

## LSCPA QEP Logic Model 1: Activity Set 1

Five-Year QEP Goal: Improved graduation rates predicated on **effective teaching practices (Activity Set 1)**, improved academic resilience among students (Activity Set 2), and maximized student supports (Activity Set 3), resulting in intermediate student success outcomes of improved course completion rates and improved persistence rates.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Deliverable(s)	Short	Medium	Long
<p><u>Personnel:</u> Faculty QEP Director IR Student Services Department Chairs Director of Dual Credit Programs ECHS Partners</p> <p><u>Funds:</u> Funding for Faculty Development Funds for books for faculty Funds for travel</p>	<p><b>Comprehensive Faculty Development, focused on effective teaching practices.</b></p> <p>1a. Faculty will participate as cohorts in training (On Course Workshop by Skip Downing), focused on evidence-based effective teaching practices designed to enhance retention (beginning Spring 2023).</p> <p>1b. Faculty will read and discuss the On Course textbook by Skip Downing in a faculty book club seminar series (academic year 2023-2024).</p> <p>1c. Faculty will report out on the effectiveness of adopted strategies at faculty book club meetings and/or at regularly scheduled QEP Meetings (academic year 2023-2024).</p> <p>1d. A repository for teaching strategies will be developed and maintained for faculty to share teaching ideas and strategies (beginning academic year 2023-2024).</p> <p>1e. Instructor-specific course retention data will be collected and provided to each instructor so that their own retention rate is brought to their attention for improvement.</p> <p>1f. Three people, including the QEP Director, will attend the national On Course conference.</p>	<p>Faculty will adopt at least three evidence-based effective teaching strategies per course section each semester after completing QEP-prescribed faculty development (beginning Spring 2024).</p> <p>Each instructor will identify strategies for improvement of course retention rates on their annual performance evaluation.</p>	<p>Improved rates of successful course completions, defined as a final grade of A, B, or C.</p> <p>Improved course retention rates, defined as the percentage of students who start a course and finish the course without having been withdrawn or dropped (to be assessed each fall and spring semester for every course section offered).</p> <p>Improved scores on average semester student end-of-course evaluations, specifically on Questions: 3-Concern for student progress 7-Instructor enjoys teaching 8-Student expression encouraged 9-Variou teaching methods used</p>	<p>Improved Fall-to-Spring persistence rates.</p> <p>Improved Fall-to-Fall persistence rates.</p>	<p>Improved graduation rates.</p>

**Assumptions:** Faculty, by virtue of their regular contact with students, are in the best position to impact student retention and will therefore take the primary role in this QEP initiative. Parents can positively impact student persistence through early college high school programs by being equipped to monitor their student's progress. Students with high levels of resilience are more likely to persist through their higher education program.

**External Factors:** Many LSCPA students come from low-income households and are often the first in the family to attend college, with more than 80% of LSCPA students receiving financial aid. The COVID-19 pandemic has had differential impacts on lower SES segments of the population versus middle class and upper class segments of the population, and LSCPA students largely come from the lower SES segment of the population. As a result, LSCPA students are more likely to experience disruptions in their educational journey.