

QEP Newsletter

Transparent Instruction in General Education and Gateway Courses for Student Success

QEP Metrics – Syllabi & Assignment Rubrics

As part of Lincoln Memorial University’s 2019 – 2024 Quality Enhancement Plan, “Transparent Instruction in General Education and Gateway Courses for Student Success,” we will be using a variety of metrics and measures to review our success and progress with our QEP. Two of the measures are to review all QEP syllabi and transparent assignments for transparency. We are still looking for interdisciplinary groups of faculty to review assignments and syllabi for this academic year. If you are interested, please contact the Director of the QEP at Molly.Duggan@LMU.net.edu. A small financial stipend will be given for time spent on this endeavor for those reviewers/assessors.

Using a 4-point rubric scale, one measurement goal for our QEP is to have at least 80% of all General Education and Gateway course syllabi and instructional assignments to score at least a 3 in each category of the rubric. A 3 on the rubric scale represents “Somewhat Transparent” and a 4 on the rubric scale represents “Transparent.”

Student Involvement

A University wouldn’t be a university without its students. Key to the planning of our QEP, we want to recognize and thank two special students for their involvement in the QEP Steering Committee - Alisha Helton and Lucas Payne. They have served as a student voice representing the student perspective on the QEP Steering Committee throughout the idea phase and now to the full implementation phase.



Helton is a senior with a double major in English and Psychology. She is from Harlan, Kentucky and plans to go to graduate school for English Literature. She is currently the President of Wolfpen Writers Club and is a member of the English Honor Society, Sigma Tau Delta.

Payne is a junior and is majoring in Computer Science. He is from Tazewell, Tennessee and plans to go to graduate school for computer science and work for a software development company. Payne serves as a member of the Student Discipline Committee.

Online Faculty - Blackboard Course Adaptive Release Change

For faculty teaching general education and gateway classes, we want to remind you that we will continue to use Adaptive Release in Blackboard for the surveys in the beginning of the semester. This means that students are required to complete the QEP student survey in the beginning of the semester in order to open unit 2. The communication needs to come from the faculty so that they are aware to complete the survey.

At the end of the semester, however, we will no longer be using Adaptive Release. Some students experienced some confusion last semester with the course evaluations. It is especially important for faculty to prompt the students to complete this QEP survey. We appreciate your active involvement in helping to collect these surveys by reminding and encouraging your students.

QEP Course List

General Education and Gateway courses are the focus for our QEP. Below is the list of classes under examination for our Transparent Instruction focus:

Course Prefix	Course Numbers	Course Prefix	Course Numbers
ACCT	210	LNCN	100, 300
ART	100, 381, 382	MATH	099, 105, 110, 115, 120, 150
BIOL	100, 111, 112, 230, 261, 262	MCOM	410
BUSN	250, 380	MUSC	100, 468
CHEM	100, 111, 112, 221, 222	PHIL	100, 200, 330, 430
COMM	200	PHYS	100, 211, 212
CRIM	105	POLS	100, 240, 250
ECON	211, 212	PSYC	100, 221, 222
EDUC	210	REL	210, 220, 310, 315
ENGL	099, 101, 102, 240, 250	SOCI	100
ENVS	100	SPAN	111
GEOG	100, 110, 120, 300, 350	THEA	100, 340
HIST	121, 122, 131, 132	UACT	100
ISYS	100		

As of Spring 2020, our list includes 71 different courses. If courses are added to our general education program as we move forward, they will be added to this list.



Seeking Nominations

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 in the 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

By The Numbers . . .

3,451	End-of-semester QEP student surveys returned in Fall 2019.
695	End-of-semester online QEP student surveys returned in Fall 2019.
4.264	Average late QEP student survey score for Fall 2019 on a 5-point scale. Increase of .047 from the start of the semester.
4.217	Average early QEP student survey score for Fall 2019 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 – 111 Grant Lee (Round Room)

- New Faculty/Staff Transparent Instruction Training Workshop will be available during the New Faculty week in August, 2020 – date and 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. While our QEP only requires Transparent Instruction for General Education and Gateway courses, we anticipate that more faculty may be interested in incorporating the transparent pedagogy in upper-level courses or other classes that are outside of the scope of the QEP.

PURPOSE ~ TASKS ~ CRITERIA

Important 2020 Dates

DATE – QEP Steering Committee Meeting

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

**Online classes – surveys are in Blackboard – please encourage students to complete them*

May 4 – QEP Student Survey Return Date

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 end of the semester in Fall 2019 is a 4.264 on a five-point scale. After all surveys have been tabulated, the highest and lowest responses are below.

HIGHEST:

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

LOWEST:

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



Standardized National Student Surveys

This semester, the Office of Institutional Effectiveness coordinates two surveys that are of special importance for our QEP. Please encourage your students to complete the RNL SSI survey. The target population for this survey includes all undergraduate students. The dates of survey availability are January 23 – February 13.

The second survey is the NSSE survey. The target population for this survey includes only undergraduate freshmen and senior students. The dates of survey availability are February 13 – March 17.

Both of these surveys are important because they provide us with data where we can compare ourselves institutionally with our peer institutions across the country. Thank you in advance for encouraging our students to participate in these important surveys.

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.