



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

August 9, 2024

Prepared by Kye Kang for Dr. Samuel Jator

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. Collection of DOIs
 - a. In the last report five programs did not submit DOIs. Now a total of 115 programs – all programs in the catalog as of spring 2024 – submitted DOIs: 100%.
- B. Development of a Web/Mobile Application: Algebraic Verses (misconceptions in algebra) as a means to remove the first barrier to math success

- a. We will first develop a web application and pilot it with 4 sections of the QEP courses this fall.
- C. SACSCOC Summer Institute 2024
 - a. During the workshop, we learned that we should ask key stakeholders of the QEP to collect their view of the impact of the QEP.

In this report, the following items are updated:

1. Declarations of Intent (DOIs) collection completed.
2. The Faculty and Student Support Committee meeting held on 7/29/2024.
3. The Assessment Committee meeting held on 8/6/2024.
4. Development of a Web/Mobile Application: Algebraic Verses (misconceptions in algebra) as a means to remove the first barrier to math success.

1. Collection of Declarations of Intent (DOIs) completed.

Declarations of Intent of all 115 programs and concentrations are now 100% collected before the fall 2025 catalog is finalized (August 6).

2. The Faculty and Student Support Committee meeting held on 7/29/2024.

- A. The committee considered a kind of professional development – previously called “Teaching Tease” within the math department.
- B. A web application (Algebraic Verses) is under development. Two committee members, Brandy and Melissa, volunteered to run the pilot in four of their sections this fall.

3. The Assessment Committee meeting held on 8/6/2024.

Student Success Outcomes (SSOs) are updated and presented at the meeting. See in the Appendix A.

4. Development of a Web/Mobile Application: Algebraic Verses (misconceptions in algebra) as a means to remove the first barrier to math success.

- A. We will launch a web application this fall.

- B. Two instructors, Brandy and Melissa, who are members of the Faculty and Student Support Committee volunteered to run the pilot program in their four sections of the QEP courses this fall.
- C. A mobile app will not be ready this fall due to the time constraint. However, we will develop the mobile app for spring 2025 because it will be far more attractive to students than the web application.

Appendix

A. Student Success Outcomes, Summer 2024

QEP Student Success Outcomes: Summer 2024

Success of the QEP is measured by the following six student success outcomes (SSO):

SSO #1: Declarations of Intent by College

College	Number of programs	Completed Declarations of Intent	Completion rate
COFAC	27	27	100%
COEHD	11	11	100%
COE	12	12	100%
COAS	49	49	100%
COB	16	16	100%
Total	115	115	100%

Each department chair or program director submitted an appropriate math pathway (or math course) selection for their major(s). Each submission is approved by the Registrar's office and the QEP. All degree plans and concentrations are included in the catalog as of spring of 2024.

SSO #2: Fall-to-fall Retention Rates of First Time in College (FTIC) Students

Starting term	FTIC students	Enrolled next fall	Retention rate
Fall 2020	1,287	677	53%
Fall 2021	1,356	769	57%
Fall 2022	1,283	754	59%

Retention rates of fall cohorts in the past three years show 3% per year increase on average year over year. The two tables below contrast retention rates of students who succeeded in a math course with rates of those who did not. Retention rates of the fall 2023 cohort will be added in the fall of 2024.

SSO #2-A: Fall-to-fall Retention Rates of FTIC Students with At Least One College-Level Math Course Success in Their First Year

Starting term	FTIC students with math core success	Enrolled next fall	Retention rate
Fall 2020	707	492	70%
Fall 2021	813	608	75%
Fall 2022	782	572	73%

SSO #2-B: Fall-to-fall Retention Rates of FTIC Students with No College-Level Math Course Success in Their First Year

Starting term	FTIC students with no math core success	Enrolled next fall	Retention rate
Fall 2020	580	185	32%
Fall 2021	543	161	30%
Fall 2022	501	182	36%

SSO #3: Completion of First College-Level Math Course in Their First Year

Starting term	FTIC students	Completion	Completion rate
Fall 2015	1,384	757	55%
Fall 2016	1,362	766	56%
Fall 2017	1,350	751	56%
Fall 2018	1,313	827	63%
Fall 2019	1,104	774	70%
Fall 2020	1,287	707	55%
Fall 2021	1,356	813	60%
Fall 2022	1,283	782	61%
Fall 2023	1,328	746	56%

The period of increasing rates from 2017 (56%) to 2019 (70%) coincides with the implementation years of the Co-requisite requirement. The substantial drop of rates from 2019 (70%) to 2020 (55%) may be due to the pandemic. Rates before the QEP period (2020 – 2024) are shown for comparison.

SSO #4: Core Math Completion of FTIC Students in Their First Two Years

Starting term	FTIC students	Completion	Completion rate
Fall 2020	1,287	293	23%
Fall 2021	1,356	348	26%
Fall 2022	1,283	311	24%

SSO #5: College Readiness Math Hours Taken By FTIC Students in Their First Year

Starting term	FTIC students	Total College Readiness Math hours taken	Total college Readiness Math hours / FTIC student
Fall 2020	1,287	658	0.45 hrs / student
Fall 2021	1,356	1,390	1.03 hrs / student
Fall 2022	1,283	1,356	1.06 hrs / student
Fall 2023	1,328	1,209	0.91 hrs / student

The last row shows that an FTIC student among the fall 2023 cohort took 0.91 hours of college readiness math on average.

SSO #6: Earned Credit Hours (ECH) by FTIC Students in Their First Year

Starting term	FTIC students	ECH ≥ 30	ECH ≥ 24
Fall 2020	1,287	171 (12%)	493 (38%)
Fall 2021	1,356	202 (15%)	530 (39%)
Fall 2022	1,283	209 (16%)	550 (43%)
Fall 2023	1,328	168 (13%)	552 (42%)

Approximate time to graduation: ECH ≥ 30 ~ 4-years and ECH ≥ 24 ~ 5-years.