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Across all disciplines and all levels within higher education, studies consistently indicate an increased and effective use of teaching methods which actively engage students to improve both student learning and student success. Yet in spite of the overwhelming evidence of its benefit to students, faculty members nationwide are often reluctant to incorporate these teaching methods into their daily pedagogy. The barriers faculty members identify which prevent proper implementation are consistent: lack of support, adequate guidance, or time to make the changes that have been shown to directly benefit their students.

In order to eliminate these barriers, the 2019-2024 QEP at Sam Houston State University will provide the resources, support, and motivation for full-time faculty members at all ranks to integrate the evidence-based best practice of active learning in their classrooms. These will be provided through several varied faculty development opportunities. Some are new to our campus culture, while others have shown promise in smaller settings and are now ready to be scaled up and available to all faculty.

A carefully designed sequence of interventions will be available to all full-time faculty members, allowing them adequate time to develop from novice to expert in the application of active learning techniques. More flexible opportunities will be designed for faculty at all levels of active learning experience to include learning more about its use and sharing their successes. In addition, through physical classroom redesign and the availability of usable digital resources, faculty members at SHSU will lead the student-centered transformation of the campus.

Each year, up to 200 faculty members will have the opportunity to learn more about the benefits and use of active learning, which could impact every one of our 22,000 students. With a focus of this QEP on those critical first two years of coursework—degree attainment being linked inextricably to early academic success—SHSU is well poised to prepare our graduates to enter tomorrow's workforce with a quality education.

Over five years, significant resources totaling \$3.5 million will be available to accomplish the primary goals of the QEP:

- 1) Increase the use of active learning techniques in all levels and types of courses, resulting in:
 - a) Increase of the total number of faculty members using active learning.
 - b) Devotion of more class time to active learning techniques.
 - c) Greater measures of student engagement, particularly in those classrooms in which more active learning is used.
- 2) Raise the demonstrated levels of undergraduate student success, in order to:
 - a) Increase the number of students successfully completing all first-year courses.
 - b) Improve success rates in first-year core courses.
- 3) Increase the demonstrated levels of undergraduate student learning, so that:
 - a) Students who encountered active learning in a prequel course will perform better in the sequel course than those who did not.
 - b) Students who encountered active learning will perform better on concept inventories than those who did not.

The twin pillars of this QEP—a shift in the university's culture as well as the collection and dissemination of evidence of student learning and success—are designed to be mutually reinforcing. The more faculty who choose to employ active learning in the classroom, the more evidence there will be of a positive impact on student learning and success; and the more evidence there is of improved learning and student success, the more reason faculty will have to incorporate active learning techniques in their classrooms. This QEP is designed to have a self-generating, lasting, positive impact on the success of our students as well as our university.