

# QEP Newsletter

*Transparent Instruction in General Education and Gateway Courses for Student Success*

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## Pandemic Impact – Student Survey Changes

In response to the COVID-19 pandemic, we abruptly moved all QEP end-of-semester student surveys in spring 2020 online in Blackboard since all courses were instructed online. Those classes that were planned to be online classes were already using Blackboard for the student surveys. The result of this change produced a far lower response rate, but it was a necessary move.

With Fall 2020 classes, we were expected to go back to in-person surveys for in-person classes. At the last minute, we moved all student surveys online in response to faculty concerns and in an interest to prevent the spread of germs. Loading all the surveys into each Blackboard shell for each class was a time-consuming and labor intensive task. Please note that the surveys have already been placed in each General Education and Gateway course for the end-of-semester. As a faculty member, you can see in real-time if a student took the survey because there will be a check mark in the QEP column in the Grade Center in Blackboard.

For Spring 2021, we are exploring additional avenues that may be less time-intensive. An additional benefit is that it also may make the collection of data much quicker with less room for mathematical or human errors. Once confirmed, we will inform faculty of any possible survey changes.

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## It Takes a Village

The QEP relies on the Office of Institutional Effectiveness for assessment assistance as we continue to monitor our progress with student success measures. Here we highlight two people that fully support our assessment and reaffirmation accreditation processes as we draw from both internal and external assessment data sets to measure our QEP progress.



**Dr. Kala Perkins-Holtsclaw**

Dr. Kala Perkins-Holtsclaw is the Assistant Vice President for Planning & Institutional Effectiveness (IE). Dr. Perkins-Holtsclaw was instrumental in creating the assessment components of our QEP Plan. She leads the IE team and has a wealth of knowledge related to assessment and statistics. Dr. Perkins-Holtsclaw has supported the QEP by running data through SPSS as we look for statistical significance among a variety of QEP variables. Her collaborative and supportive approach is greatly appreciated as we proceed with our second year of the QEP!



**Melinda Turner**

Melinda Turner is an Institutional Effectiveness Associate & Data Analyst in the Office of Institutional Effectiveness at LMU. She can always be counted on to help support the needs of faculty across campus as they produce and distribute surveys. Melinda distributes the faculty course evaluations and many of the external national institutional surveys for the university. These external surveys allow us to assess our progress on initiatives nationally and compare ourselves with benchmarks with our peer institutions. The QEP relies on Melinda for a variety of data sets such as the Course Evaluations, Ruffalo Noel Levitz Student Satisfaction Inventory (SSI), the National Survey of Student Engagement (NSSE), and the LMU Undergraduate Student Satisfaction Survey to name a few. We are thankful for Melinda's knowledge and expertise as we draw from these instruments for our QEP Assessment.

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## **In Progress Activities**

Due to the number of late starting classes, the scores for early fall surveys will not be available at the time of the release of this newsletter. There are a number of other activities and measures that continue behind the scenes. Also during this semester, we will have our transparent syllabi and transparent assignments peer-reviewed by a diverse group of faculty using our 4-point rubrics. Also in progress are student and faculty focus groups to collect data on our progress and improvements regarding syllabi and assignments. If you are randomly selected to participate in a focus group, we greatly appreciate your time and energy to provide your input!

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**PURPOSE ~ TASKS ~ CRITERIA**

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## End-of Semester Student Surveys

As a reminder, all student QEP surveys were moved online to Blackboard for the Fall 2020 semester. Students complete surveys in the beginning of the semester and toward the end of the semester and we compare the mean averages between the two. The end-of-semester QEP student surveys will be available to students in Blackboard beginning **November 16**. We ask that faculty check their Blackboard accounts for their general education and gateway classes to be sure that they see the “QEP: End of Course Survey-Fall 2020”. Please encourage students to complete the surveys – we find that a couple extra credit points will sometimes be a healthy motivator! To confirm that your students completed the survey, faculty can look in the Grand Center column for this survey. A checkmark indicates that the student completed the survey.

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## Important 2020/21 Dates

October 9, 2020	QEP Steering Committee Meeting
October 12-24, 2020	Early surveys available for late starting fall 2020 classes in Blackboard
November 16, 2020	Student survey becomes visible for students in Blackboard for the end-of-semester
January 11, 2021	First day of spring 2021 courses, Early student surveys available
January 25, 2021	SP21 Syllabi and Transparent Assignment posting due date

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## By The Numbers . . .

227	Number of active sections of courses that qualify as general education or gateway for the fall 2020 semester. (15 Late starting classes.)
75%	2019-20 Retention rates of First Time, Full-time, degree seeking freshman to sophomore retention rates – target goal is at least 78% within 5 years
71%	2019-20 Retention rates of First Generation Students from freshman to sophomore years – target goal is at least 75% within 5 years
6	Outstanding Faculty recognized for work with transparent instruction.
2	Number of transparent assignments that should be included in each general education and gateway course to reflect transparent instruction.

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*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.edu](mailto:Molly.Duggan@LMU.net.edu).*