

Southern University at Shreveport Louisiana

Quality Enhancement Plan

“Jaguar Pride: Ensuring Student Success Through Structured Advisement”

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Executive Summary

The overarching goal of the QEP is to design a first year experience that teaches entering freshmen to successfully navigate the appropriate courses of study for the attainment of academic and vocational goals.

During this first year, SUSLA expects its entering freshmen to achieve specific learning outcomes:

- 1. Students will be able to demonstrate knowledge of effective study skills that lead to academic success.**
- 2. Students will be able to fully explain and distinguish the student’s role and responsibility in academic advising vs. the advisor’s role and responsibility.**
- 3. Students will be able to complete a two-to-three year degree plan, including academic timeline and proposed graduation date.**
- 4. Students will be able to explain the relationship between the success strategies taught in the College Success Course and the academic performance expected in the classroom.**

Specifically, this focus is to improve student learning outcomes and the learning environment through a multifaceted approach that includes 1) an expanded intentional orientation reinforced by a redesigned freshmen orientation seminar course, which focuses on the ingredients for student success; 2) a holistic and well coordinated institutional advisement program to intrusively assist the student in fully implementing the success strategies learned in the freshmen seminar; and 3) a coordinated and relevant faculty/staff development initiative whose purpose is to support the implementation of the success strategies in the classroom and throughout the campus.

The University also understands that it must have student centered assessment methods, both quantitative and qualitative, that track their interactions and performance in pursue of academic and vocational goals. Each of these multifaceted approaches, referred to as “strategic initiatives” have assessment processes by which it can be determined if each student learning outcome has met its criteria for success. The success of the QEP rests on the premise that in accomplishing these separate outcomes, students with the assistance of an informed support system will persist and learn well enough to reduce the average time-to-degree and improve their performance in the process.