

Minutes of QEP Committee – 3/20/17 meeting

I. Presentations of three QEP proposals

Dr. Mann opened the session by emphasizing that the three proposals submitted for review to the Committee were only quick outlines of potential programs that the university could develop into a QEP.

Dr. Mann informed the Committee that after the three presentations, the Committee would be requested to provide information and suggestions on how to refine and develop the proposed sketches.

- **Rethinking Information for Student Engagement (RISE)** - Presented by Mrs. Ravey.
Proposal focuses on technology in the classroom with interaction built into it, attempting to hold the attention of students and making the classes more universal. The proposal is two folds, part of RISE is to rethink our coursework and its delivery, and part of RISE is to implement a video library.
The principle behind RISE stems from a trend of thought in current higher Ed that advocates moving from a lecture infrastructure to a learning infrastructure to better retain and educate our students. Lamar Educational Opportunities (LEO), universal design instructors in all departments.
The second of RISE would be to create a Network for Engaging Students through Technology (NEST) a sustainable database of centralized workshops comparable to Kahn Academy embedded in Blackboard. Offer some instruction to supplement courses and offer in short interactive videos, Concept to press pause button and rewind on learning would offer an opportunity to with specific course but also with general learning. On the same token, the library could centralize some of information for instructors as well.
- **Mainstreaming/Pathways** - Presented by Dr. Bartlett.
This proposal is based on university data population underprepared and at risk and following a nationwide momentum.
The principle of the proposal is to enroll a large number of students that are not college level ready or 40% of our incoming freshman cohort. Snapshot for Fall 16 cohort 500 not ready in math, 250 reading or writing restricted. Three different level of pre-college math courses. 44% place in mid-level of remediation courses (CRMA0371). Focus on math in the proposal based on our snapshot, but mainstreaming should also be implemented in other Texas Success Initiative (TSI) areas of deficiency (reading and writing). The English department will pilot this Fall and offer mainstream Composition I options to students that did not meet the TSI standard by embedding 15 students will be TSI complete and 10 students that are restricted. Mixing students at risk in exposure with students that are better prepared. Our Math department is currently running a pilot of mainstream courses this spring by offering an additional hour lab component. Direct impact on reduce time to degree and cost for a large percentage of student body and by default would improve our retention.
Our institution is built on a model of college algebra is the default gateway math course, remediation is built to that end, degree plan are mostly based on that. Fine Arts students should have a better alternatives, a math that would be more suitable to their degree. What is a more appropriate math pathway for the incoming students based on their major. Pathways would enable the university to build a more sustainable and effective support system based on a mainstream model to each track.

- **Cardinal Communities** – Presented by Dr. Mann
Learning Community (LC) has strong history in retention intervention. It is one of the high impact practices in higher education, facilitating learning outside of the classroom and encouraging interactions with faculty and students. LU is particularly a good target for LC: low income students, large population of first generation students and commuter students. The LC program has been implemented on campus since 2003 but its impact was limited due to the budget that remained the same since the program’s inception. In Fall 2015, the Freshman Interest Group (FIG) was launched. However none of the programs were fully implemented. According to Tinto, the LC is one of the most effective tool that can be used toward retention if fully implemented (i.e. LC connected courses with an integrative curriculum).
At LU, students are scheduled together in classes and attend their LC meetings outside of class. This model deviates from best practices that suggest that LCs integrate learning across courses and to involve student with related co-curricular activities. The goal is to support a deeper learning by reinforcing communication and interactions between professors and students. The proposal would phase in this traditional model in several stages on campus. To implement the CCs in a sustainable fashion it would require that faculty get release-time to participate in the program. The CCs would also be researched focused and faculty will have the opportunity to write articles.

II. Feedback

Dr. Mann provided the Committee with feedback sheets requesting feedback on five different aspects inspired by the QEP scoring matrix (student impact – change LU – student engagement – degree completion – mission statement).