



## **Biweekly Reports on Preparation for QEP Impact Report due March 1, 2025.**

March 1, 2024

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### **Guiding Principles**

- A. Must have a timeline and advertise it with flexibility.
- B. Must read the handbook to understand Policies and Bylaws.
- C. Meetings with Agenda and Minutes
- D. Meetings at least every month
- E. Organize Narrative by subsections (use present or past tense).

### **Relevant items from the previous report:**

1. Monthly QEP Assessment Committee meeting held.
  - a. Discussion of Declaration of Intent led to the meeting (3/7) with all stakeholders involving the process of DOI to Degree plan (Audit) update including Mr. David Short and Theresa (Registrar's office), Dr. Theresa, and more. It is part of the March monthly meeting of the QEP Advising Committee.
2. Monthly QEP Advising Committee meeting held.
  - a. A meeting (see above a.) is proposed in an effort to understand the process of DOI to Degree plan change.
  - b. Marketing items for the Cardinal View event.
3. Monthly QEP Writing Committee meeting will be held on 2/22.
  - a. The plan including the timeline is approved and attached in the Appendices. It is also published in the Teams committee page.

**In this report, the following items are updated:**

1. Upcoming Cardinal View Event on March 2, 2024
2. Monthly QEP Writing Committee meeting held on 2/22.
3. QEP Student and Faculty survey results (Fall 2023) are published.
4. Monthly QEP Faculty and Student Support Committee held on 2/26
5. Monthly QEP Leadership Committee meeting held on 2/27

**1. Upcoming Cardinal View Event on March 2, 2024**

- A. A table is secured; Marketing items are ready; Some of the QEP flyers and posters are newly designed, printed and ready. The QEP will be represented at the event from 8:30AM to 12:00PM.
- B. Ms. Kathy Wood was exceptional taking care of orders and getting them ready for the event.

**2. Monthly QEP Writing Committee meeting held on 2/22.**

- A. The committee approved the development plan with the timeline.
- B. Writing will be organized by section.

**3. QEP Student and Faculty survey results (Fall 2023) are published.**

- A. Both QEP faculty and student survey results are published and shared by relevant QEP committees.
- B. One-page summaries of the faculty and student survey results for Spring and Fall 2023 are also provided. They are attached in the appendices.

**4. Monthly QEP Faculty and Student Support Committee held on 2/26**

- A. Faculty: 4 participants and Students: 250 participants
- B. Results of the QEP faculty and student surveys are analyzed, including student responses on the new question in the fall: "Tell us about your best learning experience in any math course(s)."
- C. The committee will look for best teaching practices at Lamar recognized by faculty and students, teaching and/or taking QEP math pathway courses.

Producing one-page flyer on best teaching practices on QEP courses at Lamar may be considered. In line with this idea, the committee may also consider producing one-page flyer for best learning practices on QEP courses at Lamar.

- D. The committee identified a few remarks made by students, praising their teachers on: "Accessible and approachable," "Having direct communication as well as student participation," "Wasn't purely lecture-based," and "Breaking down each problem."

### **5. Monthly QEP Leadership Committee meeting held on 2/27**

- A. The big picture of the QEP should be kept while we are attempting to improve SSOs continuously – making connections between Lamar's strategic plan (and mission) to QEP's goals and SSOs.
- B. Need to document what we did to improve SSOs each year, not just reporting SSOs even if they are improving. We will look for data in two areas: (a) students take on math pathway courses and their outcomes (b) any changes/effort made to those QEP math pathway courses.

## **Appendices**

### **A. QEP Impact Report: Development Plan with the timeline**

- A. Preparation: (1/30/24)
- a. Attended two workshops (Summer Institute and Annual meeting 2023).
  - b. Compile resources on Impact Report writing.
  - c. Form a writing committee of 3 – 4 campus stakeholders who will contribute to writing, revising, and proofreading process: Kye Kang, Jarrod Rossi, and Casey Ford (Writing Center Director).
  - d. Set a timeline.
- B. Development of each section in the Impact Report: (5/15/24)
- a. Section 1: "A succinct list of the initial goals and intended outcomes of the QEP." ~ one page: (3/25/24)

- b. Section 2: "A discussion of changes made to the QEP and the reasons for making those changes." ~ one page (3/25/24)
- c. Section 3: "A description of the QEP's impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP. This description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP." 5 – 7 pages (4/25/24)
- d. Section 4: "A reflection on what the institution has learned as a result of the QEP experience." ~ one page (5/15/24)
- C. Moving from the development to the first draft. (6/30/24)
  - a. The writing committee approves the first draft for sharing.
  - b. Sharing the first draft with a broader group of stakeholders.
- D. Preliminary QEP Impact Report (8/30/24)
  - a. Revise the first draft based on the feedback.
  - b. The writing committee approves the preliminary QEP Impact Report.
  - c. Publish the preliminary QEP Impact Report and share it with the leadership at LU for further comments and feedback.
- E. Finalizing the QEP Final Impact Report (10/30/24)
  - a. Revise the preliminary QEP Impact Report based on the feedback.
  - b. The writing committee approves the QEP Final Impact Report.
  - c. Publish the QEP Final Impact Report.
- F. Submitting the QEP Final Impact Report. (2/15/24)

## **B. QEP Faculty and Student Survey Results (Spring and Fall 2023): One-page Summaries**

### **Summary of Fall and Spring 2023 QEP Math Faculty Surveys**

For more streamlined reading of these surveys responses, certain questions have been grouped together based on the common themes of their inquiry. Group 1 consists of questions 3, 4, 13, 14, and 15 that ask about faculty opinion on course delivery and size. Group 2 made up of questions 5, 6, 8, and 9 deal specifically with

the Math Pathways program. Group 3 consists of questions 10, 11, 12, and 16 that revolve around co-requisite math classes. Lastly, Group 4 consisting of questions 17 and 18 will summarize the faculty's written comments and concerns.

Concerning Group 1, most math classes in 2023 were offered fully online or both online and in-person, but the majority of faculty believe in-person instruction is most effective for student success. Regarding Q13, faculty opinion was relatively even, but slightly leaned towards agreement of limiting the number of online classes a freshman student can take to improve student success rates. As for class sizes, most faculty indicated an in-person class size of 30-35 students is ideal for teaching. Interestingly, this number increased to 50-75 students in reference to online classes. For Group 2, the entire response pool was aware of the Math Pathways, and most faculty members would agree the students who take their classes are well on their way to completing the core math requirements. Compounding on the previous thought, most faculty would also agree that students are being properly placed and prepared in their math classes, however there was one response that indicated disagreement. Question 9 in this group allowed faculty members to write out any comments and concerns they had throughout the year; only 1 response was seen across fall and spring. This response indicated the belief that students up until Fall 2023 had been well prepared for their math classes: "most of these students...not prepared for college at all." This response also noted a lack of basic academic skills in these students, such as critical thinking and problem solving.

Regarding Group 3, the vast majority of math faculty agree that current course pairings are enabling students' academic success through content mastery, which in effect contributes to a timely completion of the math core and graduation. Most faculty also observe a correlation in student performance regarding the current course pairings. Q10 specifically had answers that were evenly dispersed across the spectrum, but the majority of faculty do believe that co-requisite courses should be taken in-person even when the corresponding class is in an online format. Finally, question 17 in group 4 asked faculty to describe the best things about teaching QEP courses, and the overwhelming response indicated the faculty love to watch their students succeed in their core math classes which enables them to graduate, which

in turn allows the student to pursue and achieve their goals regarding STEM in the outside world. Instructors also mentioned loving when students can make connections between paired course content. Question 18 asked for any comments and concerns, and only 1 response was given. Specifically, this instructor noted the change from proactivity to reactivity when it comes to the presentation of an online class, relative to before and after the COVID-19 pandemic. The need to rethink how to deliver online course content to ensure students are learning and will experience success was referenced as well.

### **Summary of Fall and Spring 2023 QEP Math Student Surveys**

Concerning the fall and spring QEP student surveys, the majority of students who gave answers identified as freshman, with the least number of students identifying as sophomores. Regarding Q9 across both semesters, most students indicated their academic advisors didn't recommend a non-algebraic pathway to fulfil their core math requirements; the most recommended non-algebraic pathway was the MATH 1332/1342 course sequence. For Q10, about 70 students from the response pool were not aware of what math pathway their curriculum reflected (this represented most of the response pool). The most common indicated pathway was the Precalculus/Calculus pathway, consisting of 59 students. With Q11, 84 students indicated they did not take any math courses in the Fall and Spring 2023 semesters. However, MATH 1314 was found to be the most common course taken by students in the 2023 academic year. Regarding Q12, the responses indicate that most students feel their math classes somewhat relate to their designated major or field of study. This finding could indicate some misunderstanding on how class content can be applied in the real world. Q14 answers revealed most students are not concerned about completing their academic degree on time due to their math classes in their curricula.

Q15 and Q17 allowed students to verbally express any comments and concerns they might have had about their math classes. Although some students simply wrote "n/a", many students still wrote out a vast array of comments. Common themes within the written responses included availability of tutors (both the quantity and

their working hours) for math courses, along with difficulty and/or ease in courses being extremely dependent on the instructor that teaches. Regarding instructors, students liked when they were easily accessible for questions on class content and assignments, ensured that math topics were fully understood by students before moving on to the next objective in class, and presented the material in a fun way that wasn't intimidating (not 100% based in lecture). 1 student who took Math 1314 online highlighted how helpful it was to have access to student reviews for content practice before taking exams. Mr. Gary Brice was mentioned twice in two responses which praised his lighthearted yet thorough approach to teaching, and Mrs. Brandy Palmer was also mentioned for her thorough approach as well as her accessibility to students. Students also expressed frustration and difficulty within their math classes for a variety of reasons, which included previous school history of trouble with math class and feeling the math course sequence could be adjusted to provide better preparation for future math courses. Specifically, the desire for replacement courses for students with dyscalculia and more online math class options with different professors were cited. Finally, some students expressed unenjoyment and concern about feeling behind in their course progression due to how the material was presented; these responses also mentioned how the math teacher itself can be a huge factor in determining one's "enjoyment" of a math class. 1 student specifically mentioned having to do over 300 math questions a week which caused them to struggle with the class content.