



Texas Southern University

QEP Executive Summary

Texas Southern University (TSU) measures student success by persistence, progression, and graduation rates. Most recent data findings show that we face challenges in all of these areas. TSU’s Fall 2018 to Fall 2019 persistence rate was 52.1%. For the Fall 2015 - Summer 2019 cohort the 4-year graduation rate was 8%. For the Fall 2013 – Summer 2019 cohort the 6-year graduation rate was 23.1%. Thus, in order to improve on student completion, we must focus on both persistence and academic progression, beginning with our entering freshmen students.

The TSU Quality Enhancement Plan identified a topic and designed targeted interventions intended to significantly impact student academic success. The interventions are premised on the assumption that academic success goes well beyond performance in the classroom. To significantly impact academic success, we address all aspects of the student’s engagement with the institution, not only academic performance, but social, emotional, and personal well-being.

The TSU QEP is comprehensive in its effort to address academic success; it addresses issues and challenges related to the “whole student.” The plan provides activities that directly engage students as soon as they express an interest in the university. It purposes activities to support and empower students to matriculate beyond the first year and ultimately progress to graduation. The primary thrust of this plan is a series of targeted interventions during the initial months of the first semester. However, the interventions begin well before students actually enroll and are intended to have an impact that extends beyond the first semester to graduation.

This QEP improves delivery and access to business services already in place, while implementing new high-impact practices for other university services to support first-time freshmen students. These enhancements to existing services will be broad-based and include key personnel within administrative, academic, and academic support areas. The particular activities associated with the plan are expected to occur, or at least to begin, prior to mid-term of the first-year freshman experience. Accordingly, we titled the effort “14 Plays in 45 Days: Addressing the Whole Student from Application to Graduation.”

The idea of 14 plays is based on a football analogy of scripting plays at the beginning of a game based on a team’s personnel and knowledge of the opponent. This entails defining critical university activities and events, along with student skills and motivations necessary to successfully move a student beyond the first semester of their first-year experience. The idea of 45 days is premised on the assumption that a student’s integration into the academic lifestyle by mid-term of the first semester sets the trajectory for retention, progression, and ultimately academic success.

The following illustrates the QEP assessment logic model:



For more information, visit www.tsu.edu/qep/

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