

Minutes of QEP Committee – 2/27/17 meeting

1) Subcommittee Report

Jarrold Rossi, Chair of the Assessment Subcommittee, provided the Committee with an update of the 2/24/17 joint session of the Lit Review and Assessment subcommittees. In light of the data of the 2010 cohort, the findings were as follow: LU loses a massive percentage of freshmen during the first year. The higher the GPA, the higher the graduation rate. LU focuses on a retention deficient model (three levels of CRMA, CRRE, and CRWT, I Will). In other words, we're telling students that they are not ready for college. On a suggestion of Dr. Matthews, both subcommittee members decided to center a QEP proposal on Cardinal Communities, an existing LU resource, a mentoring program designed to assist students in transitioning in college, and to expand it; moving the university from a deficiency model to self-regulated model. The advantage of such proposal would allow to run assessment that could be as well utilized for the core curriculum. Moreover, the Cardinal Communities' proposal would connect students horizontally and vertically with an academic and social components.

2) Discussion

Other topics have been raised during the subcommittee meetings such as mainstreaming. In prevision of a House Bill that would mandate mainstreaming of College Readiness courses, LU Math Department is piloting this program with MATH1314 and CRM0372 during the Spring with 27 students participating. The English Department will test the initiative in the Fall with ENGL1301 and CRWT0371. According to Dr. Nichols, research demonstrates that if students do not complete a college level math during their first year in college, their chances to graduate decline by 40%. It is a six weeks, five days program with built-up online resources to assist students. Dr. Nichols mentioned that the initiative that does not have yet a defined timeline. The goal of mainstreaming courses would be to help half of our College Readiness population. In Fall 2016, half of the incoming freshmen were TSI restricted students. It is imperative that LU engages in a different strategy to teach content.

When few members raised the question of supportive data, Dr. Marquez pointed out that the issue at hand is a human problem and reminded us that we are not walking the path with students and therefore not really grasping the issue.

Mr. Kyle Mutz indicated the diversity of students at LU. Things, courses, systems should be therefore more flexible and accessible to most. We should be meeting students where they are, by engaging them to spur more connectedness.

3) Where do we go from here?

Three proposals were outlined during the meeting: Cardinal Communities – Mainstreaming and Expanding accessibility. Six members of the committee according to their expertise were delegated the charge of writing a proposal hitting certain key elements (connection to the strategic plan, students' outcomes...).