



EP

QUALITY ENHANCEMENT PLAN



Panther STEPS:

Students in Transition Engaged and Preparing for Success



ClaflinUniversity



Panther STEPS: Students in Transition Engaged and Preparing for Success

CLAFLIN UNIVERSITY

March, 2011

Dr. Henry N. Tisdale, President

Dr. Zia Hasan, Accreditation Liaison

Dr. Rebecca Bullard-Dillard, Chair, QEP Steering Committee

Ms. Bridget Dewees, Co-Chair, QEP Steering Committee

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I. EXECUTIVE SUMMARY

Claflin University's Quality Enhancement Plan (QEP), Panther Students in Transition Engaged and Preparing for Success (STEPS), stems from its mission and its Strategic Plan and was developed through a broad-based collaborative process that was undergirded by a thorough analysis of institutional data aligned with issues germane to higher education. In congruence with its historic philosophy of assuring access and success to all students with potential, the mission promises to "...develop the skills and character needed for engaged citizenship and visionary and effective leadership" by providing students "with the essential foundation of a liberal arts education" that emphasizes "critical and analytic thinking" ...and "oral and written communication skills..." while the Strategic Plan establishes the mandate to enhance the first-year experience by "coordinating and integrating college wide activities."

A feature of the current higher education research landscape is the lack of preparation of the average first-time freshman and his/her inability to undertake college-level work. This is corroborated by the University's institutional research data, which finds the freshmen's lack of preparation in the areas of English, Mathematics and Reading impacting their ability to master higher-level skills and thus, negatively affecting the learning process. This fact was, in a larger sense, eroding retention and graduation rates and challenging the ability of the institution to fully meet its mission. Thus, in order to address these issues, Claflin University has developed Panther STEPS, a comprehensive plan, which envisions a holistic learning community. The plan will inculcate fundamental and higher-level skills through innovative supplemental instruction, which integrates curricular and co-curricular learning in an environment that ensures engagement and builds skills and confidence for success. The three learning outcomes we intend to affect with Panther STEPS are: 1) to improve student higher level thinking skills via enhancement of gatekeeper courses; 2) to increase student preparedness via soft skills training and focus on Freshman Year experience; 3) to increase student engagement in service and community learning activities via the Freshman Year experience.

Specifically, Panther STEPS will create a learning community wherein a placement assessment that will gauge the fundamental skills of first-time freshmen will determine their individual educational plan. These students will be placed in English 101 or Math

111 courses as warranted. The instruction in these courses will be supplemented with integrated activities in the Literacy Center, the Math Lab, and the Freshman College. The study cohort will also be placed in designated sections of Education (EDUC) 101 and 102, which are designed to engage students in co-curricular, service, and leadership development activities. These students will be supported by peer-mentors who have undergone appropriate training and will also be taught by instructors who have undergone professional development in relevant pedagogy. Year One of the plan will involve additional planning, recruitment of key personnel, and the implementation of pilot activities which will be evaluated and adjusted as necessary. Full implementation of Panther STEPS will begin in Year Two.

II. PROCESS USED TO DEVELOP THE QEP

In Spring 2009, the President appointed the QEP Steering Committee which was chaired by Dr. Rebecca Bullard-Dillard, Assistant Vice President for Research and Professor of Biology and co-chaired by Ms. Bridget Dewees, Director of Testing and Assessment Services. The broad-based Committee, which included faculty, staff and students, held its inaugural meeting on April 29, 2009. At the meeting, the President charged the Committee with the task of identifying the QEP topic and developing a plan that focused on key learning issues germane to Claflin and linked to the mission of the University and the Strategic Plan. Thus, an overview of the institution's history and profile and an articulation of its mission and navigational tools are central to establishing the context of the plan.

Overview of Claflin University: A Commitment to Access and Success

Founded in 1869, Claflin University is an independent, four year, co-educational, residential, career-oriented liberal arts university affiliated with the United Methodist Church. It is the oldest Historically Black College or University (HBCU) in the state of South Carolina and has gained national recognition as a premier undergraduate institution. It has in recent years consistently ranked in the "Top Tier" among baccalaureate colleges in the South by *US News and World Report* and is currently ranked #1 in the "Great Schools at Great Prices" category in the same cohort. Other publications such as the *Atlanta Post*, the *Washington Monthly*, *Forbes Online*, the *Chronicle of Higher Education* and *Consumer's Digest* have all recognized the University

for its academic excellence and the perceived value of its education. This tradition of excellence is the norm at the institution and dates back to the vision of its founding fathers.

Methodist missionaries founded Claflin in 1869 to prepare recently freed slaves to take their rightful places as fully trained and productive members of society. Named in honor of Lee Claflin, a prominent Methodist layman of Boston, and his son, William Claflin, the governor of Massachusetts, the University offered quality higher education for men and women, “regardless of race, complexion or religious opinion” for the first time in South Carolina. Three years later, in an effort to increase the institution’s financial base, Claflin’s first president, Dr. Alonzo Webster, was instrumental in establishing the South Carolina Agricultural and Mechanical Institute (now South Carolina State University) under provisions of the Morrill Land Grant Act.

Since its origin, Claflin University has been dedicated to delivering quality instruction in the arts, the sciences, business and education to students of diverse backgrounds, regardless of race or gender. The University’s historic 46-acre campus is located in Orangeburg, South Carolina, about forty miles south of the State Capital of Columbia. With an enrollment of about 2000 students and a student-faculty ratio of 14 to 1, the University employs 116 full-time teaching faculty, 78% of whom hold terminal degrees in their fields. The University offers broad based education in the liberal arts and sciences through 35 undergraduate majors and 2 graduate programs combined with opportunities for undergraduate research, internships and community service.

Since 1994, under the leadership of President Henry N. Tisdale, the University has experienced unprecedented growth, with nearly doubled enrollment, a 35% increase in entering students’ average SAT scores, rigorous national accreditation of programs in Education, Chemistry and Business Administration, establishment of the nationally recognized Freshman College and the Honors College, a growing endowment, and increased emphasis upon, and external support for, faculty and student research and scholarly activity. Capital improvement and award-winning historic-restoration projects have literally transformed the campus, but the University remains committed to providing access and ensuring success through excellence in education, research, leadership and service, drawing upon a rich legacy that informs a visionary future.

Claflin University was chartered with a commitment to access “regardless of race, complexion or religious opinion.” The University’s commitment to success can be seen continuously through the administrations of each of the eight University Presidents. Under Dr. Edward Cooke, in 1879, Claflin bestowed its first honorary degrees. William Buckley, one of the first two students to receive four-year bachelor’s degrees went on to become the third African American in the country to earn a Ph.D. Degree. Claflin University’s 3rd President, Dr. Lewis M. Dunton (1884-1922), brought to Claflin his philosophy and vision to “train the mind to think, the hand to execute and the soul to feel.”

Under Dr. Dunton’s successor, Dr. Joseph B. Randolph, the institution grew with a focus on the liberal arts and began requiring all students to graduate with a degree. As part of this suite of improvements, President Randolph initiated a “Freshman Week” at the beginning of each academic term. During the presidency of Dr. John Seabrook, Claflin earned accreditation and approval of its programs. The 28 year term served by Dr. Hubert Manning saw the institution experience a cultural resurgence and the university played an important role during the Civil Rights Movement. Dr. Oscar Rogers, Jr., who followed Dr. Manning as President, devoted his efforts to establishing a sound fiscal basis upon which the University could continue to fulfill its role in providing a liberal arts education for students with potential. The current administration of Dr. Henry N. Tisdale is devoted to the *Claflin Vision* of transforming Claflin so that it is “recognized as one of the premier undergraduate teaching and research universities in the world that prepares effective and visionary leaders with global perspectives” - “and continues to build upon a legacy and the promise of access and success.”

Mission of Claflin University

The current mission statement that was approved in November 2009 focuses on the evolving priorities of the University:

“Claflin University is a comprehensive institution of higher education affiliated with the United Methodist Church. A historically black university founded in 1869. Claflin is committed to providing students with access to exemplary educational opportunities in its undergraduate, graduate and continuing education programs. Claflin seeks to foster a rich community comprised of students, faculty, staff, and administrators who work to nurture and develop the skills and character needed for engaged citizenship and visionary and effective leadership.”

In its undergraduate programs, Claflin provides students with the essential foundation of a liberal arts education. Emphasizing critical and analytic thinking, independent research, oral and written communication skills, the University invites students to use disciplined study to explore and confront the substantive challenges facing the global society. Claflin's graduate programs provide opportunities for advanced students to increase their specialization in particular fields of study oriented toward professional enhancement and academic growth. Its continuing education programs provide students with expanded avenues for professional development and personal fulfillment."

In addition to the mission statement, the *2009-2012 Claflin University Strategic Plan: Envisioning Greatness* delineates the navigational tools and the expected student outcomes which guide the University in designing its curricular and co-curricular programs:

Expected Student Outcomes

- 1. Claflin graduates will be able to think critically and communicate effectively.*
- 2. Claflin graduates will be able to demonstrate knowledge of science and technology sufficient to understand the implications of scientific and technological matters relevant to contemporary society.*
- 3. Claflin graduates will have a knowledge of history, civilization and culture that will instill in them an appreciation for and an understanding of the contributions of all cultures.*
- 4. Claflin graduates will be able to apply valid reasoning processes to solve problems in all areas of life.*
- 5. Claflin graduates will be prepared to practice social, moral, environmental and ethical responsibility in their lives and in service to their community.*
- 6. Claflin graduates will be equipped with an understanding of the concepts of their specific discipline and will be able to practice it as a profession or pursue further study or research in that area.*
- 7. Claflin graduates will demonstrate vision, courage, character, humility, and confidence by assuming leadership roles in a global society.*

The Claflin University QEP Committee

Claflin's approach to the development of the QEP provided cross-functional oversight of a participative selection process. The University chose to utilize a QEP Steering Committee organizational framework to guide the selection of a topic. As illustrated in Table 1 below, the 33 members of the QEP Steering Committee represented a broad-based group of faculty, staff and students from across the institution. An additional degree of overlap between the QEP Steering Committee membership with that of the SACS Steering Committee allowed for cross-communication and input from organizational areas not directly assigned to the QEP. A Blackboard site was developed to allow individual Committee members to communicate their ideas more efficiently to the entire group, and enable Committee members to participate in online discussions in order to fully explore the proposed topics.

TABLE 1: THE QEP STEERING COMMITTEE

Member Name	Title	Department or Unit of Appointment
Dr. Rebecca Bullard-Dillard, Faculty Co-Chair	Assistant Vice President for Research/Professor of Biology	Academic Affairs
Ms. Bridgett Dewees, Staff Co-Chair	Director of Testing and Assessment	Planning, Assessment and Information Services
Dr. Zia Hasan, Ex Officio Member	Vice President	Planning, Assessment and Information Services
Dr. Christopher Curtis	Assistant Professor and Chair	Department of History and Sociology
Ms. Marily Gibbs	Library Director	Academic Affairs
Ms. Johayne Carter-Cabey	Student	
Dr. Harpal Grewal	Dean	School of Business
Dr. Donna Gough	Professor and Chair	Department of Mass Communications
Ms. Twainna Harris	Academic Student Support Coordinator	Department of Biology
Ms. Linda Hill	Assistant Professor	Department of English and Foreign Languages
Dr. Courtney Howard	Interim Dean	School of Education
Ms. Shirley Huges	Academic Student Support Coordinator	Division of Student Development and Services
Dr. Charlease Kelly-	Assistant Professor and	School of Education

Jackson	Director of Field and Clinical Experiences	
Dr. Nan Li	Assistant Professor	School of Education
Ms. Denver Malcom	Academic Student Support Coordinator	Division of Student Development and Services
Dr. Isaiah McGee	Assistant Professor and Chair	Department of Music
Mr. Colin Nealson	Student	
Dr. Nicholas Panasik	Assistant Professor	Department of Biology and Department of Chemistry
Dr. Melissa Pearson	Assistant Professor	Department of English and Foreign Languages
Dr. Angela Peters	Professor and Chair	Department of Chemistry
Ms. Gwendolyn Phillips	Sr. Director Academic Student Support Services	Division of Student Development and Services
Dr. Peggy Ratliff	Dean	School of Humanities
Ms. Tara Saracina	Assistant Professor and Chair	Department of Accounting
Ms. Charlene Slaughter	Director of Public Relations	Division of Institutional Development
Ms. Caroline Snell	Assistant to the VP of Student Development and Director of Career Development	Division of Student Development and Services
Dr. Verlie A. Tisdale	Dean	School of Natural Sciences and Mathematics
Dr. Somasundaram Velummylum	Professor and Chair	Department of Mathematics and Computer Sciences
Ms. Yakia Volt	Student	
Dr. Leslie Wooten-Blanks	Assistant Professor	Department of Biology
Dr. Sri Sitharaman	Director of Testing and Assessment	Planning, Assessment and Information Technology
Dr. Cathine Scott	Dean	School of Education
Ms. Monica Green	Director of the Freshman College	Division of Student Development and Services
Dr. Jan Bowman	Dean of Continuing Education and Graduate Studies	Academic Affairs
Dr. Ronnie Hopkins	Professor and Chair	Department of English

Following initial meetings, campus engagement activities designed to solicit input for selection of a topic were implemented (Details of those activities are provided in **Section III: Identification of the Topic**). At the conclusion of an inclusive and rigorous process

which identified the area of focus, sub-committees (Table 2) were formed from among the QEP Steering Committee membership to accomplish the objectives of researching the topic, proposing a set of actions to be implemented, and putting forth recommendations with regard to timeline, organization, resources, and assessment metrics for inclusion in the plan.

TABLE 2: THE QEP DEVELOPMENT SUB-COMMITTEES

Research	Survey Design	Public Relations & Meeting Coordination
Verlie Tisdale, Chair	Sri. Sitharaman ,Chair	Rebecca Bullard-Dillard and Zia Hasan, Co-Chairs
Jan L. Bowman	Harpal Grewal	Johayne Carty-Cabey
Marilyn Gibbs	Linda Hill	Christopher Curtis
Ronnie Hopkins	Shirley Hugee	Monica Greene
Courtney Howard	Charlease Kelly Jackson	Isaiah McGee
Nicholas Panasik	Nan Li	Denver Malcom
Cathine Scott	Colin Nelson	Donna Gough
Soma Velummylum	Carolyn Snell	Peggy Ratliff

The input from the development sub-committees was distilled into a draft plan that was presented to the administration, the faculty, the staff, and the students of the University. It was also posted online at MyClaflin.edu. The input from the University constituency was crystallized and, as appropriate, has been integrated in to the official version.

QEP Development Timeline:

- First meeting held April 29, 2009, The QEP Committee was organized into three subcommittees
 - Research (Internal and External)
 - Survey Development
 - Public Relations and Meeting Coordination

- Subsequent Meetings Beginning September 2009
 - A blackboard web site was set-up for Committee members
 - Institutional research data on gatekeeper courses, student performance on Measurement of Academic Proficiency and Progress (MAPP), Graduation/retention analysis etc. provided from the Planning Assessment and Information Services (PAIS) office
 - Environmental Scan of QEP foci at other institutions
 - Invitation to submit proposed topics with rationale for consideration
- October 16, 2009, CU Board of Trustees approves the current *Strategic Plan: Envisioning Greatness*.
- Faculty workshop entitled, *The Role of Faculty in the Accreditation Process*, January 6, 2010
- Selection of proposed topics
- Meetings with Student Government Association to discuss proposed , October 2009
- Survey and Voting By Faculty, Staff and Students, October 2009 through March 2010
- Finalization/Selection of Claflin QEP focus – March 1, 2010
- Approval of topic –Integrated First-Year Experience- by Faculty—May 15, 2010
- June 2010 QEP Retreat to plan for First-Year Experience Self-Analysis
- August 2010 through October 2010, Campus Self-Analysis of First-Year Experience using the “Foundation of Excellence Criteria” developed by the John Gardner Institute
- Presentation to Board of Trustees on October 14, 2010 by the Co-Chairs of the QEP Committee
- Literature Review/Background Research on First-Year Experience due 11/ 2/ 2010
- Activities mapped to Learning Outcomes due 11/23/10
- Implementation Plan/Budget due 12/7/10
- Assessment Plan and Timeline due 1/4/11
- Draft to Administration, Faculty, Staff and Students due 1/15/2011
- Final Draft due 2/15/2011
- QEP due at SACS 3/11

III. IDENTIFICATION OF THE QEP TOPIC

The selection of Panther STEPS as the topic of the University's QEP grew out of a long and deliberative process initiated by the QEP Steering Committee, which included examination of data from analysis of extensive institutional assessment and research, review of literature on related issues, and substantive input from the administration, faculty, students, staff, and other key stakeholders. Section III summarizes the institutional research and assessment data, the participative selection process, and the additional planning and self-assessment processes used by the University to determine the QEP topic. Specifically, the following institutional research and assessment reports were analyzed:

1. Graduation, Retention and Course Completion Success Rate Highlights
2. SAT and ACCUPLACER Trends: 2008-2010
3. Analysis of Developmental Courses 2007
4. Analysis of Gatekeeper Courses 2009.
5. Rising Junior Exam (MAPP now the Proficiency Profile) 2009 and 2006-2008 Trends
6. QEP Subcommittee Report: All Students, Transitions, Roles and Purposes
7. Focus Group: Qualitative Study of the QEP
8. Evaluation of Supplemental Courses 2010

During all deliberations, the University's mission statement, goals, guiding values, overall strategic plan and student learning goals were central considerations.

Summary of Institutional Research Data and Assessments

The QEP Steering Committee began its work with an examination of Claflin's Graduation, Retention and Course Completion Success Rates Highlights which reflects a general decline in retention and graduation rates over the last 5 years. This statistic was inconsistent with the incoming freshman profile whose performance on SAT/ACT (Table 4) remains relatively constant. However, there is evidence from the ACCUPLACER placement examination (Table 5) that an increase in percentage of students are underprepared in mathematics and English skills, although consistently 35% - 40% of students have insufficient reading skills.

TABLE 4: SAT/ACT SCORES

<u>Year</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Verbal	436	432	442
Math	440	435	446
Total SAT	876	867	888
ACT	18	17	18
GPA	3.03	3.0	3.13

Table 5 shows that simultaneously, scores on placement test indicate an increasing percentage of students tested are not prepared for introductory college-level coursework in mathematics and English. Consistently, over this course of time, the data indicates that at least 33% of students needed to strengthen their reading skills.

TABLE 5: ACCUPLACER PLACEMENT RESULTS FROM IN-COMING FRESHMAN WHO WERE REQUIRED TO TAKE THE PLACEMENT TEST.

Placement	2008 (177 students tested)	2009 (197 students tested)	2010 (264 students tested)
Math 110*	93 (53 %)	125 (63 %)	159 (60 %)
Math 111	57	36	92
Math 112	0	2	2
English 100*	59 (33 %)	82 (42 %)	117 (44 %)
English 101	102	93	145
Reading 100*	65 (37 %)	78 (40 %)	95 (36 %)

* indicates below college introductory course level scores

This data questions the effectiveness of developmental courses. In light of the above conclusion, the Committee examined the Analysis of Gatekeeper Courses which looks at student cohorts matriculating in 2000 and 2001, and examines correlations with the six-year graduation rate of those students in 2006 and 2007. The comparison clearly indicates a co-relation (see excerpt) between student success in the “Gatekeeper” courses and eventual graduation:

English 101

A chi-square test was performed to test the hypotheses of no association between graduation status and Eng 101 grade. A higher proportion of the fail group (96% or 46 of 48 students) did not graduate compared to the pass group (40% or 195 of 494), $\chi^2 (1, N = 542) = 56.28, p = 0.000$.

English 101 * grad_code Crosstabulation

			grad_code		Total
			Graduated	Not Graduated	
English 101	Pass	Count	299	195	494
		% within English 101	60.5%	39.5%	100.0%
	Fail	Count	2	46	48
		% within English 101	4.2%	95.8%	100.0%
Total		Count	301	241	542
		% within English 101	55.5%	44.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	56.276 ^b	1	.000		
Continuity Correction ^a	54.016	1	.000		
Likelihood Ratio	65.318	1	.000		
Fisher's Exact Test				.000	.000
N of Valid Cases	542				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.34.

The analysis was then done by cohort. In cohort 2000, a higher proportion of the fail group (94% or 29 of 31 students) did not graduate compared to the pass group (33% or 74 of 226), $\chi^2 (1, N = 257) = 41.97, p = 0.000$. In cohort 2001, a higher proportion of the fail group (100% or 17 of 17 students) did not graduate compared to the pass group (45% or 121 of 268), $\chi^2 (1, N = 257) = 19.26, p = 0.000$.

English 101 * grad_code Crosstabulation

cohort				grad_code		Total
				Graduated	Not Graduated	
2000	English 101	Pass	Count	152	74	226
			% within English 101	67.3%	32.7%	100.0%
		Fail	Count	2	29	31
			% within English 101	6.5%	93.5%	100.0%
	Total		Count	154	103	257
			% within English 101	59.9%	40.1%	100.0%
2001	English 101	Pass	Count	147	121	268
			% within English 101	54.9%	45.1%	100.0%
		Fail	Count	0	17	17
			% within English 101	.0%	100.0%	100.0%
	Total		Count	147	138	285
			% within English 101	51.6%	48.4%	100.0%

Chi-Square Tests

cohort		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
2000	Pearson Chi-Square	41.969 ^b	1	.000		
	Continuity Correction ^a	39.475	1	.000		
	Likelihood Ratio	45.438	1	.000		
	Fisher's Exact Test				.000	.000
	N of Valid Cases	257				
2001	Pearson Chi-Square	19.257 ^c	1	.000		
	Continuity Correction ^a	17.124	1	.000		
	Likelihood Ratio	25.809	1	.000		
	Fisher's Exact Test				.000	.000
	N of Valid Cases	285				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.42.

c. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.23.

Math 111

A chi-square test was performed to test the hypotheses of no association between graduation status and Math 111 grade. A higher proportion of the fail group (73% or 52 of 71 students) did not graduate compared to the pass group (35% or 132 of 380), $\chi^2 (1, N = 451) = 36.72, p = 0.000$.

Math 111 * grad_code Crosstabulation

			grad_code		Total
			Graduated	Not Graduated	
Math 111	Pass	Count	248	132	380
		% within Math 111	65.3%	34.7%	100.0%
	Fail	Count	19	52	71
		% within Math 111	26.8%	73.2%	100.0%
Total		Count	267	184	451
		% within Math 111	59.2%	40.8%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	36.717 ^b	1	.000		
Continuity Correction ^a	35.140	1	.000		
Likelihood Ratio	36.564	1	.000		
Fisher's Exact Test				.000	.000
N of Valid Cases	451				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 28.97.

The analysis was then done by cohort. In cohort 2000, a higher proportion of the fail group (74% or 29 of 39 students) did not graduate compared to the pass group (31% or 63 of 203), $\chi^2 (1, N = 242) = 26.06, p = 0.000$. In cohort 2001, a higher proportion of the fail group (72% or 23 of 32 students) did not graduate compared to the pass group (39% or 69 of 177), $\chi^2 (1, N = 209) = 11.90, p = 0.000$.

The Report also suggests that “it may be worthwhile looking at other factors that may affect graduation status of students”.

The Committee then considered the Rising Junior Examination (Proficiency Profile) Trends particularly because the assessment measures the impact of the general education program which includes the “Gatekeeper” courses. All students who have completed 45 hours or more are required to take the examination. Students who score below a certain “level” have to undergo remediation.

The summary of results for 2007 through 2010 in Table 6 indicates that on average about 9.5% of our juniors still need remediation in Math, 14.2% need remediation in writing and 14.8 % need additional remediation in reading even after 45 hours of earned credit. The data calls into question the effectiveness of the developmental and “Gatekeeper courses”.

- Students identified as needing remediation in the Freshman Reading or Math placement tests continue to have the lowest average Reading, and Math scores in the Rising Junior exam.
- Students who were exempt from taking the freshman placement tests continue to have the highest average Reading, and Math scores in the Rising Junior exam.

TABLE 6: PROFICIENCY PROFILE SCORES OF RISING JUNIORS 2007-1010

Year/ (Total number of students taking assessment)	2007 (237 students)	2008 (208 students)	2009 (226 students)	2010 (193 students)
# students needing Math	25 (10.5%)	19 (9.1%)	28 (12.3%)	12 (6.2%)
# students needing Reading	35 (14.7%)	32 (15.3%)	37(16.4%)	20 (10.3%)
#students needing Writing	49 (20.6%)	31 (14.9%)	37 (16.36%)	15 (7.87%)

As a clearer picture of an “area of need” emerged, the Committee reviewed Claflin’s self-assessment of the “Nine Foundations of Excellence” for first-year programs that was developed by the John Gardner Institute. This comprehensive document examines all aspects of the first-year experience which concludes that while “It is hard to find any areas where information about the university and assistance with the transitioning process is lacking,” improvement is needed in the way that the institution “identifies and addresses levels of students’ abilities, determines backgrounds and interests, and measures experiences and needs in order to provide inclusive academic and social

environments for all first-year students. Although the university does give the placement exams, other interests and abilities are not necessarily accounted for.” This revelation finding added a co-curricular aspect to the first-year experience, which needs additional investigation.

Finally, the Committee commissioned a study titled, Focus Group: Qualitative Study of the QEP which was a qualitative assessment of the first-year experience of 175 students. The Report drew the following areas of improvement to 3 specific questions:

Conclusions/ Priorities:

1. *What was your Freshman Experience like? What was positive, what was negative?*
 - *The Freshmen College/Orientation process should be improved*
 - *A college-wide customer service focus/initiative is needed. Several front line offices were referenced as delivering poor service*
2. *How were you treated during your first advising session?*
 - *A large amount of variation in process and service exists between academic divisions and departments*
 - *The advising process should be improved*
3. *Why do students leave Claflin?*
 - *Top response was lack of on campus activities and the overall living environment*
 - *Academic reasons*
 - *Cost and Restrictions*

Based upon a review of the institutional data and the reports from the literature review by the QEP research sub-committee (that appears in the next section and documents best practices), the QEP Steering Committee developed a list of five possible topic areas to propose to the University constituents as areas of possible foci for the Institution's QEP.

Participative Selection

Slate of Possible QEP Topics Developed by the QEP Steering Committee for Presentation to the University included:

Table 7: Slate of Possible QEP Topics

Topic	Working Definition
Developing Visionary Leaders Through Service Learning	In order to learn ways to apply creative approaches to problem-solving, students would work with faculty and/or mentors to serve the community and meet a set goal. Outcomes would include enhanced student confidence, training in ways to enlist others to a cause, and learning to work within an environment to bring together persons with varying viewpoints to achieve a common goal.
Think Tank for World Challenges	Schools and disciplines would choose a major world challenge and then utilize classes within the curriculum to allow groups of students to develop means by which to address the challenge.
Multi-Disciplinary Collaborative learning	Students from different disciplines would be grouped for study. This would allow students to develop a technique for solving problems as a member of a team. It would also broaden perspective beyond the specific discipline.
Student Engagements in Academic and Cultural Experiences	This program would seek to give students greater “ownership” over their course of study and fate as students. Included would be increasing student responsibility for academic decision making as well as increased emphasis on a more student-centered approach to cultural programming. Students would learn about different cultures through experiential learning with emphasis on study abroad programs and extramural internship experiences.
Back-to-Basics: Comprehensive Freshman College Developing the Whole Student Through Critical Thinking, Math, Reading and Writing	Provide freshmen with basic skills in critical thinking, mathematics, communication, and critical reading. Strategies might include boot-camps, enhanced advising, small and large group organization for study, increased periodic assessment of skills, and revamping of curricula to focus on higher order thinking and skill applications. Also addressed would be life skills and career skill development

The list was disseminated to the entire campus community *via* e-mail and subsequently, the Committee held a series of Faculty Forums, Staff Meetings, and Student Focus Group sessions. At these forums, Committee members explained the rationale for the choices and the attendees were given an opportunity to vote on one of the five suggested topics, to give written and verbal feedback, and encouraged to submit additional suggestions for topics. The balloting clearly indicated that the Freshman Year Experience was perceived to be the issue that needs improvement to enhance institutional effectiveness followed closely by student engagement, which is also central to the first -year life on campus. Based on this information, the Committee recommended “An Integrated First-Year Experience,” which actually collapses and merges the two top ranking topics (Freshman College and Student Engagement) as the area of focus. The recommendation was approved by the faculty on May 15, 2010.

TABLE 8: RESULTS OF THE CAMPUS POLLING ON QEP TOPIC SELECTION

QEP Ballot Tally	Freshmen College	Student Engagement	Visionary Leaders	Think Tank	Collaborative Learning	Total
Freshman	62	67	28	9	15	181
Sophomores	13	58	17	35	8	131
Juniors-Curtis	4	4	6	2	1	17
Juniors-Vela	2	1	1	0	2	6
Bio-Seniors	13	1	2	0	1	17
Seniors	3	7	3	0	1	14
Advancement	5	2	4	0	1	12
Student Services	7	4	1	0	0	12
Finance Staff	8	1	0	0	0	9
Faculty	57	7	7	9	7	87
Library Staff	4	2	3	0	1	10
Planning	5	0	1	0	0	6
Totals	183	154	73	55	37	502

Additional Planning and Self-Assessment of Current First-Year Experience

A follow-up planning retreat was held during the summer 2010 session allowing Claflin University's QEP Steering Committee to forge ahead with development of a QEP focused on integration and strengthening of the first-year experience. Committee members were placed into four sub-committees through which the University could conduct a self-assessment of the "Nine Foundations of Excellence" for first-year programs that was developed by the John Gardner Institute. One of the outcomes of that retreat is the First-Year Experience Philosophy that has guided the development of Panther STEPS:

"Claflin University's proposed First-Year Experience (FYE) is a holistic learning community designed to provide an integrated academic and support service approach to facilitate student success. The FYE serves as a core institutional mechanism by which diverse components of the University's mission and strategic goals are accomplished. In particular, it seeks to reconcile our historical mission of providing students with access to exemplary educational opportunities with our commitment to develop engaged citizens and visionary leaders. The FYE accomplishes this by providing all first-year, traditional students with the essential foundations of a liberal arts education in reading, writing, and mathematics. It aims to instill our students with competency and confidence in exercising the fundamental skills of scholarship as well as to introduce them to the techniques of critical and analytical thinking. Accordingly, the structure of the FYE intends to foster a community within Claflin University where the requisite skills for engaged learning are first identified, articulated, nurtured, and developed."

The sub-committees were asked to submit a Report by the end of September 2010 that answered the following queries:

1. How is Claflin's philosophy included in programmatic decisions that impact first-year students?
2. How do faculty and staff activities and development programs and budgetary decisions affect the first-year experience?

3. How is the first-year experience linked to the institution's assessment procedures? How do first-year students transition from initial recruitment/admission to immersion in the university and its programs and activities?
4. How do we identify and address levels of students' abilities, determine background and interests, and measure experiences and needs?
5. How well does Claflin encourage first-year students to investigate their motivation for seeking a higher education?
6. Which first-year learning experiences develop knowledge, skills, attitudes, and behaviors that align with Claflin's philosophy and mission?
7. How does Claflin encourage first-year students to experience diverse ideas, world views and cultures by interacting with people from diverse backgrounds?
8. What is the interaction of faculty and/or staff with students both inside and outside the classroom?

The qualitative data from the Report as noted in Section III was utilized by the Committee to finalize the area of focus.

IV. DESIRED STUDENT LEARNING OUTCOMES

Resulting from the above process the QEP committee developed the following goals for Panther **STEPS** (**S**tudents in **T**ransition **E**ngaged and **P**reparing for **S**uccess) to mesh with the intended effort to integrate academics and co-curricular skills building during the first-year experience:

- 1) Improve student higher level thinking skills via enhancement of gatekeeper courses. (Transition)
- 2) Increase student engagement in service and community learning activities via the Freshman Year experience. (Engaged)
- 3) Increase student preparedness via soft skills training and focus on Freshman Year experience (Prepared)

Panther STEPS has the following learning outcomes which are based on a thorough analysis of all of the cumulative data:

Learning Outcome 1: Students will demonstrate proficiency in the fundamental skills of reading, writing, and mathematics. At the conclusion of the First-Year Experience, each student will be able to read and analyze texts at a significantly improved level, will demonstrate the principles of coherent and grammatically correct writing, and will demonstrate proficiency at college level algebra as determined by pre- and post-assessments.

Learning Outcome 2: Students will engage in community service and demonstrate that they understand the value added to their preparedness for responsible citizenship.

Learning Outcome 3: Students will develop decision-making skills, articulate long-term and short-term goals, and evince familiarity with strategies for managing stress. At the conclusion of the First-Year Experience, each student will be able to select a major that fits their skills, personality, aptitude, and interests.

V. LITERATURE REVIEW

First-Year Experience

Every year, thousands of high school graduates arrive on college campuses ready to begin the next phase of their learning experience. Some students are prepared to meet the challenges and expectations of college-level work head-on. However, a vast majority are increasingly ill equipped to complete even the most rudimentary tasks. Universities are finding the lack of preparation much more difficult to ignore (Barr & Schuetz, 2008; Herzog, 2005; Kidwell, 2005; Leamnson, 1999). At the same time, remedial programs at the university level are being disbanded due to lack of funding. Universities are being forced to be more creative in dealing with such issues.

The perceived decline in student abilities is reflected in assessment and testing findings, particularly in the areas considered to be basic learning foundations – reading, writing and mathematics. Additionally, some students lack the skill sets to make decisions and adjust to the new level of expectations and stresses they are about to face. Further, these individuals are expected to make serious decisions about their major area of

study, how to manage their time wisely, and meet expectations of activities both inside and outside of the classroom.

Unfortunately, predetermined notions of what the college experience is all about combined with poor preparation and misguided notions of the nature of learning create a cultural clash during the first-year of college for incoming freshmen. Often college is seen as an extension of high school and just another hurdle to complete before entering the 'real' world, creating a problem in transition. The problem is further compounded by the bureaucratic nature of most orientation, advising, and academic counseling efforts. (Brinkworth, McCann, Matthews & Nordstrom, 2009; Herzog, 2005; Leamson, 1999; Leana, 2006; Palmer, Kane & Owens, 2009; Pitkethly & Prosser, 2001). Other studies show that while some programs increased the amount of time that faculty spent with students, the quality of the interactions did not increase and student learning was not enhanced. Many students describe some foundational courses as 'a waste of time' or 'totally irrelevant' or something that they 'just can't get into.' (Balduf, 2009; Weisler & Trosset, 2006) Yet students continue to perform poorly in these basic skills courses. The important issue becomes trying to get students to feel engaged with their studies and integrate effective learning strategies into the instruction

Underlying much of the current research is the increase in the number of studies on how students actually learn and develop intellectually. It is the physiological processes that have led many scholars to take a fresh look at how faculty should approach students in order for learning to be achieved. Much of the research confirms that students are not passive learners but, instead, work actively with teachers and student peers to create sense out of the materials that they receive (Brinkworth, McCann, Matthews & Nordstrom, 2009; Heirdsfield, Walker, Walsh & Wilss, 2008; Kidwell, 2005; Pascarella & Terenzini, 2005). Many programs try to integrate what students already do, know, and value into new first-year programs designed to advance core communication, mathematical and writing skills, along with critical thinking skills, the integration and applications of advanced knowledge, and understanding society, culture, values, and ethics (Evenbeck & Hamilton, 2006; Jamelske, 2009). Numerous studies show the value of first-year programs for students in general but especially for underserved, low income and first-generation students (Brownell & Swaner, 2009; Goodman & Pascarella, 2006).

Along with the cultural shock that many students experience are demands that students begin to develop more permanent general and specific subject matter knowledge and skills. Among these are considered 'the basics' of reading, writing, mathematics, and critical thinking. For many students, learning occurs in the classroom context where students experience the accumulation of facts to be tested on exams and promptly forgotten (Herzog, 2005; Evenbeck & Hamilton, 2006).

Unfortunately, many employers relate that college graduates do not have the skills and knowledge needed to succeed in the global economy (National Leadership Council for Liberal Education and America's Promise, 2008; Peter D. Hart Research Associates, 2006). Further, employers are looking for well-rounded employees who can apply what they have learned to real-world problems. According to the results of recent research study conducted as part of the Association of American Colleges and Universities initiative, *Liberal Education and America's Promise* (2008), employers are looking for skills in teamwork, critical thinking, oral and written communication, information organization, innovative thinking, and ability to work with numbers/statistics. A majority of employers believe that undergraduates should have a well-rounded education combined with the knowledge and skills of a particular field (Peter D. Hart Research Associates, 2006). In short, the rapidly changing global economy requires that students become as flexible and knowledgeable as possible.

Chickering and Reisser (1993) identified seven primary areas where they believe that universities influence student development:

1. Clarity of institutional objectives and the internal consistency of policies, practices, and activities;
2. An institutional size that does not restrict opportunities for participation;
3. Frequent student-faculty relationships in diverse settings;
4. Curricula oriented to integration in both content and processes;
5. Teaching that is flexible, varied in instructional styles and modes, and aimed at encouraging active student involvement in learning;
6. Friendships and student communities that become meaningful subcultures marked by diversity in attitudes and backgrounds and by significant interpersonal exchanges; and,

7. Student development programs and services characterized by their educational content and purpose and offered collaboratively with the faculty (Pascarella & Terenzini, 2005, p. 280).

In addition to these areas, Chickering and Reisser (1993) suggest that there are five principles that are reflective of powerful and influential educational institutions:

1. A view of education as systematic, comprising interrelated parts;
2. A willingness to re-evaluate existing assumptions;
3. The integration of work and learning;
4. Recognition and respect for individual differences; and,
5. An understanding of learning and development as 'cycles of challenge and response, differentiation and integration, disequilibrium and regained equilibrium' (Pascarella & Terenzini, 2005, p. 280).

In *Beyond Retention: A Comprehensive Approach to the First College Year*, Alexander and Gardner (2009) argue that universities must develop a cohesive strategic action plan in meeting the needs of incoming freshmen. The proposed strategy is based upon four key assumptions: 1) The academic mission of an institution is preeminent; 2) The first college year is central to the achievement of an institution's mission and lays the foundation on which undergraduate education is built; 3) Systematic evidence provides validation of the dimensions; and, 4) Collectively, the dimensions constitute an ideal for improving not only the first college year but also the entire undergraduate experience (p.19).

As college degrees become a must for graduates to be competitive in the job market, more students are attending college. Many of these students require a wide range of support programs. In order to raise overall GPAs, gain higher levels of student satisfaction, increase student involvement with campus activities, and improve retention rates, many universities have begun to form first-year programs for the purpose of developing a more inclusive approach to the academic experience, offering opportunities for study abroad, internships, field trips, mentoring programs, and establishing more advanced collaborative research opportunities (Barton & Donahue, 2009; Evenbeck & Hamilton, 2006; Goodman & Pascarella, 2006; Jamelske, 2009; Kaul & Pratt, 2010;

Pascarella & Terenzini, 2005). Further, students who participated in such programs reported greater gains in both learning and personal development.

Reading & Writing

A review of the literature on reading and college freshmen strongly supports Claflin's focus on the Freshman College for the QEP. Martino and Hoffman (2002) demonstrated through their study of college freshmen, conducted at a private university in the South that first-year students who lack proficiency in reading skills can benefit from an integrated approach to reading. Looking at reading from a different vantage point, Ferguson (2006) focuses on the benefits of effective common reading programs during the freshman year regardless of whether their duration is confined to the period of freshman orientation or extends throughout the first-year. Such programs help first-year students "bridge divides on campus: between disciplines, between student life and academic affairs, between the orientation period and the first semester" (p. 10).

The literature on writing and first-year students is also supportive of Claflin's QEP topic. Although the Hardison and Sacket (2008) study concerned high-school students who received short-term coaching before taking standardized writing tests and then scored significantly higher than students in a control group, the implications of this study are pertinent to first-year writing instruction, particularly the finding that short-term coaching also resulted in "significant improvement in performance on transfer tasks" (p. 243). Given the nature of the short-term coaching as well as its extremely limited duration, there is every reason to believe that "carefully crafted" first-year writing instruction has almost limitless potential to benefit students (Heirdsfield, Walker, Walsh & Wilss, 2008). The description by Knudson, Zitzer-Comfort, Quirk, and Alexander (2008) of California State University's Early Assessment Program, which includes the Expository Reading and Writing Course (ERWC) offered in the senior year in high school to students who lack proficiency in writing, further supports this contention.

Yancey (2009) traces the history of writing and writing instruction in the 20th century and provides observations about writing in the 21st century in order to point to what needs to be done next: New models of composing must be developed; a new curriculum that supports these models must be designed; and new pedagogies that make it possible to offer the new curriculum must be created. Beil and Knight (2007) demonstrate through

their description of The George Washington University's practice, begun in 2003, of collecting in survey form information about their first-year students' writing experiences in high school, analyzing this data, and sharing it with the appropriate personnel, that faculty members teaching first-year writing courses who have this kind of information about their students are able to "adjust course content or teaching methods and to make critical instructional decisions early in the semester" (p. 7).

Lovoy (2004) emphasizes the point that many students in the first-year English classroom "tend to pick up certain stock rules of thumb without fully assimilating the broader contexts that make these points relevant" (p. 11), making it necessary for faculty teaching freshman English courses to ensure that students understand the concepts behind the guidelines as well as the kinds of writing situations in which these guidelines should be discarded. Broskoske (2007), Dotolo and Nicolay (2008), and Lupton (2008) detail a variety of innovative approaches to teaching first-year students to write research essays, while the study of Krause (2001) demonstrates first-year students' need for supportive interactions with faculty, staff, and classmates as they carry out their first major writing assignment.

Mathematics and Critical Thinking

Colleges and universities are continuously faced with the challenge of low academic performance rates in mathematics. Studies show that students are not taking the necessary mathematics courses in high school thus increasing the percentage of students needing remedial mathematics courses in college. Numerous efforts have been made by institutions to address the needs of underprepared students in higher education (Herzog, 2005; Lucas & McCormick, 2007). Considering the new requirements of the labor force, these initiatives are especially critical in a global economy. Higher education is viewed as the key to increasing the number of skilled workers and workers with higher-level skills for the workplace (American Council on Education, 2004). Improving students' mathematical skills during their first-year experience is one of the aims for Claflin University's Quality Enhancement Plan, Panther STEPS.

The US Department of Education ranks Algebra as the leading college mathematics course for failure and withdrawal rates. Ranking second on the top "Killer Courses" list was Intermediate Algebra followed by Developmental Math. Categorized as

developmental mathematics courses, the “Killer Courses” prevent students from advancing in college at a rate ranging from 35-42 percent (Noel–Levitz, 2006). With nearly a third (approximately three million) of all students taking a developmental education course each year, the impact failure and withdrawal rates have on students’ academic performance, retention, and graduation is becoming more and more understood. If students are not able to successfully complete particular courses, the likelihood of them continuing on in college is slim (Noel–Levitz, 2006).

For years, colleges and universities have emphasized the importance of developing students’ ability to think critically, reason, and use judgment effectively in undergraduate education (Astin 1991; McMillan, 1987; Gadzella, Ginther & Bryant, 1997). Critical thinking advancement has been viewed as one of the highest priorities in a college education (Halpren, 1988) and “the ability to think critically is almost always listed as one of the desirable outcomes of undergraduate education” (Halpren, 1993, p. 238).

Critical thinking remains an educational ideal in undergraduate education. According to the Association of American Colleges and Universities (AAC&U) (2007) report, *College Learning for the New Global Century*, essential learning outcomes a student should master over their college experience are critical and creative thinking, inquiry and analysis, teamwork and problem-solving, and written and oral communication. Unfortunately, it does not appear as that graduates are measuring up to the ideal college or university graduate. A report by US Department of Education entitled, *Test of Leadership: Charting the Future of American Higher Education*, notes that “... there are also disturbing signs that many students who do earn degrees have not actually mastered the reading, writing, and thinking skills we expect of college graduates” (2006, p. vii). Some researchers may claim that this finding has to do with the definition of critical thinking and/or the way it is taught.

Several studies (Moore, 2004; Phillips & Bond, 2004) have sparked discussion about critical thinking as a generic skill (Ennis, 1989) or as an embedded skill (McPeck, 1990). This controversy has resulted in a similar debate over how to best teach critical thinking. Studies suggest that integrating critical thinking within a subject or with writing results in significant gains in critical thinking than teaching critical thinking as a stand-alone course (Chapman, 2001; Gammill, 2006; Girot, 1995; Hatcher, 2006; Kennison, 2006; Miller, 1992). Based on the literature, it is clear that educators support the development of

critical thinking skills and best practices for teaching and assessing critical thinking in higher education.

Personality, Academic Major Choice & Goal Attainment

An annual nationwide poll by researchers at the University of California shows that students pursue higher education 'to be very well off financially' as opposed to developing 'a meaningful philosophy of life' (*Society*, 1998, p.3). From the student perspective, obtaining a college degree pays in the long run (Jamelske, 2009). Although education is seen as the means to financial success, most students reported being bored with classes and indicated a lack of academic and political engagement. Also, some professors feel the areas of emphasis of schools "have become more about training and less about transformation; being trained is boring, being educated is not" (p.3).

Several studies have been conducted in which the results of the Five-Factor Model of Personality Traits, Holland's Vocational Theory, Influences on Choice of Major Survey, and other personality traits surveys given to students have been analyzed. Such surveys measure among other things student openness to experience, conscientiousness, extraversion, and agreeableness.

Other studies have been conducted about the extent to which inquiring intellect or intellectual curiosity plays a role in individual appeal for and selection of vocational (career oriented), academic (intellect), collegiate (social and extracurricular activities), and nonconformist groups (individuality) (Dollinger, Ross & Preston, 2002). The Five-Factor Model (Big Five Inventory) can be helpful in determining which personality traits, in addition to cognitive abilities, are related to academic performance (Lievens, Coetsier, Fruyt, & De Maeseneer, 2002). Holland's Vocational Theory states that people flourish when their personality and the environment is good fit (Lounsbury, Smith, Levy, Leong & Gibson, 2009; Marrs, Barb & Ruggiero, 2007).

Factors other than cognitive assessments can be utilized to determine academic performance. Also, students utilize self-monitoring and consider their personal traits when choosing a major or field of study (Balduf, 2009; Noel, Michaels & Levas, 2003). Other reported factors such as interest in the field, preparation for graduate school, preparation for a job, and a good salary influenced students' decisions of majors as well

(Marrs, Barb & Ruggiero, 2007). Aspirations, motivation, and interest may also influence academic choice and performance (McCray, King & Bailly, 2005; Noel, Michaels & Levas, 2003; Petrides, Chamorro-Premuzic, Frederickson, & Furnham, 2005).

In some instances, schools have begun to match students for dorm assignments based upon personality tests results and are looking to use the same type of testing to determine good fits with major and career choices (Palmer, Kane & Owens, 2009). Ultimately, without taking into account how individual personality traits shape academic learning and career choices, the ability to identify at risk students and develop effective intervention strategies is difficult (Herzog, 2005; Pascarella & Terenzini, 2005; Petrides, Chamorro-Premuzic, Frederickson, & Furnham, 2005). Such testing may assist in student preparation, study and career choice and may also lead to greater academic and eventually career success.

In addition to looking at personality traits and their impact on academic success, many studies looked at individual goal setting and attainment on the part of students. A study at Xavier University showed that there is interdependence between academic goals and goal attainment. Students in the study were able to complete stated academic goals when they believed that they had the necessary resources and support to accomplish the tasks. Such perceived support enhanced group productivity and individual success.

However, the lack of perceived resources and support disrupted both group productivity and individual success (Johnson, Johnson & Stanne, 2001). In a study by Sideridis (2001) concerning study goals, results showed a connection between goal importance and behavior. In addition, study intention, belief in study effort, the influence and opinions of others, and confidence in controlling one's behavior to study were also important factors. Therefore, the importance of having goals and believing that the goals were important was a positive factor in study behavior. Developing a comprehensive first-year program that takes into account individual differences, along with individual goals and career preferences, will ultimately assist students with long-term academic learning and career objectives.

Stress Management

In addition to academic study, time management and campus activities, the emotional toll of the first-year of college must also be considered in the planning and

implementation of any first-year experience. It has been documented that during the first-year college experience, students often experience personal and emotional problems brought on by this life transiting event. Although moving away from home and to college offers students positive opportunities for growth and change, the move may also cause negative reactions such as psychological distress, somatic distress, anxiety, low self-esteem, and depression. Numerous studies have shown that issues of stress, perfectionism, coping tactics, optimism/pessimism, psychological adaption, and overall personality factor greatly in how students acclimate to college and serve as a good barometer to show if students will return to college the following year. (Hicks & Heastle, 2008; Prtichard, Wilson & Yamnitz, 2007).

Research has shown that both academic performance and stress are two of the top issues in the lives of first-year college students. The ability to recognize students who are at risk for developing emotional difficulties would allow for intervening strategies to be designed to assist students with such issues (Hicks & Heastle, 2008; Sasaki & Yamasaki, 2007). However, within a college system, incoming freshmen have not as yet developed ways to cope with stress and lack strong supportive social networks (Misra & McKean, 2000).

The inclusion of stress management strategies as a part of an inclusive first-year program is imperative to help students realize the mind, body, wellness connection that, when in balance, will promote better academic and psychological management in adapting to the newness of attending college and transitioning from high school to higher education.

Literature Review Summary

According to Pascarella and Terenzini (2005), “the evidence strongly suggests that learning is holistic rather than segmented ...a single learning experience may affect multiple dimensions of students’ lives and, conversely, multiple experiences in any of a variety of settings can influence a single learning outcome” (p.646). The positive impact of an inclusive, first-year program designed to assist incoming freshmen with the transition to, as well as enhancement, of the college experience has been well documented. As a result of this careful study and thought, Claflin University has committed resources to assisting students in seven key areas – reading, writing,

mathematics, critical thinking, personality and major choice, goal setting and attainment, and stress management, under the new Freshmen First-Year Experience: Panther STEPS. The focus of the Panther STEPS reflects the need to develop student competence in the basics. Further, the Panther STEPS will assist students in developing coping strategies for college-level work requirements and will assist students with the development and attainment of career goals.

While students will not transition into model college students overnight, the mere possibility that an inclusive, well-planned first-year program will assist students in learning and retaining knowledge and coping strategies to succeed in the college experience is the strongest rationale for such an undertaking. But farther reaching implications indicate that Panther STEPS will assist students in developing solid, grounded learning habits which will, in turn, allow students to become life-long learners. Under its stated mission, Claflin University is preparing its students to be global citizens armed with the skills and abilities necessary to succeed in a rapidly changing and economically challenging world.

VI. ACTIONS TO BE IMPLEMENTED

In order to meet the stated objectives of Panther STEPS, the University will implement the following activities:

1. Recruitment of Panther STEPS personnel: A national search will be conducted by the QEP Steering Committee to recruit the leadership of the QEP according to the profile stated in the plan during year 1 (Fall 2011)
2. Appointment of Panther STEPS Implementation Team: The President of the University will appoint the Panther STEPS Implementation Team that will include representation from the concerned functional areas of the University.
3. Through review of and approval of supplemented English 101-102 and Math 111 syllabus including integration of “best practice” in to the activities of the Literacy Center and the Math Lab (Year 1—Fall –Spring 2011-2012)
4. Administration and analysis of the ACCUPLACER: The ACCUPLACER in Math, Reading and Math which is the placement examination used by the University will be administered to all entering freshman who are required to take the examination. Students exempted from taking the exam are those

who have been accepted in to the Honors College or those who meet the “cut-off” score on the SAT set by the University. The students who score below the cut-off will form the Study Group (Experimental Group) and will be placed in English 101 (Supplemented) and/or Math 111 (Supplemented). These courses which meet 5 hours a week will integrate new pedagogy including integration of technology, coordinated laboratory instruction in the Literacy Center/The Math Lab and tutorial support as appropriate under the jurisdiction of the Freshman College. The ACCUPLACER will also be administered at the end of each semester as a post-test to gauge value added to each student in the supplemental courses (Year 2-5)

5. Placement into Education 101: The students in the Study Group will be placed in designated sections of the Education 101, the redesigned 3-hour course that will include instruction and exposure to a) the organization, history, culture and expectations of the University b) discipline –specific instruction that incorporates the content of the current departmental/ school seminars c) college survival skills d) essentials of leadership, community service e) academic and cultural enhancement (years 2-5)
6. Selection and Training of Core Panther STEPS faculty: Core faculty for the plan will be selected by the Implementation Team. These faculty will then undergo training related to teaching “at risk” students in their discipline using “new” pedagogy (Year 1-5)
7. Selection and Training of Student Peer-Mentors: 15 Student Mentors will be selected and trained by the Advisement/Mentoring Coordinator to mentor and guide students in the experimental cohort. (Year 1-5)
8. Administration of the Proficiency Profile: The Proficiency Profile will be administered every spring to create baseline data on students exiting the freshman year to generate baseline data that will allow the University to gauge “value added” when the Proficiency Profile is re-administered as the “rising junior” examination(year 2-5)
9. Assessment: Panther STEPS will be assessed over four years beginning in the summer of year 2 of the plan at an annual retreat of the Panther STEPS Implementation Committee. The assessment process will include review of all of the data generated from a) course-embedded assessments including the attainment of expected student outcomes, b) ACCUPLACER, c)

Proficiency Profile, d) Evaluation of Literacy Center activity, e) Evaluation of Math Lab activity, f) Evaluation of Tutoring and Mentoring Activity, g) Assessment of Faculty Evaluation in concerned supplemental courses, h) Evaluation of the attainment of Panther STEPS outcomes (as appropriate). The results will be used to make changes as warranted to meet the overall goals of Panther STEPS (year 2-5)

10. External Evaluation: An external evaluator will be engaged in year 3 and year 5 of the plan to conduct an independent review of all aspects of the plan and validate the institution's internal assessment results. The external evaluator's findings will be incorporated with internal assessment to a) modify the plan, b) generate the final report to the administration with recommendations for institutionalizing Panther STEPS and sustaining the plan beyond its immediate tenure (Years 3 and 5)

VII. TIMELINE

The University has approved a timeline for implementation of the Quality Enhancement Plan. The timeline includes annual reviews and reorganization as needed. Year One is dedicated to the setting up of enhanced procedures and infrastructure and the cohesive integration of strategies to meet the overall goals of First STEPS.

TABLE 9: TIMELINE FOR PANTHER STEPS ACTIVITIES

Time	Task/Activity
Year One	<ul style="list-style-type: none"> • Recruitment of QEP personnel—Fall (2011) • Appointment of QEP Implementation Team-Fall (2011) • Implementation of pilot supplemented “gatekeeper” courses • Faculty selected to teach extended “gatekeeper courses”(English 101/Math 111)—Fall (2011) • Faculty selected to teach extended orientation courses (Education 101)—Fall (2011) • Assessment of planning-year activities-Phase I(establish baseline data) • Faculty Development Workshops—Spring (2011) • Student Placement in Extended Courses (experimental group) ---Fall/Spring (2012-2013) • Administration of ACCUPLACER to establish
Fall 2011	
Spring 2012	
Summer 2012	

	<p>Experimental and Control groups—Summer (2012)</p> <ul style="list-style-type: none"> Administration of BSSE (Beginning Student Survey of Engagement) to establish baseline data
<p>Year Two</p> <p>Fall 2012</p> <p>Spring 2013</p> <p>Summer 2014</p>	<ul style="list-style-type: none"> Placement Exam (ACCUPLACER) administered to incoming freshmen to generate the experimental group and the control group –Summer-Fall (2012) Faculty selected to teach extended “gatekeeper courses”(English 101/Math 111)—Fall (2012) Faculty selected to teach extended orientation courses (Education 101)—Fall (2012) Faculty Development Workshop—Summer (2012) Student Placement in Extended Courses (experimental group) ---Fall/Spring (2012-2013) Administration of ACCUPLACER to Experimental and Control groups(Post-test)—Spring (2013) Administration of BSSE(Beginning Student Survey of Engagement)(Post-Test) Administration of Proficiency Profile—Spring (2013) Implementation of Assessment Phase II –Summer retreat of QEP Implementation Committee (Summer 2014) Revision of strategies as warranted (Summer 2014)
<p>Year Three</p> <p>Fall 2013</p> <p>Spring 2014</p> <p>Summer 2015</p>	<ul style="list-style-type: none"> Placement Exam (ACCUPLACER) administered to incoming freshman to generate the experimental group and the control group –June –August(2013) Administration of BSSE(Beginning Student Survey of Engagement) to establish baseline data Faculty selected to teach extended “gatekeeper courses”(English 101/Math 111)—May (2013) Faculty selected to teach extended orientation courses(Education 101)—May(2013) Faculty Development Workshop—July (2013) Student Placement in Extended Courses (experimental group) ---Fall/Spring(2013-2014) Administration of ACCUPLACER to Experimental and Control groups(Post-test)—Spring 2014 Administration of BSSE(Beginning Student Survey of

	<p>Engagement) (Post-Test)</p> <ul style="list-style-type: none"> • Administration of Proficiency Profile—Spring 2014 • Implementation of Assessment Phase III –Summer retreat of QEP Implementation Committee(Summer 2015) • External Evaluation (summer 2015) • Revision of strategies as warranted (Summer 2015)
<p>Year Four</p> <p>Fall 2014</p> <p>Spring 2016</p> <p>Summer 2016</p>	<ul style="list-style-type: none"> • Placement Exam (ACCUPLACER) administered to incoming freshman to generate the experimental group and the control group –June –August (2014) • Administration of BSSE(Beginning Student Survey of Engagement) to establish baseline data • Faculty selected to teach extended “gatekeeper courses”(English 101/Math 111)—May (2014) • Faculty selected to teach extended orientation courses (Education 101)—May (2014) • Faculty Development Workshop—July (2014) • Student Placement in Extended Courses (experimental group) ---Fall/Spring(2015-2016) • Administration of ACCUPLACER to Experimental and Control groups(Post-test)—Spring 2016 • Administration of BSSE(Beginning Student Survey of Engagement) (Post-Test) • Administration of Proficiency Profile—Spring 2016 • Implementation of Assessment Phase IV –Summer retreat of QEP Implementation Committee(Summer 2016) • Revision of strategies as warranted (Summer 2016)
<p>Year Five</p> <p>Fall 2015</p> <p>Spring 2016</p> <p>Summer 2016</p>	<ul style="list-style-type: none"> • Placement Exam (ACCUPLACER) administered to incoming freshman to generate the experimental group and the control group –June –August (2015) • Administration of BSSE(Beginning Student Survey of Engagement) to establish baseline data • Faculty selected to teach extended “gatekeeper courses”(English 101/Math 111)—May (2015) • Faculty selected to teach extended orientation courses (Education 101)—May(2015) • Faculty Development Workshop—July (2015) • Student Placement in Extended Courses (experimental group) ---Fall/Spring(2015-2016) • Administration of ACCUPLACER to Experimental and

	<p>Control groups(Post-test)—Spring (2016)</p> <ul style="list-style-type: none"> • Administration of BSSE(Beginning Student Survey of Engagement) (Post-Test) • Administration of Proficiency Profile—Spring2016 • External Evaluation • Implementation of Assessment Phase V –Summer retreat of QEP Implementation Committee(Summer 2016) • Final Report to the Administration (Summer 2016)
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VIII. ORGANIZATIONAL STRUCTURE

Panther STEPS intends to build upon the existing structure of the Freshman College. It proposes to retain the highly-successful transition programs (Early Registration, Orientation Week, Parting Ceremony, and Confirmation Ceremony), and to revise and expand upon some existing programs (Orientation Seminar, Advising, and Counseling).

The Current Structure of Freshman College and First-Year Programs

The mission and aim of the Freshman College is to assist all entering students with making a smooth transition to Claflin University.

The Freshman College programs are designed to facilitate this new venture. Early Registration Day (ERD) held during the summer, Orientation Week held during the early Fall, Orientation Seminars held during the first academic year, and attendance at various campus Lyceums, and other cultural and academic events are a part of the transition process.

The Early Registration Program consists of several one-day sessions held throughout the summer. Students and their families are invited to campus for a series of activities. Students have the opportunity to take placement tests, be counseled by a faculty adviser in their major, register for classes, complete financial aid, and make payment of tuition and fees. Parents and other family supporters have the opportunity to take campus tours, attend special seminars designed to provide information about Claflin and the Claflin University First-Year Experience, and parents are given the opportunity to handle financial aid and/or payment of student fees.

Orientation Week is a special one-week program which includes intensive activities designed to promote student success, to familiarize new students with collegiate life and collegiate expectations, to introduce them to Claflin's history, environment, programs and services. This week also includes two very special traditions in the life of a Claflin student, the Parting Ceremony and the Confirmation Ceremony. Through these experiences, Claflin encourages its newest students to have an outstanding, enriching and successful first-year experience.

The Orientation Seminar is a year-long course (EDUC 101 and EDUC 102) which is taught primarily by Claflin's staff and administrators. This course is specifically designed to assist entering students with their transition to college. The Orientation Seminar Instructor, the Orientation Peer Leader and the entering students form a team. This unit is established to provide an outlet for entering students to get accurate information and to create a weekly space where they are able to deal with issues of relevance to them. Many students form mentor relationships with both the peer leader and instructors throughout their Claflin experience.

Freshman College Objectives

"Embodied with the mission of Claflin is the institution's historical purpose of providing an opportunity for students to complete a liberal arts education within a caring and Christian environment. Thus, Claflin aims through the Freshman Orientation Program to:

- 1. Provide first-year students with intensive educational and personal experiences that will help them to understand and appreciate their role as university students;*
- 2. Introduce first-year students to the tools necessary for academic and personal success at the university;*
- 3. Provide first-year students with the necessary motivation that will impact their desire to maximize their efforts and take responsibility for their own learning;*
- 4. Prepare and provide the diagnostic mechanisms that will result in proper placement and provide accommodating programs and services; and,*
- 5. Monitor the progress of first-year students and provide enhancement activities tailored to their specific needs throughout the year."*

Current First Year Experiences

In order to understand the impact of the proposed changes it is important to understand what First-Year Activities Claflin already has in place.

Early Registration:

Students and their parents are invited for a full day of activities. The President of Claflin University welcomes and addresses the parents and students and then several workshops are presented including a workshop on financial aid options (Director of Financial Aid), workshop on student affairs and student services (Vice President for Student Services) and a workshop for available scholarships.

Students scoring below 450 verbal or 450 math on the SAT's or under 19 on the ACT are required to take placement tests. These placement tests determine whether students go into a 5 day extended math and/or English class. Students set up their freshman schedule and register for classes.

Current Orientation Week:

Orientation week is defined as the first week of school beginning Saturday prior to the start of classes and continuing to the following Sunday. Current orientation week activities include:

- On campus Check In
- President & First Lady's Picnic
- 1st day of Orientation class
- Residential Hall Meetings
- Meetings are also held with commuting students
- Information sessions for students
- Information sessions for parents
- Sunday – Parting ceremony for parents

Orientation week continues with a multitude of activities during the week including a workshop for transitioning from high school to college, a retreat to White Oaks featuring a motivational speaker and motivational workshops. Statistics show that the greater the

levels of engagement of students in the early weeks, the more likely the students are to feel included and be retained.

The week also includes workshops on public safety, student code of conduct, guiding principles, time management, conflict resolution and leadership, university resources, diversity, team building and problem solving, and internet technologies. Other activities include the First Semester Stage Play, movie night, freshman talent show, and SGA sponsored trips to Wal-Mart to accommodate students who may need to purchase items for a successful transition. The week then ends with the confirmation ceremony on Sunday.

Panther STEPS Organizational Structure

The organizational chart details the organizational structure of the plan and notes the functions of key “new” personnel. The structure takes advantage of existing support units and creates a QEP office that oversees an integration of the activities of the Freshman College, the Literacy Center, and the Math Lab.

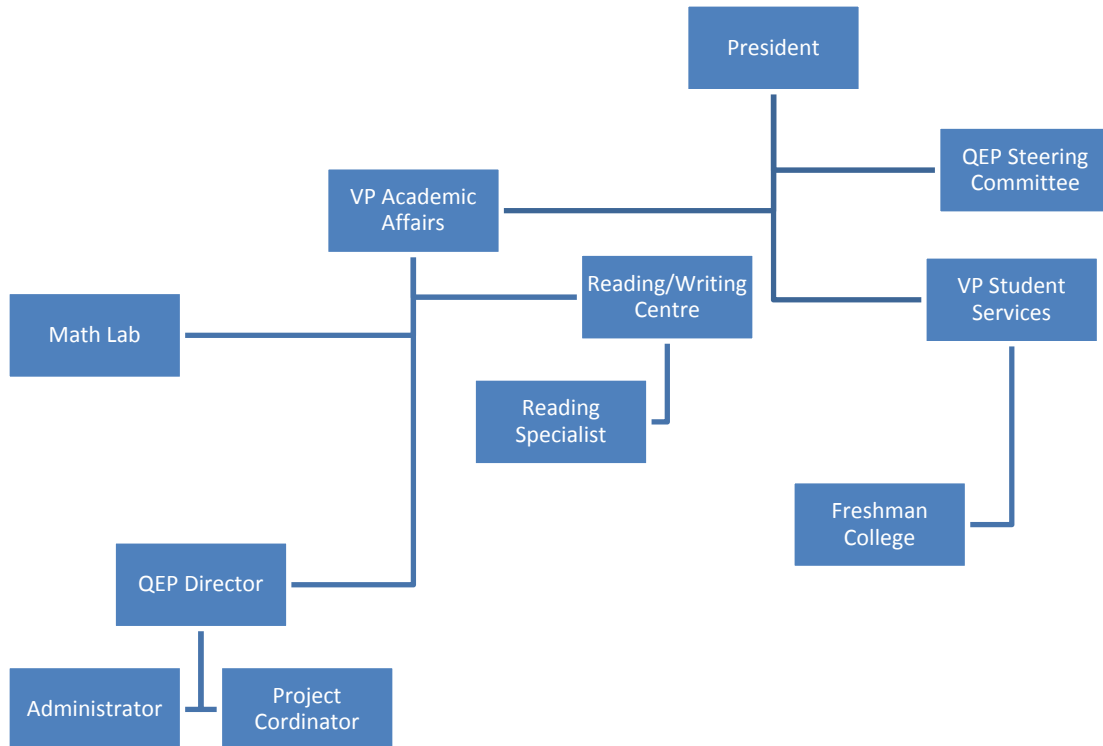


TABLE 10: DESCRIPTION OF PERSONNEL AND RESPONSIBILITIES FOR PANTHER STEPS PROGRAM

Key Position	Responsibilities
QEP Director	<ul style="list-style-type: none"> Provides oversight and management of the Quality Enhancement Plan Plans all activities with key positions Arrange faculty development and mentor training activities Manages the Budget, Assessment Prepares annual progress report
QEP Assessment /Integration Coordinator	<ul style="list-style-type: none"> Coordinate all activities related to QEP implementation Conducts Assessments, analyze results Assists/ Train mentors Manage database for annual reporting of results
QEP Admin Assistant	<ul style="list-style-type: none"> Provide administrative support Director and Project Coordinator Report preparation and design
Student Mentors	<ul style="list-style-type: none"> Provide guidance and support to new Freshman students Serve as role models Assist EDUC 101 and 102 instructors as needed

IX. BUDGET

The University has approved a budget of new funds in coordination with existing budgets of the Freshman College, Writing and Reading labs, Math Lab and the Center for Excellence to implement the five year QEP. Claflin University has the resources, support and ability to fully implement the proposed initiatives and activities. The Budget allocates resources for personnel, supplies, equipment, printing, travel and training per the timeline and assessment plans. The budgets (\$674,102) for related areas which will cover the costs to support existing activities to be integrated as part of Panther STEPS are included in the appendix.

TABLE 11: BUDGET FOR PANTHER STEPS

Quality Enhancement Budget 2011-2016					
	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	2011-12	2012-13	2013-14	2014-15	2015-16
QEP Director Salary & Benefits (70,000 +.2465) 3% annual increase	43,628	89,873	92,569	95,346	98,206
QEP Coordinator & Benefits (40,000 + .2465) 3% annual increase	24,930	51,356	52,896	54,483	56,117
Admin Support (25,000 +.2465) 3% annual increase	15,582	32,097	33,060	34,053	35,074
15 Mentors(5 hrsX\$10X30 weeks)		22,500	22,500	22,500	22,500
Total Personnel	84,140	195,826	201,025	206,382	211,897
Supplies					
Computers/Software	50,000	0	25,000	0	25,000
Assessment/ Testing Instruments	25,000	25,000	25,000	25,000	25,000
Office Supplies	2,000	2,000	2,000	2,000	2,000
EDUC 101 Student material (\$15X400 Stud)	6,000	6,000	6,000	6,000	6,000
Total Supplies	83,000	33,000	58,000	33,000	58,000
Printing	2,000	2,000	2,000	2,000	2,000
Travel/ Training of Key Personnel	4,000	4,000	4,000	4,000	4,000
Summer Planning Retreat	2,000	2,000	2,000	2,000	2,000
External Evaluator			5,000		5,000
Total Budget	\$175,140	\$236,826	\$267,025	\$247,382	\$277,897

X. ASSESSMENT PLAN

Claflin has a comprehensive assessment plan that assesses the overall Panther STEPS outcomes, student learning outcomes and long-term goals of the QEP. Assessment results will include tracking of the control group and the study group for years 2-5, yielding four different cohorts. The Panther STEPS assessment process will include review of all of the data generated from a) course-embedded assessments including the attainment of expected student outcomes, b) ACCUPLACER, c) Proficiency Profile, d) Evaluation of Literacy Center activity, e) Evaluation of Math Lab activity, f) Evaluation of Tutoring and Mentoring Activity, g) Assessment of Faculty Evaluation in concerned supplemented courses h) Evaluation of the attainment of Panther STEPS outcomes as appropriate at an annual retreat of the Panther STEPS Implementation Committee. The results will be used to make changes as warranted to meet the overall goals of Panther STEPS (years 2-5)

The Director of Panther STEPS will prepare annual assessment reports which will be reviewed by the cross-functional Panther STEPS Implementation Committee for evaluation of progress. Claflin will hold annual assessment retreats to refine and adjust the QEP as well as engage an external evaluator at years three and five.

Table 12 provides an overview of Panther STEPS goals, student outcomes and the designated direct method of assessment.

TABLE 12: STEPS OUTCOMES: STUDENTS IN TRANSITION ENGAGED AND PREPARING FOR SUCCESS

QEP Goals	1. Transition Improve student higher level thinking skills via enhancement of gatekeeper courses.	2. Engaged Increase Student Engagement in service and community learning activities via the Freshman Year experience.	3. Prepared Increase student preparedness via soft skills training and focus on Freshman Year experience
QEP Outcomes	Students will demonstrate proficiency in the fundamental skills of reading, writing, and mathematics. At the conclusion of the First-Year Experience, each student will be able to	Students will engage in community service to understand the value added to their preparedness	Students will develop decision-making skills , articulate long-term and short-term goals, and evince familiarity with strategies for managing stress. At

	read and analyze texts at a significantly improved level, will demonstrate the principles of coherent and grammatically correct writing, and will demonstrate proficiency at college level algebra as determine by pre and post assessments.	for responsible citizenship.	the conclusion of the First-Year Experience, each student will be able to select a major that fits their skills, personality, aptitude, and interests.
Relevant Courses	English 101, 102 Math 111,	EDUC 101 EDUC 102	EDUC 101 EDUC 102

QEP Goal One: Improve student higher level thinking skills via enhancement of gatekeeper courses. (Transition)

Study (Experimental) Groups

Incoming freshmen scoring below a 450 on Math or Verbal or 19 on the ACT are required to take the ACCUPLACER Placement test. Scores are used by advisors to place students in their first Math or English course.

Students are tested on the following

- 20 sentence skills questions
- 20 reading comprehension questions
- 17 basic arithmetic operations questions
- 12 elementary algebra questions
- 20 questions for College-level math placement

Current placement procedures will allow for the establishment **of two groups** to assess the effectiveness of the Panther STEPS. The control group will include those students who require placement testing but test into English 101 and Math 111 courses. The second group, the study group, will include students testing into Supplemented English 101 and Extended Math 111.

The college initiated a pilot run in Fall 2010 and Spring 2011 using the extended English 101 and Math 111. These courses are three credit hours but, include supplemental instruction, lab time and extended class time (see syllabi in appendix). The pass rates

for these courses will be evaluated in year one during the planning and set-up phase of Panther STEPS.

Students are assessed again as rising juniors. The Rising Junior assessment (ETS-Proficiency Profile) is given to students completing at least 45 credits and is administered online. Table 6 on page 15 indicates more students need remediation in reading and writing.

Assessment of Panther STEPS Goals

The initiatives for Goal One are designed to improve student higher level thinking skills in the freshman year in order to reduce the number of students needing remediation at the junior year. As an enhancement to the assessment process, the Proficiency Profile assessment will be administered to the experimental group as a part of the English 102 assessment. The experimental group will be evaluated again using the Proficiency Profile as a rising junior in year three of the QEP.

Table 13 and 14 presents the format for assessment of goal one. Assessments will be conducted for both the control group and the experimental group in years two through five for a total of four complete cycles of assessment.

TABLE 13: STEPS ASSESSMENT METHODS GOAL ONE

STEPS- Students In Transition Student will demonstrate proficiency in the fundamental skills of reading/writing					
Assessment Procedure	Responsibility for Assessment	Cycle	Base Line Performance	Control Group	Study Group
Final Grades supplemented ENG 101	General Ed Faculty	Annual	Pilot data	Fall	Fall
Final Grades ENG 102	General Ed Faculty	Annual	Pilot Data	Spring	Spring
Post ACCUPLACER	QEP Director	Annual	ACCUPLACER placement score	Spring	Spring
Proficiency Profile	QEP Director	Annual	End of Planning Year	Spring	Spring
English Proficiency Portfolio	General Ed Faculty	Annual	End of Planning Year	Spring	Spring
Literacy Center	General Ed	Annual	End of Planning	Fall and	Fall

Experience	Faculty		Year	Spring	and Spring
Course Eval (faculty evaluation)	QEP Director	Annual	End of Planning Year	Fall and Spring	Fall and Spring
Retention Rate	Institutional Research	Annual	End of Planning Year	Fall	Fall

TABLE 14: STEPS ASSESSMENT METHODS GOAL ONE

STEPS- Students in Transition					
Student will demonstrate proficiency in the fundamental skill of math					
Assessment Procedure	Responsibility for Assessment	Cycle	Base Line Performance	Control Group	Study Group
Final Grades extended MATH 111	General Ed Faculty	Annual	Pilot Year	Fall	Fall
Post-ACCUPLACER	QEP Director	Annual	ACCUPLACER Placement Score	Fall	Fall
Proficiency Profile	QEP Director	Annual	End of	Fall	Fall
Lab Experience	General Ed Faculty			Fall	Fall
Course Eval (faculty evaluation)	QEP Director	Annual	Fall 2011	Fall	Fall
Retention Rate	Institutional Research	Annual		Spring	Spring

Goals Two and Three

Goal Two: Increase Student Engagement in service and community learning activities via the Freshman Year experience. (Engaged)

Goal Three: Increase student preparedness via soft skills training and focus on Freshman Year experience. (Prepared)

Goals Two and Three are both connected with the course content of our newly developed Education 101 and 102 courses and will be evaluated in part within those courses.

Currently, freshmen are required to take a 0.5 credit hour orientation course and attend weekly assemblies. These courses provide the first-year Claflin University student with a general background of academic and non-academic knowledge about the University. More specifically, they give the student an overview of the University's history, purpose, policies, and procedures. Further, they provide the student with information concerning

(1) the significance of this new collegiate experience, (2) the value of education and career choice, (3) the importance of getting off to a good start and remaining on track, (4) the vast opportunities available through the University, and (5) the requirements necessary for success during the college years and beyond.

Panther STEPS intends to build upon the existing structure of the Freshman College. It proposes to retain the highly-successful transition programs (Early Registration, Orientation Week, Parting Ceremony, and Confirmation Ceremony), to revise and expand upon some existing programs (Orientation Seminar, Academic Core Courses in English and Mathematics, Advising and Counseling), and to add innovative new programs.

New course: Education 101 and 102

Freshman students will be enrolled in EDUC 101 and EDUC 102 in the Fall and Spring semesters respectively. These two courses will account for three credit hours each in the General Education curriculum. The overall goal of EDUC 101 and 102 is to increase student preparedness and engagement during the freshman year. This course will address a number of student outcomes including 1) motivation of students to succeed academically, 2) identification of learning styles and effective learning strategies, 3) improvement of study habits, 4) demonstrated awareness of all student support services and university services, 5) an increased ability by students in how to make the most of their academic advisor, 6) demonstrated knowledge of Claflin University's history and the role of the University in the community, 7) ability to articulate the importance of and value added to their education by participation on community service, 8) exposure to various aspects of the Claflin community, 9) and a demonstrated increase in reading comprehension.

Table 15 and 16 provide the framework for the assessment methods used for goals two and three. All assessments will be conducted for both the control group and the experimental group. Assessments as outlined will occur each fall and spring of years 2-5 with an overall plan assessment each summer. Expected student outcomes of these goals do not easily lend themselves to quantitative evaluation therefore, the assessment plan includes the use of embedded course assessments along with national assessments including, Student Satisfaction Inventory (SSI), Institutional Priority Survey

(IPS), and the Beginning Student Survey of Engagement (BSSE). While the internal assessments provide a great perspective on goal achievement and student outcomes, the national assessments will yield benchmark data and further evaluation of progress. A description of the Education 101 and 102 syllabi are a part of the appendix.

TABLE 15: STEPS ASSESSMENT METHODS GOALS TWO AND THREE

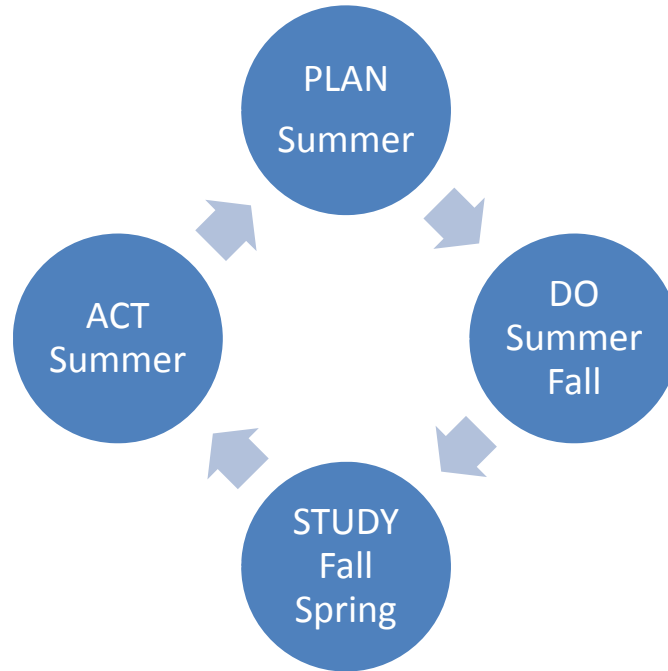
<p>Expected STEPS Outcomes for EDUC 101</p> <p>Student will develop decision making skills; Students will be able to select a major that fits skills, personality and aptitude. Students will develop stress management skills.</p>					
Assessment Procedure	Responsibility for Assessment	Cycle	Base Line Performance	Control Group	Study Group
Final Grades EDUC 101 Successful completion of embedded course assessments	General Ed Faculty	Annual	The first set of data will be available at the end of year two.	Fall	Fall
Course Eval (Faculty and Mentor evaluation)	QEP Director	Annual	End of year Two	Fall	Fall
Student Portfolio	Faculty	Annual	End of year Two.	Fall	Fall
Percentage of students placed in major aligned with skills	Institutional Research	Annual	End of year Two.	Fall	Fall
BSSE	QEP Director	Year Two Pre and Post Test Years 3-5	Pre-test Year Two	Fall	Fall

TABLE 16: STEPS ASSESSMENT METHODS GOALS TWO AND THREE

<p style="text-align: center;">Expected STEPS Outcomes-EDUCC 102</p> <p style="text-align: center;">Student will engage in community service and campus actives</p> <p style="text-align: center;">Student will understand the value added to preparedness for responsible citizenship</p>					
Assessment Procedure	Responsibility for Assessment	Cycle	Base Line Performance	Control Group	Study Group
Final Grades EDUC 102 Successful completion of embedded course assessments	Faculty	Annual	The first set of data will be available at the end of year two.	Spring	Spring
Course Eval (Faculty and Mentor evaluation)	QEP Director	Annual	End of Year Two	Spring	Spring
Student Portfolio	Faculty	Annual	End of Year Two		
Percentage of student completing goal service hours	Faculty	Annual	End of Year Two	Fall	Fall
BSSE	QEP Director	Year Two Pre and Post Test Years 3-5	Pre-test Year Two	Fall	Fall

Overall Assessment of Panther STEPS

Panther STEPS Overall Evaluation Cycle



In order to have a model that yields participation and accountability, Panther STEPS will utilize the Plan-Do-Study-Act (PDSA) cycle also called the Deming and Shewhart cycle for learning. The model is a cycle with organizational learning and evaluation of each decision. The **Plan** phase begins with an in depth study of the current problem or process and development of decisions for improvements. The **Do** phase involves implementation and testing of the decisions, followed by the **Study** phase to validate resolution or improvement of the problem. The final step in the cycle is the **Act** phase which includes revisions or decisions to start again at the Plan phase. This simple but powerful tool has been used across all industries and for various decisions. (Dooley 1997)

Using the Plan-Do-Study-Act cycle, the Panther STEPS Director, in collaboration with an external evaluator and the STEPS Implementation team, will assess the results from the freshmen cohorts and set expected results. Panther Steps will go through four cycles of overall evaluation beginning in Year Two. Below are the objectives for each phase:

Plan: Summer Semester

Using the assessment results from the prior year, the Implementation team will obtain deeper knowledge of the Panther STEPS, come to a consensus on what needs to be improved or addressed. This phase also addresses the effectiveness of the measures used as well as what improvements should be made to the plan.

Do: Summer and Fall Semesters

At this phase, ideas or new decisions are ready for implementation in the following year. The team will make plans for adjustments to the next fall cohort. Steps in this phase include stakeholder identification and involvement in the decision making process, communication methods and timeline identification.

Study: Fall and Spring Semesters

The overall objective of the study phase is to properly use data to normalize, adjust, or eliminate the ideas that were tested in the Do phase.

Act: Summer Semester

The Act phase institutionalizes accountability for all decisions made. If there are major gaps in the Plan, Do, or Study phase, the cycle will start again. This phase includes an evaluation process that will implement the new decision as a part of everyday work.

TABLE 17: OVERVIEW OF PANTHER STEPS OVERALL EVALUATION WITH TOOLBOX

Plan-Do-Study-Act Cycle for Panther STEPS			
Cycle	Steps	Tools	Objectives
PLAN Summer	1. Decision Identification	Success Indicators Assessment Results of Goals 1-3 Flow Charts Process Maps Brainstorming Affinity diagrams Pareto Analysis Fishbone Diagrams	Clear picture of current situation. Root cause analysis Rationale for changes or updates
DO Summer Fall	2. Implementation: Stakeholder Communication	Identification of stakeholders-flow chart Decide on one voice Expand original flow charts and process maps	Identify and communicate to relevant stakeholders Establish timelines for review and implementation
STUDY Fall Spring	3 Implementation Strategy	Force field analysis Check sheets Control charts Run charts	Develop a strategy to monitor and execute the decision. Develop success indicators Identify expected and unexpected change
ACT Summer	4 Evaluation	Decision Grids Nominal Group technique Force Field Analysis	Review data per success indicators. Use data to normalize, adjust, and revise decision.

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Appendix A: Qualitative Focus Group Study

Focus Group: Qualitative Study for Quality Enhancement Plan

Focus Group Results- Moderators

Bridget Dewees

Isaiah McGee

Verlie Tisdale

Twaina Harris

Tara Saracina

Summary Prepared by

Bridget P. Dewees

Director, Testing and Assessment Services

Introduction:

The Quality Enhancement Plan Committee conducted a qualitative study to assess the freshman experience at Claflin University. Moderators were selected and sent a training packet with specific moderating and recording guidelines. The focus groups answered three questions;

1. What was your Freshman Experience like? What was positive, what was negative?
2. How were you treated during your first advising session?
3. Why do students leave Claflin?

Participants:

This report is a compiled summary of results from five different groups:

Group 1-17 freshmen currently in an Orientation class

Group 2- 34 Claflin choir- mixed group all classes (18-freshmen, 5-sophomore,5-juniors, 6-seniors)

Group 3- 22 Freshmen Seminar, School of Education

Group 4- 14 School of Natural Science and Mathematics students from all levels

Group 5-10 School of Business seniors

Results

Attached are raw comments (approx. 175) sorted as positive (1) or negative (2) and according to group as listed above. The assessment sub-committee further aggregated the results into overall themes and categories. The results were discussed with the full QEP committee and submitted as research for the QEP.

Conclusions/ Priorities:

4. What was your Freshman Experience like? What was positive, what was negative?
 - The Freshmen College/Orientation process should be improved
 - A college-wide customer service focus/initiative is needed. Several front line offices were referenced as delivering poor service
5. How were you treated during your first advising session?
 - A large amount of variation in process and service exists between academic divisions and departments
 - The advising process should be improved
6. Why do students leave Claflin?
 - Top response was lack of on campus activities and the overall living environment
 - Academic reasons
 - Cost and Restrictions

		Positive 1	
What was your Freshman Experience Like?	Group	Negative 2	Category
caring teachers	1	1	1
people to go to under stress	1	1	1
Faculty Good	2	1	1
help is available	2	1	1
no excuse to fail plenty of help.	2	1	1
Loved being around African Americans	3	1	1
get along with upper classman	3	1	1
liked professors;	4	1	1
enjoyed meeting new people from different places	5	1	1
not treated as adults	2	2	1
Staff inefficient and disrespectful	2	2	1
not customer focused	2	2	1
front line folks need customer service training	2	2	1
mail room personnel needs cs training	2	2	1
international student experience (from Nigeria) – felt like high school	4	2	1
high school was harder	4	2	1
upperclassmen were nice but, they are not as nice in 2101	5	2	1
keep us busy	1	1	2
curfew kept me focused	3	1	2
no activities in Orangeburg or on campus	3	2	2
Partying	4	2	2
Very Sheltered	2	1	3
pampered and given guidance	2	1	3
Advising experience was good	2	1	3
able to develop work ethics	2	1	3
learned to be responsible	2	1	3
Slow processes in financial aid	2	1	3
Bad attitudes in Admissions	2	1	3
so many resources for help	3	1	3
environment is good	3	1	3
small class size allows you to know teacher	3	1	3
adjusting to studying (identifying study habits)	4	1	3
curfew was a good idea;	4	1	3
communication is awful	1	2	3
too many mandatory meetings at same time	1	2	3
organization is not good	1	2	3
assembly pointless	1	2	3
Assembly over dramatic, bad speakers	1	2	3
Why Dress up for assembly	1	2	3
What was your Freshman Experience Like?	Group	1-Positive	Category

		2-Negative	
Only met advisor once	1	2	3
lack of counselors for student needs	2	2	3
assembly must go	2	2	3
assembly is non-transferable	2	2	3
Assembly seminars redundant	2	2	3
Advisement needs improvement	2	2	3
Slow processes in financial aid	2	2	3
lack of dept. tutors	2	2	3
too easy for foreign students, given too much help	2	2	3
learned how to break rules, because so many	2	2	3
didn't know how to handle sophomore freedom after being babied as freshman	2	2	3
communication is awful	3	2	3
financial aid don't answer phone	3	2	3
organization is not good	3	2	3
mandatory freshman meetings redundant and unnecessary	3	2	3
registration and financial aid process was difficult	4	2	3
scholarship could not be used the way they wanted to use them	4	2	3
better advising	4	2	3
curfew was a bad idea;	4	2	3
maturity level should be considered for imposing curfews;	4	2	3
not focused on the health professions;	4	2	3
no help for MIS;	4	2	3
need more orientation about academics, how to be a college student	5	2	3
orientation should be just about Claflin	5	2	3
financial aid stunk and it still stinks	5	2	3
beautiful campus	3	1	4
Dorms, Showers bad	1	2	4
High Rise awful	1	2	4
Washer and Dryer Limitation	1	2	4
dorms-no air for a week	3	2	4
technology	3	2	4
sodexo needs s survey	3	2	4
limited food choices for vegetarians	4	2	4
first year got sick from meals provided	4	2	4
food choices should mirror Clemson University	4	2	4
the funds spent on food should be given to the students for additional food choices	4	2	4

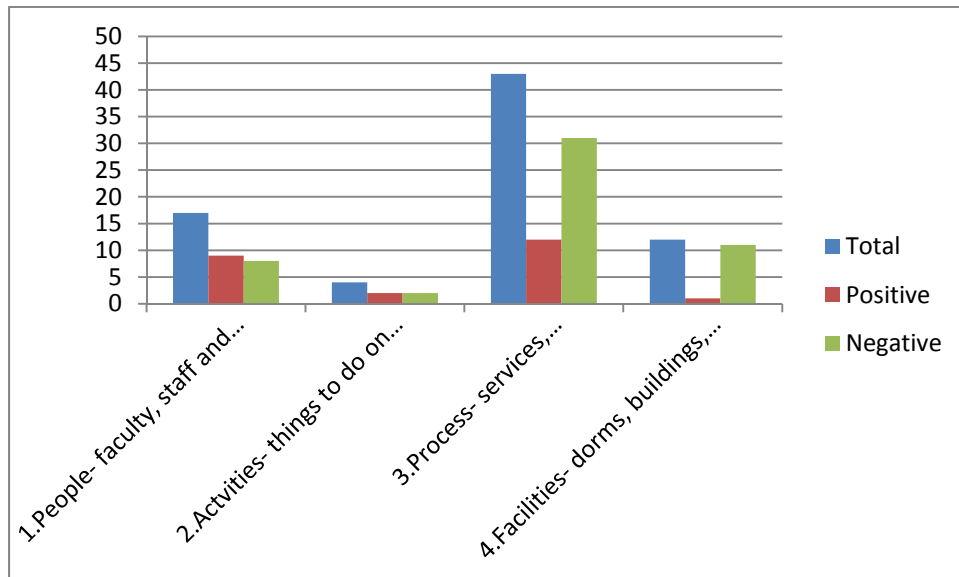
How were you treated your first advising session?		Positive 1	
	Group	Negative 2	Category
positive experience	2	1	1
student support services very helpful	1	1	1
Relationship with advisor is oncoming, inspiring;	4	1	1
gave a goal/purpose;	4	1	1
internship are great, it helped it getting to know that research was not for them;	4	1	1
some internships were beneficial;	4	1	1
NNSA program is great start for freshmen;	4	1	1
make NNSA available for international students already in the country;	4	1	1
given too many hours	2	2	1
not given proper class assignments	2	2	1
confusing, no advisor	2	2	1
testing not correlating with teaching- placement test placed too low	2	2	1
don't agree with math labs	2	2	1
not clear on who advisor is	2	2	1
don't know advisor(6 students)	1	2	1
given wrong information	1	2	1
orientation leaders not useful (slack and rude);	4	2	1
no campus maps;	4	2	1
orientation week pointless;	4	2	1
screening process for orientation leaders should be more stringent;	4	2	1
orientation leaders should be assigned by majors	4	2	1
wish they could have one advisor the whole time	5	2	1
didn't like the 15 hour limitation for freshmen and sophomores	5	2	1
helpful, gave good advice	2	1	2
felt catered to extremely helpful	2	1	2
upper classmen helped a lot	2	1	2
love Dr Howard	3	1	2
very attentive	3	1	2
Great!!	4	1	2
cool/sweet;	4	1	2
advisor was good;	4	1	2
Mrs. Tisdale's honors college planner was a great idea;	4	1	2
was undeclared but schedule was already done, advisor helped with fixing schedules	4	1	2
upperclassmen helped with career decisions;	4	1	2

How were you treated your first advising session?	group	1-pos 2-neg	category
have upperclassmen available during the first freshmen seminar	4	1	2
helped with career decisions	4	1	2
some enjoyed orientation leaders	4	1	2
unorganized, confusing	2	2	2
no personal interaction	2	2	2
slack advisor	2	2	2
advising varies among departments	2	2	2
didn't like, at time education did not have a dean	2	2	2
not that good	1	2	2
didn't feel like you were a part	1	2	2
first experience advisor did everything for you/didn't feel involved	1	2	2

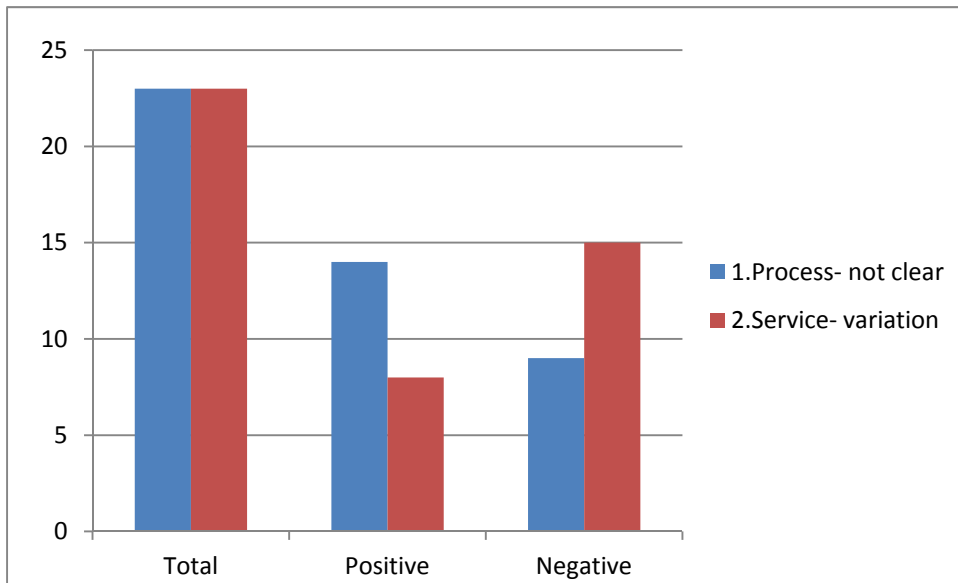
		Positive 1	
Why do students leave Claflin	Group	Negative 2	Category
not enough to do in Orangeburg or campus	3	2	1
need something to do for students who are here over holidays	3	2	1
nothing to do	2	2	1
no activities	2	2	1
no campus life	1	2	1
better recreational facilities	1	2	1
too much time	1	2	1
assembly unnecessary;	4	2	1
fun activities are functioning properly;	4	2	1
campus is boring;	4	2	1
facilities not available on the weekend for use	4	2	1
fraternities and sororities are not seen on campus except during homecoming;	4	2	1
organizations should have more campus involvement_--	4	2	1
not challenged	3	2	2
freshman restrictions	1	2	2
didn't meet expectations	1	2	2
bad grades	1	2	2
grade expectation too high	1	2	2
Some people are academically slack;	4	2	2
student expectations should be higher;	4	2	2
Students are not use to working hard(from international perspective	4	2	2
academics-they can't pass classes	5	2	2
living experience	3	2	3
technology bad-wireless	3	2	3
café closes early and open late on Sunday	2	2	3
too far from home	1	2	3
not happy or comfortable	1	2	3
housing issues with roommates	1	2	3
café food	1	2	3
conflicts with life	1	2	3
library not available late in the evening;	4	2	3
facilities close too early;	4	2	3
parental involvement/intrusion extends into the dorms and classrooms;	4	2	3
facilities not avail after 10pm	4	2	3
restrictions feel like high school	3	2	4
Why Do Students Leave Claflin			

segregated honors and non honors-felt lower	1	2	4
jail without walls	1	2	4
feel second class in high rise	1	2	4
small universities are more hands on by faculty than larger schools;	4	2	4
Claflin culture too slow, people cant get things done, southern mentality is frustrating	5	2	4
treat them like children	5	2	4
money/tuition cost	3	2	5
money/tuition cost	2	2	5
money/tuition cost	1	2	5
extended seniors need extra money	1	2	5
Private not much funding	1	2	5
financial strains;	4	2	5
honors college students do not get funds from additional scholarships	4	2	5
money/tuition cost	5	2	5
pregnancy	1	2	6
class of 2011 are whiners;	4	2	6
professor distributed a playing cards as a way of referring to students (student found this disrespectful);	4	2	6
freshmen year is an adjustment period	4	2	6

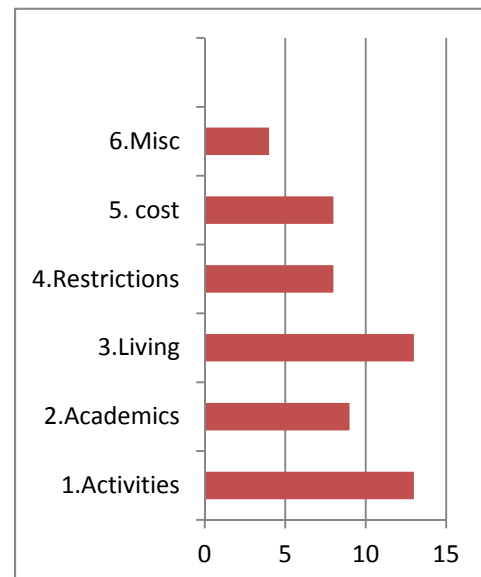
Category Groupings Question 1-Freshmen Experience	Total	Positive	Neg
1.People- faculty, staff and student related comments	17	9	8
2.Activities- things to do on campus/Orangeburg	4	2	2
3.Process- services, freshman orientation process	43	12	31
4. Facilities- dorms, buildings, ect..	12	1	11



Categories Groupings Question 2-Advising Process	Total	Positive	Neg
1.Process- not clear	23	14	9
2.Service- variation	23	8	15



Category Groupings Question 3 Why students leave	
1.Activities	13
2.Academics	9
3.Living	13
4.Restrictions	8
5. cost	8
6.Misc	4



Appendix B: Supporting Budget

TABLE B1: SUPPORTING BUDGETS FOR PANTHER STEPS

Supporting Budgets for Panther Steps 2010-11	
Freshman College	\$ 334,794.00
Freshman College	\$ 41,608.00
Math	\$ 283,934.00*
Math	\$ 500.00
Writing Lab	\$ 13,266.00
Total Supporting Budgets	\$ 674,102.00

*Part of Math Lab budget supporting Panther Steps

TABLE B2: LITERACY CENTER BUDGET

Claflin University			
Budget Reports			
Literacy Center			
FY 10-11			
<u>Account</u>		<u>Budget</u>	
01-10-1220-5100-0000		10,000.00	
01-10-1220-5910-0000		765.00	
01-10-1220-6122-0000		2,500.89	
		13,265.89	

TABLE B3: FRESHMAN COLLEGE BUDGET

Freshman College			
FY 10-11			
<u>Account</u>		<u>Budget</u>	
01-40-4202-5112-0000		2,250.00	
01-40-4202-5800-0000		-	
01-40-4202-5811-0000		10,500.00	
01-40-4202-5910-0000		172.14	
01-40-4202-6150-0000		21,239.62	

01-40-4202-6320-0000		3,385.24	
01-40-4202-6510-0000		3,500.80	
01-40-4202-6632-0000		560.00	
		41,607.80	
02-40-2590-5110-0004		19,000	
02-40-2590-5112-0004		91,226	
02-40-2590-5113-0004		117,976	
02-40-2590-5190-0004		17,458	
02-40-2590-5940-0004		21,679	
02-40-2590-5950-0004		17,115	
02-40-2590-6130-0004		36,440	
02-40-2590-6131-0004		1,900	
02-40-2590-6312-0004		6,000	
02-40-2590-6510-0004		6,000	
		34,794.00	

TABLE B4: MATH LAB BUDGET SUPPORTING PANTHER STEPS

FY 10-11			
Math Lab Account Number:			
02-20-2582			
02-20-2582-5100		43937	
02-20-2582-5110		9100	
02-20-2582-5112		72151	
02-20-2582-5113		9000	
02-20-2582-5800		84000	
02-20-2582-5910		10265	
02-20-2582-5940		7277	
02-20-2582-5950		3392	
02-20-2582-6123		812	
02-20-2582-6510		4000	
02-20-2582-6511		35000	
02-20-2582-6518		5000	
		283,934.00	
Math Lab			
FY 10-11			
<u>Account</u>		<u>Budget</u>	
01-10-1430-6516-0000		500.00	
		500.00	

Appendix C: Syllabi

Syllabus for College Algebra (Math (111))
Department of Mathematics & Computer Science
Claflin University

Instructor: Daryoush Mani, JST Annex (803) 535-5255
E-mail: dmani@claflin.edu

Office Hours:

<i>DAY</i>	<i>MON</i>	<i>TUES</i>	<i>WED</i>	<i>THURS</i>	<i>FRI</i>
<i>HOURS</i>	10-11	11-12	10-12 1-2	11-12 1-2	10-11

Textbook: *College Algebra*; 5th Edition, Man M. Sharma.

I. COURSE DESECRPTION

MATH: 111, College Algebra

This course is an extension of high school mathematics including properties of real Numbers, the complex number system, inequalities, linear equations, systems of equations, exponents and radicals, polynomial operations, factoring, quadratic equations, and an introduction to functions and problem solving. Three credit hours. Prerequisites: A grade of "C" or better in Math 110 or its equivalent or a satisfactory SAT score in mathematics.

II. RATIONALE

College Algebra presents basic concepts of algebra in a straightforward way. It reinforces algebraic concepts by application in which students can identify practical and realistic phenomena. Also, an introduction to most of basic material in college algebra: equations, inequalities, problem solving, coordinate geometry, graphing techniques and functions and functions are the major topics. It is specifically designed for the typical student who needs basic fundamentals and skills to begin pre-calculus successfully.

The course will contribute to "The Claflin College Imperative: Preparing Teachers for Leadership and Service in a Multicultural, Global and Technological Society." (a) Giving the prospective teacher experience in selecting age culturally appropriate activities, and a global awareness which contribute to physical and social development of all children (b) providing feedback which will result in reflecting and re-evaluating the effectiveness of the selected content knowledge and activities which will accomplish

stated objectives (c) including activities that are interesting and appropriate for a culturally diverse society, and (d) presenting teaching and classroom management skills which will aid in developing each student into an effective performer in the classroom.

III. COURSE OVERVIEW

A. Major Concepts to be Taught

1. Erudition of polynomials and rational expressions
2. Analyze the various factoring polynomials forms
3. Knowledge of relationships between exponents and roots
4. Quadratic equations and their applications
5. Inequalities involving quotients and absolute values
6. Coordinate geometry and graphing techniques
7. Concepts of functions and inverse functions
8. Direct and inverse variations

B. Special Vocabulary

Students must be able to interpret and define the following terms as they relate to mathematics in a global society.

1. Real Numbers
2. Polynomials
3. Complex Numbers
4. Linear Equations
5. Inequalities
6. Circles
7. Hyperbolas
8. Point-Slope Form
9. Inverse Functions
10. Direct and Inverse Variations
11. Integer Exponents
12. Radicals
13. Rational Numbers
14. Quadratic Equations
15. Absolute Values
16. Ellipses
17. Slope of a Line
18. Slope-Intercept
19. Graphing Techniques
20. Irrational Numbers

C. Skills Needed-Academic

The ability to:

1. Describe the real number system,
2. Simplify algebraic expressions,
3. Simplify positive integral, negative integral, and rational exponents,

4. Simplify radical expressions,
5. Perform operations with radicals.
6. Perform operations with polynomials,
7. Factor polynomials using common monomial factoring, perfect square patterns, trial and error with trinomials, or patterns for the sum and difference of two cubes,
8. Perform operations with rational expressions.

Others Skills Needed

1. Note-taking
2. Mathematically literate
3. Critical thinking
4. Communication

D. Provisions for Academic Support to Develop Prerequisite Skills

1. Attend every class period,
2. Attend tutorial sessions,
3. Attend the writing lab in Grace T. Kennedy Building.

❖ Special Resources to be used:



1. **If students receive less than “C” on an exam, they will be required to attend Supplemental Instruction (SI). Students are also required to attend Math Learning Laboratory for additional help (On-line tutorials, mathematics software, tutors)**
2. Places
 - A. Computer lab in Grace T. Kennedy Building,
 - B. Computer centers in dormitories
 - C. Claflin College Library/Orangeburg County Library

IV. Competencies

A. Genetic Competencies

1. Recognize and perform important mechanics when solving mathematical problems
2. Demonstrate the use of critical thinking skills.
3. Verbalize and approximate solutions before attempting to solve a problem.
4. Demonstrate skills in test taking (teacher developed, commercial, Proxies I and II, GRE, MCAT, GMAT, etc.).

IV. LEARNING OUTCOMES/ASSESSMENTS

Upon completion of this course, the student should be able to:

<u>Learning Outcomes</u>	<u>Assessments</u>
--------------------------	--------------------

Identify the different sets of numbers, polynomials, and expressions.	Quiz, Test, Lab Assignment
Apply the rules of exponents to simplify expressions and polynomials.	Quiz, Test, Lab Assignment
Evaluate several functions for particular values.	Quiz, Test, Lab Assignment
Determine the domain and range of functions given in a variety of formats.	Quiz, Test, Lab Assignment
Use tables and technology to sketch the graph of several functions.	Quiz, Test, Lab Assignment
Solve various types of equations and inequalities such as linear, quadratic, absolute value, rational, radical, and etc.	Quiz, Test, Lab Assignment
Determine the roots of a polynomial function using different techniques.	Quiz, Test, Lab Assignment
Identify the components of the graph of a linear function such as the slope and the intercepts.	Quiz, Test, Lab Assignment
Use the properties of exponential and logarithmic functions to solve equations.	Quiz, Test, Lab Assignment
Use modeling and graphs to solve real-world applications and mathematical problems.	Quiz, Test, Lab Assignment
Use appropriate technology to solve real-world mathematical applications.	Quiz, Test, Lab Assignment

V. Outline of Course Content

Chapter 1: *Review of Basic Algebra*

- 1.1 Real Number System
- 1.2 Absolute Value
- 1.3 Polynomials and Factoring

- 1.4 Rational Expressions
- 1.5 Long and Synthetic Division
- 1.6 Radical Expressions

Chapter 2: *Functions*

- 2.1 Sets – A Review
- 2.2 Functions
- 2.3 Domain and Range of a Function
- 2.4 Graphical Representation of a Function
- 2.5 Distance and Slope
- 2.6 Operations on Functions

Chapter 3: *Equations and Inequalities*

- 3.1 Polynomial Equations
- 3.2 Equations with Rational Expressions
- 3.3 Absolute Value Equations
- 3.4 Radical Equations
- 3.5 Inequalities
- 3.6 Domain of a Function (Revisited)
- 3.7 Roots of Polynomial Equations (Revisited)

Chapter 4: *Graphing Techniques*

- 4.1 Equations of Lines
- 4.2 Techniques in Graphing
- 4.3 Graphs of Quadratic Functions
- 4.4 How to Generate Functions
- 4.5 Graphs of Polynomial Functions
- 4.6 Graphs of Rational Functions

Chapter 5: *Exponential and Logarithmic Functions*

- 5.1 Inverse Functions
- 5.2 Exponential Functions
- 5.3 Logarithmic Functions

IX. Special Course Requirements

X.

A. Textbook-Precalculus 4th Edition by Dvyopolski

- B. TI-83 plus graphing calculators
- C. Graphing calculator manual
- D. Attendance at all scheduled class meetings

XI. Required Reading/viewing/writing/listening, including sources

- A. Reading
 - 1. Textbook and manual
 - 2. Newspaper or magazines involving real-world applications of mathematics
- B. Viewing
 - 1. Videotapes for identifies lessons from the textbook
 - 2. Software on Mathematical concepts
- C. Writing
 - 1. The application for determining the solution to several problems
 - 2. Essay using identified mathematics vocabulary
- D. Listening
 - 1. Guest speakers
 - 2. Lectures and discussions during class time

ASSURANCE STATEMENT: “If you need accommodations in this class related to a disability, please make an appointment as soon as possible. My office location and hours are in the front page of this syllabus.

CODE OF HONOR POLICY STATEMENT

Claflin University prohibits all forms of academic or scholarly dishonesty, including written or oral examinations, term and research papers or theses, modes of creative expression, and computer-based work.

Scholarly dishonesty includes lying, cheating, plagiarism, collusion, and the falsification or misrepresentation of experimental data. (For social behavior, see Claflin University Student Handbook: Code of Conduct and Code of Ethics).

XII. Method of evaluation/weighting of grades

Students will be evaluated based on the following:

Attendance & Participation:	10%
Math lab Assignments	10%
Quizzes	20%
Exams	45%
Final Exam	15%
SI (Bonus)	4%

Attendance will be taken daily and will count towards the ten percent specified for the Attendance & Participation percentage of your total final grade. Ten percent will also be allotted

for Math Lab assignments, which will be assigned weekly. The assignments will be checked for accuracy and completion. Makeup Exams will be given, but one per student for the semester. ***The student must inform the instructor that they missed an exam before the test or quiz is returned or the student will receive a zero for the missed exam.*** One quiz or test will be dropped at the end of the semester to calculate the Final Average. Homework will be assigned daily, but will not be collected. The responsibility lies on the student to do the assigned work and be prepared to ask questions the following day. **Quizzes and Tests are based on Homework Assignments!!!** The Final Exam will be cumulative. Remember feel free to ask questions during the class session if the information that has been covered was unclear

XIII. Grading Scale

All letter grades will be assigned as printed in the college catalog.

<u>Grade</u>	<u>Significance</u>
A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D+	65-69
D	60-64
F	Below 60

Syllabus
English 101, English Composition I
Department of English and Foreign Languages
School of Humanities and Social Sciences
Claflin University

Instructor: Dr. Mitali P. Wong, Professor of English

Office: GTK 216

Telephone: 803-535-5221

E-mail: wong@claflin.edu

Office Hours: MWF 10-11, MW 3-4, TR 2-3:30 (and by appointment at other times)

Assurance Statement: Claflin University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the ADA Student Services Coordinator and contact their instructor(s) in a timely manner to arrange for appropriate accommodations.

If you need accommodations in this class related to a disability, please make an appointment as soon as possible.

I. Course Description

English 101, 3 hours

Catalog Description: This course is designed to help students develop the ability to write effectively and coherently, with emphasis on organization and development of ideas. Grammar, usage, and mechanics are emphasized. The requirements of the course can be satisfied by a grade of "C" or above. The written English proficiency assessment is a part of this class. Three semester credit hours.

II. Required Textbooks:

Faigley, Lester. *Writing: A Guide for College and Beyond*. 2nd ed. New York: Longman, 2010.

Trimmer, Joseph F. *The River Reader*. 10th ed. Boston: Wadsworth/Cengage Learning, 2011.

Supplemental requirements:

Thesaurus

Dictionary

A ring binder or a spiral notebook for a writing journal.

Flash drive

A manila folder

III. Rationale

To succeed in college, in the workplace, and in society, one must communicate effectively with written language. Acquiring this ability, then, is imperative, and it results from a combination of many skills: logical development of ideas, critical thinking, awareness of audience, clarity of language, reading, and use of standard English. The goal

of this course is to foster these skills through an integrated approach of reading, writing, thinking, as well as to introduce students to integrating secondary sources into their papers and documenting said sources in the proper format.

Given the nature of this course, these types of activities will help foster and promote good leadership skills, as clear thinking and the ability to communicate one's ideas are essential for anyone in a position of authority and leadership. The diverse readings and discussions also help facilitate these qualities, and often a direct observation of these traits can be seen at work in workshops and peer critiques.

Composition classes can help develop attributes leading students to service. Certainly, wrestling with heady topics, perhaps arguing for a call to action by a constituency, would encourage activities that would help the human community.

The readings in English Composition often deal with the "melting pot" aspect of American culture, running the breadth of economic, racial, and ethnic diversity. Given this rich expanse of multicultural literature, students will see the diverse nature of people "different" from themselves, but will also explore the commonality of the human experience.

The very work in the English Composition sequence, with its attention to close reading, critical thinking, and applying concepts towards clear writing, makes it a valuable tool for prospective teachers who have to pass the state-required Praxis exams. While English composition classes have always tried to provide students (in any discipline) with these "tools," this class will make every effort to address the needs of students going into the teaching profession.

The Internet is becoming an important tool in all aspects of research. From web sites by textbook manufacturers that have on-line handbooks, to software programs for word processing, or interactive programs, the English composition classroom is rapidly changing. Being able to use CD-ROM databases to research topics, as well as the World Wide Web, is mandatory now.

IV. English 101 Course Objectives, Outcomes, and Assessments

English 101 Objectives	English 101 Outcomes and Assessments
Students will read more analytically	Students will read selected texts and support their understanding and interpretation of the selections by citing textual evidence in oral and written activities and assignments.
Students will think more critically and logically	Students will engage intellectually with texts and others by participating in small and large group classroom and Blackboard discussions.
Students will write more effectively	Students will participate in the writing process – prewriting, writing drafts, revising, peer and personal editing, and rewriting--by writing 4 essays (2 timed essays, 2 out-of-class) and one sustained essay (600-800 words plus works cited) based on a rubric consisting of unity, support, coherence, and mastery of sentence skills.
Students will use basic	Students will incorporate introductory research

research techniques.	techniques by writing 4 essays (2 timed essays, 2 out-of-class essays) and one sustained essay (600-800 words plus works cited) that conform to Modern Language Association (MLA) format, including margins, headings, title placement and other page layout conventions.
Students will use standard English.	Students will demonstrate proficiency in the use of standard written English, including the conventions of grammatical skills, mechanics, punctuation and word use, by writing 4 essays (2 timed essays, 2 out-of-class essays) and one sustained essay (600-800 words plus works cited) and a culminating portfolio.
Students will develop an aesthetic appreciation for literature and its contribution to the humanizing process of civilization.	Students will demonstrate an understanding of universal meanings in selected mentor texts by making text to self, text to text, and text to society connections in oral and written activities and assignments.

V. Grading scale

Class participation (in-class writing, homework, quizzes, etc.)	10%
4 essays (2 timed essays, 2 out-of-class essays)	40%
Sustained essay (600-800 words plus works cited)	10%
Midterm exam	10%
Portfolio (Final exam)	<u>30%</u>
Total	100%*

The written English proficiency exam of the University is assessed through the English 101 proficiency portfolio. The portfolio is due one week before the beginning of final exams and will constitute 30% of the final grade.

VI. Course Requirements/Policies

1. Students will write *at least* five compositions during the course of the semester—two timed in-class essays, two out-of-class essays, and one longer essay.
2. Students will maintain all compositions in a folder to include in their portfolios.
3. Late assignments will not be accepted.
4. Plagiarized work will not be accepted. Plagiarism, submitting the work or ideas of another as one's own, is theft and a serious offense. Those

who commit plagiarism will be dealt with according to the “Statement of Policy Concerning Academic Dishonesty,” in the current catalog. Punishment may include a failing grade on the work, a failing grade in the class, or suspension from Claflin.

5. Students will participate in class discussions and other activities as assigned by the instructor.
6. Students will attend class in accordance with the guidelines set forth in the college catalog. In addition, tardiness of 10 or more minutes constitutes an absence. More than three instances of tardiness will result in the deduction of one point per tardy from the semester average.
7. Students will have at least two scheduled “one on-one” conferences and others with the instructor.
8. The portfolio submission guidelines are as follows:
 - A. The portfolio will contain the following:
 1. Cover sheet identifying the student, professor, class, and date
 2. Table of contents
 3. Signed and dated copy of a statement that all work is the student’s own
 4. Essays organized as follows
 - a. One timed, in-class essay—this essay should have a minimum grade of “C.” (This essay is NOT to be revised.)
 - b. Two graded, out-of-class essays to include idea generation, first, second, and revised drafts. (In other words, each of the two graded out-of-class essays included in the portfolio must be revised again before inclusion in the portfolio.)
 - B. Requirements for the two out-of-class essays:

The revised essays must:

 - a. be typed in MLA format on standard white paper
 - b. use 12-point Times New Roman font

Reminder: The written English proficiency exam of the University is assessed through the English 101 proficiency portfolio; furthermore, the grade on this portfolio constitutes 30% of the final grade in this course. The portfolio grade is the average of the grade on the in-class essay (see 8A4a above) and the two out-of class essays revised for the purpose of including them in the portfolio (see 8A4b above).
9. Students will attend Dialogues, Lyceums, and other assigned events.
10. Students are required to buy and bring to class meetings all specified textbooks and materials for the course.
11. Students will set up Claflin e-mail accounts.
12. Individual instructors may make additional requirements.

VII. Course Overview

- A. Major Concepts
 1. Writing as process
 - a. Idea generating

- b. Organizing
 - c. Drafting
 - d. Revising
 - e. Editing
 - 2. Awareness of audience
- B. Special Vocabulary
 - 1. Topic sentence
 - 2. Thesis statement
 - 3. Development of paragraph and essay
 - 4. Idea generation
 - 5. Transition
- C. Organization
 - 1. Purposes and processes
 - 2. Observing
 - 3. Informing
 - 4. Causal analysis
- D. Skills needed
 - 1. Composing
 - 2. Reading
 - 3. Critical thinking
 - 4. Organizing
 - 5. Note-taking
 - 6. Listening
 - 7. Computer or word processing
 - 8. Internet literacy
- E. Provisions for academic support to develop skills needed
 - 1. Instructor
 - 2. Class meetings
 - 5. Textbooks
 - 6. Peers
 - 7. Library
 - 8. Writing Center, GTK 228
 - 9. Computer Lab, Bowen Hall

VIII. Outline of Course Content. content (Note: The order of presentation may vary according to individual instructors.)

- A. Unit I: Purposes and Processes (Weeks 1-3)
 - 1. Competencies:
 - a. Explain purposes for writing and the processes of writing
 - b. Demonstrate various pre-writing or idea-generating strategies
 - c. Analyze audiences.
 - 2. Enabling learning activities
 - a. A diagnostic composition
 - b. Exercises, assignments, discussions, quizzes
 - 3. Assignments
 - a. Faigley, Ch. 1-4, “Making Discoveries,” “Reading to Explore,” “Planning

- a Journey,” and “Returning and Revising” (pp. 2-33), and Ch. 9, “Writing Effectively in College” (pp. 62-77)
 - b. Journal assignments reflecting the Claflin Imperative.
 - c. Reading assignment(s) from Trimmer
- B. Unit II: Observation (Weeks 4-6)**
 - 1. Competencies:
 - a. Explain and demonstrate techniques for observing
 - b. Observe people, places, objects, etc., closely
 - c. Write an effective descriptive essay
 - d. Use transitional words and phrases effectively
 - 2. Enabling learning activities
 - a. Timed and/or out-of-class descriptive composition/s
 - b. Exercises, assignments, discussions, quizzes
 - 3. Assignments
 - a. Faigley, Ch. 11, “Observations” (pp. 126-187)
 - b. Faigley, Ch. 24, “MLA Documentation” (pp. 638-667)
 - c. Journal assignments reflecting the Claflin Imperative.
 - d. Reading assignment(s) from Trimmer
- C. Unit III: Reflection (Weeks 7-9)**
 - 1. Competencies:
 - a. Explain and demonstrate techniques for writing about memories
 - b. Perform brainstorming, looping, shaping, drafting
 - c. Write an effective narrative composition
 - d. Use transitional words and phrases effectively
 - 2. Enabling learning activities
 - a. Timed and/or out-of-class narrative compositions
 - b. Exercises, assignments, discussions, quizzes
 - 3. Assignments
 - a. Faigley, Ch. 10, “Reflections” (pp. 78-125)
 - b. Faigley, Ch. 24, “MLA Documentation” (pp. 638-667)
 - c. Journal assignments reflecting the Claflin Imperative.
 - d. Reading assignment(s) from Trimmer
- D. Unit V: Informative Essays (Weeks 10-12)**
 - 1. Competencies
 - a. Explain and demonstrate techniques for expository writing
 - b. Use limited resources including the internet
 - c. Properly document those sources using MLA
 - d. Write an effective informative composition
 - e. Write an effective sustained essay in this unit (or in the next unit)
 - 2. Enabling activities
 - a. Exercises, assignments, discussion, quizzes
 - b. Timed and/or out-of class informative compositions
 - b. A sustained essay of 600 to 800 words (may be combined with Causal Analysis)
 - 3. Assignments
 - a. Faigley, Ch. 12, “Informative Essays” (pp. 188-265)
 - b. Faigley, Ch. 18-24, “Planning Research,” “Finding Sources in Databases,”

- ### E. Unit IV: Causal Analysis (Weeks 13-15)

A 3 essay (70-79) must meet all of the criteria listed below:

- 1. It is adequately organized and developed.**
- 2. It develops the main idea(s).**
- 3. It displays some awareness of the audience and the kind of writing appropriate for that audience.**
- 4. It may display some errors in mechanics, usage, and sentence formation but not a consistent pattern of such errors.**
- 5. It fulfills the conditions of the assignment.**

2

A 2 essay (60-69) exhibits one of the following weaknesses:

1. It exhibits weaknesses in organization or development.
2. It does not develop the key idea(s).
3. It reveals that the writer is unaware of the kind of writing appropriate for the audience.
4. It reveals a pattern of errors in mechanics, usage, and sentence formation.
5. It does not fulfill the conditions of the assignment.

1

A 1 essay (0-59) is seriously marred by a lack of organization and development and exhibits a pattern or accumulation of errors, suggesting that the writer does not have control over the conventions of standard written English. It may also contain plagiarism.

Appendix B

Instructor's policy on cell phones

Appendix C

Instructor's policy on the use of Blackboard

Syllabus
English 101, English Composition I (Supplemented)
Department of English and Foreign Languages
School of Humanities and Social Sciences
Clafin University

Instructor: Don Pardlow, Ph.D

Office: Trustee Hall #2

Phone Ext.: x5554 **Cell:** 706-331-0219

E-mail Addresses: dpardlow@clafin.edu

Office Hours: TR 1:00-3:30 p.m., MWF 1:00-2:00 p.m.

Website and Blog: <http://donpardlow.zxq.net/>

Section: ENGL 101-52 Eng. Comp. I 6:00-10:00 p.m. MW GTK-222 (3/21/11)

Assurance Statement: Clafin University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the ADA Student Services Coordinator and contact their instructor(s) in a timely manner to arrange for appropriate accommodations.

If you need accommodations in this class related to a disability, please make an appointment as soon as possible.

I. Course Description

English 101, 3 hours

Catalog Description: A course designed to develop in students the ability to write effectively and coherently, with emphasis on organization and development of ideas. Attention to grammar, usage, and mechanics. The requirements of the course can be satisfied by a grade of "C" or above. The written English proficiency exam is a part of this class. Three hours.

II. Required Textbooks:

Faigley, Lester. *Writing: A Guide for College and Beyond*. 2nd ed. New York: Longman, 2010.

Trimmer, Joseph F. *The River Reader*. 10th ed. Boston: Wadsworth/Cengage Learning, 2011.

Supplemental requirements:

- A thesaurus
- A dictionary
- A ring binder or a spiral notebook for a writing journal.
- A flash drive
- A manila folder

III. Rationale

To succeed in college, in the workplace, and in society, one must communicate effectively with written language. Acquiring this ability, then, is imperative, and it results from a combination of many skills: logical development of ideas, critical thinking, awareness of audience, clarity of language, reading, and use of standard English. The goal of this course is to foster these skills through an integrated approach of reading, writing, **and thinking**, as well as to introduce students to integrating secondary sources into their papers and documenting said sources in the proper format.

Given the nature of this course, these types of activities will help foster and promote good leadership skills, as clear thinking and the ability to communicate one's ideas are essential for anyone in a position of authority and leadership. The diverse readings and discussions also help facilitate these qualities, and often a direct observation of these traits can be seen at work in workshops and peer critiques.

Composition classes can help develop attributes leading students to service. Certainly, wrestling with heady topics, perhaps arguing for a call to action by a constituency would encourage activities that would help the human community.

The readings in English Composition often deal with the "melting pot" aspect of American culture, running the breadth of economic, racial, and ethnic diversity. Given this rich expanse of multicultural literature, students will see the diverse nature of people "different" from themselves, but will also explore the commonality of the human experience.

The very work in the English Composition sequence, with its attention to close reading, critical thinking, and applying concepts towards clear writing, make it a valuable tool for prospective teachers who have to pass the state required Praxis exams. While English composition classes have always tried to provide students (in any discipline) with these "tools" this class will make every effort to address the needs of students going into the teaching profession.

The Internet is becoming an important tool in all aspects of research. From web sites by textbook manufacturers that have on-line handbooks, to software programs for word processing, or interactive programs, the English composition classroom is rapidly changing. Being able to use CD-ROM databases to research topics, as well as the World Wide Web, is mandatory now.

IV. English 101 Course Objectives, Outcomes, and Assessments

English 101 Objectives	English 101 Outcomes and Assessments
Students will read more analytically	Students will read selected texts and support their understanding and interpretation of the selections by citing textual evidence in oral and written activities and assignments.
Students will think more critically and logically	Students will engage intellectually with texts and others by participating in small and large group classroom and Blackboard discussions.
Students will write more effectively	Students will participate in the writing process – prewriting, writing drafts, revising, peer and personal editing, and rewriting--by writing 4 essays (2 timed essays, 2 out-of-class) and one sustained essay (600-800 words plus works cited) based on a rubric consisting of unity, support, coherence, and mastery of sentence skills.
Students will use basic research techniques.	Students will incorporate introductory research techniques by writing 4 essays (2 timed essays, 2 out-of-class essays) and one sustained essay (600-800 words plus works cited) that conform to Modern Language Association (MLA) format, including margins, headings, title placement and other page layout conventions.
Students will use standard English.	Students will demonstrate proficiency in the use of standard written English, including the conventions of grammatical skills, mechanics, punctuation and word use, by writing 4 essays (2 timed essays, 2 out-of-class essays) and one sustained essay (600-800 words plus works cited) and a culminating portfolio.
Students will develop an aesthetic appreciation for literature and its contribution to the humanizing process of civilization.	Students will demonstrate an understanding of universal meanings in selected mentor texts by making text to self, text to text, and text to society connections in oral and written activities and assignments.

V. Grading scale

Journal (In-class writing, homework, quizzes)	15%
4 essays (2 timed in-class essays and 2 out-of-class research essays)	40%
Descriptive out-of-class essay	10%
Midterm exam	5%
Portfolio (Final exam)	<u>30%</u>
Total	100%*

The written English proficiency exam of the University is assessed through the English 101 proficiency portfolio. The portfolio is due one week before the beginning of final exams and will constitute 30% of the final grade.

*Note: The written English proficiency exam of the University is assessed through the English 101 proficiency portfolio. The portfolio is due one week before the beginning of final exams and will be evaluated as pass/fail. Each student must submit a passing portfolio to pass the course. Students who do not submit a passing portfolio will re-take English 101. Portfolios which are not passed by the instructor will be read by the Portfolio Committee.

VI. Course Requirements/Policies

1. Students will write *at least* five compositions during the course of the semester—two timed in class, two out-of-class, and one longer essay.
2. Students will maintain all compositions in a folder to include in their portfolios.
3. Late assignments **will not be accepted**.
4. Plagiarized work will not be accepted. Plagiarism, submitting the work or ideas of another as one's own, is theft and a serious offense. Those who commit plagiarism will be dealt with according to the "Statement of Policy Concerning Academic Dishonesty" in the current catalog. Punishment may include a failing grade on the work, a failing grade in the class, or a suspension from Claflin.
5. Students will participate in class discussions and other activities as assigned by the instructor.
6. Students will attend class in accordance with the guidelines set forth in the college catalog. In addition, tardiness of 10 or more minutes constitutes an absence. More than three instances of tardiness will result in the deduction of one point per tardy from the semester average.
7. Students will have at least two scheduled "one on-one" conferences and others with the instructor.
8. The portfolio submission guidelines are as follows:
 - A. The portfolio will contain the following:
 1. Cover sheet identifying the student, professor, class, and date
 2. Table of contents
 3. Signed and dated copy of a statement that all work is the student's own
 4. Essays organized as follows
 - a. One timed, graded essay with a minimum grade of "C"
 - b. Two graded, out-of-class essays to include idea generation, first, second, and revised drafts. (In other words, each of the two graded out-of-class essays included in the portfolio must be revised again before inclusion in the portfolio.)
 - B. Requirements for the two out-of-class essays. The revised essays must:
 - a. be typed in MLA format on standard white paper
 - b. use 12-point Times New Roman font
 - c. earn a minimum grade of "C."
9. Students will attend Dialogues, Lyceums, and other assigned events.
10. Students are required to buy and bring to class meetings all specified textbooks and materials for the course.
11. Students will set up e-mail accounts.
12. Individual instructors may make additional requirements.

VII. Course Overview

- A. Major Concepts
 - 1. Writing as a Process or *Means of Thinking*
 - a. Idea Generating
 - b. Organizing
 - c. Drafting
 - d. Revising
 - e. Editing
 - 2. Awareness of audience
- B. Special Vocabulary
 - 1. Topic sentence
 - 2. Thesis statement
 - 3. Development of paragraph and essay
 - 4. Idea generation
 - 5. Transition
- C. Organization
 - 1. Purposes and processes
 - 2. Observing
 - 3. Remembering
 - 4. Investigating
 - 5. Explaining
- D. Skills needed
 - 1. Composing
 - 2. Reading
 - 3. Critical thinking
 - 4. Organizing
 - 5. Note-taking
 - 6. Listening
 - 7. Computer or word processing
 - 8. Internet literacy
- E. Provisions for academic support to develop skills needed
 - 1. Instructor
 - 2. Class meetings
 - 5. Textbooks
 - 6. Peers
 - 7. Library
 - 8. Writing Center, GTK 228
 - 9. Computer Lab, Bowen Hall

VIII. Outline of Course Content.

(Note: The order of presentation will vary according to individual instructors.)

A. Unit I: Writing Effectively in College (Weeks 1-3)

Readings:

Chaps. 1 & 2

Chaps. 3 & 4

Chaps. 9 & 24

i. Competencies:

a. Explain purposes for writing and the processes of writing.

b. Demonstrate various pre-writing or idea generating strategies.

c. Analyze audiences.

d. Understand MLA guidelines

ii. Enabling learning activities

a. A diagnostic composition

b. Exercises, assignments, discussions, quizzes

iii. Assignments

a. Timed-Diagnostic

b. Description Essay

c. Reading Assignment(s) from Trimmer

B. Unit II: Reflection (weeks 4-6)

Readings:

Chaps. 10 & 12

i. Competencies:

a. Explain and demonstrate techniques for reflecting and informing

b. Think critically about people, places, objects, etc. closely

c. Write an effective reflection essay

d. Use transitional words and phrases effectively.

ii. Enabling learning activities

a. Timed and/or out-of-class reflection composition/s

b. Exercises, assignments, discussions, quizzes

iii. Assignments

a. Reflection Essay

b. MLA Documentation

c. Reading Assignment(s) from Trimmer

C. Unit III: The Writer as Editor (weeks 7-9)

Readings:

Chaps. 27 & 26

Chaps. 28 & 29

1. Competencies:

a. Understanding effective use of language

b. Perform editing, shaping, drafting

c. Utilize grammar effectively

d. Use transitional words and phrases effectively.

2. Enabling learning activities
 - a. Sentence & paragraph structuring
 - b. Exercises, assignments, discussions, quizzes
 3. Assignments
 - a. Grammar Quiz
 - b. Mid-term
 - c. Reading Assignment(s) from Trimmer
- D. Unit IV: Evaluating and Sustaining (weeks 10-14)
- Readings:
- Chap. 15
- Chaps. 18-21
- Supplemental Readings
1. Competencies
 - a. Explain and demonstrate techniques for evaluative and sustained writing
 - b. Use limited resources including the internet
 - c. Properly document those sources using MLA
 - d. Write a sustained evaluative essay
 2. Enabling activities
 - a. Exercises, assignments, discussion, quizzes
 - b. A sustained evaluation of a piece from the Trimmer reader (Essay of 600 to 800 words)
 3. Assignments
 - a. Sustained Evaluation
 - b. Reading Assignment(s) from Trimmer
- E. Unit V: Review and Wrap-Up (week 15)
- Portfolio due

Appendices

Appendix A: Method of Evaluation (a General Scoring Guide for Essays)

5

A “5” essay (90-100) must meet all of the criteria listed below:

1. It is well organized and well developed
2. It clearly develops the main idea(s).
3. It clearly and appropriately addresses a specific audience.
4. It demonstrates sentence variety, clarity, and appropriate word choice.
5. It is virtually free from errors in mechanics, usage, and sentence formation.
6. It fulfills the conditions of the assignment.

4

A “4” essay (80-89) must meet all of the criteria listed below:

1. It is generally well organized and developed.
2. It develops the main idea(s).
3. It exhibits an awareness of the audience and the kind of writing appropriate for that audience.
4. It demonstrates some sentence variety.
5. It is generally free from errors in mechanics, usage, and sentence formation.
6. It fulfills the conditions of the assignment.

3

A “3” essay (70-79) must meet all of the criteria listed below:

1. It is adequately organized and developed.
2. It develops the main idea(s).
3. It displays some awareness of the audience and the kind of writing appropriate for that audience.
4. It may display some errors in mechanics, usage, and sentence formation but not a consistent pattern of such errors.
5. It fulfills the conditions of the assignment.

2

A “2” essay (60-69) exhibits one of the following weaknesses:

1. It exhibits weaknesses in organization or development.
2. It does not develop the key idea(s).
3. It reveals that the writer is unaware of the kind of writing appropriate for the audience.
4. It reveals a pattern of errors in mechanics, usage, and sentence formation.
5. It does not fulfill the conditions of the assignment.

1

A “1” essay (0-59) is seriously marred by a lack of organization and development and exhibits a pattern or accumulation of errors, suggesting that the writer does not have control over the conventions of standard written English. It may also contain plagiarism.

Appendix B: Cell-phone Policy

Please turn your phones either off or on the vibrate function.

Appendix C: Blackboard Usage Policy

Please avoid sharing your login name and password with any third party, and please maintain proper Internet etiquette (e.g., no flaming or flirting) in your communications on the server.

Appendix D: The Detailed Grading Rubric

Assignment	Assessment Criteria	Value
Descriptive Essay or Story:	1-10, 18-19.	100 points
Informative Essay:	1-17.	50 points
Argumentative Essay:	1-17.	150 points
In Class Essay 1:	6, 8-9, 11-13, 23,	50 points maximum
In Class Essay 2:	6, 8-9, 11-13, 23.	50 points maximum
Midterm Article Summary:	10, 16-17, 24	50 points
Journal:	20-21.	150 points
Portfolio:	22.	300 points
Total		1000 points

Final Grade	Value
“A”	900-1000 points
“B+”	850-899 points
“B”	800-849 points
“C+”	750-799 points
“C”	700-749 points
“D+”	650-699 points
“D”	600-649 points

	Exceptional Exceeds Expectations “A”	Good Meets Expectations “B”	Acceptable But Short of Expectations “C”	Unacceptable Needs Work “D”
1. KNOWLEDGE AND COMPREHENSION (understanding the basics of the assignment)	The paper exhibits an excellent understanding of the context (pragmatics) and concepts through strong arguments. The writer demonstrates thorough critical thinking about the chosen topic and clearly shows its pros and cons. 8 Points	The paper exhibits a good understanding of the context (pragmatics) and concepts through good arguments. The writer has demonstrates some critical thinking about the chosen topic and clearly shows its pros and cons. 6 Points	The paper exhibits an inaccurate understanding of the context and concepts through weak arguments. The writer demonstrates a paucity of critical thinking about the chosen topic and does not clearly show its pros and cons 4 Points	The paper exhibits an substantial lack of understanding of the context and concepts via confusing arguments. Student did not demonstrate any critical thinking about the chosen topic and does not clearly show its pros and cons. 2 Points
2. APPLICATION AND ANALYSIS (attaining the objectives of the assignment)	The paper demonstrates a confident ability to work with the key concepts, information, processes, and theories of the topic, applying them to a wide variety of new problems or contexts, making predictions, recognizing hidden meanings, drawing inferences, analyzing, communicating insightful contrasts and comparisons. 8 Points	The paper demonstrates an adequate ability to work with the key concepts, information, processes, and theories of the topic, applying them to a wide variety of new problems or contexts, making predictions, recognizing hidden meanings, drawing inferences, analyzing, communicating insightful contrasts and comparisons. 6 Points	The paper demonstrates an inability to work with the key concepts, information, processes, and theories of the topic, applying them to a wide variety of new problems or contexts, making predictions, recognizing hidden meanings, drawing inferences, analyzing, communicating insightful contrasts and comparisons. 4 Points	The work demonstrates a substantial inability to work with the key concepts, information, processes, and theories of the topic, applying them to a wide variety of new problems or contexts, making predictions, recognizing hidden meanings, drawing inferences, analyzing, communicating insightful contrasts and comparisons. 2 Points
3. EVALUATING, SYNTHESIZING, AND CREATING (going beyond the given)	The paper demonstrates a surprising ability to take the ideas, theories, processes, and principles of the topic further into new territory and broader generalizations. 8 Points	The paper demonstrates an insightful ability to take the ideas, theories, processes, and principles of the topic further into new territory and broader generalizations. 6 Points	The paper demonstrates an uneven and superficial ability to take the ideas, theories, processes, and principles of the topic further into new territory and broader generalizations. 4 Points	The paper demonstrates little ability to take the ideas, theories, processes, and principles of the topic further into new territory and broader generalizations. 2 Points
4. PREWRITING AND INVENTION	The writing is accompanied by adequate evidence of a variety of prewriting activities. 10 Points	The writing is accompanied by adequate evidence of a few prewriting activities. 8 Points	The writing is accompanied by adequate evidence of at least one prewriting activity. 6 Points	The writing is accompanied by no evidence of any prewriting activity. 0 Points
5. REVISION	The writing was developed from several drafts that show successive revision of the content, development, and organization of the content of the essay. 10 Points	The writing was developed from a few drafts that show successive revision of the content, development, and organization of the content of the essay 8 Points	The writing was developed from one or two drafts that show successive revision of the content, development, and organization of the content of the essay. 6 Points	The writing was developed from no drafts at all. 4 Points

6. EDITING	The article has been thoroughly and neatly proofread. 8 Points	There are a few lapses in proofreading and neatness. 6 Points	There are a many lapses in proofreading and neatness 4 Points	The writing shows no evidence of sufficient or of neat proofreading. 2 Points
7. CONFERENCING AND PUBLISHING	The writing has been reviewed thoroughly at a scheduled peer-review by at least three peer readers. 8 Points	The writing has been reviewed thoroughly by at least two peer readers. 6 Points	The writing has been reviewed thoroughly by at least one peer reader. 4 Points	The writing has been reviewed thoroughly by no peer reader. 2 Points
8. USAGE, GRAMMAR, AND PUNCTUATION	The writing has no major or minor errors in grammar, punctuation. 6 Points	The writing has a few minor errors in grammar and punctuation. 4 Points	The writing has many major and minor errors in grammar and punctuation. 2 Points	The writing has so many errors in grammar and punctuation that the paper is unreadable. 0 Points
9. MECHANICS AND SPELLING	The writing has no major or minor errors in mechanics and spelling. 6 Points	The writing has a few minor errors in mechanics and spelling 4 Points	The writing has many errors in mechanics and spelling. 2 Points	The writing has so many major and minor errors in mechanics and spelling that it is unreadable. 0 Points
10. TIMELINESS	The writing was submitted when it was due. 8 Points	The writing was submitted in the week it was due. 6 Points	The writing was submitted a week after the due date. 4 Points	The writing was submitted more than a week after the due date. 2 Points
11. THESIS	The thesis of the paper is explicit, appropriate, and relevant to present-day, real-world concerns; it might also advance the Claflin Initiative. 10 Points	The thesis of the paper is implicitly clear, appropriate, and relevant to present-day, real-world concerns. 8 Points	The thesis of this paper is neither implicitly clear, nor appropriate, nor relevant to any concern. 6 Points	The paper has no thesis at all. 4 Points
12. ORGANIZATION AND DEVELOPMENT OF SUBTHESES AND BODY PARAGRAPHS	The subtheses are relevant, are adequately developed in at least six sentences per paragraph, are adequately developed in the minimal number of pages, and are effectively organized to support the thesis. 10 Points	The subtheses meet three of the conditions for an exceptional rating. 8 Points	The subtheses meet two of the conditions for an exceptional rating. 6 Points	The subtheses meet one of the requirements. 4 Points

13. USE OF EXAMPLES, ILLUSTRATIONS, OR HYPOTHETICALS	The examples, illustrations, or hypotheticals which support the subtheses are true, are relevant to the thesis, are appropriately detailed, are thorough, are authoritative, are coherent with the other examples, and are of a sufficient number to support the subtheses and thesis. 10 Points	The examples, illustrations, or hypotheticals which support the subtheses meet at least three of the conditions for an exceptional rating. 8 Points	The examples, illustrations, or hypotheticals which support the subtheses meet at least two of the conditions for an exceptional rating. 6 Points	The examples, illustrations, or hypotheticals which support the subtheses meet at least one of the conditions for an exceptional rating. 4 Points
14. REASONING	The essay avoids any fallacies of reasoning, thoroughly explains the thesis, thoroughly supports the thesis, and thoroughly addresses other relevant or competing points of view. 10 Points	The essay meets three of the conditions for an exceptional rating. 8 Points	The essay meets two of the conditions for an exceptional rating. 6 Points	The essay meets at least one of the conditions for an exceptional rating. 4 Points
15. SOURCES OR EVIDENCE	The writing was developed from the research of at least three recent and relevant sources. A copy of each source, with cited passages underlined or highlighted, was submitted in paper format during the peer review. 10 Points	The writing was developed from the research of at least three recent and relevant sources. A copy of each source, with cited passages underlined or highlighted, was submitted in paper, .pdf, or .html format. 8 Points	Either the writing was not developed from the research of at least three recent sources, or a copy of each source, with cited passages underlined or highlighted, was not submitted in either paper, .pdf, or .html format. 6 Points	The writing was not developed from the research of at least three recent sources, <u>and</u> a copy of each source, with cited passages underlined or highlighted, was not submitted in either paper, .pdf, or .html format. 4 Points
16. NOTETAKING	Each page of writing is accompanied by at least five notes taken in a journal or on notecards. Each note documents its source properly in MLA format and is accompanied by a paraphrase of the content taken from the source. 10 Points	Either the writing is not accompanied by notes taken in a journal or on notecards, or each note does not document its source properly in MLA format, or each note is not accompanied by a paraphrase of the content taken from the source 8 Points	The notes meet only one of the conditions for a "good" rating. 6 Points	The writing is not accompanied by any notes. 0 Points

17. PRESENTATION AND WRITING BY MLA GUIDELINES	<p>The paper meets the minimal page length as required in the syllabus, and the student submitted the work with no MLA infractions</p> <p>10 Points</p>	<p>The paper meets the minimal page length as required in the syllabus, and the student submitted the work with few MLA infractions.</p> <p>16 Points</p>	<p>The paper may or may not meet the minimal page length as outlined in the syllabus, or the student may or may not have submitted the work in accordance to the MLA guidelines to include the following: correct text in the body, correct citations in the text, and a properly formatted "Works Cited" page.</p> <p>12 Points</p>	<p>The paper does not meet the minimal page length requirement as outlined in syllabus, and the student did not submit the work in accordance to the MLA guidelines to include the following: correct text in the body, correct citations in the text, and a properly formatted "Works Cited" page.</p> <p>8 Points</p>
18. DEVELOPMENT OF DRAMA (USE OF DESCRIPTIVE DETAIL)	<p>The story adeptly use a combination of description, action, characterization, atmosphere, dialogue, or theme in order to effectively develop, escalate, climax, and resolve a dramatic conflict.</p> <p>8 Points</p>	<p>The drama lags in one or two places.</p> <p>6 Points</p>	<p>The drama lags in many places.</p> <p>4 Points</p>	<p>The story fails to develop any sense of drama.</p> <p>2 Points</p>
19. PACING	<p>The story moves at an entertaining or stimulating pace.</p> <p>8 Points</p>	<p>The story has one or a few lapses in pacing.</p> <p>6 Points</p>	<p>The story has many lapses in pacing.</p> <p>4 Points</p>	<p>The story has no sense of pacing; it frequently puts the reader to sleep.</p> <p>2 Points</p>
20. FOCUS OF DAILY JOURNAL ASSIGNMENTS OR QUIZZES (20 shall count toward the course grade.)	<p>The student addressed the question and stated relevant, justifiable answers.</p> <p>The student presented arguments in a logical order and demonstrated an accurate and complete understanding of the question, supporting conclusions with evidence.</p> <p>The student used other ideas, examples, procedures, and arguments that supported the answer.</p> <p>The student used an acceptable style and made no grammatical errors.</p> <p>5 Points</p>	<p>The student did not address the question explicitly but tangentially; nevertheless, the student stated a relevant and justifiable answer.</p> <p>The student presented arguments in a logical order and demonstrated an accurate but only adequate understanding of the question because evidence was provided to support conclusions.</p> <p>The student used only a single idea and did not thoroughly support the answer. The student used an acceptable style and made minimal grammatical errors.</p> <p>4 Points</p>	<p>The student did not address the question correctly and stated misconceptions.</p> <p>The student presented arguments not clearly or logically organized and did not demonstrate an accurate understanding of the question.</p> <p>The student did not provide evidence to support the answer to the question. The student failed to use an acceptable style and made many grammatical errors.</p> <p>3 Points</p>	<p>The student did not try to provide a response.</p> <p>0 points</p>

21. JOURNAL (The total shall be counted at the end of the semester.)	The journal misses less than seven assignments. 50 Points	The journal misses less than eleven assignments. 40 Points	The journal misses less than fifteen assignments. 30 Points	The journal misses more than fifteen assignments. 20 Points
22. PORTFOLIO	The portfolio has the prewritings, original drafts, notes, sources, substantial revisions, and final drafts of two out-of-class writings and of one in-class writing placed in a manila folder with the student's name. 300 Points	One of the writings of the portfolio lacks prewritings, original drafts, notes, sources, substantial revisions, or final drafts. 270 Points	Two of the writings of the portfolio lack prewritings, original drafts, notes, sources, substantial revisions, or final drafts. Or the portfolio lacks a folder. 240 Points	All of the writings of the portfolio lack prewritings, original drafts, notes, sources, substantial revisions, or final drafts. Also the portfolio lacks a folder. 210 Points
23. HANDWRITING	The in-class essay has been neatly handwritten, has neatly edited, and is clearly legible. 3 Points	Except for a few mistakes, the in-class essay has been neatly handwritten, has been neatly edited, and is clearly legible 2 Points	The in-class essay has many slips in handwriting, in editing, and is not clearly legible 1 Point	The handwriting is neither neatly written, nor neatly edited, nor legible to any extent. 0 Points
24. ARTICLE SUMMARY	Student demonstrates detailed knowledge of the content of the article and accurately synthesizes the content. The student includes all of the following items: a long quotation, a short quotation, three paraphrases, and a "Works Cited" list. The summary contains no grammatical, mechanical, or editing errors. 22 Points	The student demonstrates general knowledge of the content of the article and adequately synthesizes the content. The student includes at least four of the following items: a long quotation, a short quotation, three paraphrases, and a "Works Cited" list. The summary contains a few grammatical, mechanical, or editing errors. 19 Points	The student demonstrates vague knowledge of the content of the article or inadequately synthesizes the content. The student includes at least three of the following items: a long quotation, a short quotation, three paraphrases, and a "Works Cited" list. The summary contains many grammatical, mechanical, or editing errors. 16 Points	The student demonstrates little knowledge of the content of the article and inadequately synthesizes the content. The student includes at least two of the following items: a long quotation, a short quotation, three paraphrases, and a "Works Cited" list. The summary contains numerous grammatical, mechanical, or editing errors. 13 Points

Appendix E: Receipt of Syllabus

I have read and discussed the syllabus terms with the instructor. I fully understand the grading, scheduling, and attendance policies mentioned in the syllabus. I understand that to serve the interests of the students, the instructor reserves the right to amend the course policies, and that he holds the responsibility to notify the class, in sufficient time and in writing, of those changes.

Name (Please print.)

Date

Signature

Syllabus
English 102, English Composition II
Department of English and Foreign Languages
School of Humanities and Social Sciences
Claflin University
Spring 2011

Instructor: Dr. Sharynn O. Etheridge
Office: GTK 202
Phone Ext.: 5520
E-mail: setheridge@claflin.edu
Office Hours: MWF 2:00-4:00; TR 3:30-4:30 and by appointment

Sections:	English 102/08	1:00-1:50 p.m.	MWF	GTK	115
	English 102/12	2:00-3:15 p.m.	TR	WVM	119

Assurance Statement: Claflin University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the ADA Student Services Coordinator and contact their instructor(s) in a timely manner to arrange for appropriate accommodations.

If you need accommodations in this class related to a disability, please make an appointment as soon as possible.

I. Course Description

English 102, 3 hours

Catalog Description: Prerequisite: English 101. A continuation of English 101, incorporating progressively longer papers. The requirements of the course can be satisfied by a grade of “C” or above. Three hours.

II. Required Textbooks :

Faigley, Lester. *Writing: A Guide for College and Beyond*. 2nd ed. New York: Longman, 2010.

Trimmer, Joseph F. *The River Reader*. 10th ed. Boston: Wadsworth/Cengage Learning, 2011.

Supplemental requirements:

Thesaurus
Dictionary

A ring binder or a spiral notebook for a writing journal.
Flash drive
A manila folder

III. Rationale

To succeed in college, in the workplace, and in society, one must communicate effectively with written language. Acquiring this ability, then, is imperative, and it results from a combination of many skills: logical development of ideas, critical thinking, awareness of audience, clarity of language, reading, and use of standard American English. The goal of this course is to foster these skills through an integrated approach of reading, writing, thinking, as well as to introduce students to integrating secondary sources into their papers and the use of documenting said sources in the proper format.

Given the nature of this course, these types of activities will help foster and promote good leadership skills, as clear thinking and the ability to communicate one's ideas are essential for anyone in a position of authority and leadership. The diverse readings and discussions also help facilitate these qualities, and often a direct observation of these traits can be seen at work in workshops and peer critiques.

Composition classes can help foster attributes leading students to service. Certainly, wrestling with heady topics, perhaps arguing for a call to action by a constituency would encourage activities that would help the human community.

The readings in English Composition often deal with the "melting pot" aspect of American culture, running the breadth of economic, racial and ethnic diversity. Given this rich expanse of multicultural literature, students will see the diverse nature of people "different" than themselves, but will also explore the commonality of the human experience.

The very work in the English Composition sequence, with its attention to close reading, critical thinking, and applying concepts towards clear writing, make it a valuable tool for prospective teachers who have to pass the state required Praxis exams. While English composition classes have always tried to provide students (in any discipline) with these "tools" this class will make every effort to address the needs of students going into the teaching profession.

The Internet is becoming an important tool in all aspects of research. From web sites by textbook manufactures (Prentice Hall) that have on-line handbooks, to software programs for word processing (Word-Word Perfect), or interactive programs like Daedalus, the English composition classroom is rapidly changing. Being able to use CD-ROM databases to research topics, as well as the World Wide Web, is mandatory now.

IV. English 102 Course Objectives, Outcomes, and Assessments

English 102 Objectives	English 102 Outcomes and Assessments
Students will read more analytically	Students will read selected texts and support their understanding and interpretation of the selections by citing textual evidence in oral and written activities and assignments.
Students will think more critically and logically	Students will engage intellectually with texts and others by participating in small and large group classroom and Blackboard discussions.
Students will write more effectively	Students will participate in the writing process – prewriting, writing drafts, revising, peer and personal editing, and rewriting--by writing 2 timed impromptu essays (midterm and final), 4 sustained essays (750-1000 words), and a culminating portfolio, based on a rubric consisting of unity, support, coherence, and mastery of sentence skills.
Students will use basic research techniques.	Students will incorporate introductory research techniques by writing 2 timed impromptu essays (midterm and final), 4 sustained essays (750-1000 words), and a culminating portfolio that conform to Modern Language Association (MLA) format, including margins, headings, title placement and other page layout conventions.
Students will use standard English.	Students will demonstrate proficiency in the use of standard written English, including the conventions of grammatical skills, mechanics, punctuation and word use, by writing 2 timed impromptu essays (midterm and final), 4 sustained essays (750-1000 words), and a culminating portfolio in the conventions of grammatical skills, mechanics, punctuation and word use.
Students will develop an aesthetic appreciation for literature and its contribution to the humanizing process of civilization.	Students will demonstrate an understanding of universal meanings in selected mentor texts by making text to self, text to text, and text to society connections in oral and written activities and assignments.

V. Grading scale

Journal, homework, and quizzes,	10%
Four sustained essays (750-1000 words)	60%
Midterm exam (timed)	10%
Portfolio (two revised essays)	10%
Final exam	<u>10%</u>
	100%

VI. Course requirements/Policies:

1. Students will write at least five compositions during the course of the semester—four sustained Course essays (evaluation, problem solving, argument, and literature) as well as one timed essay (midterm exam).
2. Students will maintain all compositions in a folder to include in their portfolios.
3. Late assignments will not be accepted.
4. Students will participate in class discussions and other activities as assigned by the instructor.
5. Plagiarized work will not be accepted. Plagiarism, submitting the work or ideas of another as one's own, is theft and a serious offense. Those who commit plagiarism will be dealt with according to the "Statement of Policy Concerning Academic Dishonesty" on page 38 of the Claflin University Catalog. Punishment may include a failing grade on the work, a failing grade in the class, or suspension from Claflin.
6. Students will attend class in accordance with the guidelines set forth in the college catalog. In addition, tardiness of 10 or more minutes constitutes an absence. More than three tardies will result in the deduction of one point per tardy from the semester average.
7. Students will attend Dialogues, Lyceum, and other assigned events.
8. Students will have at least two scheduled "one-on-one" conferences and several others with the instructor.
9. Students are required to buy all specified textbooks and materials for the course.
10. Students will set up e-mail accounts.
11. Individual instructors may make additional requirements.

VII. Course Overview

- A. Major Concepts
 - 1. Writing as process
 - a. Idea Generating
 - b. Organizing
 - c. Drafting
 - d. Revising
 - e. Editing
 - 2. Awareness of audience
- B. Special Vocabulary
 - 1. Topic sentence
 - 2. Thesis statement
 - 3. Development of paragraph and essay
 - 4. Idea generation
 - 5. Transition
 - 6. Claims of Fact, Value, Policy
- C. Organization
 - 1. Purposes and processes
 - 2. Evaluation
 - 3. Problem Solving
 - 4. Argument
 - 5. Writing about literature
- D. Skills needed
 - 1. Composing
 - 2. Reading
 - 3. Critical thinking
 - 4. Organizing
 - 5. Note-taking
 - 7. Listening
 - 8. Computer or word processing
 - 9. Using the internet and CD ROM's
 - 10. MLA documentation
- E. Provisions for academic support to develop skills needed
 - 1. Instructor
 - 2. Class meetings
 - 5. Textbooks
 - 6. Peers
 - 7. Audio-visual and multi-media classroom
 - 8. Library
 - 9. Writing Center, GTK 228
 - 10. Computer Lab, GTK 101
 - 11. Computer Lab, JST
 - 12. Computer Lab, Bowen Hall

VIII. Outline of course content

Note: the following "order" of presentation may vary according to individual instructors

- A. Unit I: Writing Rituals, Purposes and Processes--Documentation (Weeks 1-3)
 - 1. Competencies:
 - a. Explain purposes for writing and the processes of writing.
 - b. Demonstrate various pre-writing or idea generating strategies.
 - c. Analyze audiences.
 - d. Proper use and practice of documentation (MLA)
 - e. Identify four classes of argument
 - f. Understand the concepts of inductive and deductive logic (formal)
 - g. Understand the Toulmin Model
 - h. Understand and identify informal fallacies
 - 2. Enabling learning activities
 - a. A diagnostic composition
 - b. Exercises, assignments, discussions, quizzes
 - c. MLA exercises
 - 3. Assignments
 - a. Faigley, Part 1 and mycomplab
 - b. Reading Assignment(s).
 - c. Journal assignments reflecting the Claflin Imperative.
 - d. Supplemental reading
- B. Unit II: Evaluation (weeks 4-6)
 - 1. Competencies:
 - a. Explain and demonstrate techniques for evaluation
 - b. Write an effective evaluating essay
 - c. Use transitional words and phrases effectively.
 - 2. Enabling learning activities
 - a. writing an evaluation essay
 - b. Exercises, assignments, discussions, quizzes
 - c. Library and internet work
 - 3. Assignments
 - a. Faigley, Part 2.15, Evaluation
 - b. Reading assignment(s) in Trimmer
 - c. journal assignments reflecting the Claflin Imperative.
 - d. supplemental reading
- C. Unit III: Problem Solving (weeks 7-10)
 - 1. Competencies:
 - a. Explain and demonstrate techniques for writing about problems and solutions
 - b. Perform brainstorming, looping, shaping, drafting
 - c. Write an effective problem-solving essay
 - d. Use transitional words and phrases effectively.

2. Enabling learning activities
 - a. Library and Internet work
 - b. Exercises, assignments, discussions, quizzes
 3. Assignments
 - a. Faigley, Part 2.17, Proposal Arguments
 - b. Reading assignment(s) in Trimmer
 - b. Journal assignments reflecting the Claflin Imperative.
 - c. Supplemental reading
- D. Unit IV: Argumentation with Rogerian opposition (Weeks 11-13)
1. Competencies
 - a. Explain and demonstrate techniques for argumentative writing
 - b. Use sources including the Internet
 - c. Write a sustained essay
 2. Enabling activities
 - a. Exercises, assignments, discussions, quizzes.
 - b. A sustained argumentative essay that uses opposition
 3. Assignments
 - a. Faigley, Part 2.15-17
 - b. Reading assignments in Trimmer
 - c. Journal assignments reflecting the Claflin Imperative
 - d. Supplemental reading
- E. Unit V: Writing about Literature (Weeks 13-15)
1. Competencies
 - a. Explain and demonstrate techniques for an essay about literature
 - b. Use limited resources including the Internet
 - c. Write a sustained essay
 2. Enabling activities
 - a. Exercises, assignments, discussion, quizzes
 3. Assignments
 - a. Faigley, Part 2.13
 - b. Reading assignments in Trimmer
 - c. Journal assignments reflecting the Claflin Imperative

Appendices

Appendix A

Method of evaluation (scoring guide for essays)

5

A 5 essay (90-100) must meet all of the criteria listed below:

1. It is well organized and well developed
2. It clearly develops the main idea(s).
3. It clearly and appropriately addresses a specific audience.
4. It demonstrates sentence variety, clarity, and appropriate word choice.
5. It is virtually free from errors in mechanics, usage, and sentence formation.
6. It fulfills the conditions of the assignment.

4

A 4 essay (80-89) must meet all of the criteria listed below:

1. It is generally well organized and developed.
2. It develops the main idea(s).
3. It exhibits an awareness of the audience and the kind of writing appropriate for that audience.
4. It demonstrates some sentence variety.
5. It is generally free from errors in mechanics, usage, and sentence formation.
6. It fulfills the conditions of the assignment.

3

A 3 essay (70-79) must meet all of the criteria listed below:

1. It is adequately organized and developed.
2. It develops the main idea(s).
3. It displays some awareness of the audience and the kind of writing appropriate for that audience.
4. It may display some errors in mechanics, usage, and sentence formation but not a consistent pattern of such errors.
5. It fulfills the conditions of the assignment.

2

A 2 essay (60-69) exhibits one of the following weaknesses:

1. It exhibits weaknesses in organization or development.
2. It does not develop the key idea(s).
3. It reveals that the writer is unaware of the kind of writing appropriate for the audience.
4. It reveals a pattern of errors in mechanics, usage, and sentence formation.
5. It does not fulfill the conditions of the assignment.

1

A 1 essay (0-59) is seriously marred by a lack of organization and development and exhibits a pattern or accumulation of errors, suggesting that the writer does not have control over the conventions of standard written English. It may also contain plagiarism.

Appendix B

The use of cellular phones, pagers, or electronic signaling devices is prohibited during class. Such devices must remain off and stored in book bags/backpacks or where it is not visible.

Appendix C

Blackboard is a web-based learning environment that will be used to facilitate online interactions between you and me. For our class, I will use Blackboard not only as a tool for storing essential course material but as an online venue for some class discussions.

Course Requirements and Expectations from Dr. Etheridge

The student will

- ✓ Be punctual and complete all assignments on time
- ✓ Participate in classroom discussions
- ✓ Follow Modern Language Association [MLA] guidelines for all assignments
- ✓ Late papers will not be accepted unless prior arrangements have been made with the professor
- ✓ Refrain from sending **any of your papers via e-mail** as an attached Microsoft Word file without permission
- ✓ Take Final Examinations at the time designated by Claflin University
- ✓ Turn off cell phones before entering the classroom
- ✓ Refrain from saying in front of the class “May I turn in my paper late?” Come to my office.
- ✓ Also refrain from asking for individual grades, appeals for exceptions or extensions and personal/health issues outside of my office.

Writing Center

The Writing Center is an excellent on-campus resource for help with writing, and it is free!!! As you well know, tutors and consultants will not write papers, but they will provide valuable feedback in a timely manner. Secure an appointment and/or walk in for help. If there are additional questions, check with Dr. Melissa Pearson GTK 201 (803-535-5092). Furthermore, I am available during office hours and by appointment, if you need additional help with assignments and essays.

Classroom Decorum

No food or beverages are allowed in the classroom. Men and women: please do not wear doo rages, hats, scarves, headbands, or any other type of headgear; this is a violation of university policy.

Code of Honor Policy Statement

Claflin University prohibits all forms of academic or scholarly dishonesty, including written or oral examinations, term and research papers or theses, modes of creative expression, and computer-based work.

Scholarly dishonesty includes lying, cheating, plagiarism, collusion, and the falsification or misrepresentation of experimental data. (For social behavior, see *Claflin University Student Handbook: Code of Conduct and Code of Ethics*).

Pledge

In my enrollment at Claflin University, I do hereby solemnly pledge that I will adhere to the Code of Honor. *As a Claflin University Student, I do solemnly pledge to uphold the integrity of Claflin University. I will not participate in or tolerate dishonesty in any academic endeavor.*

Schedule of Readings for English 102

The River Reader (2011)

Readings schedule is subject to change; however, any change will be announced.

Chapter 9 Using and Documenting Sources [579-608]

Preparing the List of Works Cited [580-582]

Sample Entries: Books [582-586]

Sample Entries: Articles in Periodicals [586-589]

Sample Entries: Web Publications [589-591]

Implications for Your Research and Composing [591-599]

Annotated Student Research Paper [600-608]

Evaluation

Francis Broadhurst (b. 1935) "Cape Wind Is Sound for the Sound" [449-451]

Judith Viorst (b. 1931) "The Truth About Lying" [229-235]

Mary Mebane (b. 1933) "Shades of Black" [237-242]

David Cole (b. 1958) "Five Myths About Immigration" [259-264]

Problem Solving

Chapter 8 Resources for Writing Survival: A Casebook [493-497]

Stuart Vyse (b. 1950) "The Particulars of Financial Failure" [529-535]

Melvin Konner (b. 1946) "Why the Reckless Survive" [537-549]

Al Gore (b.1948) "The Time to Act is Now" [551-555]

Daniel B. Botkin (b. 1937) "Global Warming Delusions" [557-562]

Nikki Giovanni (b. 1943) "Campus Racism" [121-126]

Argumentation

Chapter 7 Persuasion and Argument [408-419]

Gloria Naylor (b.1950) "The Word's Meaning Can Often Depend on Who Says It" [299-303]

Martin Luther King, Jr. (1929-1968) "I Have a Dream" [432-429]

Eric Liu (b. 1968) "A Chinaman's Chance: Reflections on the American Dream" [431-442]

Anna Quindlen (b. 1953) "Execution" [479-482]

Literary Analysis/Research Paper

Flannery O'Connor (1925-1964) "Revelation" [266-290]

Toni Cade Bambara (1939-1995) "The Lesson" [332-341]

Maya Angelou (b. 1928) "My Name is Margaret" [44-51]

Mark Twain (1835-1910) "To Views of the River"

**Proposed Syllabus
EDUC 101, University Orientation I
Claflin University**

Class Time/Location	You will attend two meetings of this course on Monday and Friday of each week. Students must also attend all University Assemblies including but not limited to: Matriculation Day, Spring Convocation; Honors and Awards Convocation and others as announced. Students must also register for a section of the freshman seminar for your major in conjunction with this course. Students yet having declared a major must instead concomitantly register for Freshman Seminar UNIV 191. These courses will meet during the Friday portion of this class time.
Instructor	
Office	
Phone	
Email	
Office Hours	

Course Description

This course provides the first-year Claflin University student with a general background of academic and non-academic knowledge about the University and about the expectations for successful college level achievement. More specifically, students will receive an overview of the University's history, purpose, policies, and procedures. Further, students will gain information concerning (1) the significance of the collegiate experience; (2) the value of education and career choice; (3) the importance of getting off to a good start and remaining on track; (4) the vast opportunities available through the University, (5) the requirements necessary for success during the college years and beyond, and (6) the value of service learning. Community service is required.

The student is introduced to general academic survival skills, basic educational skills, critical thinking, career planning, personal and social development skills, and other strategies that will assure a productive lifetime of learning and growth.

Required Materials

On a Hilltop High (others tbd)

Assurance Statement

Claflin University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the ADA Student Services Coordinator and contact their instructor(s) in a timely manner to arrange for appropriate accommodations.

If you need accommodations in this class related to a disability, please make an appointment as soon as possible.

Relevant Standards

Claflin University Expected Student Outcomes (CUESO)	Quality Enhancement Plan Student Outcomes (QEP)
<ol style="list-style-type: none"> 1. Think critically and communicate effectively 2. Demonstrate knowledge of science and technology 3. Knowledge of history, civilization, and culture 4. Apply valid reasoning processes to solve problems 5. Prepared to practice social, moral, environmental, and ethical responsibility 6. Understanding of concepts of specific discipline 7. Demonstrate vision, courage, character, humility, and confidence 	<ol style="list-style-type: none"> 1. Demonstrate proficiency in the fundamental skills of reading, writing, and mathematics. <u>Specific objective:</u> Read and analyze texts at a significantly improved level, demonstrate the principles of coherent and grammatically correct writing, and demonstrate proficiency at college level algebra 2. Develop decision-making skills, articulate long and short-term goals, and evince familiarity with strategies for managing stress. <u>Specific objective:</u> Select a major that fits their skills, personality, aptitude and interests. 3. Engage in community service to understand the value added to their preparedness for responsible citizenship.

Alignment of Relevant Standards

Student Learning Outcomes	Course Assessment	Relevant Standard(s)
Assess their personal and academic skills as they relate to their potential for success in college, in particular:	Personality, career, and academic inventories	CUESO 1, QEP 2
Explain the relationship between his/her own career choice, personal attributes, and university preparation.	Essay - <i>Justification of Major</i>	QEP 2
Discuss Claflin University's unique historical presence and history, as well as identify the physical,	Quiz	CUESO 2

academic, and administrative structures of the university.		
Distinguish among the various opportunities and services that the university offers.	Project	
Engage in community service	Community Service Reflections	QEP 3
Attend assembly	Journal entries	CUESO 5

Expectations for Professionalism

You are expected to exhibit professional conduct at all times. This refers to, but is not limited to class time and other professional activities. Please remember that professional conduct includes **behavior, attitude, and dress**. Cellular phones, pagers, and other communication devices should be turned OFF and stored out of sight. Accepting or delivering phone calls, messages, photos, etc. is both unprofessional and unacceptable.

You are expected to conform to all the policies of Claflin University, including the Code of Honor. If you have not read this policy, please do so. It can be accessed at <http://www.claflin.edu/AboutUs/ClaflinCode.html>

Course Requirements

There are three components to this course. 1) The EDUC 101 curriculum, 2) University Assemblies, and 3) Discipline specific seminars.

The final grade in this course will be computed based on the following:

1) The UNIV 101 Curriculum

40 percent of your three credit hour grade will be based upon the Monday and Wednesday class meetings with your UNIV 101 instructor. The grade for that portion will be based as follows:

*Decorum	20%
Active Class Participation	20%
Mid-Term Examination	10%
Final Examination	10%
Class Attendance	20%
Quizzes, Projects, & Assignments	<u>20%</u>
Total	100%

*** Decorum is herein defined as positive attitudes and preparation in the classroom, attendance at assemblies and related mandatory activities, and involvement and participation in all of the activities of the First-Year Orientation. Decorum is paramount to attaining success and "The Claflin Confidence."**

Quiz (100 points)

You will have the opportunity to demonstrate your knowledge of Claflin University's history, policies, and procedures through a variety of item types that may include, but are not limited to, multiple choice, completion, matching, essay, and fill in the blank.

Reflection Papers (100 points each)

Throughout the semester, you will attend and participate in a variety of activities that are intended to enrich you academically, professionally, personally, or culturally. You are expected to reflect on eight activities to include: three Assembly meetings, two convocations, community service, and personal/professional development opportunities. Each reflection paper should be an original 1-2 page essay that: describes the purpose of the activity, gives an overview of the activity, and explains how you benefitted from the activity.

Exams – Midterm and Final (200 points; 100 points each)

Each exam will be cumulative. The exams will be comprised of multiple item types including, but not limited to, multiple choice, completion, matching, essay, and fill in the blank.

A Freshman's Guide to Being a Freshman (100 points)

Being a freshman in college requires learning about the culture, resources, and organization of the institution. For this assignment, you will create a poster for yourself and other freshmen (or prospective freshmen). The poster will demonstrate your ability to distinguish among the various opportunities and services that Claflin University has to offer. You must eight (8) or more opportunities and services that represent the following areas: academic, student development, and career. For each entry, be sure to include a contact person (with office location and/or number) and a brief overview of the opportunity or service.

Justification of Major (100 points)

Based on your experiences, advisement, and personality and career interest inventories you completed this semester, compose a 2-3 page essay that justifies the major you have selected. Be sure your essay: identifies your major, explains your career goals, describes how your experiences, advisement, and completed inventories assisted you in selecting, changing, or confirming your major.

2) University Assemblies

30% of the final grade will be based upon attendance at University Assemblies. The University Attendance Policy (see below) will apply to the assembly portion of the course. The number of required assemblies will be determined on a semester by semester schedule to be provided to

the students as part of the EDUC 101 course materials packet. Points for attendance will be divided equally among the number of required events.

3) Discipline Specific Seminars (or UNIV 191)

30% of the final grade for this course will be assigned by your discipline specific seminar instructor (or instructor for UNIV 191). Each discipline seminar will have a separate syllabus provided by the seminar instructor for that portion of the overall EDUC 101 course. Assignments will vary among departments and are designed by the faculty of your discipline to meet educational needs appropriate for your field.

Grading Scale	
Grade	Percent
A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59

Module 1 – Preparing to Matriculate

Week	Topic/Activity
1	Introductions, Syllabus, Student handbook
2	Student handbook, Campus resources
3	Claflin history
4	Claflin history, Quiz, Assembly, Reflection Paper #1 due

Module 3 – Preparing to Serve

Week	Topic/Activity
5	Personality inventory, Leadership styles
6	Etiquette, Wardrobe, Effective communication
7	Community service vs. Service learning, Choosing your service site
8	Assembly, Reflection Paper #2 due

Module 3 – Preparing to Learn

Week	Topic/Activity
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9	Learning styles inventory, Note taking/Study skills, Midterm exam
10	Time management, Academic support services
11	Bibliographic instruction, Mapping your progress – understand the curriculum, calculate GPA, calculating your grade, etc., Effective use of office hours
12	<i>A Freshman's Guide to Being a Freshman due, Assembly, Reflection Paper #3 due</i>

Module 4 – Preparing to Work

Week	Topic/Activity
13	Career interest inventory, Career exploration activity
14	Internships, externships, co-ops, summer opportunities, graduate/professional school, <i>Justification of Major due</i>
15	Preparing for a final exam, Reflection Paper #4 due
16	Final Exam

Claflin University Attendance Policy (excerpted from the 2010-2011 Claflin University Catalog)

“Class Attendance

Students are expected to attend all classes for which they are registered for the duration of each class session. Students may be allowed as many unexcused absences as hours a course meets weekly. The maximum of excused absences is at the discretion of each instructor. Unexcused absences on the days immediately preceding or following a holiday are counted as double absences. Excessive absences are reported during each grade reporting period by instructors in the database provided through Campus Web.

Students may obtain official university excuses for absences from the Office of Student

Development and Services or other designated campus officials. After obtaining signatures from the appropriate course instructors, all excuses must be returned to the Office of Student Development and Services.

Students who may miss classes while representing the university in an official capacity are exempt from regulations governing absences only to the extent that their excessive absences result from the performance of such university business or affairs. Absence from class for any reason does not relieve the student from responsibility for any class assignments that may be missed during the period of absence.”

**Proposed Syllabus
University 102
Claflin University**

Class Time/Location	
Instructor	
Office	
Phone	
Email	
Office Hours	

Course Description

Prerequisite: University 101. This course provides the second semester first-year Claflin University student with strategies and support for enhancing personal and academic skills, such as values clarification, goal setting, decision making, and stress management. Additionally, this course utilizes a shared reading approach to engage students in critical thinking, analytical discussions, and focused writings about two selected novels. Community service is required.

Required Materials

Titles of two books for shared readings

Assurance Statement

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If you need accommodations in this class related to a disability, please make an appointment as soon as possible.

Relevant Standards

Claflin University Expected Student Outcomes (CUESO)	Quality Enhancement Plan Student Outcomes (QEP)
8. Think critically and communicate effectively 9. Demonstrate knowledge of science and technology 10. Knowledge of history, civilization, and culture 11. Apply valid reasoning processes to solve problems	4. Demonstrate proficiency in the fundamental skills of reading, writing, and mathematics. <u>Specific objective:</u> Read and analyze texts at a significantly improved level, demonstrate the principles of coherent and grammatically correct writing, and demonstrate proficiency at college level algebra 5. Develop decision-making skills, articulate long and short-term goals, and evince familiarity with

12. Prepared to practice social, moral, environmental, and ethical responsibility	6. Engage in community service to understand the value added to their preparedness for responsible citizenship.
13. Understanding of concepts of specific discipline	
14. Demonstrate vision, courage, character, humility, and confidence	

Alignment of Relevant Standards

Student Learning Outcomes	Course Assessment	Relevant Standard(s)
Strengthen personal and academic skills as they relate to their potential for success in college	Midterm exam, Reflection papers	CUESO 1, QEP 2
Analyze and discuss shared reading texts	In-class activities, Midterm exam, Final exam	QEP 2
Engage in community service	Reflection papers	QEP 3
Attend assemblies, convocations, and other experiences for personal growth	Reflection papers	CUESO 5

Expectations for Professionalism

You are expected to exhibit professional conduct at all times. This refers to, but is not limited to class time and other professional activities. Please remember that professional conduct includes **behavior, attitude, and dress**. Cellular phones, pagers, and other communication devices should be turned OFF and stored out of sight. Accepting or delivering phone calls, messages, photos, etc. is both unprofessional and unacceptable.

You are expected to conform to all the policies of Claflin University, including the Code of Honor. If you have not read this policy, please do so. It can be accessed at <http://www.claflin.edu/AboutUs/ClaflinCode.html>

Course Requirements

The final grade in this course will be computed based on the following:

*Decorum	20%
Active Class Participation	20%
Mid-Term Examination	10%
Final Examination	10%
Class Attendance	20%
Quizzes, Projects, & Assignments	<u>20%</u>
Total	100%

*** Decorum is herein defined as positive attitudes and preparation in the classroom, attendance at assemblies and related mandatory activities, and involvement and participation in all of the activities of the First-Year Orientation. Decorum is paramount to attaining success and “The Claflin Confidence.”**

(1) Quizzes

You will have the opportunity to demonstrate your knowledge and understanding of course content through a variety of item types that may include, but are not limited to, multiple choice, completion, matching, essay, and fill in the blank.

(2) Reflection Papers

Throughout the semester, you will attend and participate in a variety of activities that are intended to enrich you academically, professionally, personally, or culturally. You are expected to reflect on eight activities to include: three Assembly meetings, two convocations, community service, and personal/professional development opportunities. Each reflection paper should be an original 1-2 page essay that: describes the purpose of the activity, gives an overview of the activity, and explains how you benefitted from the activity. Your reflection papers will address the following types of activities on the schedule indicated below:

Reflection Paper #	Type of Activity
1	Spring Convocation
2	Assembly
3	Community Service
4	Assembly
5	Personal/Professional Development (self-selected)
6	Assembly
7	Honors and Award Convocation
8	Community Service

(3) Exams – Midterm and Final

Each exam will be cumulative. The exams will be comprised of multiple item types including, but not limited to, multiple choice, completion, matching, essay, and fill in the blank.

(4) In-class Activities

This semester, you will participate in two shared reading experiences. Two different books will be selected and a significant amount of time will be spent on activities related to the books. In-class activities may include, but are not limited to, writing assignments, role plays, discussions, etc.

Tentative Course Outline

Module 1 – Academic Development

Week	Topic/Activity
1	Introductions, Syllabus, Reflections from Last Semester
2	Revisiting Study Skills, Note Taking, and Time Management
3	Reading for Understanding, <i>Spring Convocation</i> , Reflection Paper #1 due
4	Quiz , <i>Assembly</i> , Reflection Paper #2 due

Module 2 – Shared Reading/Writing Experience #1

Week	Topic/Activity
5	Reading, writing, and discussion activities based on shared reading Quiz
6	Reading, writing, and discussion activities based on shared reading, Reflection Paper #3 due

7	Reading, writing, and discussion activities based on shared reading,
8	<i>Assembly</i> , Reflection Paper #4 due

Module 3 – Personal Development

Week	Topic/Activity
9	Values Clarification, Decision Making, Midterm Exam
10	Goal Setting, Stress Management, Reflection Paper #5 due
11	Quiz , Reading for Understanding
12	<i>Assembly</i> , Reflection Paper #6 due

Module 4 – Shared Reading/Writing Experience #2

Week	Topic/Activity
13	Reading, writing, and discussion activities based on shared reading, <i>Convocation</i> , Reflection Paper #7 due
14	Reading, writing, and discussion activities based on shared reading, Quiz
15	Reading, writing, and discussion activities based on shared reading, Reflection Paper #8 due
16	Final Exam

Grading Scale	
Grade	Percent
A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59