

## Subcommittees Assessment & Literature Review

### Minutes

February 24, 2017

Dr. Sethna provided the two subcommittees with data requested from the week before. The six-year graduation data was reviewed as a group. It was noted that students were more likely to graduate if they had high ACT/SAT scores or were in the top of their high school graduating class. Students that were identified as IA graduated at a very low rate. In reviewing high school of origin, many students from private schools progressed well toward graduation. Greater information is needed to differentiate among IA students. Some IA students are TSI restricted, while others are not.

Dr. Daniel raised concerns over what was noted in the literature as programs that focused on a “deficiency orientation”. The group as a whole engaged in a discussion over their concerns that too many of the programs intended to provide needed services for Lamar students have ended up as only serving I WILL students and therefore resulted with a deficiency orientation. LMAR 1101 course was suggested to have been an example of needed, valuable resources for all students that ended up as a deficiency orientation intervention.

Tom Matthews suggested that we should expand and evolve an existing program as the QEP. The group began to discuss the possibilities of focusing on the combination of the Figs and Learning Communities programs as the QEP. Although the Figs program has been a deficiency orientation program, the Learning Communities have often served students at all levels of ability. The new communities could be made a Freshmen requirement as they are at many universities. Also the group discussed the implementation of connected coursework as the literature suggests is best practices within learning communities. Tom Matthews suggested that with the connect coursework component, assessment of the QEP could be conducted in conjunction with the Core Course Assessment.

The two subcommittees (Assessment & Literature Review) decided as a group to bring the proposal of the development of combining the Figs and Learning Communities to the QEP Steering Committee on Monday February 27.