

QEP Newsletter

Transparent Instruction in General Education and Gateway Courses for Student Success

All Student QEP End-of-Semester Surveys Move Online

This Spring 2020 is unprecedented with the spread of the Coronavirus across the country. Since all classes were moved online, all student QEP end-of-semester surveys will need to be distributed electronically. All surveys have been uploaded to Blackboard for all general education and gateway classes so that we can still have an opportunity to get feedback from students. Emails were sent to all faculty that this impacts.

Surveys are visible to students starting April 13. We ask that faculty **actively encourage** students to complete the surveys between April 13 – 24. We are not using Adaptive Release, therefore, it is even more important to prompt, nudge, and encourage students to complete the survey online. Some faculty are offering extra credit points to entice student participation – all appreciated!

In some cases students may be taking multiple qualifying QEP courses and they may be asked to complete the survey multiple times. Their responses should be course-specific. Below is a screen shot of what it looks like in Blackboard Grade Center to see if a student completed it for your class. The checkmark indicates the survey has been completed. The circle indicates that it is in progress, but not finished. The absence of an icon indicates that the survey has not been taken by the student.

QEP: STUDENT PRE-EVALUATION-FALL 2019	QEP: STUDENT END-OF-COURSE SURVEY-FALL 2019
✓	--
✓	--
✓	--
✓	--
●	--
✓	--

Unlike in-person surveys, the Blackboard survey responses do not need to be sent to the QEP Director because data can be exported remotely. We do not have an end date on the survey because the semester ends right afterward.

If faculty have questions regarding the survey, please send an email to Molly.Duggan@LMU.net.edu.

We recognize that these may be challenging times – especially for faculty that are not accustomed to teaching online. We are all in this together and your support is greatly appreciated! We will all learn lessons from this experience.

Single Point Rubric

Now that faculty have had a year utilizing the Transparent Instruction pedagogy, this summer may be a great time to explore improvements. If you are interested in updating your rubric, Dr. Alexander Parks from the School of Education found an article that may be of interest to faculty regarding rubrics. Jennifer Gonzalez from “Cult of Pedagogy” shares the “Single Point Rubric” and some variations to it that allow for feedback. To read more, go to: <https://www.cultofpedagogy.com/single-point-rubric/>

Work Study Student Dalissa Noe

Universities exist to educate students. Some may say that education happens in the classroom while others may argue that a great deal of learning occurs in conjunction with the academic lessons. This hands-on learning, or co-curricular learning, can happen in student leadership positions, co-ops, internships, or student employment. Dalissa Noe has been instrumental in helping to tabulate the thousands of student surveys that we collect each semester. As a work study student, Noe is getting hands-on experience with assessment, while also fully supporting the work that we do as an institution.



Noe is a junior transfer student from Harlan, Kentucky. She is majoring in English and plans to teach in an elementary school or middle school. She plans to pursue a master’s degree after she is placed at a local school. Noe is currently involved in the Student Tennessee Education Association (STEA). Working with assessment, syllabi, pedagogy, assignments, and research techniques, Noe will certainly expand her understanding of the field of education for her career after LMU. If you see Noe on campus or online, please thank her for her extraordinary work that she does on behalf of LMU.

PURPOSE ~ TASKS ~ CRITERIA

Syllabi Template Statement

Through the General Education Committee review of course syllabi as well as the QEP review, there seems to be a wide variety of ways that the QEP is explained in the syllabi. In other cases, there is an absence of mention or explanation. The General Education Committee has asked the QEP Steering Committee to create a standardized statement to include in the Syllabi Template to improve consistency. After input from several faculty, the following is the new language that will be included in the Fall 2020 Syllabi Template:

TRANSPARENT INSTRUCTION

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained – both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.



Nominate Faculty Today

We are seeking nominations for faculty doing outstanding work with their transparent assignments. We want to recognize and celebrate exemplary faculty initiatives. If you know someone that you think is making a difference with students through creative transparent instruction pedagogy, please submit a nomination form – up to six faculty will be recognized each fall. First prize will receive \$1000, followed by awards of \$750, \$500, and three awards of \$250. ***The nominations will close on June 30, 2020.*** Please submit nominations at the following link:

https://lmu.co1.qualtrics.com/jfe/form/SV_cC4PjXAg6FTaKnb

Important 2020 Dates

April 13 – 24 - “End-of-Semester” QEP Student surveys should be completed through Blackboard

June 30 – Nominations close to recognize outstanding faculty for transparent instruction for 2019-20

By The Numbers . . .

2,789

Total early QEP student surveys returned in Spring 2020.

706

Online early QEP student surveys returned in Spring 2020.

4.277

Average early QEP student survey score for Spring 2020 on a 5-point scale.

2

Number of assignments that should be modified in each general education and gateway course to reflect transparent instruction.

Upcoming 2020 Training

- New Faculty/Staff Transparent Instruction Training Workshop will be available during the New Faculty week in August, 2020 – date & time TBA.
 - Workshops will be available during the Annual Faculty-Staff Conference Week in August, 2020 – date & time TBA.
 - Individualized training is available upon request for faculty and staff – conducted through Zoom or by telephone until we return to campus.
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Survey Says . . .

Students complete a short 10-question QEP survey at the beginning and end of each semester in each class that is part of the QEP (General Education and/or Gateway). The final average for all survey questions collected at the beginning of the semester in Spring 2020 is a 4.277 on a five-point scale. After all surveys have been tabulated, the highest and lowest responses are below. This is the fourth consecutive time that these two questions were rated the highest and lowest questions respectively.

HIGHEST:

4.536 “Assignments were connected to course goals” – between “agree” & “strongly agree.”

LOWEST:

3.907 “This class is incorporated my interests” – between “moderate” & “a lot.”

Thank you for reading our newsletter. The QEP Office is located in 118 Grant Lee. If there is something you would like added to future newsletters, please email Molly.Duggan@LMU.net.