagnostic placement test to incoming freshmen <ul style="list-style-type: none"> • <i>Fall Lit' on the Lawn!</i> • Faculty Development- Aligning Outcomes with Assessment Measures. • Schedule language-related, co-requisite courses to incoming freshmen and general student body • Continue student book clubs through academics. • <i>Pulitzer-Prize Lecture Series</i> in collaboration with Lyceum Committee.
<p>SPRING 2028</p>	<ul style="list-style-type: none"> • Administer post-diagnostic tests to Fall 2027 incoming freshman to assess student gains. • Administer diagnostic posttests to all incoming Freshmen. • Administer post-test. • Review, assess, and revise language-related, co-requisite course syllabi and instructional delivery. • Continue student book clubs through Leontyne Price Library, Office of Residence Life, and Student Activities • Review and assess Writing Center and Literacy Lab engagement and instructional delivery. • Continue to strengthen literacy-related academic support programs for all students particular attention for athletes and online students. • <i>B.L.U.E. Authors Series</i> (Reading/Workshop) • <i>Spring Lit' on the Lawn!</i> • <i>Collate materials and compile data for summative evaluation of the QEP.</i>

VIII. BUDGET

Rust College commits resources to start, implement, and complete the Quality Enhancement Plan by clarifying new job descriptions, providing additional staff and faculty development, and funding of QEP marketing and promotion, supplies, and events. Four personnel will be intrinsically involved with the day-to-day operations of the QEP. Required personnel are included in the budget; however, these people are currently employees of the College.

Allocation	2023-24	2024-25	2025-26	2026-27	2027-28
PERSONNEL					
QEP Director	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000
Literacy Coach	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Writing Specialist	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000
Subtotal	\$140,000	\$140,000	\$140,000	\$140,000	\$140,000
FRINGE BENEFITS	\$29,400	\$29,400	\$29,400	\$29,400	\$29,400
TOTAL Personnel	\$169,400	\$169,400	\$169,400	\$169,400	\$169,400
TRAVEL	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
SUPPLIES					
General	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Supplies, books, etc.	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
OTHER					
Student Tutors	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Literacy-Focused Faculty & Staff Development	\$10,000	\$10,000.00	\$10,000	\$10,000	\$10,000
Campus Events	\$10,000	\$15,000	\$15,000	\$15,000	\$15,000
Marketing & Promotion	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
SUBTOTAL	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
Total	\$249,400	\$249,400	\$249,400	\$249,400	\$249,400

REVIEW OF LITERATURE AND BEST PRACTICES

- Scott-Clayton, J. (2012). ‘Do high stakes placement exams predict college success?’ (CCRC Working Paper No. 41). New York, NY: Columbia University, Teachers College, Community College Research Center.; Belfield, C., & Crosta, P. M. (2012) “Predicting success in college: The importance of placement tests and high school transcripts” (CCRC Working Paper No. 42). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Scott-Clayton, J., Crosta, P. M., & Belfield, C. R. (2014). Improving the targeting of treatment: Evidence from college remediation. *Educational Evaluation and Policy Analysis*, 36(3), 371–393.

Trends in Remediation and Developmental Learning

- Rutschow, Cormier, Dukes, and Cruz Zamora, *The Changing Landscape of Developmental Education Practices: Findings from a National Survey and Interviews with Postsecondary Institutions* (2019)
- Twaina A. Harris, *Prescriptive vs. Developmental: Academic Advising at a Historically Black University in South Carolina* (2018)

Co-requisite and Supplemental Instruction

- Designing and Implementing Co-requisite Models of Developmental Education: Findings from Texas Community Colleges* (2018)