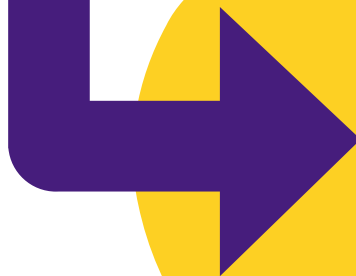LSUS

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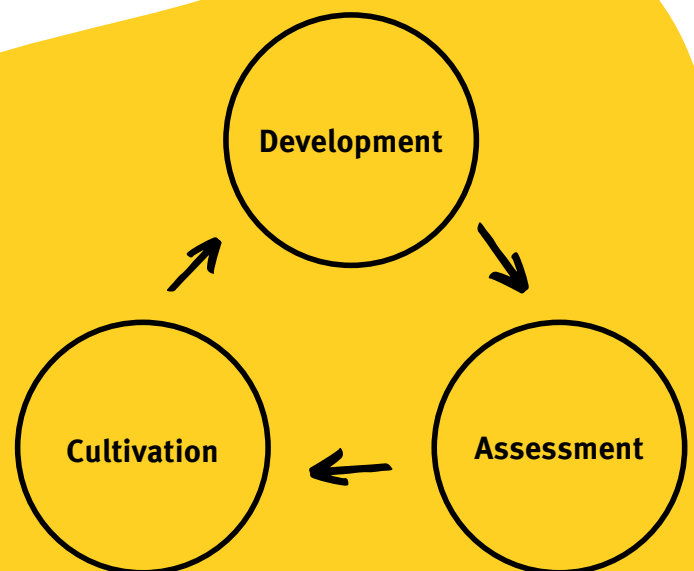
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The proposed Quality Enhancement Plan, **Navigating Student Success: Charting a Course for Teaching Excellence**, focuses on transforming teaching practices to foster deeper student learning, persistence, and a stronger sense of belonging. By training faculty in evidence-based, high-impact teaching strategies—especially in gateway and capstone courses—this initiative helps students connect with the material, their peers, instructors, and the broader academic community. Emphasizing **High-Impact Practices** (HIPs)—such as **collaborative projects, undergraduate research, and service-learning—professional development, data-driven assessment, and faculty support,** the QEP provides a cohesive framework to enhance instructional quality and align teaching with institutional goals. **These evidence-based practices aim to improve student engagement, persistence, retention, and graduation rates, addressing critical areas of teaching and learning.**

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The QEP's structure centers on three stages of teaching excellence that form a continuous improvement cycle. Stage 1 builds faculty capacity through development opportunities, curriculum alignment, and strategic use of classroom technologies. Stage 2 leverages data-driven assessment to refine these teaching strategies, ensuring they are responsive to student needs. Stage 3 focuses on fostering a culture of growth and innovation, revising assessment and evaluation methods to keep faculty development aligned with institutional goals. Crucially, the improvements identified in Stage 3 feed back into Stage 1, ensuring ongoing refinement.

Development

Cultivation

Assessment

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Stage 1: Faculty Development for Teaching Excellence

What It Means: In this stage, faculty gain the pedagogical skills, curricular frameworks, and technology tools needed to engage students actively—particularly in gateway and capstone courses. Workshops, consultations, and learning communities help faculty integrate HIPs, refine curriculum to ensure clear academic pathways and leverage classroom technologies (e.g., learning management system (LMS) tools and basic feedback platforms) to enhance active learning and timely feedback.

Why It's a Priority: Effective faculty development and curriculum alignment reduce excess credit hours and ensure smooth progression through academic programs. Integrating user-friendly technology supports consistent engagement and efficient feedback, helping students understand the relevance of their coursework and guiding them toward their academic and career goals.

Actions:

· Deliver professional development opportunities on HIPs, such as collaborative projects, undergraduate research, and service-learning.

· Offer guidance in aligning courses with defined degree pathways to streamline progress and reduce unnecessary credits.

· Provide faculty training on basic classroom technologies and LMS features to enhance feedback delivery, engagement, and communication.

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Stage 2: Student-Centered Assessment and Continuous Improvement

What It Means: Stage 2 uses assessment data to evaluate how well faculty development efforts and curricular changes are improving student outcomes. Tools like the College Student Inventory (CSI) and Mid-Year Student Assessment (MYSA) help faculty understand student needs, measure persistence, retention, and performance, and identify areas where instructional practices can be refined.

Why It's a Priority: Data-driven assessment ensures that teaching strategies—developed and enriched in Stage 1—are effectively meeting student needs. Continuous improvement at this stage ensures that faculty can adapt their methods promptly, enhancing both student learning experiences and success metrics.

Actions:

· Use assessment data to track teaching impact on persistence, retention, and graduation rates.

· Provide faculty with actionable feedback to refine instructional methods, ensuring that practices introduced in Stage 1 remain responsive and effective.

Stage 3: Cultivate a Culture of Growth and Innovation

What It Means: This stage focuses on institutionalizing improvement and innovation. By revising teaching assessments and performance reviews to emphasize growth, LSUS encourages faculty to continue adopting and refining evidence-based teaching approaches. Tailored workshops address identified challenges—such as engaging diverse student populations or integrating new forms of active learning—ensuring that faculty remain agile and innovative in their teaching.

Why It's a Priority: Promoting a growth-oriented culture helps faculty stay responsive to evolving instructional needs. As teaching practices improve and innovate, they better serve student success outcomes, completing the cycle and ensuring that insights from this stage feed back into Stage 1's faculty development efforts.

Actions:

· Revise teaching assessments to emphasize continual improvement and effective instructional practices.

· Update annual performance reviews to include actionable feedback on teaching, ensuring a direct link between evaluation and professional development opportunities.

· Offer targeted workshops to address emerging instructional challenges, incorporating lessons learned from Stage 2's assessments.

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How the Stages Connect

· **Stage 1 ⋯⫶ Stage 2:** Faculty development and curriculum alignment guide the data collection and analysis in Stage 2.

· **Stage 2 ⋯⫶ Stage 3:** Insights gained from assessment inform innovations and changes in evaluation criteria during Stage 3.

· **Stage 3 ⋯⫶ Stage 1:** The growth-oriented culture and revised evaluation practices developed in Stage 3 feed back into Stage 1's development opportunities, ensuring continuous refinement and improvement.

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Goals and Objectives

The goals and objectives outlined in this proposal align directly with the three stages of the QEP, **Navigating Student Success: Charting a Course for Teaching Excellence**. These goals provide a structured framework to enhance teaching practices, improve student persistence, and ensure measurable learning outcomes while supporting LSUS's mission to cultivate student success, improve faculty teaching excellence, and streamline academic pathways. Each goal reflects the actions and priorities established in the stages, ensuring a cohesive approach to achieving institutional objectives.

This alignment ensures that faculty are empowered with the resources, training, and feedback necessary to improve their teaching practices, foster student engagement, and support continuous improvement. This plan addresses critical areas that directly impact teaching effectiveness and student success through targeted professional development, strategic use of classroom technologies, and data-driven instructional strategies.

By implementing these goals, LSUS reaffirms its commitment to:

1. Equipping faculty with the skills and support necessary for high-quality instruction.

2. Enhancing student learning and persistence through evidence-based practices.

3. Aligning teaching strategies with institutional priorities for retention, graduation, and academic excellence.

The following goals and objectives provide actionable steps that align with the three stages of this QEP. These initiatives collectively advance the overarching mission of LSUS while addressing key challenges in higher education.

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Goal 1: Increase faculty participation in HIP-focused professional development programs by 50% within two years.

Stage Alignment: Faculty Development and Curriculum Alignment

1. Develop and deliver at least four workshops annually on **High-Impact Practices** (HIPs), focusing on active learning, collaborative learning, and curriculum alignment, with technology as a supporting tool.

2. Establish a faculty outreach campaign to promote the benefits of HIP-focused development, aiming to enroll at least 20 new faculty participants each year.

3. Track faculty participation rates in professional development programs, creating annual reports to assess progress toward the 50% increase goal.

4. Collaborate with institutional research to analyze trends in faculty participation and use insights to improve outreach and workshop effectiveness.

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Goal 2: Improve persistence rates in redesigned courses by 10% within three years.

Stage Alignment: Student-Centered Assessment and Continuous Improvement

1. Identify and redesign 10 high-enrollment courses with historically low persistence rates by implementing evidence-based instructional strategies developed in Stage 1.

2. Provide faculty teaching these courses with targeted professional development and instructional support tailored to address course-specific challenges.

3. Regularly collect and analyze course performance data (e.g., DFW rates) to monitor and report improvements in persistence rates.

4. Conduct annual evaluations of course-level impacts on persistence, using findings to refine instructional strategies and inform future faculty training in Stage 3.

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Goal 3: Demonstrate improved learning outcomes in courses aligned with high-impact practices and foundational pedagogy, with 70% of students showing progress in general education competencies.

Stage Alignment: Fostering a Culture of Growth and Innovation

1. Train faculty to integrate high-impact practices into their courses, with at least 80% of faculty implementing at least one HIP in one course by the end of year 4.

2. Review and, if necessary, modify learning outcome assessment tools to ensure alignment with HIPs and foundational pedagogy in at least 10 courses to measure learning improvements.

3. Use assessment data to create an annual report showcasing improvements in student learning outcomes, highlighting successful instructional strategies and best practices.

4. Develop and implement instructional strategies that address barriers to learning, such as improving feedback mechanisms and integrating active learning across all programs.

Conclusion

The three stages of the QEP—**Faculty Development and Curriculum Alignment, Student-Centered Assessment and Continuous Improvement, and Fostering a Culture of Growth and Innovation**—provide a structured approach to achieving LSUS's mission of teaching excellence and student success. By focusing on faculty development, practical technology integration, and continuous assessment, LSUS ensures a transformative educational experience for all students. Through this initiative, LSUS reaffirms its role as a leader in innovative teaching and student engagement, continuously improving through the cycle of teaching excellence.