

University of
LOUISIANA
Monroe

QEP

Quality Enhancement Plan

Quality Enhancement Plan

- ▶ ULM's SACSCOC Reaccreditation/Dr. Judy Fellows, Interim Associate Vice President for Academic Affairs
- ▶ QEP SACSCOC Standard - Enhance student learning and student success
- ▶ Opportunity
- ▶ Broad-based Involvement

QEP Steering committee members

- ▶ Barbara Michaelides, Chair
- ▶ Dr. Mary Adams
- ▶ Mr. Shannon Banks
- ▶ Dr. Christine Berry
- ▶ Dr. Jessica Dolecheck
- ▶ Dr. Chris Gissendanner
- ▶ Dr. Paula Griswold
- ▶ Dr. Myra Lovett
- ▶ Ms. Cyndy Robertson (retired)
- ▶ Mr. Cliff Tresner
- ▶ Ms. Hannah Livingston, Community Representative
- ▶ Ms. Sara Webb, Student Success Center
- ▶ Ms. Julianna Steffek, student member and GA
- ▶ Ms. Kaitlin Arnett, Student Representative (graduated)

Per SACSCOC

- ▶ Input from constituents
- ▶ Align with Strategic Plan
- ▶ Product of Institutional Research
- ▶ Very narrow focus
- ▶ Able to assess

Broad Input

Literacy/Competencies for Success			
Quantitative Literacy	Social Literacy	Metacognition/ Qualitative Literacy	Inquiry/ Intellectual Preparedness
Financial literacy	Multiculturalism/ Diversity	Intellectual Independence <ul style="list-style-type: none"> • Analysis • Inquiry • Debate • Etc... 	Career Preparedness/ Exploration
Analytics <ul style="list-style-type: none"> • Documents • Medical • Etc... 	Social Justice		Adaptation for the future
	Community Service		Professionalism/soft skills
	Citizenship		

Committee Proposal – 1st Draft

QEP PROPOSAL

PREPARING STUDENTS FOR THE FUTURE WITH ESSENTIAL SKILLS

GOAL: Essential skills/Competencies – Critical Thinking, Problem-Solving, Quantitative Literacy, Communication

VEHICLE: Meta-majors

ASSESSMENT: Based on essential skills/competencies and measured at checkpoints

META MAJORS

LIFE SCIENCES

Basis: Learning to Learn Science

Tracks: Biol 1020 and Biol 1014

1. Create academic mapping for meta majors with pathways.
2. Create new BIOL course to help students transition to learning and applied science.
3. Hire pedagogical expert to teach course; use this position to develop course and develop strategies to teach other faculty and embed in subsequent science courses.
4. Redesign a UNIV section to include enhanced math and science study skills (hire consultant to train) and major/career information.
5. Add Supplemental Instruction to new BIOL course and UNIV.
6. 2nd semester – ENGL 1002 with embedded communication skills related to major, profession. Use ENGL 3024 as subsequent course.
7. Consider COMM 2060 as continuation of communication skills.

BUSINESS

Basis: Learning to Learn Quantitative Methods

Tracks: Math 1016 and QMDS 2010

1. Create academic mapping for meta majors with pathways.
2. Enhance BUSN 1001 course to help students transition to learning more about major/career.
3. Develop more information related to learning math/statistics
4. Redesign a UNIV section to include enhanced math study skills (hire consultant to train) and major/career information.
5. Add Supplemental Instruction to new MATH 1016 course and UNIV.
6. 2nd semester – ENGL 1002 with embedded communication skills related to major, profession. Use BUSN 3005 as subsequent course.
7. Consider COMM 2060 as continuation of communication skills

Review – Focus too broad

- ▶ SACSCOC conference in Dallas – per SACSCOC VP, focus should be extremely narrow
- ▶ Proposal focus narrowed to student learning in gateway core Biology needed for all Health Sciences, pre-pharmacy, and Biology majors to align with ULM Vision Statement.

From ULM Strategic Plan

- ▶ **Vision Statement**

- ▶ “The University of Louisiana at Monroe will be recognized among the top 200 universities in the nation for excellence in teaching, research, and innovation, with an emphasis on the health sciences.”

Institutional Research

- ▶ ABC – DFW rates
- ▶ Number of FTF's in these majors
- ▶ Changes of major
 - ▶ Based on grades
- ▶ Supplemental Instruction results
- ▶ NSSE results
- ▶ Co-requisite course results
 - ▶ Math 1009/1000 and Engl 1001/1000

Proposal

- ▶ Impact learning & success in BIOL 1014 and BIOL 1020
 - ▶ Gateway courses to 12 majors
 - ▶ BIOL, PRPH, TOXI, PNRS, PDHG, PMLS, POTA, PRTE, PSLP, HSPP, HSMM, KINS
 - ▶ All students may benefit – both are core science
 - ▶ There is a BIOL subcommittee working on the plan with Dr. Anne Case-Hanks and Dr. Chris Gissendanner
 - ▶ BIOL faculty attended conference related to the redesign
 - ▶ Support by introduction to critical thinking in UNIV 1001 – pilot fall 2018 – all incoming freshmen will benefit
 - ▶ Use Supplemental Instruction
 - ▶ Develop major “maps” that illustrate pathways

Writing

- ▶ Dr. Mary Adams
 - ▶ Began process with ULM overview
 - ▶ Wrote narrative describing topic identification process and institutional research
 - ▶ Writing support team: Dr. Jessica Dolecheck, Julianna Steffek (student rep and GA), and B. Michaelides
 - ▶ First draft under review by committee members

SACSCOC QEP Evaluator

- ▶ Dr. Myra Lovett & Ms. Michaelides interviewed 2 candidates for evaluator
- ▶ Both evaluator candidates are experts in field of institutional effectiveness
- ▶ They have experience in course redesign
- ▶ Both have a focus on learning outcomes and assessment

Marketing

- ▶ Committee member Dr. Arturo Rodriguez developed logo idea using word “focus” and a microscope
- ▶ Chair met with Office of Marketing and Communications for development of logo and marketing plan
- ▶ Web page to be developed once QEP finalized
- ▶ Logo developed using word FOCUS to encompass all aspects of science
- ▶ Logo should be bold, catchy, fun, likeable
- ▶ Graphic design – Mr. Srdjan Marjanovic – reviewed idea and said that “the letter “O” invites the icon element of the logo
- ▶ **Final Outcome – next slide**



FOCUS on Gateway Biology

- ▶ Improve student learning and critical thinking by integrating active learning strategies and/or scientific teaching
- ▶ Develop the capacity for students to become better self-learners
- ▶ Increased contact hours

Questions

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