



Biweekly Progress Report on QEP Impact Report due March 1, 2025

July 12, 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).

Standard 7.2

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

(Quality Enhancement Plan)

Relevant items from the previous report:

- A. Individual math pathway flyers
 - a. A set of first proofs of the individual math pathway flyers were delivered by the Creative Service. They were reviewed and edited at the UAC meeting and sent back to the Service for revision.
- B. New datasets for the QEP assessment

- a. The QEP Director used the newly available dataset to update Student Success Outcomes.

In this report, the following items are updated:

1. Summaries for QEP faculty and student surveys (Sp2023, F2023, and Sp2024) are now available.
2. New QEP Assessment data and Student Success Outcomes.
3. Collection of DOIs: deadline – 7/25/2024
4. Monthly Faculty and Student Support Committee meeting held on 6/24.
5. Monthly Leadership Committee meeting held on 6/25.
6. Monthly Advising Committee meeting held on 7/11.
7. Updated Student success rates are available for Dr. Jator and the President.

1. Summaries for QEP faculty and student surveys (Sp2023, F2023, and Sp2024) are now available.

- A. We ran both QEP faculty and student surveys for spring 2024. Summaries of all three surveys – Sp2023, F2023, and Sp2024 – are now available.
- B. The Faculty and Student Support Committee at the last meeting read the results of the student survey carefully and discussed numerous ideas and recommendations.
- C. See Appendix for the summaries and the attached files.

2. New QEP Assessment data and Student Success Outcomes.

- A. The QEP Director almost completed updating all but the last SSOs. As soon as he finishes this part, he will resume QEP Impact Report writing on Section 3 (Assessment).

3. Collection of DOIs: deadline – 7/25/2024.

- A. Dr. Theresa Hefner-Babb has been contacting Deans and chairs to collect DOIs. As a result, more than 40 new DOIs have been submitted in the past month or two.

4. Monthly Faculty and Student Support Committee meeting held on 6/24.

- A. After reading student responses and comments, committee members proposed ideas and recommendations (brainstorming). To list a few:
 - a. Advisors needs to explain to students why they should be in a particular pathway, also making connections between degrees and career paths.
 - b. Teachers may add "Why you're taking this course" section in their syllabuses.
 - c. Since now we ran three surveys and four if we include fall 2024 surveys, it might be worthwhile to discover changes of their responses over time both qualitatively and quantitatively.
- B. Regarding Q17: "If you think you learned a lot and enjoyed certain math classes, please let us know about your experience. What is special about such classes? Why do you like them? Is teaching in such classes any different from teaching in other classes?" This question has been added to the survey since fall 2023 to find out best teaching practices at LU.
 - a. The committee considers going after the professors mentioned by students and interviewing them to extract best teaching practices.

5. Monthly Leadership Committee meeting held on 6/25.

- A. Dr. Jator emphasized the big picture of "Plan, Implement, and Assessment" and he said we are in the right phase (place?).
- B. Dr. Jackie introduced a new course Math 1313 – "Mathematics for Allied Health," mainly for nursing majors waiting for an approval. She also briefly explained the changes to MATH 1314 – becoming a real college-level algebra (formerly MATH 2311). In brief, there will be no college algebra as we know.
- C. Dr. Jator asked Dr. Jackie and the QEP Director to meet and discuss how the addition and changes will impact the dynamics of the current pathway selection. The meeting is set on July 25th. An earlier scheduled meeting on July 8th was cancelled due to Hurricane Beryl.

- D. Dr. Hefner-Babb decided to push all colleges and departments to submit DOIs before July 25th. The hard deadline is August 6th. The QEP needs 100% submissions even if they change what they submitted later.
- E. Dr. Jator emphasized a transformation of the UAC with the QEP.

6. Monthly Advising Committee meeting held on 7/11.

- A. The committee finalized the proofs of the individual math pathway flyers for print.
- B. Dr. Jackie request for a list of departments that submitted DOIs with MATH 1314 in order to inform upcoming changes of the course content.
- C. We will add two more single math course options to the list of math courses: MATH 2311 and MATH 2312 to satisfy certain concentrations in Teacher Education.

7. Updated Student success rates are available to Dr. Jator and the President.

- A. The previous FTIC student success rates (F2010 – F2022) are now updated to include F2023 cohort success rates.

Appendices

1. Summaries for QEP faculty and student surveys (Sp2023, F2023, and Sp2024) are now available.

*Two survey files were attached to the email that delivered this report because the summaries refer to question numbers, not the question themselves.

QEP Faculty Survey Summary (Sp2024):

Concerning this survey, the response pool consists of two faculty members. 100% of responses indicate that classes were both in-person and online, but both faculty responded that in-person class is the best delivery modality. Regarding Q13, responses indicate agreement that limiting the allowed number of online courses for freshman would improve student success. Regarding what faculty believe are manageable in-person class sizes, one response indicated 25-

30 students is ideal, while the other responded 30-35 students was ideal. As for online class sizes, one faculty member responded that 40-50 students is ideal, while the other said that 50-75 students is ideal.

100% of responses indicated familiarity with the math pathways promoted by the QEP, while 1 faculty member indicated agreement that their students were doing well towards completion of their core math requirements. Regarding Q8, 50% of responses indicated disagreement that their students were properly prepared to learn their class content, while the other 50% indicated neutrality toward this statement. As for Q9, one professor wrote that students are “underprepared for first-year math courses...since COVID.”

100% of faculty agree that co-requisite courses should be held in-person even when the corresponding course is online. 50% of responses agreed that co-requisite class pairs are helping student master math content and succeed in their classes, while 100% of responses agreed that co-requisite pairs are enabling students to complete their core math requirements for timely graduation. Lastly, 100% of responses found a correlation between their students’ performances in co-requisite and college-level courses.

Regarding Q17, faculty wrote that they love watching their students succeed due to the streamlined pathways endorsed by the QEP.

QEP Student Survey Summary (Sp2024):

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 seniors. Regarding Q9 across both semesters, most students indicated their advisors recommended a non-algebraic pathway to complete their core requirements; the most recommended non-algebraic pathways were MATH 1332/1342 and MATH 1342/PSYC 2317. For Q10, 23 students within the response pool were unaware of what math pathway they were currently in, indicating a majority. The most common indicated pathway by responses was the Precalculus/Calculus pathway, consisting of 17 students. With Q11, a 26% majority of students answered they did not take any math classes in the current spring or previous fall semester(s). However, MATH 1342 was found to be the most common course taken by students in the Spring 2024 semester. Regarding Q12, the responses were tied at 43% (representing 37 students) each regarding “somewhat related” and “strongly related”. Q14 answers show the majority of student responses reveal no concern on completing their degree on time due to the core math requirements, while 7% (6 students) are very concerned.

Q15 and Q17 allowed students to verbally express any comments and concerns they might have had about their math classes, of which students wrote a vast array. Regarding Q15, many students desire more detailed explanation of mathematical concepts in conjunction with solving example problems. Students also wish there was more access to tutors, either in a peer setting or with professionals; this was especially cited as a difficulty for Distance Learners. One student specifically said this would be helpful for their dyscalculia. Students also desired more online class access for their math requirements; 2 students cited difficulty with creating their class schedules while still maintaining full-time work status while working towards their degree. Lastly, many students’ responses questioned the relevance of their math classes to their degree and whether they would be using the material in the real world (i.e., Human Resources,

Psychology, & Social Work). A couple students mentioned there was not much explanation from the advisors as to why they needed to take these classes to obtain their degree. Regarding Q17, the majority of student responses indicated a generally enjoyable experience with their math classes. Students cited Brandy Palmer, Ming Lou, Dr. Dawkins, Dr. Brice, and Dr. Shelton as good influential professors when it came to their experience in their classes. 4 student responses were particularly enthusiastic which cited passionate teaching by their professors, readily available instructors, and detailed explanation of concepts. One student response said they did not have an enjoyable experience but did not further elaborate, while 4 students answered N/A.