

LMU
Lincoln Memorial University
QEP Newsletter

Transparent Instruction in General Education and Gateway Courses for Student Success

2021-22 Transparent Instruction Faculty Awards

We completed our third year of our Quality Enhancement Plan (QEP) and faculty have continued to demonstrate their dedication to our students through their instruction. Students, faculty and staff could nominate faculty for awards. We are happy to recognize the following faculty for their exemplary work in 2021-22 using the transparent instruction pedagogy:

| Faculty Awards | Faculty | Department |
|----------------------------------|--|----------------------------------|
| First Place - \$1,000 | Dr. Muthu Dharmasena | Biology |
| Second Place - \$750 | Dr. Jacques Debrot | English |
| Third Place - \$500 | Ms. Elise Syoen | UACT Course – General Studies |
| Honorable Mention - \$250 | Dr. Rebecca Brackmann Dr. Lee Gilroy Dr. Jeffrey Combs | English Psychology History |
| Transparency Beyond QEP | Dr. Wanda Morgan | Marketing |

We thank all of the students, faculty, and staff that nominated individuals for these awards. A special “thank you” also to those that served on the award review committee.

Fall 2022 Syllabi & Assignments Review



One important internal measure of our QEP is the ever-important syllabi and assignment review. A team of faculty review the submitted syllabi and transparent assignments of our general education and gateway classes. The team uses 4-point rubrics to assess the level of transparency. The due date for document submission for fall 2022 is **Monday, September 5**. Faculty should forward the course syllabi and two transparent assignments for each applicable class to Molly.Duggan@LMU.net. The materials should include clear purpose, tasks, and criteria as well as an annotated example of each assignment.

Data Collection and Survey Support

Administering the QEP takes a lot of support from a wide variety of people. The two newest members of the Institutional Effectiveness Office play key roles in helping to pull data, run reports, and administer surveys. Their expertise creating/generating data reports and institutional comparison data helps us to assess and monitor our progress with the QEP plan.

Dr. Jacob Carver joined the Institutional Effectiveness Office in July 2021. He is the Institutional Research and Accreditation Associate and also teaches classes in the School of Education. Prior to working at LMU he was a teacher and counselor at J. Frank White Academy. He earned all of his degrees from LMU with a bachelor's degree in Interdisciplinary Studies in Human Learning and Development, master's degree in School Counseling, specialist's degree in Instructional Leadership, and his doctorate degree in Curriculum and Instruction. Dr. Carver supports the QEP by running data reports, reporting on standardized testing, and helped to create an online presence. His areas of specialty include standardized testing, accreditation, instructional strategies and quantitative statistics. As an LMU alumnus, Carver saw this position as an opportunity to give back to the institution that supported his educational goals. In his free time, he also works the scoreboard for the LMU basketball games; and enjoys spending time with his wife Carissa and son Jacoby.



Jacob Carver, EdD

Richard Bradley is the newest member of the Institutional Effectiveness Office with his start in May 2022. Bradley is the Institutional Research Associate and Data Analyst. Prior to this position, he worked in the College of Veterinary Medicine as an Exam Services Specialist. He is proudly the third generation of his family to be employed at LMU. While an undergraduate student, Mr. Bradley was very involved in student activities such as working as a resident assistant and as the president of the Honors Scholar Association. His bachelor's degree is in Math with a minor in Chemistry and he is currently working toward a master's degree at Colorado State University in Applied Statistics. His experiences in survey administration and statistical analysis will be invaluable as we move forward with our data collection and analysis. Mr. Bradley said he was excited about this position because he could work on a team to help people with the survey collections. In his free time, Mr. Bradley likes to fish, build computers as well as spend time with his wife Emma.



Richard Bradley

Dr. Jacob Carver and Mr. Richard Bradley help support the data requests of the university community and make sure that we send the necessary documents to our regional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Working together, we help our faculty to meet their student outcomes and our students to achieve their academic goals.

Transparency in Iowa

The Transparent Instruction Framework is being adopted at universities across the country. In May 2022, Sara Nasrollahian, assistant director in the Office of Teaching, Learning & Technology at the Center for Teaching at the University of Iowa wrote an article for their web page reflecting on working with transparency at her institution. She explains that annotated examples of an assignment helped her students and noted “the students’ curious brains got over their anxious brain, and they seemed more confident in their abilities to complete the assignments.” These annotated examples are an important feature of the transparent instruction and help students understand what an “exemplary” assignment may look like as they prepare to meet the instructor’s expectations. To read the full article, go to this link: <https://teach.its.uiowa.edu/news/transparent-instruction-what-why-how>

Resources for Transparency

The Transparency in Learning and Teaching (TILT) Project offers online resources to help support higher education faculty. The University of Nevada Las Vegas TILT Office and the Association of American Colleges & Universities (AAC&U) partnered together to focus on helping support underserved students. Their study was funded by a grant from the TG Philanthropy Program. To learn more about their work and methods of transparency, go to this link: <https://tilthighered.com/transparency> .

To see specific transparent assignment examples for subjects like Biology, Math, History and Sociology, and to watch videos explaining transparency, go to this link: <https://tilthighered.com/tiltexamplesandresources> .

Course Evaluations

One of the outcomes of our QEP is that we want students to feel like they are a member of the LMU learning community. We added a question in our course evaluations to gauge and measure if students do indeed feel like they are a member of the LMU learning community. We are happy to report that for the sixth consecutive semester, we have exceeded our target goal of 80 percent. The question simply asks if the course “helped them

to feel like they are a member of the LMU learning community.” The intent was to determine if LMU students felt a sense of belonging academically. We are thankful that students do feel this sense of belonging as a Railsplitter!

| Semester | Agree/Strongly Agree |
|-------------|----------------------|
| Fall 2021 | 83.4 % |
| Spring 2022 | 84 % |



Important 2022 Dates

| | |
|-------------------|---|
| August 15 | Fall 2022 Classes Begin |
| August 17 | QEP Steering Committee Meeting |
| August 17-Sept. 3 | QEP Student Surveys Available for General Education & Gateway Courses |
| September 5 | Due date for Fall 2022 syllabi & assignment submission |

QEP Materials Access

Data – Data – Data! The QEP must communicate and document processes, procedures, and data collection. While we continue to distribute information electronically through the LMU “Announcements” feature which sends emails to employees and/or students, those messages seem “fleeting.” They enter our email “inbox” but then may be quickly buried among other messages. We provide available information in a wide variety of formats and house them in three specific areas.

1. When faculty go through training, they gain access to materials through a faculty training cohort within Blackboard. These modules have training materials, videos, and access to Transparency in Learning and Teaching Center (TILT) information.
2. Syllabi and Assignments are posted in the Academic Affairs Bulletin Board within the MyLMU platform. Access to these materials allow faculty the opportunity to see syllabi and assignments that may be similar or different to their own to get ideas for creativity.
3. QEP Newsletters and other documents are now housed under the website for the Institutional Effectiveness Office. This new addition allows access to materials for those that are not employed within the LMU community such as the official “Plan”, forms, and the quarterly newsletters. We are proud of the work that we are doing and we want the greater community to be able to read about the progress that we are making to help students to be successful in their academics.

Gaze & Enjoy the Beauty of the LMU Harrogate Campus



PURPOSE ~ TASKS ~ CRITERIA

By The Numbers . . .

1,212 Number of student surveys returned at the end of the spring 2021 semester. This is an increase from 838 in the beginning of spring 2021.

4.148 Average score for end of the semester QEP student surveys in spring 2022 on a 5-point scale. An increase from the fall 2021 score of 4.015.

87.5 Percentage of spring 2022 transparent syllabi that scored all 3's and 4's on a 4-point scale. Target goal is to reach 80 percent – this was our first time exceeding our target goal! An increase from 76% in Fall 2021.

88 Percentage of spring 2022 transparent instructional assignments that scored all 3's and 4's on a 4-point scale. Target goal is to reach 85% and we exceeded our goal again!

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

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