

### LSCPA QEP Logic Model 3: Activity Set 3

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></p> <p>Faculty QEP Director IR Student Services Department Chairs Director of Dual Credit Programs ECHS Partners ECHS Parents</p> <p><u>Funds:</u></p> <p>Funding for Faculty Development Funds for books for faculty and ECHS partners Funds for travel</p>	<p><b>Maximized Student Supports.</b></p> <p>3a. Faculty will highlight campus resources at strategic times of the semester, including shortly before assignments are due (beginning Spring 2023).</p> <p>3b. ECHS (Woodrow Wilson and Bob Hope) Parent Meetings will be held to equip parents with tools to support their students (beginning Spring 2023).</p> <p>3c. ECHS staff/instructors will be involved in regularly scheduled QEP meetings to report out on student progress and retention (beginning Spring 2023).</p>	<p>A comprehensive list of campus resources will be developed and maintained by Student Services, available to faculty and students.</p> <p>Written guides for parents will be developed for interpreting syllabi and using Blackboard learning management system to monitor student progress.</p> <p>ECHS partners will participate in regularly scheduled QEP meetings.</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retention rates, defined as the percentage of students who start a course and finish the course without having been withdrawn or dropped (to be assessed each fall and spring semester for every course section offered).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.