education reimagined.

ENGAGING STUDENTS THROUGH PEER-ASSISTED LEARNING

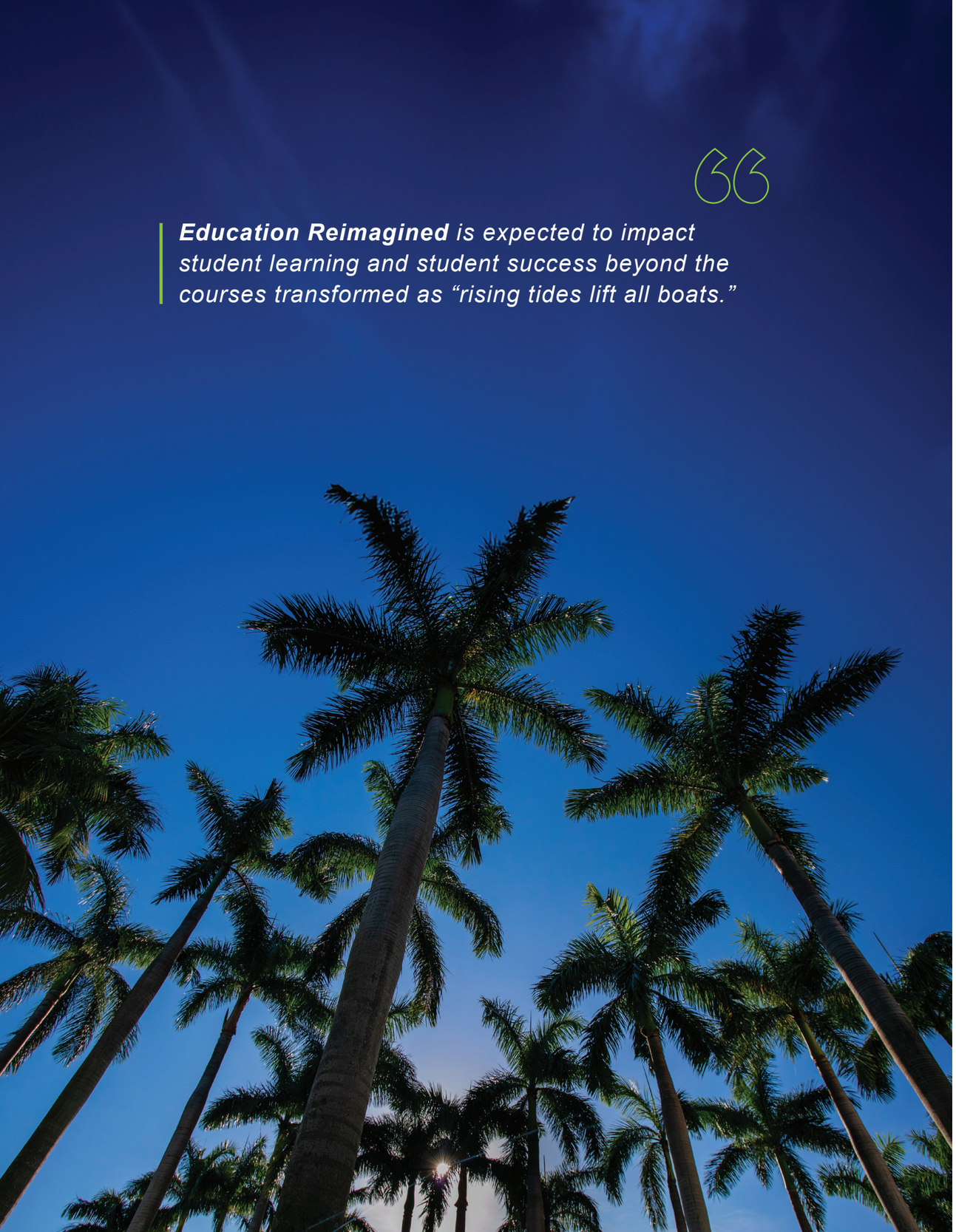


FLORIDA ATLANTIC UNIVERSITY

QUALITY ENHANCEMENT PLAN
SACSCOC ON-SITE REVIEW

APRIL 2 – 4, 2024

*"**Education Reimagined** is expected to impact student learning and student success beyond the courses transformed as "rising tides lift all boats."*



EXECUTIVE SUMMARY

Florida Atlantic University's (FAU) Quality Enhancement Plan (QEP), ***Education Reimagined:*** Engaging Students through Peer-Assisted Learning, will change the culture of teaching and learning at the institution by investing in and supporting student-centered education. Guided by the principles of the Learning Assistant (LA) program model, courses are redesigned by faculty to foster active, collaborative learning experiences, facilitated by trained undergraduate Learning Assistants, called LAs.

Directly aligning with the values of the institution, ***Education Reimagined*** will create engaging student learning experiences with the goal of building solid foundations in knowledge, increasing the capacity for essential workforce competencies, improving student success outcomes, and enhancing the overall student experience.

The QEP topic was selected through an ongoing, comprehensive university-wide planning and evaluation process, utilizing national research studies showing the impact of LA programs, and early evidence of success from the small number of courses implementing the LA program at FAU. FAU's QEP aligns with the university's strategic plan and aims to create ***a culture of peer-assisted collaborative learning***. Over the next five years, the QEP will implement the LA model in courses across the institution to affect change in the following four areas:

- **Student Impact:** Increase the use of active, collaborative learning in 35 courses, resulting in greater measures of student learning, improved student experience, and gains in retention and graduation rates.
- **Learning Assistant (LA) Impact:** Provide pedagogical training and engagement with faculty and students in redesigned courses to 350 LAs annually, resulting in proficiency in workforce readiness competencies, higher retention rates and improved time to graduation.
- **Faculty Impact:** Provide incentivized faculty professional development activities resulting in 150 faculty adopting best practices to enhance student learning and collaboration.
- **Redesign of Learning Spaces:** Support the reconfiguration of ten classroom spaces resulting in environments that facilitate active and collaborative learning.

Education Reimagined includes an assessment plan utilizing validated instruments, direct and indirect measurements, and targeted student learning and student success outcomes. Metrics selected represent priorities to all stakeholders, are measurable, and lead to ongoing continuous improvement.

It is anticipated that the experiences provided through QEP activities will lead faculty and students to carry these new ideas into other non-LA courses, thereby broadly changing the culture of teaching and student engagement in learning at Florida Atlantic University.

"Teaching in an LA class has taught me how to be a better instructor, even in non-LA courses. I have learned how to structure my lectures around what is the most important content, I have discovered creative ways to get the students involved, and I have seen the real effects of how these strategies change the dynamic of the classroom and get the students excited about learning.

Theresa Castelo
Instructor, Precalculus Algebra and Trigonometry

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CHAPTER 1: INTRODUCTION TO FAU AND THE LA MODEL

ABOUT FLORIDA ATLANTIC UNIVERSITY (FAU)

Established in 1961 as Florida's fifth university in the Florida State University System (SUS), FAU is a public research university with its main campus located in Boca Raton. The estimated population residing in the primary service area for FAU is approximately four million and includes Broward, Palm Beach, Martin, and St. Lucie counties. In addition, the university enjoys a smaller population of students hailing from Miami-Dade county, estimated population 2.7 million. Enrolling over 30,000 undergraduate and graduate students across six campuses, FAU provides a dynamic education through 1200 full- and part-time instructors in over 170 degree programs within ten academic colleges. When opened in 1964, FAU was the first university in the country to offer only upper-division and graduate work, expanding offerings to lower-division students in 1984.

Designated as a Hispanic Serving Institution (HSI), FAU has a student body that ranks as the most diverse in the Florida SUS. Since its inception, FAU has catered to a nontraditional student population with an established culture of student success dedicated to achieving equitable outcomes for all segments of the student body. While over 4,300 individuals enrolled in the 2022-2023 academic year as first-time-in-college students, an additional 1,800 students transferred to FAU, evidence of the institutional commitment to transfer students. For our first-time undergraduate students, 23% hail from out of state, 58% live on-campus with an average age of 18, and approximately one-third receive Pell Grants. While 19% of undergraduate students are the first in their family to pursue a baccalaureate degree, that percentage jumps to 24% for Hispanic students and 26% for Black/African American students. In 2020, *Diverse: Issues in Higher Education* ranked FAU 12th in the nation for Bachelor's degrees awarded to Black/African American students, 36th for Bachelor's degrees awarded to Hispanic students, and 39th for Bachelor's degrees awarded to all minority students. FAU was one of only 104 institutions to receive the 2022 Higher Education Excellence in Diversity (HEED) Award from *INSIGHT* Into Diversity magazine, which is the only national honor recognizing U.S. institutions that demonstrate outstanding commitment to diversity and inclusion. In the same year, FAU earned the Military Friendly School "Gold Designation" and the Carnegie Community Engagement Classification.

A focus on success for all students has led to double-digit improvements in retention, the institution's ranking as a top public university by the U.S. News and World Report, and a top 50 ranking for campus ethnic diversity by The Chronicle of Higher Education's Almanac. Similarly, the institution received a ranking of 26 in the nation for social mobility among all public and private schools. In 2022, the Association of Public and Land-Grant Universities (APLU) named Florida Atlantic as the number one institution in the nation for degree completion.

The university's strategic plan, *A Strategic Plan for the Race to Excellence 2015-2025*, focuses on "the intention of becoming the country's fastest improving public research university" and actions FAU will take to accomplish this goal. FAU's mission and vision statements specify goals and values associated with excellence in teaching and accessible undergraduate education.

Boldness, a core goal in FAU's Strategic Plan, includes initiatives to "develop an academic support structure for timely student graduation" by "evaluat[ing] and update[ing] curricula to be aligned with evidence-based practices…" and "assist faculty to develop innovative instructional methodologies and designs across the curriculum." An additional institutional goal is to "provide meaningful employment on campus to provide work experience and relieve financial burden for students."

This Quality Enhancement Plan (QEP) that focuses on expansion of the Learning Assistant (LA) program across the University aligns with many of FAU's Strategic Values. The plan and program encourage excellence in teaching, providing *accountability* for redesigned courses through a solid assessment and continual improvement plan, and promoting *teamwork* among faculty designing the course and students within the course. And finally, expansion of the LA model will solidify *student success* through a commitment to provide student-centered, equitable, inclusive, and collaborative learning spaces.

Ranked among the best in the country for undergraduate research, FAU students participate in more than 6,000 undergraduate research experiences annually led by dedicated faculty who have received a combined $67 million in grants during the 2022-2023 academic year. FAU's previous QEP launched in 2012, *Distinction through Discovery,* established the framework and infrastructure for faculty and students to engage in undergraduate research and inquiry both inside the classroom and through co-curricular opportunities. As a result, more faculty are engaging with undergraduates through mentorship, and those faculty are more prepared to effectively mentor undergraduate students. This is key for ***Education Reimagined*** to realize maximum student learning outcomes as faculty are instrumental in the pedagogical mentoring of LAs. Additionally, this QEP intends to leverage scholars involved in undergraduate research to serve as LAs, allowing them to apply knowledge gained from the previous QEP experiences so each become peer-leaders for a new generation of students. While *Distinction through Discovery* helped provide foundations for this QEP, the reverse is also expected to occur. Through ***Education Reimagined*** students develop a solid understanding of course content and a greater passion for the discipline as they more closely engage with and build connections to faculty and their programs of study. Participation in LA courses increases student confidence and excitement when involved with faculty on undergraduate research and inquiry projects.

DEFINING KEY TERMS AND PHRASES

Terms found within this document that may need clarification are defined below for reader ease of reference:

- **LEARNING ASSISTANT (LA):** LAs are trained undergraduate students who, through the guidance of the instructor and pedagogical training, facilitate discussions among students as part of the course learning team.
- **LEARNING ASSISTANT (LA) MODEL/PROGRAM:** Faculty are supported in the redesign of courses to embed trained LAs who facilitate active learning and collaborative group work for all students in the course.
- **LEARNING TEAM:** A collaborative group consisting of faculty/instructors and trained undergraduate LAs, with possible inclusion of Graduate Teaching Assistants (GTAs), Supplemental Instruction Leaders, and/or graders, whose collective goal is to provide the optimal level of support for students.
- **ACTIVE LEARNING:** A pedagogical strategy designed to directly engage students in deep learning by promoting higher order thinking skills.
- **COLLABORATIVE LEARNING:** A type of active learning strategy in which students work on activities or other learning tasks in small groups.
- **STUDENT EXPERIENCE:** Student evaluation of their educational experience in terms of perceived quality of interactions with faculty and peers, feelings of support to succeed academically, and overall satisfaction with the institution as measured by student responses on the National Survey of Student Engagement (NSSE).
- **DFW RATE:** The percentage of students enrolled who earn a final grade of D, F, or W (withdraw) from the course.
- **PERFORMANCE METRICS (PM):** Metrics that evaluate the performance of Florida SUS institutions as required by the Florida Board of Governors. Results on these indicators impact state funding levels for the subsequent budget cycle (Appendix A).
- **KEY PERFORMANCE INDICATORS (KPIs):** A series of specific institutional metrics designed by the university to track performance (Appendix A).

ABOUT THE LA MODEL

Teaching quality, curriculum design and assessment, and heightened student engagement are at the core of student success. The LA model is an evidence-based practice centered on engaging students in peer-led active and collaborative learning. The LA Program fosters these core student success activities by providing the necessary framework to support faculty in redesigning their more traditional, instructor-centered classrooms *(Figure 1)* in favor of student-centered learning environments. To accomplish this level of engagement, the size of the learning team increases by embedding trained LAs who facilitate active learning and collaborative group work for all students in the classroom *(Figure 2)*. Students become responsible for their own learning as they engage with peers to apply course content.

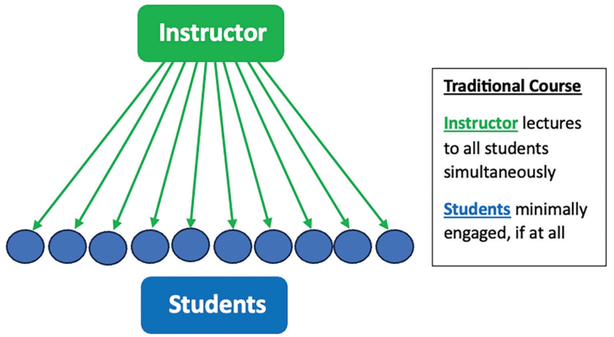


Figure 1: Traditional, Instructor-Centered Course Structure

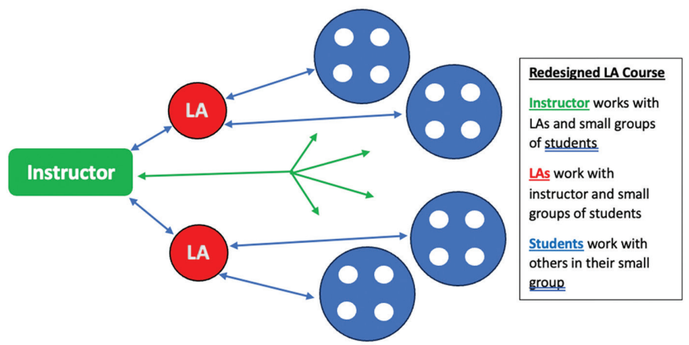


Figure 2: Student-Centered LA Course Structure

The three essential elements of the LA model include: Practice, Preparation, and Pedagogy. Each of these elements work in concert to deliver a successful LA experience for faculty and students *(Figure 3)*.

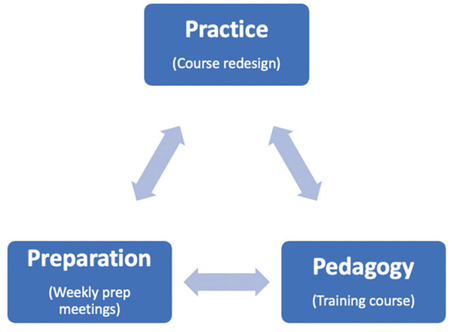


Figure 3: Essential Elements of the LA Model

- **PRACTICE:** The course redesign, incorporating in-class, small group active learning strategies facilitated by trained peers.
- **PREPARATION (WEEKLY PREP):** A weekly meeting between faculty and their LAs in which they discuss upcoming content, reflect on past content students may be struggling to grasp, and discuss how to best facilitate learning. LAs act as student advocates by sharing the student perspective on learning.
- **PEDAGOGY:** A weekly seminar for first semester LAs where they discover how students learn, reflect on their own questioning and guiding strategies, and share experiences and challenges with other LAs.

The theoretical framework behind the LA model builds on Schreiner's concept of thriving (Schreiner, 2013). A student who thrives has a psychological sense of community, meaning, purpose, major certainty, and degree aspirations. While academic performance and graduation are important, there are more aspects to consider in helping students flourish throughout their overall educational experience. Schreiner's view of student success considers how they "are engaged in the learning process, invest effort…[and] connect in healthy ways to other people," (Schreiner, 2013, 41). In turn, these factors lead to enhanced sense of belonging, increased satisfaction with the learning process, and greater academic achievement, retention, and persistence to degree. These factors directly align with the institutional goal to strengthen the FAU experience.

> *"I know the value of individual achievement. But team achievement is so much more meaningful. When you have a group who works collaboratively and uses their diverse skillsets to do something better than any one of them could hope to do alone, that's extremely rewarding."*
>
> **— DR. JOHN KELLY, FORMER PRESIDENT OF FLORIDA ATLANTIC UNIVERSITY (2014-2022) (FRIEDMAN, 2020)**

CHAPTER 2: SELECTION OF THE QUALITY ENHANCEMENT PLAN

Florida Atlantic (FAU) identified a Quality Enhancement Plan (QEP) topic through a series of ongoing, comprehensive institutional planning and evaluation processes led by a Provost-appointed QEP Topic Selection Committee.

In planning for the establishment of a committee to guide the process, the executive leadership of the university prioritized core components for the next QEP. Guided by the Team for Assurance of Student Learning (TASL) Report, *Student Learning Outcome Assessment at FAU: Continuous Quality Improvement,* (Dormire et al., 2013), the institutional leadership suggested soliciting topics that met the following criteria:

1. emphasize the importance of the teaching and learning process
2. assist in improving the quality of teaching and learning
3. target improvement in key student learning outcomes
4. fit with institutional priorities

QEP Topic Selection Committee – *Education Reimagined*

Member	Position
Ed Pratt	Dean of Undergraduate Studies (Co-Chair)
Russ Ivy	Senior Associate Provost (Co-Chair)
Carol Mills	College of Arts and Letters
Donna Cooke	College of Business
Charles Dukes	College of Education
Edgar An	College of Engineering and Computer Science
Julie Earles	Wilkes Honors College
Armiel Suriaga	College of Nursing
Colin Hughes	College of Science
Seth Fallik	College of Social Work & Criminal Justice
Ken Frankel	Library
Mary Ann Gosser-Esquilin	University Honors Program
Donna Chamely-Wiik	Undergraduate Research & Inquiry; first QEP Director
Willie Freeman	Center for Online and Continuing Education
Debra Szabo	Office of the Provost
Ying Liu	Institutional Effectiveness
Karen Gough	Career Center, Student Affairs
Sang Hong	Diversity Council
Jorge Lago	Student Representative
Vanessa Stubbs	Student Representative

Table 1a: QEP Topic Selection Committee Membership

With a commitment to assessment and increased pressure for accountability from state and local stakeholders, the importance of identifying a topic that would complement the institution's existing improvement plan was emphasized. A call for proposals was established and administrators, faculty, staff, and students were invited to submit ideas for FAU's next QEP.

QEP Topic Selection Timeline – *Education Reimagined*		
Responsible Party	**Description**	**Date(s)**
Provost	Appointment of QEP Leadership Team	September, 2020
	Appointment of QEP Topic Selection Committee	
Provost, PvAC, Russ Ivy, Ed Pratt, Karen Gough	Prepare surveys of alumni, employers, faculty, and students	
Institutional Effectiveness (IEA)	Preparation of institutional data	October 12, 2020
	Send surveys to alumni, employers, faculty, and students	October 19, 2020
Russ Ivy, Ed Pratt	Discuss QEP selection with college faculty assemblies and university faculty senate. Email announcement from Provost.	September - October, 2020
	Preparation of QEP website to include FAQa, IEA data, survey data summaries, and timeline.	October 30, 2020
	Solicit ideas from faculty on ways to enhance student learning	November 9, 2020
	Disseminate results to faculty. Issue call for pre-proposals (2-pages)	December 1, 2020
QEP Topic Selection Committee	Pre-proposals due. QEP Topic Selection Committee will select finalists for further development of pre-proposals. Stipends provided.	January 31, 2021
	Finalists' proposals due (10 pages, in addition to budget)	March 31, 2021
	Presentation of proposals at faculty town halls (recorded)	April 1-2, 2021
	Deadline of submission for faculty comments and tabulation of straw poll results	April 7, 2021
	QEP Topic Selection Committee will summarize results and present to QEP Leadership Team	April 12, 2021
QEP Leadership Team	QEP Leadership Team will interview finalists	April 14-28, 2021
	Announcement of QEP topic	April 30, 2021
	Appointment of QEP Director	May, 2021

Table 1b: QEP Topic Selection Timeline

QEP TOPIC SELECTION COMMITTEE

The Topic Selection Committee was formed in fall 2020. This Committee consisted of broad membership representing a variety of stakeholders and areas across the university (Table 1a). At the inaugural meeting, the Provost charged the group with developing a timeline (Table 1b) and process for recommendation of a QEP topic to the President and Provost by the end of the Spring 2021 term. The Provost emphasized that the Committee should provide existing and develop new resources to guide the community in identifying topics. This ensured that data-driven decision making was the impetus for both proposal development and topic selection. The Provost further directed the Committee to refer to the priorities, objectives, mission and values from the University's Strategic Plan for *the Race to Excellence 2015 - 2025* both when soliciting proposals and recommending topics for selection. Finally, to ensure continuous improvement in student learning outcomes, proposals were expected to specify how the topic would address areas identified as needing improvement through the annual assessment cycle. With a formal charge, the group met regularly throughout the 2020-2021 Academic Year to accomplish the goals set forth by the Provost.

One priority for the Committee was establishment and distribution of distinct surveys for faculty, alumni and potential employers to obtain feedback on institutional strengths, challenges, and priorities. With additional data gathered from these surveys, the Committee created and launched a call for pre-proposals for FAU's next QEP. The call provided clear instructions for submissions, and institutional data for analysis by proposing teams to aid in identifying evidence based QEP topics that addressed institutional needs.

The call for two-page pre-proposals for FAU's next QEP was distributed to the university community from the Provost's Office with a goal of generating ideas from a wide range of constituents. The announcement encouraged proposals to be developed with use of resources on the QEP website, including SACSCOC documents relating to the QEP, examples of QEP topics at other institutions, FAU's Strategic Plan, institutional data and assessment outcomes, and results from the surveys of employers, alumni, and faculty. The call produced 11 pre-proposals for consideration by the Committee.

In early February 2021, the Committee met and reviewed all pre-proposals. Based on the institutional needs and priorities, submissions were narrowed to the top three finalists. The selected topics included the following:

- *Communicating Our Excellence: Enriched Communication Curricula Across the University*
- *Multiple Academic Credentials for Workforce Competencies*
- *LeArning Reimagined*

Each of the selected groups were asked to create a full, ten-page proposal and presentation. The Committee directed the Office of Institutional Effectiveness and Analysis (IEA) to work closely with the finalists and assist them in compiling and analyzing data relevant to their topic.

From February - April 2021, the finalist teams worked to complete their full proposals with an evidence-based plan for implementation, if selected. Proposals were shared with the university community via the website, and FAU faculty, staff and students were invited to attend the formal QEP presentations.

FINAL QEP TOPIC SELECTION

On April 1 - 2, 2021, the three teams presented to the university community both in-person and online. Campus-wide input on the proposals was gathered to assist with the final recommendation of the Committee. The published QEP website held proposals and recorded presentations to allow those who were unable to view the live presentations the ability to provide their input. The university community was invited to submit their feedback on both the written proposal and the presentation through a Qualtrics survey, and to consider how each topic related to institutional priorities, mission, and strategic plan. Based on the feedback, the Topic Selection

Committee developed a list of questions for the finalists and offered an opportunity for teams to give additional information/clarification on specific topics, such as scalability, sustainability, budget of the program, faculty buy-in and workload, and applicability in different modalities or campuses. Each of the three teams submitted their responses and participated in a final question and answer session with members of the Committee. Responses to the questions asked of the selected topic can be found in *Key Points from the Committee*. After reviewing the proposals, presentations, community feedback, and follow-up responses, the Committee developed a report for the institutional leadership team.

In May 2021, the Provost met with the Executive Leadership Team. After review of the materials shared by the QEP Topic Selection Committee, the institution's next QEP: LeArning Reimagined (renamed ***Education Reimagined)*** was selected and announced on May 24, 2021.

RATIONALE FOR SELECTION OF THE QEP

The selection of this QEP was made on a variety of factors, including: fit with current responsibility to measure and report student learning outcomes based on academic learning compacts; local and national outcomes from LA courses demonstrating the ability to impact areas essential to the institution; and growth opportunities identified from institutional surveys that related to areas the LA program could positively influence.

The QEP topic emerged from various ongoing institutional initiatives aimed at enhancing student success. These initiatives specifically targeted the improvement of DFW rates, retention, and graduation rates. While strategies such as increased instructional support, peer learning, and high-impact practices had been considered previously, their implementation was often fragmented across the campus and lacked the necessary support. This QEP intends to unify these institutional efforts, creating a more consistent and reliable model of practice. In doing so, it aims to foster continuous improvement in student learning, seamlessly integrated into the existing institutional assessment cycle. Notably, this QEP topic demonstrates alignment with current academic learning compacts, providing participating departments with the tools to inform and guide course and program enhancements in accordance with their current reporting practices.

Further support for this QEP topic was based on the success of the Learning Assistant (LA) model nationally and through initial implementation of the model in Calculus I at FAU in 2014. Following tweaks to improve student outcomes, Calculus II and Pre-Calculus courses were similarly redesigned. The LA program in Calculus I led to significant decreases in DFW rates, with the average DFW rate in Calculus I being reduced by nearly 50%. Prior to implementation of the LA model, the DFW rate averaged 48-56% each semester. Since 2018-2019, the DFW rate has consistently been between 20-28%. In a study by the Office of Academic Success Initiatives (Adelmann et al., 2020), findings showed that students in LA courses (Calculus I and II) earned higher grades across all levels of high school preparation with the effect most pronounced for students entering with lower high school GPAs. Additionally, the DFW rates in Calculus I declined while the

number of students earning an "A" increased *(Figure 4)*. The analysis also showed that students completing Calculus I with the LA model are more likely to enroll in Calculus II than peers who completed the original Calculus course pre-LA. This can lead to increased persistence in STEM majors with high employment prospects such as Engineering, Computer Science and Physics. FAU's IEA office provided analysis on students enrolled in Calculus I (2016-2019) showing positive impacts on equity as female students (N=391) have 5.3% higher pass rates than female students in non-LA Calculus sections (N=437) and Black students, irrespective of gender, have a 4.7% higher pass rate in the LA sections (N=235) than Black students in non-LA sections of the course (N=192).

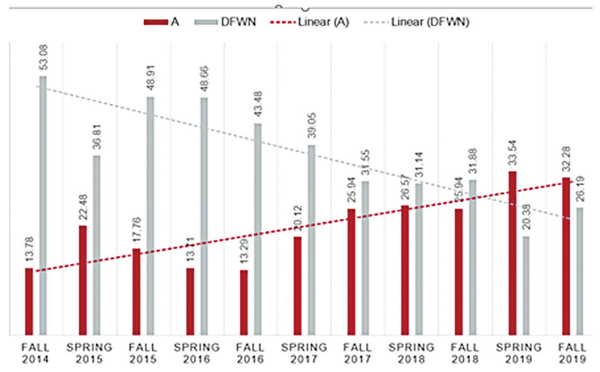


Figure 4: Analysis of Grades in LA Calculus I

In 2020, General Chemistry II became the first course outside of mathematics to pilot the LA model at the university with promising initial outcomes. While a global pandemic impacted the original plan, results for the first two in-person exams showed statistically significant increases in test scores for students in the LA section as compared to the non-LA section control group. Similar results in pass rates were found in Chemistry as in Calculus. In Spring 2020, 36% of Black students earned an "A" in the LA section of General Chemistry II compared to only 19% in the non-LA section and pass rates for Hispanic students were over 8% higher in the LA section. Additionally, students saw the value of LA-led active learning sessions with attendance consistently over 90% (compared to normally below 50% by mid-semester without LAs) in this large lecture course (N=295) (T. Sempertegui, personal communication, March 12, 2021). Feedback from students in LA mathematics courses links clear instructor expectations for class attendance and students feeling that attending class has value and provides a personal connection as reasons for increased participation.

Standardized pre/post chemistry content assessments conducted using LASSO: Learning About STEM Student Outcomes (*https://learningassistantalliance.org/public/lasso.php*) also measured gains in learning. Comparisons of responses to exam questions between LA and non-LA sections of Chemistry confirmed greater content learning in sections taught with LAs, aligning with outcomes described in the literature review (Chapter 3).

Based on early successes experimenting with the LA model in FAU math and chemistry courses, many students, faculty, and staff lobbied for expansion of this program to

other disciplines and courses. Sharing both quantitative and qualitative data from math and chemistry, along with national outcomes and research studies as described in the literature review, the institution widely accepted that scaling the program could lead to positive gains in student learning and institutional performance metrics. This support carried over to the proposal process, with students, faculty, and staff willingly joining the proposal efforts.

The program also demonstrated potential in directly impacting the FAU student experience. As a result of student and alumni feedback on surveys, selection of this QEP

2013 NSSE

Collaborative Learning	FAU Seniors	Southeast Public Seniors	Carnegie Class Seniors	ALL NSSE 2013 Seniors
Asked another student to help you understand course material	36	-5 (41%)	-7 (43%)	-2 (38%)
Explained course material to one or more students	57	-3 (60%)	-4 (61%)	-0 (57%)
Worked with other students on course projects or assignments	60	-3 (63%)	-5 (65%)	-3 (63%)
Quality of Interactions with…	**FAU**	**Southeast Public**	**Carnegie Class**	**ALL NSSE 2013**
Students – FY	56	-3 (59%)	-4 (60%)	-4 (60%)
Students – SR	65	-1 (66%)	+1 (64%)	-0 (65%)
Faculty – FY	42	-6 (48%)	-6 (48%)	-9 (51%)
Faculty – SR	54	-6 (60%)	-3 (57%)	-7 (61%)
Educational Experience	**FAU**	**Southeast Public**	**Carnegie Class**	**ALL NSSE 2013**
Evaluate your entire educational experience at this institution as EXCELLENT – FY	30	-9 (39%)	-12 (42%)	-10 (40%)
Entire educational experience as EXCELLENT – SR	35	-10 (45%)	-8 (43%)	-10 (45%)
If start over again, would DEFINITELY YES go to the same institution – FY	32	-15 (47%)	-16 (48%)	-14 (46%)
Same institution DEFINITELY YES – SR	39	-11 (50%)	-7 (46%)	-8 (47%)

topic was driven by a commitment to improving that experience by creating a culture of peer-assisted collaborative learning at the institution. On the National Survey on Student Engagement (NSSE) in both 2013 and 2017 (the last two administrations of the survey at the institution prior to selection of a QEP topic, Figure 5), FAU students rated their experience far lower than those in all comparison groups. FAU seniors were less likely to work with other students on collaborative practices as compared to other southeastern public schools, others in our Carnegie class, and all NSSE participants. Similarly, both first-year students and seniors at FAU ranked the quality of interactions lower than each of those groups. And finally, FAU students ranked their

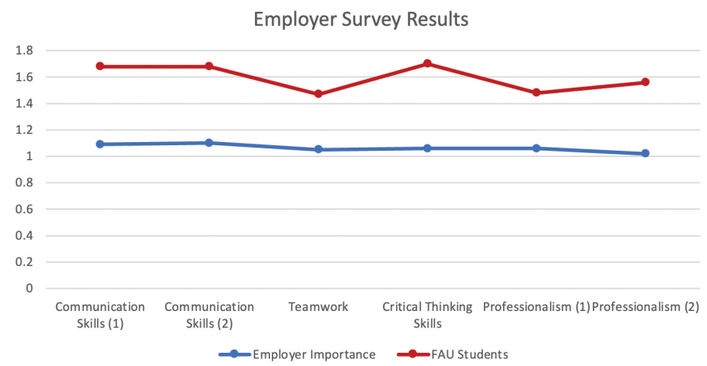
2017 NSSE

Collaborative Learning	FAU Seniors	Southeast Public Seniors	Carnegie Class Seniors	ALL NSSE 2017 Seniors
Asked another student to help you understand course material	39	-7 (46%)	-9 (48%)	-4 (43%)
Explained course material to one or more students	56	-5 (61%)	-7 (63%)	-2 (58%)
Worked with other students on course projects or assignments	56	-9 (65%)	-11 (67%)	-7 (63%)
Quality of Interactions with…	**FAU**	**Southeast Public**	**Carnegie Class**	**ALL NSSE 2017**
Students – FY	41	-10 (51%)	-11 (52%)	-11 (52%)
Students – SR	53	-5 (58%)	-4 (57%)	-5 (58%)
Faculty – FY	36	-12 (48%)	-11 (47%)	-14 (50%)
Faculty – SR	49	-7 (56%)	-5 (54%)	-8 (57%)
Educational Experience	**FAU**	**Southeast Public**	**Carnegie Class**	**ALL NSSE 2017**
Evaluate your entire educational experience at this institution as EXCELLENT – FY	29	-8 (37%)	-8 (37%)	-9 (38%)
Entire educational experience as EXCELLENT – SR	34	-10 (44%)	-7 (41%)	-9 (43%)
If start over again, would DEFINITELY YES go to the same institution – FY	27	-17 (44%)	-15 (42%)	-15 (42%)
Same institution DEFINITELY YES – SR	35	-13 (48%)	-8 (43%)	-10 (45%)

Figure 5: NSSE Results 2013 and 2017

overall experience at the institution and their likelihood if they had to do it all again of selecting FAU significantly lower than students at all other institutions in the study. Despite institutional efforts, there was no improvement in these measures over that four-year period. Students at FAU expressed feelings of isolation, loneliness, and few opportunities for collaborative learning and interaction with peers. As student engagement further waned and student anxiety and feelings of depression climbed during COVID, courses redesigned with the LA model excited and engaged students in the learning process, provided a sense of belonging, and aided them in feeling connected to the institution and their peers.

In addition to the NSSE data, results from three stakeholder-surveys provided further rationale for the selection of this QEP topic. In the FAU 2020 Faculty Survey, faculty indicated their desire to enhance meaningful academic engagement with students, including more opportunities for teamwork. This aligned with FAU alumni survey responses indicating that the university could have done more to improve instruction and prepare them for careers, specifically in the development of their abilities to problem solve and work effectively as part of a team. Employers identified similar gaps by ranking FAU graduates slightly lower than expected on some of the most important workforce competencies for new hires *(Figure 6)* including teamwork, critical thinking skills, communication skills, and professionalism *(An Executive Summary of the 2020-2021 Employer Satisfaction Survey, 2021).*



Key: Employers ranked importance on scale of 1 – 5; 1 being MOST important

- *Communication Skills (1):* Effective oral communication/presentation skills
- *Communication Skills (2):* Ability to effectively communicate in writing, including email etiquette
- *Teamwork:* Ability to work effectively as part of a group or team
- *Critical Thinking Skills:* Ability to demonstrate critical thinking skills
- *Professionalism (1):* Ability to understand and respect professional and ethical standards
- *Professionalism (2):* Ability to act in a professional manner (personal accountability, effective work habits, etc.)

Figure 6: 2020-2021 Employer Satisfaction Survey

Based on feedback from these stakeholders, there was a clear need for FAU to expand efforts to better support student development of essential career competencies. According to the National Association of Colleges and Employers (NACE), career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace (National Association of Colleges and Employers, 2021).

Eight competencies are identified:

- Critical Thinking/Problem Solving
- Oral/Written Communications
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

The proposal for this QEP demonstrates strengths in building several of these requisite competencies to prepare college graduates for a successful transition to the workplace. Of the eight career readiness competencies, ***Education Reimagined*** is expected to impact student development in critical thinking and problem solving and teamwork skills.

In addition to the competencies measured through QEP assessment, development of additional skills are anticipated, particularly in the undergraduate peer Learning Assistants (LAs) themselves. These career readiness skills include oral/written communication, critical thinking, leadership, professionalism, and teamwork. Based on the scope of this QEP, a significant impact will be made on students, faculty, future employers, the community, and the regional economy as we expect to employ 350 students as LAs and affect 8,750 students enrolled in LA courses annually.

Combined, FAU's previous evidence of success of the LA program, analysis of surveys launched in preparation for the QEP selection process, and alignment of priorities within the institutional strategic plan, mission and vision, led to the identification of FAU's QEP. ***Education Reimagined*** has identified areas for growth in student learning and the student experience and has established institutional measures of student success, including goals and learning outcomes specific to FAU. Local and national studies demonstrated how this topic would meet strategic markers for institutional Key Performance Indicators, state performance metrics (Appendix A), and student learning outcomes as described in the literature review (Chapter 3). To create a culture of peer-assisted collaborative learning in which students are excited to participate and engage in their own learning, ***Education Reimagined:*** *Engaging Students through Peer-Assisted Learning* makes an investment in students, faculty, and physical spaces simultaneously through expansion of the LA Program.

KEY POINTS FROM THE QEP TOPIC SELECTION COMMITTEE

Upon selection of the QEP, the team was charged to consider three overarching areas, ensuring support and sustainability of the program within the development process.

- **SCALABILITY AND BUDGET:** A significant financial commitment was earmarked from the university to implement and sustain this QEP. Acknowledging that 70% of the budget for ***Education Reimagined*** goes directly to student employment, clear guidelines will be established as the program has the potential to quickly grow large in cost. These guidelines will include ensuring broad based participation of courses from a variety of programs, caps on spending per course, and selection of new sections offered with the LA model that align with the targeted learning outcomes and student success metrics identified for the QEP. In addition, seeking opportunities for external funding will be prioritized. The full budget and rationale are detailed in Chapter 9 of this report.
- **FACULTY BUY-IN:** As the LA model has initial roots in Science, Technology, Engineering, and Mathematics (STEM), the QEP Topic Selection Committee wanted to ensure that this proposal also would support faculty in non-STEM disciplines. Throughout the proposal process, the pedagogical advantages of teaching in this model have been valued by faculty across disciplines as evidenced by faculty support during the proposal and pilot stages of development:
    - The QEP proposal was initially endorsed by 30 faculty/instructors from 13 departments and 6 academic colleges. In addition to the traditional STEM departments, this included Business, Music, Languages/Linguistics and Education.
    - As part of the QEP pilot, a faculty proposal process was developed. Faculty across 8 colleges, 18 departments, and all campuses/modalities, applied to redesign a course with the LA model. Given the interest in the pilot program, we are encouraged that buy-in will continue to rise as more faculty complete the redesign, teach with LAs, and share their positive experiences, lessons learned, and data on student success with each other.
- **PARTNER CAMPUS INCLUSION:** The QEP Topic Selection Committee prioritized ensuring opportunities for students across the institution. ***Education Reimagined*** committed to involving faculty on all FAU partner campuses in activities surrounding course redesign with LAs. The QEP leadership team spoke with faculty and administrators on the Broward and Jupiter campuses to promote university-wide involvement. This resulted in applications to join the pilot program by faculty across all campuses.

CHAPTER 3: EVIDENCE TO SUPPORT SELECTION

Prior to being selected as Florida Atlantic University's (FAU) next QEP, the Learning Assistant (LA) Program played a role in improving student success outcomes and satisfaction in Calculus and Chemistry. Essential for an institution with FAU's demographics, courses taught with the LA model demonstrated significant improvements for all students, with even more pronounced outcomes in terms of course grades and pass rates for historically underrepresented students. This QEP focuses on expanding the evidence-based LA Program in classrooms spanning general education, gateway, and discipline-specific courses across all colleges and campuses. Courses redesigned with the LA model are anticipated to contribute to a cultural shift in how students engage with course content and to support efforts to improve student learning outcomes, retention rates, and overall student experience.

LITERATURE REVIEW AND BEST PRACTICES

Beginning in 2001 at University of Colorado, Boulder, over 150 LA Programs have now been implemented worldwide. This review of the literature explains how LA programs foster connections to (1) greater measures of student learning, (2) improved student experience, (3) increases in student success, (4) proficiency in workforce competencies, (5) more equitable learning environments, and (6) amplified academic and institutional identity for LAs.

(1) LA CONNECTIONS TO STUDENT LEARNING: National research studies show the impact of LA programs. Students in LA-supported courses demonstrated improved learning gains, (Miller et al., 2013) with students in another study exhibiting learning gains 1.6 times greater when compared to traditional courses, (Herrera et al., 2018). A steady improvement in both concept learning for students and effectiveness of teaching over time was observed in courses taught with LAs as compared to those taught without LAs (Caravez, 2017; *Figure 7*). Instructor collaboration with LAs on planning lessons was instrumental in increasing faculty attention to student learning (Otero et al., 2010).

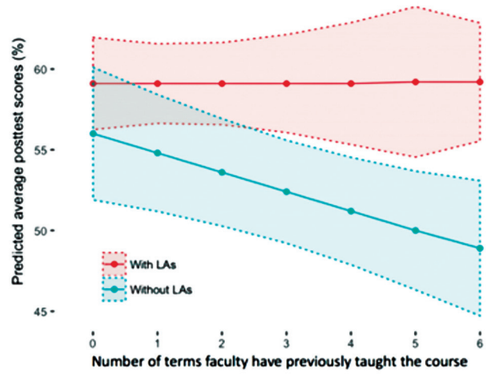


Figure 7: Student Predicted posttest Scores; Instructors Habitually Teaching with/without LAs (Caravez, 2017)

Coupling LA support with collaborative learning correlated with higher learning gains than collaborative learning alone (Herrera et al., 2018; *Figure 8*). The LA program engaged students and faculty in teaching as a practice and improved student learning gains (Otero et al., 2006; Otero et al., 2010; Otero, 2015). Students in LA-supported courses performed better on exam questions requiring higher order cognitive skills with this difference being greater among underrepresented minority students (Sellami et al., 2018) and LA engagement was associated with improved concept inventory scores (White et al., 2016). Research further shows how the physical classroom environment plays a role in student learning gains. Oliver-Hoyo (2004) found that the lowest performing students showed the highest learning gains in courses taught in active learning classrooms versus traditional classrooms.

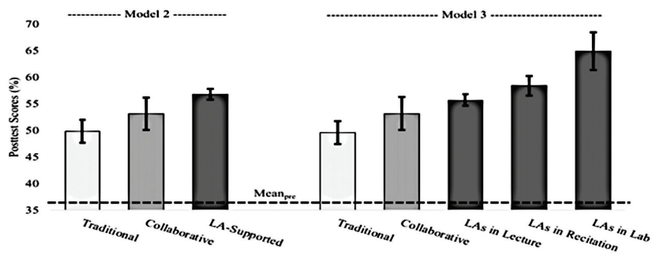


Figure 8: Predicted Posttest Scores for Traditional, Collaborative, and LA Supported Courses. (Herrera et al., 2018)

(2) LA CONNECTIONS TO STUDENT EXPERIENCE: Key components of student experience can be shaped by the LA supported classes intentionally redesigned for active learning. Research, for example, has shown the greater "the amount of physical and psychological energy that the student devotes to the academic experience," the better the outcome, in terms of engagement, learning, and retention at the institution (Astin, 1984, 297). While course design impacts this experience, students need the support of the learning team in the LA model to cope and adapt to challenges (Handel et al., 2022). As the LA program creates a community of learners, students interact in new ways with peers, instructors, course materials, and tasks in a small group, which fosters community membership (Close et al., 2016). When compared to interventions with no active or collaborative learning, programs with supervised skills practice (as in the LA model) have shown to positively impact the student experience " improv[ing] students' social and emotional skills, enhanc[ing] their self perceptions, and reduc[ing] their levels of emotional distress, including depression, anxiety, and stress" (Conley et al., 2013, p. 298). The LA program has improved student sense of belonging (Sellami et al., 2018) and has emphasized a supportive environment for academic success, which is needed more than ever before. In a post-Covid world, a sense of belonging is essential in allowing students not only to persist, but to thrive. Opportunities for students to collectively learn from each other must not be foregone in a time when it is needed most (Fisher et al., 2021).

The LA model emphasizes active learning; and, therefore, relates to how improvements in student engagement can be created and facilitated by classroom design. For example, in a collaborative study completed at four institutions, "data revealed that classrooms intentionally designed to support active learning increased student engagement on multiple measures as compared to traditional (row-by-column seating) classrooms," (Scott-Webber et al., n.d.). These measures include increased active involvement and collaboration within the learning environment, more motivation and creativity, and enrichment of the overall experience. In another study, researchers found that, compared to traditionally designed classrooms, active learning classrooms had a greater impact on overall student engagement and provided richer, more flexible learning experiences (Whiteside et al., 2010) (*Figure 9*).

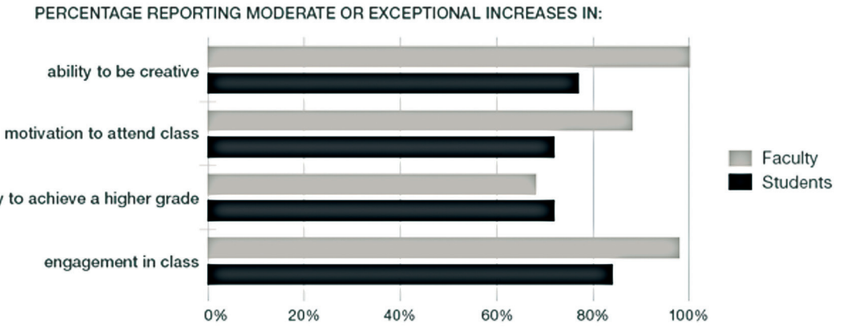


Figure 9: Impact of New Classroom on Student Engagement (Whiteside et al., 2010)

(3) LA CONNECTIONS TO STUDENT SUCCESS: A recent meta-analysis of 39 programs published in the *International Journal of STEM Education* (Barrasso & Spilios, 2021) found that DFW rates improved for all students in LA supported classroom environments (Alzen et al., 2017; Alzen et al., 2018) with larger improvements for students of color (Van Dusen & Nissen, 2019) enrolled in LA courses. Another study showed students enrolled in an LA course in year one, had a 3% increase in retention to year two over students not exposed to the LA program in their first year. This increase grew to 4% for students one standard deviation below the average high school GPA (Alzen & Otero, 2021).

Large lecture courses, often found in public research universities, are frequently the culprit of institutional challenges to student course pass rates. Large lecture courses (100+ students), often utilized for historically challenging gateway courses, appear to be cost-effective and efficient; however, high student to faculty ratio has led to high failure rates. This has resulted in students switching majors or leaving the institution (Crisp et al., 2009). LA courses improve the ratio of course support and can negate this trend.

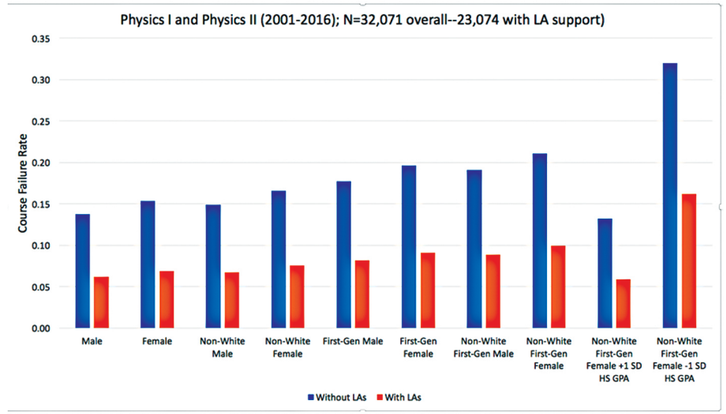
Graduation rates have also been positively impacted by LA programs. At the Rochester Institute of Technology, an analysis conducted showed that LA courses decrease DFW rates and that students who earn a DFW in an introductory STEM course have a 7% lower six-year graduation rate than those who are successful in those introductory courses (S. Franklin, personal communication, March 12, 2021). Therefore, inclusion of LAs in these courses can lead to higher graduation rates at the institution and lower cost to students. Graduation rates are also increased for the LAs themselves. Studies have shown that peer assistants/mentors tend to graduate on time at a higher rate than the institutional average (Connolly, 2017; National Academies of Sciences, Engineering, and Medicine et al., 2019). In a study from 2004 to 2014 at University of Colorado (CU)-Boulder, LAs graduated at a 97.1% rate compared to only 88.3% of students in a matched sample (Otero, 2015). Both the increases in student retention and the successful completion of coursework support long term positive impacts on institutional finances (McQuade et al., 2020).

(4) LA CONNECTIONS TO PROFICIENCY IN WORKFORCE COMPETENCIES: State of Florida legislators have prioritized the development of workforce and career readiness competencies for college graduates from state institutions. Ruder and Stanford (2020) cite American Chemical Society guidelines which describe the importance of providing experiences that go beyond [content] knowledge to develop competence in other critical skills. The National Association of Colleges and Employers (NACE) has identified eight competencies essential for new college graduates (see Chapter 2). Developing these essential competencies can prepare students to enter the workforce or for postgraduate education. Further research indicates that “active learning environments are ideal settings to help students develop process skills such as teamwork, critical thinking, and problem solving,” (Ruder & Stanford, 2020, p. 3521). The transformation of courses to include the LA model would provide a means for developing those competencies.

Students within LA courses are not the only beneficiaries of the experience. LAs themselves build their competence to construct relationships with diverse individuals, think critically about ways to assist students, and to communicate effectively as they guide student learning (Hite et al., 2021). Similar findings found by Ruder & Stanford (2020) articulated how the pedagogical training provided to new LAs had proven instrumental in improving LA communication skills as they work with the course participants on development of student competencies.

(5) LA CONNECTIONS TO EQUITABLE LEARNING ENVIRONMENTS: Positive results from LA Program participation cannot be understated as the program impacts creation of equitable learning environments. Reducing barriers to individual advancement in their degree program provides students of all backgrounds with equal opportunities. Studies have shown a greater decrease in course failure among nonwhite and first-generation students as compared with majority groups when the LA program is implemented (Alzen et al., 2018). Models indicate that infusing LAs into a course

LA Program impact on course failure (DFW)



J. Alzen, L. Langdon, and V. K.Otero, 2017 Physics Education Research Conference Proceedings, 36-39 (2018).

Learning Assistant (LA) Model
UNIVERSITY OF COLORADO BOULDER

© 2018 Learning Assistant Alliance LAA

Figure 10: LA Program Impact on Course Failure (Alzen et al., 2018)

mitigates disparities in gender and ethnic achievement leading to increases in equity (Van Dusen et al., 2016). Not only do DFW rates for students of color improve in LA courses more than for majority students, but research shows that LA support correlates with a reversal of traditional learning gaps between race and gender (Van Dusen et al., 2015; White et al., 2016). A study of over 32,000 students at CU-Boulder enrolled in Physics I & II courses between 2001-2016 showed that students who took the course with LA support (N=23,074) had significantly lower DFW rates for all demographics than students who took the same courses without LA support (Figure 10). The average difference for students in LA sections provided an eight percentage point decrease in DFW with even greater pass rates for students historically underrepresented in the discipline (Alzen et al., 2018).

> *There are few interventions that so clearly can impact student course outcomes for students of all backgrounds.*

(6) LA CONNECTIONS TO ACADEMIC AND INSTITUTIONAL IDENTITY FOR LEARNING ASSISTANTS: The LA program affords additional opportunities for students to engage in on-campus employment, a high impact practice. The benefits of on campus employment, such as institutional affinity and timely graduation, have been widely reported in the literature. Working in certain roles on campus, such as in the LA Program, allows students to apply what they are learning in their coursework and find personal meaning and relevance between the job and their studies (McClellan et al., 2023). Positive associations have been made between on-campus employment and academic success and persistence within the degree program (Yeh, 2010). In a qualitative study of Latino first-generation college students, a sense of belonging on campus and development of important academic and social skills were described as outcomes from on-campus employment (Nunez & Sansone, 2016). This is particularly relevant to FAU, a Hispanic-Serving Institution (HSI).

Several other benefits for student LAs are presented in the research: being an LA promotes a stronger identity for the student to their major (Close et al., 2016) and development of stronger professional identities (Nadelson & Fannigan, 2014); and LAs have significantly higher learning gains than students who taught or conducted research in other environments (Price & Finkelstein, 2008). LAs benefit from their interaction and relationships with the faculty they are supporting. The learning team generated by the partnership between LAs and faculty ranges from mentorship to collaboration as faculty and LAs learn from each other (Sabella et al., 2016).

SHIFTING INSTITUTIONAL CULTURE THROUGH THE LA PROGRAM

Impact on students enrolled in LA courses and the LAs who support those courses provide the focus of the LA Program and this QEP. Furthermore, this strategic work highlights the importance of our faculty's commitment to redesigning courses using evidence-based best practices. The careful consideration of course objectives, assessment of outcomes, and pedagogical design with active and collaborative learning changes the teaching approach and the experience for both students and faculty. As LA faculty learn about and adopt best practices, it is likely they will continue to incorporate those strategies into non-LA courses they teach. Similarly, students will incorporate effective learning techniques discovered in LA courses into non-LA courses. These changes in faculty and student approaches to teaching and learning will positively shift the institutional culture. As the saying goes, "Rising tides lift all boats".

> *"After teaching a 2-hour lecture in calculus, I was exhausted. However, after teaching two hours with the LA model, I left exhilarated."*
>
> *— Dr. Jay Mireles James, Associate Professor*
> *FAU Department of Mathematical Sciences*

CHAPTER 4: BROAD BASED SUPPORT OF INSTITUTIONAL CONSTITUENCIES

Florida Atlantic University (FAU) constituents are widely supportive of the QEP. The students, faculty, Learning Assistants (LAs), and campus administrators that are the primary stakeholders in ***Education Reimagined*** have been involved in the development of the plan from the initial proposal through topic selection and program design.

The QEP topic selection process had support from across the institution. In addition to receiving eleven pre-proposals for QEP topics from a broad range of institutional faculty and staff, there was widespread participation and feedback on the final proposals from a broad range of constituents. The QEP Topic Selection Committee was also representative of the institution, including members from each academic college, as well as students and staff.

This support has continued through the planning and development of the QEP. A QEP Development Committee was formed in spring 2022, with members participating in a series of five sub-committees, including Assessment, Marketing and Communication, Faculty Development and Recognition, Student Development and Recognition, and Course Selection/Curriculum Grant Process. Like the QEP Topic Selection Committee, these included faculty, staff, students, institutional leaders, and community members. The Development Committee met as a large group once per semester, with additional meetings of the five sub-committees to plan specific elements of the QEP implementation. As key components were developed by the workgroups, feedback was sought from the larger committee.

Additional broad-based support was nurtured through an open communication plan to ensure that all stakeholders were well-informed and engaged throughout the development and implementation process. This incorporated presentations to various constituents (University administrators, faculty, and students) on an ongoing basis, as follows:

UNIVERSITY ADMINISTRATORS: In addition to university stakeholders actively participating on the Topic Selection and Development Committees, an initial presentation to the Board of Trustees was given in 2022 to inform them of the process and solicit feedback. This initial meeting was followed by presentations to keep the Board abreast of the process and involved in high-level decision making. The Provost, who serves on the Executive Leadership Team, regularly updated the administration on the process.

FACULTY: In an effort to involve faculty, regular presentations were given at Faculty Senate as well as at college and department meetings. This resulted in a strong understanding and interest in the QEP, as evidenced by 30 individual faculty across 18 departments applying to participate in the QEP pilot in 2022-2023. QEP leadership, in concert with the Faculty Development and Recognition sub-committee, ascertained essential needs of faculty when redesigning courses with the LA model. Feedback received during the presentations described above guided development of the pilot LA Faculty Learning Community (LA FLC) for new LA faculty. In turn, these pilot LA faculty provided additional suggestions for improving the process.

STUDENTS: Support from students is of primary importance. In fact, the direct voices of the students impacted by the LA model were one of the key reasons that ***Education Reimagined*** was selected as the QEP. The following sources of feedback from students in LA courses provided valuable information and helped guide program growth:

- Surveys centered on student feelings about their LA
- End of course surveys distributed to students in LA courses targeting their thoughts about the LA Program and classroom environment
- Student Perception of Teaching (SPOT) reports of faculty teaching with LAs
- A current research study being conducted on the impact of the LA model on students in large lecture science courses at the institution

Listening to the student voice when making decisions regarding development of this QEP is of paramount importance. While the Development Committee provided initial direction, involvement from students shapes every aspect of this QEP, from proposal through the pilot implementation. The information above, along with feedback during presentations to student organizations and the Student Government Association, aids in better understanding the needs and interests of our most important stakeholders, the students. Utilizing student guidance increases buy-in as students feel valued in the process. A snapshot of student feedback informing development of the program can be found in Appendix B.

TARGETED POPULATIONS: Understanding the specific needs of certain student groups was vital for the success of this proposed QEP. The leadership team worked with entities across campus to determine those needs. Several meetings were held with Student Accessibility Services (SAS) staff to consider students with disabilities while redesigning courses to include active learning and LAs. This resulted in incorporating specialized furniture for these students in redesigned classrooms, incorporating Universal Design into the development of the pedagogy course for LAs, and creation of a communication pipeline to keep SAS staff informed and able to properly advise their students about participating fully in LA courses. Additionally, as our online population continues to grow, we worked closely with the Center for Online and Continuing Education (COCE) to identify asynchronous courses for redesign as well as best practices for active learning in these courses. As another measure of support, COCE has committed funding to support development of the LA model within online courses. Further, to ensure participation from students across all campuses, meetings with faculty and administrators on the Jupiter and Broward Campuses allowed the QEP leadership to understand student needs unique to our partner campuses. This led to dedication of QEP resources for redesigning two courses and a classroom for collaborative learning on the Jupiter campus as part of the QEP pilot, along with faculty from both Davie and Jupiter attending the International Learning Assistant conference in Colorado.

Finally, broad institutional support from FAU Executive Leadership was evidenced by the allocation of substantial financial resources for this QEP (see Chapter 9). This commitment to funding derived from successes identified through the analysis of data from initial LA course offerings and ties to institutional priorities.

CHAPTER 5: ESTABLISHING QEP LEADERSHIP

Upon selection as the next QEP for Florida Atlantic University (FAU), the administration appointed a QEP director to lead this important initiative. Dr. Brittanney Adelmann, Director of the Math Learning Center, was the natural choice. Her recognition from the global Learning Assistant (LA) community and passion with which she developed the LA model in mathematics at FAU gave her both the prestige and experience necessary for this work. A co-lead for the QEP, Dr. Jennifer Bebergal, associate dean for academic support and student learning was appointed to assist with key elements of the QEP, including assessment and communication with stakeholders. A QEP administrative structure quickly developed (*Figure 11*).

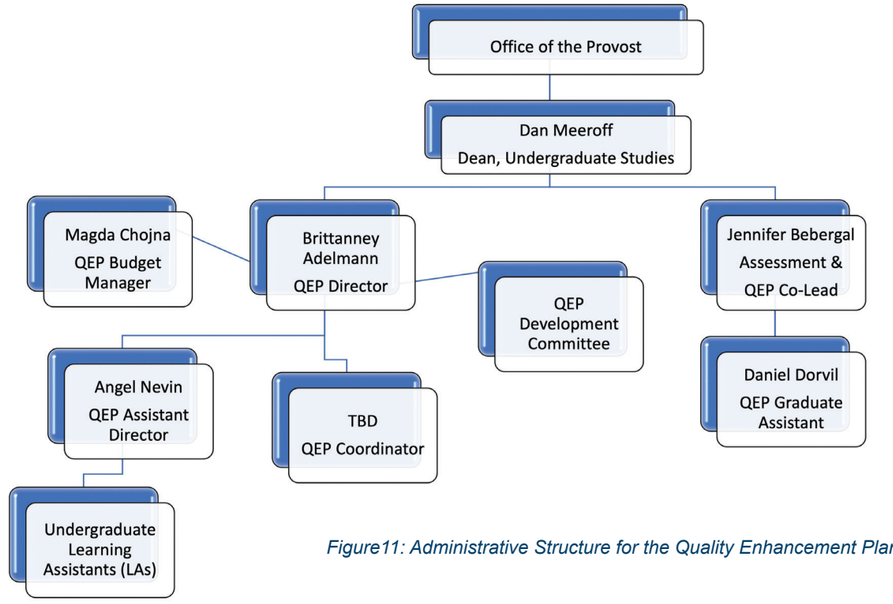


Figure11: Administrative Structure for the Quality Enhancement Plan

QEP DEVELOPMENT COMMITTEE

To ensure that the QEP program was developed with the needs and interests of all stakeholders in mind, the QEP leadership team solicited volunteers from the university community to serve on the QEP Development Committee. Over 30 nominations were received from faculty, staff, students, and community partners. The inaugural full committee meeting was held in February 2022 with 26 of the 28 members present plus four invited guests (Appendix C). The Provost delivered the charge where he described the key elements for a QEP and challenged the group to expand the focus beyond mathematics. Then Committee members discussed the overarching goal of this QEP and literature supporting the LA model was provided for members to review. The result was the creation

of five work groups, each centered around activities suggested for impacting the goal. Each committee member joined at least one work group with a designated lead assigned for each group. Specific tasks and timelines were assigned with the expectation to meet and discuss ideas related to these tasks.

QEP Development Committee Work Groups

- **Assessment:**
  - **Goal:** to suggest measurable Student Learning Outcomes (SLOs) and Student Success Outcomes (SSOs) and develop mechanisms for using the assessment data for continuous improvement
- **Course Selection/Curriculum Grant Process:**
  - **Goal:** to develop a course selection process with clear benchmarks (including standards/measures to determine if a course meets criteria for redesign; ensuring courses are from varied departments, campuses, and levels; and selecting courses reaching a wide range of students)
- **Faculty Development and Recognition:**
  - **Goal:** to suggest components of faculty development related to the QEP and to suggest policies and procedures, including timelines and compensation, related to faculty development
- **Student Development and Recognition:**
  - **Goal:** to develop suggestions for student development needs related to the QEP for both LAs and the students in LA courses
- **Marketing and Communication:**
  - **Goal:** to build a brand for the QEP and a plan to communicate the elements of ***Education Reimagined*** to the university community

The full committee met again in April 2022 to discuss progress and recommendations from the work groups. This aided in both identifying the activities to be implemented and a recommended timeline of implementing those activities, including gaining buy-in and collaboration from the university community. The five key areas came together to develop an effective framework for expanding the LA model at FAU. This provided QEP leadership with clear direction moving forward to transform teaching and learning at FAU.

CHAPTER 6: IMPROVING STUDENT LEARNING AND STUDENT SUCCESS OUTCOMES

QEP PROGRAM GOALS AND TARGETED OUTCOMES

The principal goal of this QEP is to improve student learning and student success by creating a culture of peer-assisted, collaborative learning at the university. With broad stakeholder input, the QEP leadership team identified overall outcomes to measure growth of the program in addition to outcomes that measure the ability of the QEP to create a cultural shift at the institution. The outcomes and measures were discussed in depth with the QEP Development Committee and adjusted to solidify connection to institutional objectives and student needs. The activities outlined in this report, and measured by the assessment plan, will aid us in meeting the QEP's overall aspirational goal.

Based on the needs of FAU students and strengths of the LA model, the following Student Learning Outcomes (SLOs), Student Success Outcomes (SSOs) and Program Outcomes (POs) were identified (*Table 2*):

Student Learning Outcomes (SLOs)	Student Success Outcomes (SSOs)	Program Outcomes (POs)
Demonstrated by students enrolled in LA courses	*Measure overall success of students participating in the LA program*	*Measure impact at FAU and quality of implementation*
SLO #1: Content Knowledge and Skills •1.1 Declarative Knowledge •1.2 Technical Skills	**SSO #1: DFW Rates and Lost Credit Hours**	**PO #1:** Number of Courses Implementing the LA Model
SLO #2: Critical Thinking and Problem Solving •2.1 Defining and Explaining an Issue/Problem •2.2 Finding Evidence to Inform Strategies •2.3 Considering Ethical Consequences •2.4 Evaluating and Proposing Potential Solution(s)/Hypothesis •2.5 Identifying Startegies •2.6 Evaluating Conclusions and Related Outcomes	**SSO #2: Retention and Progress Rates**	**PO #2:** Number of Departments and Colleges with LA Courses **PO #3:** Number of Students Enrolled in LA Courses Annually **PO #4:** Number of Students Hired as LAs Annually
SLO #3: Teamwork and Collaboration •3.1 Contributes to Team Learning •3.2 Facilitates Contributions to Team Members •3.3 Fosters Constructive Team Climate	**SSO #3: Student Experience** **SSO #4: LA Metrics**	**PO #5:** Number of Instructors who Complete Faculty Development Series on LA Model **PO #6:** Number of Classroom Spaces Redesigned for Active and Collaborative Learning **PO #7:** Number of Publications and Presentations on LA Program/Course Outcomes at FAU

Table 2: SLOs, SSOs, POs

*See Chapter 8 - Assessment for details on the above outcomes including baseline data, targets, and measures

STUDENT LEARNING OUTCOMES (SLOs)

During the course redesign process (outlined in Chapter 7), faculty learn best practices for working with LAs to help students develop in specific areas related to their learning. Three learning outcomes derived from research on the LA model were identified that prioritized alignment with institutional assessment of student learning. The state of Florida requires all public baccalaureate programs to assess student learning through Academic Learning Compacts (ALCs). ALCs are required by Policy Guideline (PG 05.02.15) issued by the Chancellor of the State University System of Florida (FAU Board of Trustees, 2011). ALCs provide "concise statements of core learning outcomes that are incorporated into degree requirements for that program," (FAU | Wilkes Honors College - Academic Learning Compact, n.d.). ALCs are required for content/discipline knowledge and skills, communication skills, and critical thinking.

Two of the three ALCs were utilized to develop the learning outcomes for this QEP and to ensure measurement of factors most relevant to student learning needs within the state guidelines, while proving useful to department program evaluation efforts. The third ALC, communication, is an important competency for students to develop for future employment, but was not selected as a formal SLO for this QEP. However, changes in student and LA communication skills will be measured by faculty within the normal course assessment process as well as by the LA Program office through surveys and analysis of short assignments as appropriate.

Florida Board of Governors Regulation 8.016 additionally requires that during faculty development universities take into consideration the expectations of potential employers and graduate programs "regarding the knowledge and skills graduates need in the global marketplace and society," (Florida Board of Governors, 2012). The 2020 FAU QEP employer survey and professional standards for employers of college graduates through the National Association for Colleges and Employers (NACE), identified employer expectations which informed the decision-making for the final SLOs. The ability to work effectively as part of a team and demonstration of critical thinking were two of the top skills expected of new employees (Figure 12). These competencies impact students beyond the individual course, as students apply those skills into other courses and future experiences.

STUDENT SUCCESS OUTCOMES (SSOs)

Four SSOs were selected based on institutional priorities. While the institution has made commendable strides in enhancing Key Performance Indicators (KPIs) such as retention and graduation rates, there remains an opportunity for improvement. Over the past 15 years, FAU is the only Florida public university to see double digit increases in the first-year retention rate. Plateauing at just over 84%, this QEP could improve that metric even further with a focus on first-year student courses. Additionally, FAU has a large percentage of courses with DFW rates above 20% compared to state peer institutions. While the five-year period between fall 2016 and fall 2021 saw a drop in the overall

QEP 2020 FAU Employer Survey rankings of importance of attributes and competencies in their organization's hiring process:

Competency	Mean	Std Deviation	Count
Ability to manage time and priorities	1	0	96
Ability to act in a professional manner (personal accountability, effective work habits, etc.)	1.02	0.14	97
Ability to work effectively as part of a group or team	1.05	0.22	97
Ability to demonstrate critical thinking skills	1.06	0.24	97
Ability to understand and respect professional and ethical standards	1.06	0.24	97
Effective oral communication/presentation skills	1.09	0.29	97
Ability to effectively communicate in writing, including email etiquette	1.1	0.37	97
Ability to appreciate cultures and groups other than their own (intercultural competence)	1.27	0.47	97
Effective use of digital technology	1.32	0.58	97
Ability to influence and motivate others to achieve common goals	1.46	0.56	96
Ability to apply academic major specific knowledge skills	1.58	0.7	96
Skills that will contribute to innovation	1.67	0.7	97
Industry or company specific knowledge	1.85	0.76	97
Ability to apply statistical reasoning skills	1.86	0.75	97
Awareness of community issues and events	2	0.72	97
Awareness of global issues and events	2.16	0.76	97
Ability to communicate in more than one language (beyond English)	2.72	0.86	97

Figure 12: 2020 FAU Employer Survey Rankings

percent of courses in that category from 28.2% to 19.8%, this still leads to a large number of students with "loss of credit hours," a metric that the institution carefully monitors and seeks to improve. The implementation of the LA model within these high DFW courses presents a promising strategy to accelerate this trend and empower more students to successfully complete historically challenging courses.

Based on results from recent administrations of both the Healthy Minds Survey and the National Survey on Student Engagement (NSSE), FAU students have voiced lower satisfaction with the FAU experience, greater feelings of isolation and loneliness, lower satisfaction with instruction, and fewer opportunities for collaborative learning and interaction with peers compared to students at similar universities. Although the quantity of faculty-student interaction is statistically significantly higher than our comparison institutions, the quality of the interaction lags our peer institutions. NSSE results showed FAU students averaged 12 points below other southeast public institutions for rankings of quality of interactions with faculty. This shows that FAU faculty are incredibly generous with their time and that they make themselves available to students to provide support; however, faculty need better tools to make that time more effective. Additionally, both first year and senior students ranked their overall experience at FAU 9% below rankings of students at other institutions. It is expected that implementation of the LA model in courses across the institution has the capacity to enrich the overall student experience and shift the culture at FAU.

PROGRAM OUTCOMES (POs)

Seven factors will be tracked related to student, faculty, undergraduate LA, and physical learning spaces. These impacts will illustrate the reach of this QEP and the effect on the University overall. The specific program outcomes were chosen to assist in demonstrating the scope and breadth of the program, creating ongoing buy-in from constituents across the institution, and providing information regarding progress towards QEP program goals. Analysis of these POs, in combination with measurement of the SLOs and SSOs over the next five years, will determine whether the QEP has indeed been effective and what may be needed to further improve outcomes.

> *"The LA's provide awesome ways to study for tough courses, give one on one attention to your concerns… they provided a sense of normalcy and connectivity in a time where everything feels disconnected and lonely… Looking at my college career, the one thing I wish FAU would have offered were more courses with LA's."*
>
> *— Olivia, LA student*

CHAPTER 7: DEVELOPMENT AND IMPLEMENTATION

A hierarchy was envisioned in which each support structure developed creates the foundation for the program (Figure 13). Intentionally ordered, each component builds to the overall goal of positively impacting student learning and drives the creation of a culture of peer-assisted collaborative learning at Florida Atlantic (FAU).

Aspects of the below QEP activities were piloted during the 2022-23 Academic Year allowing the LA Program staff to learn valuable information and adjust activities and processes as needed upon approval of the QEP.



Figure 13: QEP Development Structure

CREATION OF THE LEARNING ASSISTANT (LA) PROGRAM OFFICE

The LA Program Office is the foundation of the infrastructure from which all initiatives of this QEP are developed and implemented. A budget has been established to support this new office and designated space will be allocated upon approval of the QEP by SACSCOC. The organizational structure developed prior to QEP implementation (see Chapter 5) will continue throughout the term of the QEP.

LA Program Office Staff

Director: Upon selection of the QEP, a director was immediately appointed and assumed responsibility for all aspects of the office. The Director manages all full-time staff (Assistant Director and Coordinator), allocates the budget with assistance from the Budget Manager, manages and teaches all aspects of faculty development (LA Faculty Learning Community (FLC) and Canvas Course), interviews faculty submitting for course redesign, gathers information for the course selection committee members on courses applying for curriculum grants, selects LA Faculty Mentors, provides information to institutional constituencies as needed (presentations to generate interest, outcomes on the program, etc.), stays involved with the LA Alliance and LA community, and teaches LA pedagogy when needed. The Director will assume full responsibility for the QEP co-lead role (assessment) following submission of the Five-year Impact Report.

QEP Co-Lead: A QEP co-Lead was appointed to assist with the development and implementation of all aspects of the plan, with a particular focus and responsibility for assessment. This role will continue through the writing and submission of the

Five-year Impact Report. Primary responsibilities for the co-lead focus on collection, analysis, and reporting of Student Learning Outcomes (SLOs) and Student Success Outcomes (SSOs). This includes: coordinating assessment related components of faculty development; supporting faculty with design and implementation of course assessment activities; collection of course-based assessments and continuous improvement plans from faculty; analyzing outcomes in relation to established baseline data; and reporting overall SLOs. The co-lead is also expected to work with institutional assessment and research leaders on analyzing SSOs as per the QEP assessment plan. This includes coordinating development of tools to collect, store, and analyze assessment data as well as dashboards to easily report outcomes.

Assistant Director: An assistant director was hired in March 2022 and is responsible for: managing all elements of the LA staff, inclusive of recruiting, assessing, interviewing, hiring of LAs; training of LAs through development and teaching of pedagogy workshops; evaluation of LA performance; selection and oversight of LA mentors; development and management of QEP/LA Program website. Prior to the hire of a coordinator in Year 2, the assistant director assumes all administrative tasks related to office operations, including tracking and reporting of QEP Program Outcomes (POs).

Coordinator: Financial resources have been allocated to add a full-time coordinator of the LA Program in Year 2 of the QEP (2025-2026). This individual, reporting to the director, will share responsibility for hiring and management of the LAs as the program grows beyond capacity for one individual. In addition, this individual will take over administrative tasks related to office operations, website maintenance, and program marketing.

Graduate Assistant (GA) for QEP Assessment and Reporting: In spring 2024, a GA was added to the team to assist with implementation of the QEP assessment plan. In collaboration with the co-lead, the GA will assist with collection and analysis of data across QEP courses and in development of baseline and benchmarking data for each QEP course. The GA is responsible for assisting faculty in evaluating and reporting on course-based SLOs as appropriate, as well as the overall reporting of the SLOs, SSOs, and POs of the LA Program at FAU over the next five years. Funding for this position is shared between the QEP and the FAU Graduate College which provides the graduate tuition waiver.

Additional Support in Administration of the QEP

The below in-kind roles to support the QEP further demonstrate the broad commitment of the institutional community to the success of the program.

Budget Manager: The assistant dean for finance, operations, and IFP enrollments assists the director and guides the QEP leadership team in securing funding and communicating budget matters with the Office of the Provost and the CFO as needed.

Department Coordinator: As the LA program expands, representative LA faculty in each department will be asked to step into a newly established role as a department coordinator. This individual shares experience and expertise with new LA faculty, assists the department chair with logistics and communication related to the scheduling of active learning courses and classrooms, recruits new LA faculty, and provides a bridge between the department and the LA office.

QEP Implementation Committee: QEP Development Committee members will be invited to continue assisting and guiding main aspects of the program once approved by SACSCOC. Additional members will be added as needed to provide insight and support. Similar to the Development Committee, the QEP Implementation Committee members will be asked to participate on sub-committees regarding specific aspects of the program. Membership aims to include a maximum of one faculty representative per college, two academic advisors, a representative from the Center for Online and Continuing Education, and three individuals reporting through the Office of the Provost. Efforts will be made to ensure representation from all campuses and members will be asked to serve two-year terms. The QEP Implementation Committee will end after submission of the Five-Year Impact Report and the LA Program director will determine needs for guidance regarding sustainability of the program.

Course Selection/Curriculum Grant Committee: This committee will be established upon approval of the QEP by SACSCOC. Guiding all aspects of the course selection process, responsibilities include: developing materials to promote applications for the grant process; leading information sessions; reviewing applications; revising selection criteria; and recommending courses for redesign. This committee will also advise on the creation of caps on spending per course and policies related to the selection process.

Assessment Committee: This committee will be established upon approval of the QEP by SACSCOC. Guiding all aspects of the assessment process, responsibilities include: reviewing reported outcomes and improvement plans submitted by LA course faculty; recommending revisions to the assessment process; and aiding in the development of tools for the collection, storage, and analysis of assessment data.

While the Implementation Committee will dissolve upon completion of the QEP, both sub-committees will continue to provide guidance and support to the LA Program Office. The parent committee may transition to an Advisory Board for the LA Program.

Technology to Support LA Program

LA Program staff is investigating various software and other technology options to aid management of the LA program. LA Campus, software developed through the LA Alliance to support the collection of faculty course proposals, program data, and hiring

of LAs is being considered. Utilization of concept inventories and other standardized assessments through LASSO: Learning About STEM Student Outcomes (https://learningassistantalliance.org/public/lasso.php) and implementation of artificial intelligence software, such as Gradescope, to assist faculty with manageably grading course materials, is also being considered.

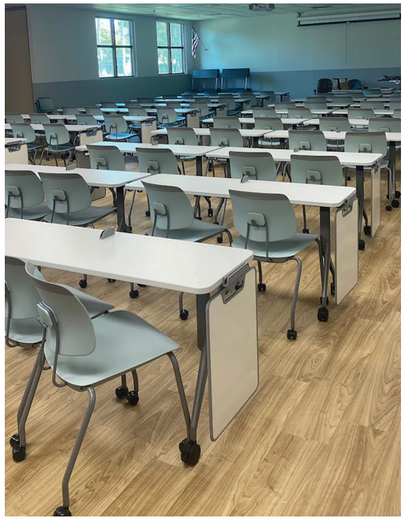
Marketing and Branding

An important aspect of this QEP is the ability to market and communicate the program widely. The only way to have the impact anticipated in changing the culture of teaching and learning at FAU is to ensure that the broad university community is familiar with ***Education Reimagined*** and how they can interact with this QEP. In order to reach this goal, the Marketing and Communications work group developed a timeline (see Appendix D) containing various ways to impart information and spread excitement about the expansion of the LA model. The timeline includes strategies such as: development of a visual system by Creative Services staff, creation of the QEP website, design and purchase of "swag" to brand the program, and initial planning for social media campaigns and print materials related to the LA program. Finally, the work group suggested ongoing presentations across the institution to spread awareness to all constituents.

Lessons Learned from the Pilot: Discussions surrounding the new QEP topic generated questions and suggestions from individuals across the institution. These ideas help inform adjustments needed in messaging. While many expressed interest in getting involved (teaching a course with LAs, being an LA, taking additional classes with LAs), suggestions centered on providing more succinct, easy to locate, clear descriptions of the program. A focus group reviewed the QEP website and gave suggestions leading to several revisions including the need to link expansion of the LA Program to the QEP.

REDESIGN OF CLASSROOMS INTO ACTIVE LEARNING SPACES

The second phase of development will be to provide optimal physical classroom space in which active learning could occur. As an investment in the QEP, the institution provided resources within the budget to allow for classroom redesign. At the time the QEP was selected, FAU had one active learning classroom with capacity for 44 students. During the planning years of this QEP, FAU transitioned six additional classrooms for active learning across two campuses, as a demonstration to their commitment to the success of the QEP. Five of these spaces are on the Boca Raton campus, one is on the Jupiter Honors College campus,



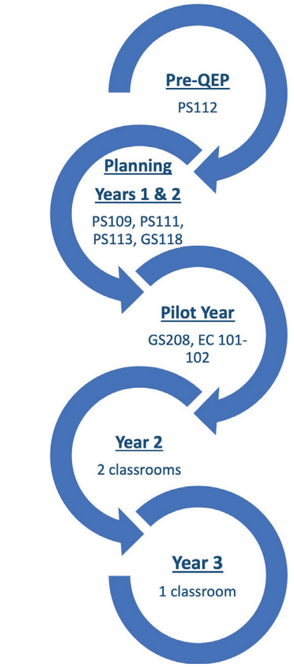


Figure 14: Timeline – Classroom Redesign

and they range in capacity from 36 to 125 students.



An active learning classroom is a physical classroom space with an appropriate layout and furniture conducive to students actively and collaboratively engaging around course material. In particular, the QEP Leadership Team selected different types of furniture and technology, based on room capacity, that would support faculty in their efforts to promote students working together in small groups. With these physical spaces, the institution has made a significant investment in the infrastructure needed to most effectively support current and future LA courses as part of this QEP.

Additional spaces similar to those described above will be redesigned according to the timeline (Figure 14) within the five years of QEP implementation, with ample budget allocated for further transformation of physical spaces.





IMPLEMENTATION OF QEP PILOT

Activities developed to address the following three levels of the QEP structure and hierarchy: Faculty Support and Development, LA Support and Development, and Assessment and Continuous Improvement were analyzed through a successful pilot program in 2022-2023. Piloting each of these aspects allowed the LA Program staff to learn valuable information (lessons learned) to improve activities and processes following approval of the QEP by SACSCOC. This included implementation of the following key activities:

- Course selection/curriculum grant process
- LA Faculty development through the LA Faculty Learning Community (FLC) and LA faculty Canvas course
- LA Faculty mentor program
- Pedagogy workshops for LAs
- Assessment of course-level SLOs
- Development of continuous improvement plans based on faculty assessment of SLOs

In early fall 2022, faculty were invited to submit an application proposing a course for redesign with the LA model. A total of 30 faculty proposed courses across 18 departments and eight colleges. Courses spanned upper- and lower-division levels, general education and major requirements, and all campuses and teaching modalities. Four new courses were selected as part of the pilot:

1. **Biological Principles (BSC 1010),** a general education gateway course for science majors on two campuses (and in two colleges)
2. **College Writing I (ENC 1101)**, a non-STEM general education foundation course for all students
3. **Ethics and the Justice System (CCJ 4054)**, an upper-division non-STEM course in the College of Social Work and Criminal Justice
4. **Asynchronous Calculus I (MAC 2311)**, a course previously taught with LAs lacking intentional design for engaging students collaboratively in the fully online environment

The selection of these courses allowed a pilot of the LA program to expand to multiple campuses and modalities, to include non-STEM and upper-division courses, resulting in broader program impact. The QEP pilot courses were formally announced to the university community through FAU communication channels.

FACULTY SUPPORT AND DEVELOPMENT

Two sub-groups of the QEP Development Committee were formed to provide insight and direction on creation of an LA course selection/curriculum grant process and suggesting components related to supporting faculty in effectively teaching with the LA model.

Course Selection/Curriculum Grant Process

Prior to being selected as the second QEP at FAU, the LA model was funded through a partnership between the department offering the LA course and the Center for Teaching and Learning (CTL). Courses were added based on available budget, high DFW rates, and previously established relationships between faculty and center directors. As the institutional QEP, it was important that the decision-making process for course selection be transparent. As such, and with guidance from the Course Selection work group, a process ensuring equitable selection across courses, campuses, modalities, and disciplines led to establishment of the following criteria:

- Number and type of students impacted [First-Time-In-College (FTIC), transfer, partner campus, non-STEM, online]
- Type of course [IFP, Major gateway, required major course]
- Potential to impact identified metrics [FTIC Retention, academic progress rates (APR), 4-year and transfer graduation rates, ability to progress to subsequent course]
- DFW Rate
- Special circumstances

Courses submitted by faculty for redesign are scored on a rubric using the above criteria (Appendix E). QEP leadership meets with each applicant to learn more about their ideas to transform their course and how they envision the LA model helping to meet student learning outcomes and other associated goals. Notes from these meetings, along with quantitative data related to course enrollment and outcomes are included on the course selection rubric and a summary for each course is developed. The summary sheets are collated and shared with members of the Course Selection team for feedback and recommendations of top courses based on the data provided. QEP leadership uses this information to select courses for redesign.

Prior to confirmation of course selection the following is required (see Appendix F):

- a signed letter of support from the associated course's department chair
- a signed offer letter from the faculty member acknowledging intent to: participate in LA FLC, meet all established criteria for a redesigned LA course, and complete all requirements for receipt of the curriculum grant/stipend

Our goal is to support approximately five to six new course redesigns annually over the next five years. A newly formed Course Selection/Curriculum Grant Committee will share in the responsibility of establishing any needed revisions to the process.

Lessons learned from the pilot: While the course selection process was well thought out, the pilot brought to light challenges in establishing a clear rubric to determine which courses would best meet faculty, departmental, and institutional interests for redesign and implementation of the LA model. While it is important to have a transparent method for course selection, it is often difficult to prioritize which factors to weigh more heavily. With disparate goals for various courses that often could not be quantified on the rubric (some want to increase student pass rates, some want to build student engagement with the institution, some want to improve student learning to impact long-term retention of course content, etc.), and QEP goals to impact student learning and student success across a broad range of courses, campuses, and modalities, determining a fair rubric was challenging. As a result of the pilot, the rubric will no longer be used to "score" courses, but rather to assist leadership in making informed decisions. A revised plan for course selection will prioritize that a minimum of 50% of courses selected will impact students in IFP (general education) courses or those that have DFW rates and lost credit hours consistently impacting 100 or more students annually. It also will include a minimum of one course from a college and/or campus and/or modality that is underrepresented in the QEP at the time of selection. Reframing of the course selection process is expected to be launched upon approval of the QEP by SACSCOC.

The course selection process in the pilot did confirm that each faculty member who submits a proposal should get the opportunity to meet individually with the QEP selection committee members to voice their ideas and articulate the impact they perceive this opportunity would provide. While this was time consuming, it was worth the effort as it helped the selection committee gain a broader understanding of each submitted course.

The QEP Leadership Team also learned that faculty and departmental buy-in is essential to determining which courses should be redesigned. Institutional priorities cannot be imposed by the QEP on faculty and selection must align with the courses as submitted. Despite efforts to encourage department chairs and faculty to propose transformation of a particular course, it must come from the faculty member's interest and not leadership top-down decision-making in order to be successful. During the pilot, a faculty member who taught multiple courses proposed redesign of a course that did not have high probability of selection based on the rubric. However, QEP leadership noticed that another course the instructor recently taught would meet those metrics and it was suggested that the submitted course be changed. The lesson learned was that asking the faculty member to deviate from the course proposed could lead to issues at the departmental or college level, as administrators have their own reasoning for assigning faculty to specific courses – and it is not the place of QEP leadership to interfere with departmental decision-making.

The final lesson learned from the pilot of the course selection process (in combination with analysis of budget planning and ongoing faculty development needs), was the need to adjust the aggressive timeline that was originally imagined. Initially, the decision was made to offer a call for proposals every fall and spring, with course redesign in the alternating semester. It was evident that both the recruitment and selection process for new LA course faculty, and the semester-long course transformation as part of the LA Faculty Learning Community (FLC), were each time and resource intensive. Therefore, the decision was made to have a call for proposals each fall and LA FLC for redesign each spring, to teach the following fall. This prevents the QEP/LA Program staff from overextending, and allows them to provide comprehensive support at each step of the selection, redesign, implementation, and improvement process.

LA Faculty Learning Communities (FLC) and Canvas Course Focused on LA Best Practices

New LA Faculty learn best practices in teaching with LAs as part of the faculty development activities provided through the LA Program Office. QEP leadership utilized Faculty Development and Recognition work group suggestions to identify important elements to aid faculty in course transformation. New LA faculty fall into two categories:

- faculty redesigning a **new LA course**, requiring weekly meetings across a semester as part of the LA FLC
- faculty teaching a **previously redesigned LA course**, requiring completion of a mostly asynchronous LA Canvas course prior to teaching

Faculty developing a **new LA course** are responsible for: learning about elements of the LA model and active learning; designing new materials, an assessment plan, and a plan for weekly prep meetings; and submitting a syllabus including LA information prior to teaching the course. Additional requirements to receive stipends include (*Appendix G*):

- Submission of course proposal to redesign course
- Attendance and active participation in a minimum of 80% of all synchronous LA FLC meetings
- Submission of all required LA FLC components
- Submission of reflection and survey at conclusion of formal LA FLC experience
- Integration of LA FLC concepts within the LA course
- Signed agreement to allow LA faculty/staff to come into classes and weekly prep meetings to provide guidance and support
- Provision of course materials for use in the LA Program Office database
- Submission of post-teaching assessment and improvement plan
- Submission of post-teaching weekly prep analysis

Weekly LA FLC meetings, led by LA mentors and QEP leadership, help create a supportive community for faculty in development and implementation of the LA model within a new course. Topics include: Essential Elements of the LA model, what is active learning, how to incorporate LAs effectively within a specific course, and how to assess outcomes from the implementation of the LA model within a course. The LA FLC syllabus is available in Appendix H.

A mostly asynchronous Canvas course, with topics mirroring the LA FLC, helps build the competencies needed by new faculty members teaching a **previously redesigned LA course.** Prior to teaching with LAs for the first time, faculty are responsible for: learning about elements of the LA model and active learning; reviewing previously designed course materials, weekly prep meeting notes, assessment results, and improvement plan from prior semesters as a guide to developing, setting up, and making adjustments to their course; developing a weekly prep outline; and submitting a syllabus including LA information. Additional requirements to receive stipends include (*Appendix G*):

- Attendance at Essential Elements E-Series online workshop
- Completion of asynchronous LA Faculty Canvas course modules
- Completion/submission of all required LA course planning components
- Submission of reflection and survey at conclusion of Canvas course
- Signed agreement to allow LA faculty/staff to come into classes and weekly prep meetings to provide guidance and support
- Provision of course materials for use in the LA Program Office database
- Submission of post-teaching assessment and improvement plan
- Submission of post-teaching weekly prep analysis

Based on the amount of time and dedication faculty would put into either course redesign or learning how to facilitate a previously redesigned course, guidelines are established to provide stipends for faculty members. For faculty redesigning a **new LA course** through the LA FLC, a two-part stipend is available. Upon completion of all required elements, faculty earn $2,500, with a second stipend of $1,500 awarded upon submission of assessment outcomes and a continuous improvement plan following the first time teaching the new LA course. For faculty teaching a **previously redesigned LA course** for the first time, two stipends of $500 are provided for completion of the Canvas course and submission of assessment outcomes and a continuous improvement plan. Guidelines and checklists are developed to assist in lesson and logistics planning surrounding implementation of the model and understanding minimum course requirements to receive funding for LAs (*Appendix H*).

Lessons learned from the pilot: Feedback from the eight instructors who participated in the initial LA FLC was overwhelmingly positive about the experience. However, the suggestion to build more work time for specific course redesign elements throughout the semester (versus placing it all in the final few weeks) was shared by several participants. Other feedback was to provide more examples of the LA model in action. This led to the recording of videos highlighting various aspects of the LA model components to embed in future LA FLC meetings and resources. Faculty also made a strong recommendation to build a repository for documents developed as part of a course redesign. This would provide future instructors access to artifacts, such as assignments, activities, instructions, assessment plans, worksheets, feedback surveys, and rubrics. Additionally, faculty in different disciplines can use these resources to get ideas from each other for the benefit of students. The QEP Director plans to develop this Canvas repository during summer 2024.

Informative feedback from the pilot LA FLC faculty included:

- *I liked the…clips of LAs at work in the classroom setting. One thing is to talk about the method, but it is another thing to see it in action.*
- *I like the opportunity to actually visit an LA class. I also like the discussion about the assessment process.*
- *I learned so much about active learning and various aspects of Culturally Responsive Pedagogy (CRP), and this was truly transformative for my teaching. I think most helpful for my own LA preparation was attending the LA workshop at Florida Gulf Coast University (FGCU) and working closely with colleagues from various disciplines to understand what LAs do/would look like in their classes. Observing an LA class was also extremely helpful.*
- *Time to work was the most helpful - I wish it had been incorporated more fully during the early part of the semester. Having some content then some work time would have been helpful throughout rather than just having full worktime the last 2 weeks or so. I also found it extremely useful to attend a class where LAs were being utilized. Watching short videos of LA sessions and critiquing them was also beneficial.*

The need to provide clear, step-by-step guidance on elements when possible, and not allowing a course to redesign simultaneously with being taught were important lessons learned. With excitement to have buy-in from a faculty member in a key course that met all program metrics for selection, the QEP Selection Committee allowed one instructor to participate in the course transformation process in the same semester the course was being taught with LAs. This overwhelmed the instructor and provided the faculty member, students, and LAs with a less than optimal experience. As the faculty member was unable to complete the redesign requirements, going forward courses will not include LAs until all elements of course transformation are complete. The final lesson learned was that minimum standards pertaining to the percentage of class time dedicated to active and collaborative learning activities involving the LAs must be established to ensure the fidelity of the program. An initial standard of 30% of class time for these activities is required moving forward.

Recognition of LA Faculty

It is important to recognize faculty for their contributions in working to create a culture of peer-assisted collaborative learning at FAU. To reward current LA faculty and to recruit new LA faculty members, an annual LA Faculty Showcase will be held each spring, following full implementation of the QEP. Award descriptions and a nomination process will be developed by LA Program Office staff to allow LA faculty, LAs, and students in LA courses the opportunity to recognize outstanding LA faculty during the showcase. In addition, research and program successes are presented.

To further recognize the good work of the FAU LA faculty, highlight publication and presentation opportunities, and share current program information (e.g., topics covered in pedagogy, new LA courses, LA recruitment and hiring deadlines) the LA Program Office envisions the creation of a newsletter.

Establishing the LA Faculty Mentor Program

To provide faculty with the knowledge and support to transform a course with the LA model, new LA faculty would benefit from expertise of experienced LA faculty. The LA Program Office selects a maximum of three LA Faculty Mentors each calendar year for a one-year appointment. Mentors are selected based on experience teaching with the LA model, aligned with needs to best support the selected courses in the coming cycle (e.g. similar modality, class-size, content area), and excitement and strong belief in changing the traditional approach to teaching. Mentors receive a $1,500 stipend and commit to (*Appendix G*):

- provide guidance and support to new LA faculty during the redesign process as part of the spring LA FLC, including attending several weekly meetings
- provide guidance and support for new LA faculty teaching a previously redesigned course
- share experiences and best practices related to active learning and in class group work
- during the first fall semester of implementation, observe and provide feedback for new LA faculty on active learning class meetings and weekly prep sessions
- attend and co-lead at least two informal, one hour monthly LA Faculty Coffee Hour sessions for all LA faculty, to facilitate conversation around best practices, share experiences on what is working well, and discuss challenges and solutions toward ongoing improvement

Lessons learned from the pilot: The LA Faculty Mentor Program piloted during the Fall 2023 semester, offered three current LA faculty the opportunity to serve as mentors: two from mathematics, and one from chemistry. These mentors shared ideas surrounding successful collaborative learning activities, classroom experiences, successes and challenges with logistics, and assessment tips and tricks to best support FAU students across disciplines. Despite the positive reception of these mentors by new LA faculty, the QEP leadership identified areas for ensuring the best outcomes from this initiative. Minor adjustments include: clearer expectations for attendance and participation in LA Faculty Coffee Hour; enhanced involvement in the LA FLC; more prescriptive direction surrounding observations of the new LA classes; and dividing the stipend in two parts to ensure commitments are fulfilled.

LA SUPPORT AND DEVELOPMENT

The LA Program is successful in large part due to the utilization of trained undergraduate peers as LAs embedded within the classroom. To ensure the largest positive impacts from the program, LAs must be provided with training, evaluation and feedback, opportunities for enhanced leadership, and overall support and recognition.

LA Pedagogy Course

An essential element of the LA model is pedagogy. The Student Development and Recognition work group focused on reviewing existing pedagogy course topics and activities, reviewed syllabi from other institutions, suggested additional topics/activities specific to FAU, discussed the structure and compensation of the course (paid training vs. credit bearing), and designed a new QEP LA Pedagogy course to be offered alongside the pilot courses (*Appendix I*). In hiring the assistant director, the QEP secured a team member holding a Master's Degree in Education to lead this initiative and teach up to three sections of the LA pedagogy course each semester.

All first semester LAs must fulfill an LA pedagogy course requirement. The course is delivered as a one-hour weekly workshop, including two paid hours for attending the workshop meeting and completing reflection assignments. Course topics include:

- Fixed/Growth Mindset
- Communication and Active Listening
- Facilitating Effective Group Work
- Bloom's Taxonomy
- Questioning Skills
- Mental Models
- Metacognition
- Career Competencies
- Celebrating Successes and Discussing Growth

Lessons learned from the pilot: As math and chemistry were the only courses with LAs prior to selection of this QEP, the pedagogy course was focused on activities surrounding STEM concepts. During the pilot, we learned that LA pedagogy activities needed to better incorporate a range of disciplines, as we were including LAs from non-STEM courses into the fold. It was also determined that there needed to be ongoing training for veteran LAs (as determined through LA evaluations). This was addressed by the creation of Pedagogy 2.0, described below. The final lesson learned related to student development and the measurement of SLO #3. To measure students' ability to work as a team, it became clear there was a need to specify to our students what this means and what is expected. This will lead to the development of resources for faculty and LAs to provide guidance in LA courses on how to be effective members of a team, as a student impact activity, following approval of the QEP by SACSCOC.

Establishing the LA Mentor Program

Utilizing best practices from peer institutions, the FAU LA Program Office recognized the value in providing select returning LAs with a mentoring role for new LAs. LA mentors are selected by the LA Program Office for this semester-long position based on their outstanding performance and evaluations as an LA. These experienced LAs assist in leading pedagogy sessions, providing feedback on pedagogy assignments, providing guidance to new and returning LAs, and evaluating LA performance in weekly prep,

within the classroom environment, and during LA office hours. LA mentors are provided an additional dollar hourly beyond the standard LA compensation rate.

Pedagogy 2.0 - Advanced Training for Senior LAs

The Student Development and Recognition work group discussed offering rehired LAs additional training and development through an advanced pedagogy course, named Pedagogy 2.0. Upon establishment of the LA Mentor program, the inaugural LA mentors worked with the pedagogy instructor in fall 2023 to identify topics most needed to reinvigorate and reinforce training concepts for returning LAs. Four topics were proposed: metacognition, mental models, growth mindset, and questioning skills. The LA Mentors, having had numerous semesters of experience as LAs, felt that growth mindset and questioning skills were the topics that would most benefit veteran LAs. Student learning outcomes are designed to mirror, yet increase, the expectations set in the primary pedagogy training. Launched in fall 2023, LA Mentors, alongside the pedagogy instructor, facilitate the 2.0 workshops as paid, elective training. The initial Pedagogy 2.0 term resulted in 25% of the 24 veteran LAs participating. Pedagogy 2.0 is led by LA Mentors every fall and spring and continues as paid, elective training. Additional 2.0 topics will be developed to address returning LA growth and development, as needed.

Evaluation and Feedback on LA Performance

A feedback and evaluation process was developed for LAs and implemented by the LA mentors during the pilot year. Evaluation rubrics outlined key requirements for LAs to achieve. Evaluations of LAs are conducted every semester. A sample evaluation rubric can be found in Appendix I.

Evaluative processes occur during three separate QEP activities: within the LA classroom, during weekly prep meetings, and during LA office hours - for those holding these additional support hours for students outside of the class meeting times. The topics for evaluation during lecture include: punctuality, professionalism, preparedness, appearance, clarity, mindset, group facilitation, and redirection/questioning skills. Additional rubrics are used to evaluate LAs during weekly prep meetings that include: punctuality, on-task, preparedness, appearance, clarity, provision of feedback on group work, group facilitation with other LAs, communication of pedagogical practices that are working or challenging in the classroom. Finally, a similar rubric provides evaluation criteria for LAs during LA office hours. LA Mentors rate the LA on a 3-point scale for each element, discuss feedback with the LA, and submit completed evaluation forms to the LA Program Office for consideration in future hiring.

Lessons learned from the pilot: During the pilot, it became evident that LA Mentor schedules did not always allow for these students to conduct evaluations for all peers. Therefore, upon implementation of the QEP, the scope of evaluations will be broadened, with staff in the LA Program Office joining the LA Mentors in conducting evaluations as necessary.

Recognition of LAs

It is important to recognize the dedication of these student leaders in the overall success of the various elements of the LA Program at FAU. Following full implementation of the QEP, an annual LA Recognition Ceremony will be held each spring in coordination with the LA Faculty Showcase. Award descriptions and a nomination process will be developed by LA Program Office staff to allow LA faculty, LAs, and students in LA courses the opportunity to recognize outstanding LAs.

Keeping in mind that LAs are students, the position has profound effects on the LAs themselves. Extensive pedagogical training is only one way that LAs are impacted as part of their personal and professional development. LAs also report stronger content knowledge, preparing them to excel in their own courses, and development of soft skills essential to their future.

> *"As a student in the LA Program, I have acquired critical thinking and problem-solving skills because the questions that the LA's would ask our group...would allow us to brainstorm together and figure out a solution rather than blatantly give out an answer."*
>
> *—Leila, Calculus LA*

ASSESSMENT AND CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION

As we continue building toward Student Impact at the top of the QEP framework, establishing a comprehensive plan for assessment and continuous improvement is crucial. The outlined plan utilizes the scaffolding of the previously described activities to determine effectiveness of the overall program.

The Assessment work group, a sub-group of the QEP Development Committee, met regularly to assist in creation of an assessment plan that met the needs of faculty, departments, and institutional leadership. Members of the work group suggested realistic and measurable Student Learning Outcomes (SLOs) and Student Success Outcomes (SSOs), as well as other elements to consider that spanned their varied areas of expertise.

Members of the Assessment work group contributed valuable guidance in development of the plan. The Executive Director of Assessment for Undergraduate Programs shared strategies being utilized in FAU general education courses and how the institution is currently using the Canvas Learning Management System (LMS) to collect and report outcome data. The Director of Assessment and Accreditation in the Office of the

Provost focused on SLOs statutorily mandated for all departments to demonstrate. At the 2022 SACSCOC annual meeting, the QEP leadership team learned about the AAC&U VALUE Rubrics that could provide standardized measures for student learning within LA courses. These rubrics were modified for ***Education Reimagined*** and shared with the work group members. Faculty within the work group provided feedback on the rubrics and identified additional strategies to assess the elements under consideration in a clear and manageable way. The Assistant Provost for Institutional Effectiveness and Analysis (IEA) identified dashboards that could be developed to assist in the collection and reporting of data.

Success of QEP assessment is contingent upon the activities developed in support of these efforts. This encompasses: training for faculty on QEP assessment; establishment of clear baselines and targets; creation of assessment databases, tools, and repositories; and a process for collecting and reporting assessment data and plans for continuous improvement.

Training Faculty on QEP Assessment

After several iterations, an assessment plan was finalized and shared with LA Faculty. A step-by-step worksheet is provided (*Appendix J*) to guide faculty in the creation of course assessment plans by helping them think through the following: which SLOs and sub-competencies they intend to measure; when and how they will measure each selected sub-competency; how results will be gathered and reported; how results will be used to inform practice and improve the course. Examples are provided on the worksheet to offer additional guidance.

Currently, training on assessment of QEP courses for three different groups of LA faculty is necessary as described below.

New LA faculty participating in LA FLC: LA faculty mentors and the QEP leadership team work with faculty members on designing and implementing the QEP assessment plan within their course during the LA FLC. Faculty use the step-by-step worksheet as a guide. Faculty describe the plan as easy to follow, with meaningful outcomes that enhance the assessment process previously utilized within the course. Once developed, the QEP co-lead reviews the plan and discusses any perceived challenges or suggestions for improvement.

New LA faculty teaching a previously redesigned course (through the QEP): The LA faculty Canvas course for instructors teaching previously redesigned courses for the first time includes a module with resources related to assessment of student learning within LA courses. Access to the assessment plan created for that previously redesigned course and any related resources (e.g., assignments and rubrics) are provided to new instructors. The choice to either adjust that plan to meet their needs and interests or implement without changes is left to the discretion of the instructor. Plans are submitted to the QEP co-lead for review and perceived challenges or suggestions for improvement are discussed.

LA faculty teaching a pre-QEP LA course: Five courses were transformed with the LA model prior to selection of this QEP. The LA Program office is working with course coordinators to train pre-QEP faculty on aspects of the QEP assessment plan and assisting with creation of activities to measure the selected SLOs.

Ongoing training and guidance for all LA faculty is provided as needed. At “LA Faculty Coffee Hour” meetings, instructors have the opportunity to share how assessment plans help them clarify course objectives and provide meaningful feedback to students. Any challenges and adjustments needed to those plans may be discussed in that environment or through appointments with the QEP leadership team or members of the QEP Assessment Committee. Upon submission of assessment outcomes and improvement plans at the conclusion of each term, QEP assessment team members review documentation and meet with select faculty for ongoing support as needed.

Lessons Learned from the Pilot: During the fall 2023 semester, faculty implemented their assessment plans within pilot LA courses. While faculty were guided on assisting students in achieving goals related to content knowledge and building elements to enhance critical thinking and problem solving skills, no formal guidance was provided to faculty to ensure students enrolled in LA courses understood how to be effective group members. As SLO #3 will measure this ability, faculty are instrumental in setting the expectations for students working in groups. The QEP team is developing this final piece of the plan to be included in faculty development activities.

Creation of Assessment Databases, Tools, and Repositories

Once the SLOs, SSOs, and POs were determined, the need arose to identify tools for storing and analyzing program assessment information. The LA Faculty Canvas course serves as a repository containing all LA course assessment plans as a resource for new faculty. This also provides QEP assessment team members with access to all related SLO plans and documents. To measure the SSOs and POs, databases and dashboards are currently under development in consultation with the Office of Institutional Effectiveness and Analysis (IEA).

Collecting and Reporting Faculty Assessment Data and Plans for Continuous Improvement

As a final piece of implementation of the QEP assessment plan at the course level, faculty measure student progress and achievement on identified SLOs and report them to the LA Program Office. These faculty also develop and submit a plan for improvements needed before teaching the LA course in the future. The QEP leadership team is in the process of working with pilot faculty to evaluate the assessment data and determine if changes are needed for the collection and reporting of student learning outcomes.

Analysis and Reporting of LA Program SLOs, SSOs, and POs

As LA faculty submit course-level assessment data related to SLOs, the LA Program Office is responsible for reporting on aggregated data. SLO data for all LA courses are compiled and summarized. Findings and recommendations are shared with key

constituents as appropriate. Additionally, the LA Program Office has responsibility for analysis of SSOs and POs both in the aggregate and broken down by subgroups. IEA is simplifying the process by developing dashboards and reports related to the collection and analysis of affiliated results. The cycle is ongoing, with analysis and reporting of assessment outcomes scheduled throughout each year of the QEP.

IMPACTING STUDENTS

As the activities related to this QEP are implemented, a culture of peer-assisted collaborative learning will take shape, having a positive impact on students across the institution.

Delivering Optimally Redesigned LA Courses to Students

Investments have been made (as described above) to drive students toward the apex of the hierarchy by providing: the right environment for a positive impact on student learning to occur; a clear and solid assessment plan to measure impact on student learning and success; faculty development to encourage student engagement in learning; and well-trained, professional LAs to directly support and impact students within the classroom. The intentional scaffolding of each element of the QEP development structure leads to optimal design and delivery of LA courses to ultimately impact students.

Guiding Students on SLOs and Assessment

It is important that students are aware of what they are expected to do and learn in any course, including transparency in how they will be assessed. LA faculty discuss the importance of clearly defining course outcomes and learning objectives with students. As such, students in LA courses are made aware of clear purpose (why are students learning), task (how they will learn), and criteria for success (what they will do to demonstrate learning and how it will be measured).

Developing Career Competencies

Within the LA Program, delivery of course content is supplemented by skill building related to the workforce competencies outlined in the QEP assessment plan. Intentionality in building student critical thinking and problem solving skills as well as teamwork and collaboration skills is essential to have the widest possible impact on student learning. Both faculty and LAs are given the tools to aid students in development of these competencies throughout the semester. Formative assessment in LA classes allows faculty to identify areas for improved student learning on these specific skills to adjust the pedagogical approach.

Student Impact is driven by the intentional design of LA courses, to include: opportunities for students to connect with other students during group work, undergraduate peers to mentor them on learning strategies, high quality interactions with faculty and peers, and development of a sense of belonging not only in the classroom but also in the university as a whole.

QEP FIVE-YEAR IMPLEMENTATION PLAN

A timeline outlining the development and implementation of QEP activities (*Table 3*) and an organizational chart defining responsible parties for each initiative (*Figure 15*) are below. With topic selection completed in 2021 and the SACSCOC reaffirmation visit scheduled for 2024, this timeline includes two planning years and a pilot year, allowing QEP leadership to build and test a solid plan.

The description of LA Program Office staff activity responsibilities aligns with the established QEP development structure. Activities conducted within each level of the structure are assigned primary responsibility to an individual to ensure completion. Student Impact is intentionally excluded as this is reached through activities within each level preceding it.

QEP Five-Year Implementation Timeline – *Education Reimagined*

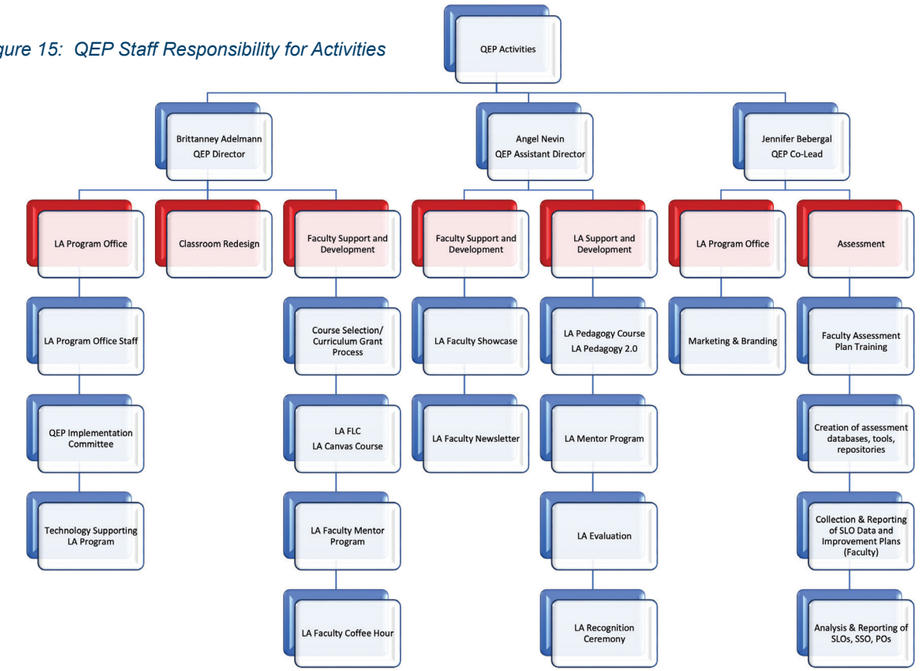
Activities	Planning Year I		Planning Year II		Pilot Year		Year I		Year 2		Year 3		Year 4		Year 5	
	SU 21	FA 21	SP 22	FA 22	SP 23	FA 23	SP 24	FA 24	SP 25	FA 25	SP 26	FA 26	SP 27	FA 27	SP 28	FA 28	SP 29
Creation of the Learning Assistant (LA) Program Office																	
Selection of QEP Director and Co-Lead																	
Hire Assistant Director																	
Hire Coordinator																	
Hire Graduate Assistant (assessment)																	
Creation of website																	
Secure technology supporting program management																	
Marketing and branding																	
Active Learning Spaces																	
Completion of "Collaboration Classrooms" hallway																	
Redesign of classroom (capacity 100+)																	
Redesign of classroom (partner campus)																	
Redesign four additional classrooms (Boca Campus)																	
Faculty Support and Development																	
Development of course selection/ curriculum grant process																	
Call for proposals - new LA courses																	
Implementation of course selection/ curriculum grant process																	
Development of LA Faculty Learning Community (FLC)																	
Implementation of LA FLC																	
Development of LA Faculty Canvas course																	
Implementation of LA Faculty Canvas course																	
Development of LA Faculty Mentor program																	
Implementation of LA Faculty Mentor program																	
Implementation of LA Faculty Coffee Hour																	
Development of LA Faculty Showcase																	
Implementation of LA Faculty Showcase																	
Creation of LA Program newsletter																	

Table 3 QEP Implementation Timeline

LA Support and Development																	
Development of LA Pedagogy course																	
Implementation of LA Pedagogy course																	
Establishment of LA Mentor program																	
Implementation of LA Mentor program																	
Development of advanced training for senior LAs (Pedagogy 2.0)																	
Implementation of Pedagogy 2.0																	
Development of evaluation process for LAs																	
Implementation of evaluation process for LAs																	
Development of LA Recognition Ceremony																	
Implementation of LA Recognition Ceremony																	
Assessment and Continuous Improvement																	
Development of QEP Assessment Plan																	
Training faculty on QEP assessment																	
Implementation of QEP assessment in new LA courses																	
Implementation of QEP assessment in pre-QEP LA courses																	
Creation of assessment databases, tools, and repositories																	
Faculty collection and reporting of SLOs																	
Faculty development of course-based continuous improvement plans																	
Analysis and reporting of LA Program SLOs, SSOs, and POs																	
Student Impact																	
Delivery of QEP redesigned LA courses																	
Guiding students on SLOs and assessment																	
Developing career competencies																	

Table 3: QEP Implementation Timeline

Figure 15: QEP Staff Responsibility for Activities



CHAPTER 8: ASSESSMENT

Education Reimagined has a well formulated and robust assessment plan, incorporating quantitative and qualitative data collection methods and employing direct and indirect measures to assess QEP achievements. The plan is manageable to implement and encompasses an ongoing evaluation of the program designed to promote continuous improvement.

Education Reimagined focuses on four components to establish and nurture a ***culture of peer-assisted collaborative learning:***

- **STUDENT IMPACT:** Increase the use of active, collaborative learning in 35 courses, resulting in greater measures of student learning, improved student experience, and increases in retention and graduation rates.
- **LEARNING ASSISTANT (LA) IMPACT:** Provide pedagogical training and engagement with faculty and students in redesigned courses to 350 LAs annually, resulting in proficiency in workforce competencies, and higher retention and graduation rates.
- **FACULTY IMPACT:** Provide incentivized faculty professional development activities resulting in 150 faculty adopting best practices to enhance student learning and collaboration.
- **REDESIGN OF LEARNING SPACES:** Support the reconfiguration of ten classroom spaces resulting in environments conducive to active and collaborative learning.

While investments in faculty development and improving learning environments act as a catalyst for institutional transformation, the primary focus of this QEP is to improve the student learning experience. Student learning will be reported by faculty teaching LA courses across three specific Student Learning Outcomes (SLOs): Content Knowledge and Skills; Critical Thinking and Problem Solving; and Teamwork and Collaboration. Student Success Outcomes (SSOs), including course pass rates and student retention rates for both students and LAs will be collected and reported by the LA Program Office staff. The assessment plan also includes indicators for monitoring quality of implementation and progress of the QEP impact by tracking several Program Outcomes (POs), including total number of students enrolled in LA courses, number of instructors participating in faculty development, and number of classrooms redesigned as active learning spaces.

DEVELOPMENT OF THE ASSESSMENT PLAN

The development of this assessment plan was a collaborative effort involving faculty, staff, and students across the institution. Data and feedback were gathered from these important constituents and paired with survey results from employers and alumni. The plan took into consideration national trends, state expectations (Board of Governor Performance Metrics), and institutional priorities (Key Performance Indicators) (*Appendix A*). Analysis of information from these various sources helped develop and prioritize elements important to the university community. A work group convened to

determine which of these priorities were aligned with LA program strengths and existing assessment efforts at the institution.

While the LA model can lead to numerous positive outcomes on student learning, student success, and faculty engagement, the decision to limit the scope of assessment to key priorities was important. Initially, LA Program leadership proposed that all positive outcomes described in the literature review (Chapter 3) should be measured through the QEP. It was quickly evident that a more targeted and manageable plan was necessary for sustainability of the program. The team learned the right questions to ask when determining if outcomes were indeed reasonable to measure: What are the most important outcomes to measure broadly for FAU students? How is the data collected? What is the data measured against? How much time is needed to measure the outcome? How can the data be used to improve student learning?

As a result, the initial assessment plan was narrowed to a manageable **three (3) Student Learning Outcomes (SLOs)** for students in LA courses and **four (4) Student Success Outcomes (SSOs)** for students in LA courses and the undergraduate student LAs who support them. Two of the three SLOs selected were based on outcomes already being measured institution-wide and important to the faculty, which helped with gaining buy-in regarding QEP assessment expectations as well as providing a basis for monitoring historical trends of impact. The QEP Development Committee also suggested further limiting SSOs measured, and aligning the ones selected to priorities of the institution, leading to implementation in the pilot courses of a revised assessment plan. The revised plan balances reporting on outcomes that matter to the institutional leadership who fund these programs with measurement of factors most important to student learning at the faculty level. Additionally, this QEP will monitor its institutional impact by tracking several **Program Outcomes (POs)**.

STUDENT LEARNING OUTCOMES (SLOs)

Results on the SLOs will be measured directly by faculty and reported to the LA Program Office each semester. The percentage of students with learning gains at specific competence levels will be compared to course targets. The competence levels used will be Exemplary, Competent, or Developing and faculty will determine which level the student has achieved. For SLO #1, competence levels will be determined by each course instructor based on their course and discipline. Competence levels on SLO #2 and SLO #3 will be based on standardized factors on a rubric shown below. The specific targets are described in *Table 6.*



The **SLOs** that students will demonstrate through enrollment in LA courses as part of this QEP are:

- **SLO #1 – Content Knowledge and Skills:** Students in LA courses will demonstrate acquisition of content knowledge and skills in alignment with course objectives. These skills are usually assessed via an in-class project (e.g., case study, model development/real-world activity, paper analysis), observation (e.g., foreign language oral presentation, mock trial, role play, musical performance, demonstration of statistical software), or portfolio (e.g., lesson plans, marketing plan/business report, art showcase, lab notebook, research poster). Assignments can be scored on a rubric (self-scoring, peer scoring, scoring by LAs or instructor or based on student reflections) or through current assessment methods utilized by the instructor.
    - **Factor 1.1: Declarative Knowledge**
      Students will demonstrate knowledge of the vocabulary, history, theories, or concepts specific to the discipline.
    - **Factor 1.2: Technical Skills**
      Students will apply key course concepts by demonstrating technical skills related to the discipline.

- **SLO #2 – Critical Thinking and Problem Solving:** Students in LA courses will demonstrate critical thinking and/or problem-solving skills as measured by elements identified on the modified/combined AAC&U VALUE rubric and/ or faculty embedded assessment strategies.
    - **Factor 2.1: Defining and Explaining an Issue/Problem**
      Students will cohesively and thoroughly articulate an issue/problem.
    - **Factor 2.2: Finding Evidence to Inform Strategies**
      Students will select and use valid information to thoroughly investigate a problem
    - **Factor 2.3: Considering Ethical Consequences**
      Students will articulate solutions from multiple perspectives within dynamic contexts.
    - **Factor 2.4: Evaluating and Proposing Potential Solution(s) Hypotheses**
      Students will recognize issues in reasoning or approach and weigh impacts for a particular solution.
    - **Factor 2.5: Identifying Strategies**
      Students will select and use appropriate strategies to address an issue/problem
    - **Factor 2.6: Evaluating Conclusions and Related Outcomes**
      Students will examine outcomes to determine if it logically fits with the situation and consider ways for building upon the outcome.
- **SLO #3 – Teamwork and Collaboration:** Students in LA courses will demonstrate teamwork skills required for effective collaboration as measured by elements on the modified AAC&U VALUE Rubric.
    - **Factor 3.1: Contributes to Team Learning**
      Students will demonstrate how they add value to the group and help the group to reach their goals.
    - **Factor 3.2: Facilitates Contributions of Team Members**
      Students will engage with other team members and create an inclusive learning environment.
    - **Factor 3.3: Fosters a Constructive Team Climate:**
      Students will promote a constructive team climate through their communications, behaviors, and attitudes within the group.

The first two SLOs (**Content Knowledge and Skills** and **Critical Thinking and Problem Solving**) directly align with what faculty may already be assessing in their courses. Additional resources are provided to support faculty and supplement this effort. The third SLO (**Teamwork and Collaboration**) will be assessed with a modified AAC&U VALUE

Rubric. The structure of the QEP assessment plan makes student learning evaluation manageable for faculty while providing meaningful course-level information on student outcomes.

We also utilize and train the LAs to assist in the assessment process following evidence-based best practices from the literature. In *Training Undergraduate Teaching Assistants to Facilitate and Assess Process Skills in Large Enrollment Courses*, Ruder and Standford (2020) describe how the process skills selected for this QEP can be illustrated through students' written work, including homework, lab reports, quizzes, and exams. LAs are trained to identify the evidence within that work through standardized rubrics as part of this plan. Placing some of the responsibility for assessment of these skills on the LAs, helped get these trained near-peers to think about how to imbed the process skills into their work with students in the classroom, while aiding faculty implementation of the plan.

LA analysis of student work and experiences is only one avenue for assessing the skills acquired and improvements to learning made by students in LA courses. A comprehensive support network provides instructors with guidance in development, implementation, and analysis of QEP course assessment plans. Faculty teaching a newly designed LA course are trained on conducting assessment of SLOs and work with the QEP Assessment work group members and LA Faculty Mentors to create a course-based assessment plan aligning with their course and assessment interests. An assessment plan worksheet was developed to guide faculty through the process and exemplar plans are provided to faculty through the QEP faculty development initiatives described in Chapter 7. Instructors teaching a previously redesigned course for the first time are provided with the original course assessment plan and given the opportunity to adjust that plan to fit their needs and interests.

To assess SLO #1, faculty are encouraged to use a reliable and validated concept inventory for pre- and post-test assessments to measure learning gains. The Learning Assistant Alliance (LAA) provides a series of free resources across a range of disciplines and faculty can choose the assessment tool(s) best fitting their course needs. In other instances, faculty may develop their own assessments or choose alternative options for measuring the SLO #1 sub-competencies. As measurement of content knowledge and skills will vary across disciplines, the LA Program Office staff will rely on faculty expertise to determine the most appropriate methods of assessing student learning on this SLO.

To assess SLO #2, faculty are encouraged to identify at least two of the six sub-competencies they plan to assess, identify appropriate measures, and develop a plan that evaluates the selected sub-competencies based on their pedagogical approach. Some faculty may choose a formative assessment to guide students to improve these skills via a semester-long project, while others may use a standardized rubric to

measure performance on a single assignment. A modified version combining the two AAC&U VALUE rubrics on Problem-Solving and Critical Thinking is provided to LA faculty as an option for assessing this SLO. For some sub-competencies, faculty may elect to examine the quality of the process, rather than the quality of an end-product. As a result, evidence may be collected through student reflections on the process, steps in a problem-based learning assignment, or student explanations of reasoning while solving a problem.

Faculty will be required to assess SLO #3 using a modified AAC&U Teamwork VALUE Rubric. The sub-competencies may be evaluated through direct assessment by the faculty member, TA, or through indirect measures and student self-report. Faculty are trained to provide students with clear expectations for effective teamwork and are encouraged to use formative assessment throughout the semester to understand where students are excelling and strengthen students' skills where needed.

AAC&U VALUE Rubrics to Evaluate SLOs 2 and 3

The American Association of Colleges and Universities (AAC&U), with its dedication to advancing undergraduate education, provides open educational resources to support assessment. To measure the skills, abilities, and dispositions that students need, teams of faculty experts guided development of a series of 16 rubrics centered on various competencies and learning outcomes. AAC&U encourages users to modify the rubrics to fit their needs as appropriate. The selected VALUE Rubrics have been modified for assessment of SLO #2 (*Figure 16a*) and SLO #3 (*Figure 16b*) as part of this QEP:

AAC&U

CRITICAL THINKING & PROBLEM-SOLVING VALUE RUBRIC – EDITED FOR FAU QEP

For more information, please contact value@aacu.org; qep@fau.edu

VALUE RUBRICS

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet developing (cell one) level performance.

CRITICAL THINKING & PROBLEM-SOLVING Rubric	Description	Exemplary 3	Competent 2	Developing 1
Defining and Explaining an Issue or Problem	*Cohesively and thoroughly articulating an issue/ problem.*	The issue/problem is clearly stated and described and includes all relevant contextual factors and terms necessary for full understanding.	The issue/problem is stated and described but is limited in the scope of contextual factors and terms necessary for a full understanding.	The issue/problem is stated and described; however, clarity is impeded by significant omissions, undefined terms, or ambiguities.
Finding Evidence to Inform Strategies	*Selecting and using valid information to thoroughly investigate a problem.*	There is a comprehensive synthesis of information and resources are thoroughly interpreted and analyzed for accuracy and relevance to the investigation.	There is a narrow integration of information and sources receive a cursory (face value) interpretation and analysis to determine accuracy and relevance to the investigation.	There is a limited scope of information and sources are taken as fact, with little interpretation/ evaluation, and may have limited accuracy and relevance to the investigation.
Considering Ethical Consequences	*Articulating solutions from multiple perspectives within dynamic contexts.*	Proposes one or more solutions that are imaginative, consider the complexities of an issue, and are sensitive to contextual factors as well as the ethical, logical, and cultural dimensions of the problem.	Proposes one or more positions that consider different sides or other solutions of the issue and are sensitive to some contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Limited identification of contexts when presenting a position.
Evaluating & Proposing Potential Solutions/ Hypotheses	*Recognizing issues in reasoning or approach and weighing impacts for a particular solution.*	Evaluation of solutions is deep (contains thorough and insightful explanation) and thoroughly addresses all of the following: history of problem, logic/reasoning, feasibility of solution, and impacts of solution.	Evaluation of solutions is brief (explanation lacks depth) and considers most of the following to some level of depth: history of problem, logic/reasoning, feasibility of solution, and impacts of solution.	Evaluation of solutions is superficial (contains cursory, surface level explanation) and includes limited evaluation of the following: history of problem, logic/reasoning, feasibility of solution, and impacts of solution.
Identifying Strategies	*Selecting and using appropriate strategies to address an issue/problem.*	Identifies a unique approach (or multiple approaches) that fits the specific context, effectively addresses the issue/problem, and eliminates major sources of methodological bias or criticism.	Identifies a common approach that partially fits the specific context; addresses the issue/ problem but does not eliminate all major sources of methodological bias or criticism.	Identifies one or more approaches for solving the problem that does not apply within a specific context or effectively deal with sources of methodological bias or criticism.
Evaluating Conclusions and Related Outcomes	*Examining outcome to determine if it logically fits with the situation and considerations for building upon the outcome.*	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives in priority order. Reviews results thoroughly with considerations of need for further work detailed.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes are identified clearly. Reviews results briefly with some consideration of need for further work.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified. Reviews results superficially in terms of the problem defined with no consideration of need for further work.

Figure 16a: AAC&U VALUE Rubric – Critical Thinking & Problem Solving

TEAMWORK VALUE RUBRIC – EDITED FOR FAU QEP
For more information, please contact value@aacu.org; qep@fau.edu

AAC&U

VALUE RUBRICS

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet developing (cell one) level performance.

TEAMWORK Rubric	Description	Exemplary 3	Competent 2	Developing 1
Contributes to Team Learning	*How the individual adds value to the group and helps them to reach their goals.*	Offers new suggestions/ alternative solutions or courses of action that build on the ideas of others and may advance the work of the group.	Helps the team move forward by articulating the merits of ideas or proposals.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	*How the individual engages with other team members and creates an inclusive learning environment.*	Engages team members in ways that facilitate their contributions by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions by actively listening, restating the views of other team members and/or asking questions for clarification.	Actively listening to others without interruption.
Fosters Constructive Team Climate	*How the individual promotes a team climate through their communications, behaviors, and attitudes within the group.*	Supports a constructive team climate by **doing all of the following:** • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing **2-3 of the characteristics in the exemplary column.**	Supports a constructive team climate by doing **only one of the characteristics in the exemplary column.**

Figure 16b: AAC&U VALUE Rubric – Teamwork

Timeline For Assessment Of SLOs

Faculty teaching LA courses designed as part of the QEP are required to assess components of these three SLOs and submit an assessment report and plan for improvement within two months of teaching the course (due February 15 for fall courses, June 15 for spring courses, October 15 for summer courses). Course level assessment plans must include the following:

- **Every Semester:** Assessment of SLO #1: Content knowledge and skills (minimum of 1 factor/sub-competency).
- **At Least Once Annually:** Assessment of at least one additional SLO (minimum of 2 factors/sub-competencies) from SLO #2 or SLO #3.
- **Every Two Years:** Assessment of at least two factors/sub-competencies within SLO #2 and at least two factors/sub-competencies within SLO #3 must have been completed.

Beyond the structured assessment of student learning, there is an ongoing process of informal formative assessment. In weekly prep meetings, one of the three pillars of the LA model, LAs and faculty discuss student progress on each of the three SLOs. LAs serve as student advocates providing valuable student information to the instructor. This feedback loop enables timely adjustments in teaching methods and content, ensuring a dynamic and responsive educational environment for all.

STUDENT SUCCESS OUTCOMES (SSOs)

This QEP will measure four SSOs. These are outcomes that impact student progression toward degree completion and key factors that contribute to their overall college success (*Table 4)*.These metrics will be tracked and reported by the QEP/LA Program Office staff in collaboration with Institutional Effectiveness & Analysis (IEA) staff members.

Outcome	Definition
DFW Rate	the percentage of students enrolled who earn a final grade of D, F, or withdraw from the course
Lost Credit Hours	DFW rate multiplied by the number of students earning a DFW times the credit value of the course
Retention	continuation at the institution
Academic Progress Rate (APR)	retention to second fall semester with at least 2.0 GPA

Table 4: Metric Definitions

The SSOs measured as part of this QEP are:

- **SSO #1 – DFW Rates and Lost Credit Hours:** LA Program staff will track DFW rates, course grades, and "lost credit hours" for students in LA courses. Rates for LA courses will be compared to non-LA sections of the same courses and disaggregated by student demographic, including first-generation status, Pell Grant eligibility, gender, and ethnicity.
- **SSO #2 – Retention and Progress Rates:** The LA Program Office staff will track retention (fall-to-spring, spring-to-fall, fall-to-fall), retention within

majors as appropriate, and academic progress rates (APR) for students in LA courses. These rates will be disaggregated to compare student demographics (first-generation status, race, ethnicity, gender, and socio-economic as measured by Pell-eligibility) and outcomes for students in LA versus non-LA sections of courses.

- **SSO #3 – Student Experience:** IEA staff will assist with analysis of National Survey of Student Engagement (NSSE) data to evaluate student educational experiences in terms of perceived quality of interactions with faculty and peers, feelings of support to succeed academically, and overall satisfaction with the institution. Longitudinal changes in NSSE results will determine whether the impact of this QEP has created a change in institutional culture and an improved student experience. Institution specific questions will be added to the NSSE to ascertain student thoughts on LA course impact.

- **SSO #4 – LA Metrics:** The LA Program staff will track retention and graduation rates for trained undergraduate peer LAs (through IEA data analysis) and the development of workforce/career competencies (through completion of reflection and written assignments in the LA pedagogy course).

PROGRAM OUTCOMES (POs)

Finally, the LA program will track **Program Outcomes (POs)** to measure the impact of the QEP on the institution and the quality of implementation.

The **POs** measured as part of this QEP are:

- **PO #1** – Number of courses implementing the LA model
- **PO #2** – Number of departments and colleges with LA courses
- **PO #3** – Number of students enrolled in LA courses annually
- **PO #4** – Number of students hired as LAs annually
- **PO #5** – Number of instructors who complete faculty development series on LA model
- **PO #6** – Number of classroom spaces redesigned for active and collaborative learning
- **PO #7** – Number of publications and presentations on LA program/course outcomes at FAU

The Assessment Plan Timeline (*Table 5)* describes when assessments take place, who is responsible for collecting and reporting data, and how outcomes will be tracked.

QEP Assessment Plan Timeline – *Education Reimagined*

Description	Every semester	Annually	At least once every two years	Prior to 5-year Impact Report	Responsible Party(ies)	Collection Method
Student Learning Outcomes (SLOs)						
SLO1: Content Knowledge and Skills	■				Individual course faculty; LA Program Office (aggregate data bi-annually)	Microsoft Form submission with attached evidence
SLO2: Critical Thinking and Problem Solving			■			
SLO3: Teamwork and Collaboration			■			
Student Success Outcomes (SSOs) - Students Enrolled in LA Courses						
DFW Rates		■			LA Program Office; IEA	IEA dashboard and data report
Loss of Credit Hours		■				
Retention (to next major term)		■				
Retention (fall-to-fall for all students and FTIC)		■				
Academic Progress Rate for FTIC		■				
Student experience metrics				■	LA Program Office; IEA	NSSE
Student Success Outcomes (SSOs) - LAs						
LA Retention and Graduation Rates		■		■	LA Program Office; IEA	IEA dashboard and data report
Development of workforce competencies	■				Pedagogy instructors	Canvas pedagogy assignment
Program Outcomes (POs)						
Number of Courses implementing the LA model		■		■	LA Program Office	Microsoft Excel Database
Number of departments and colleges with LA courses		■		■		
Number of students enrolled in LA courses		■		■		
Number of students hired as LAs		■		■		
Number of instructors who complete faculty development series on LA model		■		■		
Number of classroom spaces redesigned for active and collaborative learning		■		■		
Number of publications and presentations on LA program/course outcomes at FAU		■		■		

Table 5: QEP Assessment Plan Timeline

ORGANIZATIONAL STRUCTURE IN SUPPORT OF QEP ASSESSMENT

Responsibility for assessing the QEP is shared by the QEP director and co-lead, a newly hired Graduate Research Assistant (GRA) for QEP assessment, the QEP Assessment Work Group, IEA, and the faculty teaching QEP courses. Each semester, faculty will collect and submit student learning assessment results from LA courses and develop plans for ongoing improvement based on the results. Instructors teaching a course with LAs for the first time will be provided a stipend for submitting assessment outcomes and an improvement plan. This will ensure compliance as they learn how to assess and improve the LA course. QEP leadership and assessment groups will analyze student learning data across courses. IEA will assist LA Program Office staff in evaluating SSOs and will develop dashboards to allow for regular reporting and investigation of outcomes. A GRA position launched in spring 2024 to assist with the collection, analysis,and reporting of QEP outcomes. Evidence of growth in career competencies (Chapter 2) will be measured and reported to the LA Office by the pedagogy instructors and LA Program staff will track and report overall Program Outcomes *(Figure 17).*

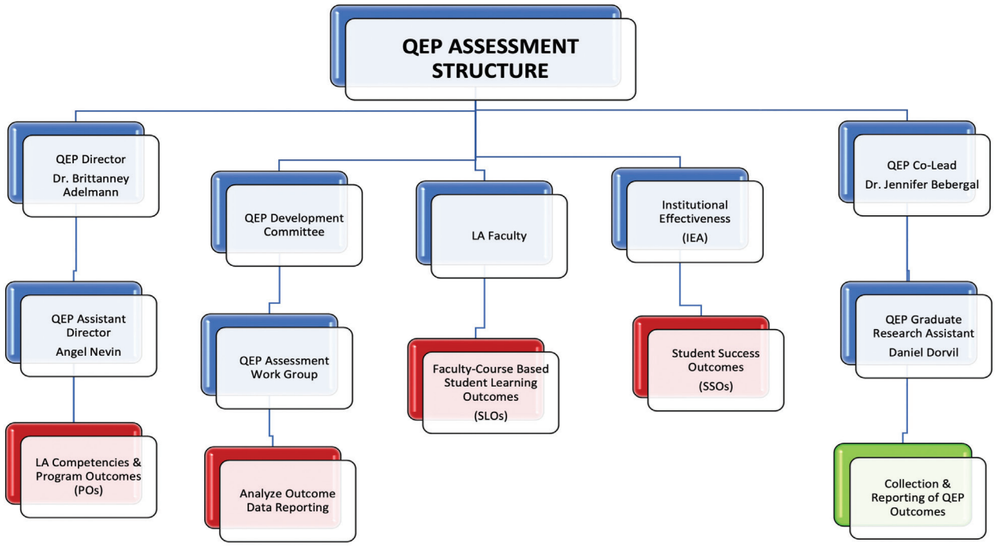


Figure 17: QEP Assessment Structure

ESTABLISHING BASELINES FOR ASSESSMENT DATA

To measure changes in the designated outcomes, the QEP Leadership team collaborated with IEA and members of the university assessment committee to discuss baseline data and appropriate targets. The conclusion that these baselines may vary course by course, led to a fluid plan to address expectations of faculty teaching LA courses. In particular, the measurement of SLOs varies and is specific to each course. Where possible, initial assessments of the SLOs for LA courses will be through comparison of results in LA versus non-LA sections. Where this is not possible, the initial assessment results for the redesigned course will act as a baseline. This creates a multi-year assessment plan for each LA course, using initial results in Year 1 of the course transformation to determine areas for growth and improvement, as follows:

- Year 1: focus on redesign and collection of data at the course level to obtain good, clean data
- Year 2: use data from prior year to adjust pedagogy and develop specific targets
- Year 3: determine whether targets were met and how they need to be adjusted to increase the effect over prior year

Where ALCs require assessment at the program level, implementation of assessment at the course level will further identify any existing gaps and contribute to better alignment between assignments and course outcomes. This approach to assessment strengthens the institution's current program evaluation process by requiring the reporting of outcomes in LA courses which may not be included for assessment in existing program evaluation.

The initial baseline data and targets are outlined in Tables 6 - 8.

Student Learning Outcome (SLO) Assessment

Metric	Baseline Data	Target and Measure (post redesign)
SLO 1: Content Knowledge and Skills	Baseline determined by initial assessment results from first year of teaching the course with the LA model.	**Target:** 80% (or 5 percentage point gain annually until that target is met) of students in LA courses will demonstrate content knowledge and skills at competent level or higher. **Measure**: Faculty selected method of assessment.
SLO 2: Critical Thinking and Problem Solving		**Target:** 80% (or 5% gain annually until that target is met) of students in LA courses will demonstrate critical thinking and problem-solving skills at competent level or higher. **Measure**: Scored on a standardized rubric and/or faculty selected method of assessment.
SLO 3: Teamwork and Collaboration		**Target:** 80% (or 5% gain annually until that target is met) of students in LA courses will demonstrate teamwork and collaboration skills at competent level or higher. **Measure**: Scored on a standardized rubric.

Table 6: SLO Targets and Measures

Student Success Outcome (SSO) Assessment

Metric	Baseline Data	Target and Measure (post redesign) *
Course Metric 1: DFW Rates in LA vs. non-LA sections	Pre-redesign (3-year average) DFW rate by course	**Target**: decrease in each LA course DFW. **Measure**: annual DFW rate for each course post-redesign; aggregated DFW rates by course over 5 years.
Course Metric 2: Loss of Credit Hours in LA vs. non-LA sections	Pre-redesign (3-year average) lost credit hours by course	**Target**: decrease in each LA course total lost credit hours. **Measure**: annual lost credit hours for each course post-redesign; aggregated lost credit hour rate by course over 5 years.
Student Metric 1a: Retention to next major semester (fall-to-spring or spring-to-fall) for students in LA vs. non-LA courses**	(3-year average) semester-to-semester retention rate for **all** students in courses prior to redesign	**Target**: increase in semester-to-semester retention rate for all students in LA courses. **Measure**: annual semester-to-semester retention rate for students in each course post-redesign; aggregated semesterly retention rate of students in LA courses over 5 years.
Student Metric 1b: Retention to next year (fall-to-fall) for ALL students enrolled in LA vs. non-LA courses**	(3-year average) fall-to-fall retention rate for **all** students in each course prior to redesign	**Target**: increase in fall-to-fall retention rate for all students in LA courses. **Measure**: annual fall-to-fall retention rate for students in each course post-redesign; aggregated retention rate of students in LA courses over 5 years.
Student Metric 1c: Retention to next year (fall-to-fall) for FTIC cohort students enrolled in LA vs. non-LA courses	(3-year average) fall-to-fall retention rate for **FTIC** cohort students in courses prior to redesign	**Target**: increase in fall-to-fall retention rate for FTIC cohort students in LA courses. **Measure**: annual fall-to-fall retention rate for FTIC cohort students in each course post-redesign; aggregated retention rate of FTIC cohort students in LA courses over 5 years.
Student Metric 2: Academic Progress Rates (APR) for FTIC cohort students in LA vs. non-LA courses.	(3-year average) APR for **FTIC** cohort students in courses prior to redesign	**Target**: increase in APR for FTIC cohort students in LA courses. **Measure**: annual APR for FTIC cohort students in each course post-redesign; aggregated APR for FTIC cohort students in LA courses over 5 years.
Student Metric 3: Student experience metrics	Responses to questions related to student experience *(Collaborative Learning, Quality of Interactions, and Educational Experience)* on National Survey of Student Engagement (NSSE) prior to QEP (*See Chapter 2, Figure 5*).	**Target**: Meet or exceed first-year and senior average student ratings on measures of *Collaborative Learning, Quality of Interactions, and Educational Experience* as compared to peer institutions. **Measure**: NSSE
LA metric 1: fall-to-fall retention and graduation rates for LAs as compared to non-LAs (4-year for FTIC, 3-year for AA transfers)	Average retention rate for undergraduate students who have not served as LAs Average graduation rate for undergraduate students who have not served as LAs (4-year for FTIC, 3-year for AA transfers).	**Target**: increase in retention and 4-year graduation rates (3-year for AA transfers) of LAs. **Measure**: annual fall-to-fall retention rate and graduation rates for LAs over 5 years.
LA metric 2: Development of workforce/career competencies by LAs	Qualitative responses from initial LA pedagogy assignment describing their abilities related to NACE career competencies in the areas of communication, critical thinking, teamwork, and leadership.	**Target**: Ability to demonstrate proficiency in the NACE competency(ies) for which the LA needed improvement. **Measure**: analysis of changes between pre- and post-LA responses to career competency assignments and reflections in pedagogy course for first semester LAs as measured by QEP developed rubric.

**Targets fluctuate based on course*
***Eliminating students who graduate*

Table 7: SSO Targets and Measures

Program Outcome (PO) Assessment

Metric	Baseline (pre-QEP)	Target (end of Year 5)	Justification of Target
Number of courses implementing the LA model	5	35	Anticipate adding an average of 6 courses per year over the next five years
Number of departments and colleges with LA courses (respectively)	2, 1	18, 8	Sampling from QEP pilot and faculty interest
Number of students enrolled in LA courses annually*	1609 (fall 2021, spring/summer 2022)	8,750	While course enrollments will vary greatly, we use an average of 1:25 LA to student ratio with 350 target LAs
Number of students hired as LAs annually**	84	350	While number of LAs will vary based on course size, this estimates an average of 10 LAs per course per year
Number of instructors who complete faculty development series on LA model (LA FLC or LA instructor Canvas course)	0	80	This is an estimate based on budget allocation for faculty development stipends
Number of classroom spaces redesigned for active and collaborative learning	1	10	This is an estimate based on budget allocation for classroom redesign
Number of publications and presentations on LA program/course outcomes at FAU	1, 4	10, 20	This is an estimate, assuming 2 publications and 4 presentations annually

**Students may be counted twice if enrolled in more than one LA supported class*
***LAs may be counted twice if supporting more than one LA class/section or working multiple terms*

Table 8: PO Targets and Measures

CONCLUSION

Tracking of the outcomes described above will highlight successes and lead to identification of program elements needing improvement. SLOs and SSOs selected align with the mission, vision, and needs of the institution and tie directly to institutional Key Performance Indicators, state of Florida Board of Governors funding metrics, and priorities in student learning identified by the state legislature. The ability to demonstrate improvements through a solid assessment plan will provide validation that this QEP has positively impacted students, LAs, faculty, and physical spaces and has met its goal of improving student learning and student success. By demonstrating these changes related to the culture of teaching and learning at FAU, the QEP leadership will have a strong rationale for continued program sustainability.

CHAPTER 9: RESOURCES AND BUDGET

The university has committed to and provided resources, according to the proposed budget. This included a commitment to the QEP in terms of human resources (personnel, committee membership, and student employment), physical space resources (classrooms for redesign and space for LA program activities), and comprehensive financial support to grow and sustain the program.

HUMAN RESOURCES

FAU has committed substantial faculty and staff time and effort to the QEP. Upon selection of ***Education Reimagined*** as the QEP topic, University leadership identified a director and co-lead to build and implement the QEP: Brittanney Adelmann, Ph.D. and Jennifer Bebergal, Ed.D. The QEP team has worked at the institution for a combined 37 years and enjoy long established reputations for leading high quality programs dedicated to student success. As a commitment to the QEP, both individuals had their positions realigned to allow for significant time to be spent on this initiative. A new assistant director staff position was created to assist in the development of all aspects of the QEP and the LA program at FAU. FAU will continue to fill personnel needs as the program grows according to the QEP timeline and budget.

Students, faculty, staff, and community members have also committed time and effort. A QEP Development Committee comprised of faculty and staff from colleges, departments, and campuses across the institution, students and representatives from Student Government, and community stakeholders provided feedback on the development and implementation of the QEP. The Development Committee continues to convene every semester.

Faculty have committed time and effort to this QEP as well. Three faculty served as LA Faculty Mentors during the pilot year, spending their time assisting new LA faculty in both the development and implementation of the model within their courses. Eight faculty who developed new LA courses as part of the QEP pilot spent a minimum of 30 hours in the spring 2023 on course design and planning.

PHYSICAL SPACE RESOURCES

At a large multi-campus university, space allocation is often a signal of institutional priorities. The university has demonstrated the value and priority of this QEP by providing space for associated activities in a range of ways. First, new office space has been identified for LA Program Offices within the Center for Teaching and Learning (CTL). More importantly, classroom space has been prioritized for QEP use. Prior to selection as the QEP, staff working with the LA model in mathematics secured funding

to redesign one classroom with active learning furniture. Once the QEP was awarded, the team was given the opportunity to redesign several classrooms as collaborative learning spaces. This resulted in six new classrooms of varying sizes (36 - 125) being renovated and upgraded with active learning furniture and technology. Signage branding several active learning spaces was added to build identity with the program. To date, seven traditional classrooms have been transformed, including six rooms on the Boca Raton Campus and one at the Honors College in Jupiter. The Classroom Scheduling department within the Office of the Registrar prioritizes course placement in redesigned classrooms for LA classes. One classroom has been taken offline from scheduling outside of LA courses and designated as dedicated space to run QEP related activities, including Development Committee and Faculty Learning Community meetings as well as LA pedagogy training.

FINANCIAL RESOURCES

In preparation for courses being transformed with the LA model, significant institutional resources have been committed for the multiple aspects of the program. A structure is in place with allocations to provide stipends for faculty development activities related to course redesign and for the hiring of approximately 350 new undergraduate students as LAs annually. Seven traditional classrooms have been transformed through a combination of institution-based technology fee grants and QEP budget allocation with additional resources budgeted to meet future needs.

A detailed accounting of university resources dedicated to implementation and completion of this QEP is provided below (*Table 9*).



QEP 5-Year Budget (Revised 8/22/23) – Education Reimagined

Category	Item description	Planning Year I (2021-2022)	Planning Year II (2022-23)	Pilot Year 1 (2023-24)	Year 1 (2024-25)	Year 2 (2025-26)	Year 3 (2026-27)	Year 4 (2027-28)	Year 5 (2028-29)
Staff	Director, LA Program - additional salary & benefits (above existing salary as director of MLC)	$25,920	$27,115	$43,872	$43,872	$43,872	$43,872	$43,872	$43,872
	Co-QEP leader (additional funding for J. Bebergal to assist with aspects of QEP development with responsibility for marketing and assessment; teaching of 1 pedagogy course per semester - fall/spring)	$13,400	$13,557	$13,710	$13,710	$13,710	$13,710	$13,710	$13,710
	Assistant Director S&B (oversight of coordinator; assist with management of all parts of the LA program including oversight of LAs, budget, teaching of pedagogy courses, assessment, etc.)	$27,416	$83,728	$88,117	$88,117	$88,117	$88,117	$88,117	$88,117
	Coordinator (oversight of LAs; budget/HR; marketing; website; LA Campus liaison)	$0	$0	$0	$0	$67,179	$67,179	$67,179	$67,179
	Staff and LA faculty professional development: Conference travel including SACSCOC annual conference for QEP/LA Program staff	$10,000	$18,000	$6,000	$8,000	$8,000	$5,000	$5,000	$8,000
OPS (LA continuation)	Pre-QEP LA program cost for LAs (math/chem: MAC2210, MAC1147, MAC2311, MAC2312, CHM2046)	$143,094	$165,818	$200,000	$200,000	$215,000	$215,000	$215,000	$215,000
OPS (LA NEW)	LA student employment costs; initial coverage is for 1-2 sections of multi-section courses only during a pilot period.		$16,000	$100,000	$100,000	$110,000	$110,000	$110,000	$110,000
					$75,000	$82,000	$82,000	$82,000	$82,000
						$82,000	$82,000	$82,000	$82,000
							$55,000	$55,000	$55,000
								$55,000	$55,000
									$55,000
LA Office Expense	Phones, copier, supplies, subscriptions, and misc. costs	$2,000	$2,000	$5,000	$2,000	$2,000	$2,000	$2,000	$2,000
Marketing costs	Website development (planning year); marketing materials (mainly planning and year 1 for SACSCOC visit); "identification materials" such as LA shirts and nametags; give-away items for QEP focus in planning and year 1	$25,000	$18,673	$7,500	$5,000	$4,000	$4,000	$2,500	$2,500
QEP "events"	Spreading the word across FAU (events on all campuses with refreshments; office decorating; etc.)	$0	$0	$10,000	$0	$0	$0	$0	0
Technology	LA Campus software and Gradescope; devices for online LAs	$0	$15,000	$4,950	$0	$0	$0	$0	$0
	LA Office computers; laptops; etc. (new Coordinator)	$2,500	$1,000	$2,000		$2,000			
Assessment	External evaluator(s) in year 3	$0	$0	$2,500	$0	$0	$10,000	$0	$0
Research GRA	Assist with annual assessment and reporting; Stipend from LA Office, waiver from Graduate College	$0	$0	$5,500	$11,000	$11,000	$11,000	$11,000	$11,000
Faculty development	LA Faculty Learning Community - LA-FLCs - $4,000/faculty or $8,000 max per course (once per year in Spring)	$9,043	$13,908	$28,350	$28,350	$24,300	$24,300	$24,300	$16,200
	New instructor for previously redesigned course training and compensation ($1050 for completion)	$0	$0	$21,000	$10,500	$10,500	$10,500	$10,500	$10,500
	Faculty Mentors (max 3 per year $1000)	$0	$4,500	$4,500	$3,000	$3,000	$3,000	$3,000	$1,500
Program Development	Faculty stipends for development of pedagogy and LA-FLC content; non-content assessments	$0							
Development, Recognition and Sharing	Annual showcase each spring- for LA courses to present on best practices, outcomes, etc.	$0		$2,000	$2,000	$2,000	$2,000	$2,000	$2,000
	Awards for faculty and LA recognition (certificates and awards)	$0		$500	$500	$500	$500	$500	$500
One-time costs	Classoom renovation for active learning	$123,056	$152,369	$100,000	$50,000	$0	$0	$0	0
		$381,429	**$531,668**	**$645,499**	**$641,049**	**$769,178**	**$829,178**	**$872,678**	**$921,078**

Table 9: QEP 5-Year Budget

> *The overall plan developed for this QEP is purposeful, yet flexible. The plan ensures that QEP leadership will continuously monitor progress of **Education Reimagined,** adapt to changing needs, and ultimately guide FAU toward a significant and sustained cultural change in teaching and learning by engaging students through peer-assisted, collaborative learning.*
>
> Brittanney Adelmann and Jennifer Bebergal, QEP Leadership

CHAPTER 10: REFERENCES

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APPENDIX A: INSTITUTIONAL METRICS

Performance Metrics (PMs)

- Percent of Bachelor's Graduates Employed (earning $40,000+) and/or Continuing their Education (1 Year after Graduation)
- Median Wages of Bachelor's Graduates Employed Full-Time 1 Year after Graduation
- Net Tuition & Fees per 120 Credit Hours
- Four-Year Graduation Rate (Full-time FTIC)
- Academic Progress Rate (2nd Year Retention with GPA above 2.0)
- Bachelor's Degrees Awarded in Areas of Strategic Emphasis
- University Access Rate (Percent of Undergraduates with a Pell Grant)
- Graduate Degrees Awarded in Areas of Strategic Emphasis
- Three-Year Graduation Rate for Florida College Associate in Arts Transfer Students
- Six-Year Graduation Rate for Students Awarded a Pell Grant in Their First Year
- Total Research Expenditures in Millions

Key Performance Indicators (KPIs)

- FTIC Four-Year Graduation Rate
- FTIC Six-Year Graduation Rate
- Academic Progress Rate
- Bachelor's Degrees Awarded to Minorities (Black and Hispanic Students)
- Percentage of Courses with DFW below 20% threshold
- Median Wages of Bachelor's Graduates Employed Full-Time 1-Year After Graduation
- Net Tuition & Fees per 120 Credit Hours
- Three-Year New Florida AA Transfer Graduation Rate
- Six-Year Graduation Rates for Pell Eligible Recipients
- Percentage of Degrees Awarded in Areas of Strategic Emphasis
- University Access Rate
- Percentage Bachelor's Employed ($30,000+) in the US 1 Year After Graduation
- Percentage Enrolled in the US 1 Year After Graduation
- Percent UG Sections with Zero Cost Materials
- Freshman Retention Rate of FTIC
- Freshman in Top 10% of High School Class
- Number of Mini-Mester/FastTrack/Intersession Sections
- Graduate degrees awarded
- Percentage of Research Expenditures Funded from External Sources

APPENDIX B: STUDENT FEEDBACK GUIDING QEP DEVELOPMENT

The most important stakeholders in Florida Atlantic University's QEP: ***Education Reimagined,*** are the students. The QEP Development Committee members obtained feedback from students in various ways. Feedback received is summarized below.

QEP Development Committee - Student Member Feedback

Four students regularly serve as members of this committee. Two are leaders in Student Government, bringing in a representative voice for students across the institution. One is a former student in an LA class, former LA, and now a graduate student. The final student serves as a tutor at the institution. In addition, an FAU alumna who was a student in an LA class served on the committee. These students provided essential feedback to the overall committee. Some of their points have included:

- Suggesting that LA supported courses have a designation on the Registration/ scheduling system. This feedback was also brought up by members of the Student Government legislative body, prompting discussions with the FAU Registrar to be held upon approval of the QEP to determine feasibility.
- Creating a student focus group to review the QEP/LA website once the first iteration is completed.This resulted in a student focus group held in late fall 2023, with adjustments to the website completed in early spring 2024 based on focus group feedback.

Student Government - Presentation to Legislative Branch with Feedback

While the Student Government Executive Branch (President and Vice President) had been active members of the QEP Development Committee, bringing the student voice to the establishment of this program, we wanted to broaden the feedback by presenting to the legislative branch through the Boca Raton House of Representatives. These members asked great questions, with the following feedback directly impacting steps the LA Program Office will take or has taken to enhance the program:

- Identify LA classes in the course registration/scheduling system. As the second group providing this feedback, the QEP leadership team will be meeting with the Registrar during Year One of the QEP to determine feasibility.
- An avenue for students to propose specific courses for redesign with the LA model. This has resulted in a "propose a course that YOU would like to see offer the LA model" on the QEP website.
- Promotion of LA hiring opportunities through Canvas, the FAU Learning Management System (LMS). This has resulted in collaboration with the Office of Information Technology to allow banners to be placed in Canvas for two weeks during each hiring cycle to promote student employment opportunities within the LA Program, beginning in Year One.

Feedback from Students Enrolled in LA courses

This feedback has been captured in a variety of ways. Student Perception of Teaching (SPOT) evaluations have been requested from instructors of LA classes and were reviewed for student feedback on the model. In addition, students in LA courses have provided feedback through surveys and interviews. While the majority of feedback was positive, below are a few key suggestions that were shared:

- In large lecture courses, several students mentioned that a smaller ratio of LA to students would improve the interaction and support from the LA that each group received. This has led the LA Program office to set a standardized goal of 1:20 LA to student ratio. As students mentioned that the larger ratio prevented the LA from spending significant time with their group, faculty development components were modified to encourage faculty to create an implementation plan that allows enough continuous time for group work to allow LAs to work broadly across multiple groups.
- Several students indicated a desire for LAs to focus on prerequisite course information versus supposing that the student had recently completed the prerequisite course and retained the knowledge.This has led QEP leadership to build in strategies during faculty development for instructors to envision a plan for students who need remediation on particular topics, by utilizing pre-class worksheets to provide opportunities to reflect on and review requisite knowledge.
- A few students mentioned that the model can be distracting to students with ADHD or other learning disabilities as the background noise during group work can be overwhelming. This has led the QEP leadership to work extensively with the Student Accessibility Services (SAS) staff to put protocols in place to best support students registered with their office.

Feedback from Undergraduate Student LAs

The student voice would not be complete without input from the student LAs themselves. Through end-of-semester reflections and informal feedback throughout the semester, the following big ideas have been shared:

- Increase opportunities by hiring more students as an LA in the future. This will be addressed upon approval of the QEP by SACSCOC as we expand the LA program offerings.
- Redesign additional classroom spaces for active learning, particularly in large lecture halls. As many courses being considered for implementation of the LA model are large lecture (250+ students), this feedback along with a needs assessment for QEP development has prioritized QEP leadership to seek funding opportunities (grants, donors, incorporation into existing classroom/building design requests) for construction of a 6,000 square foot flexible learning space within the next five years.

Feedback from Incoming First-Year Students

An analysis of FAU incoming first-year student responses on the Beginning College Survey of Student Engagement (BCSSE) provided insight into student expectations:

- Students expect to receive academic support from their peers more than from tutors, advisors, faculty, and others (D. Meeroff, personal communication, October 10, 2023). This led to prioritizing the development of structured programs to allow students to get peer-to-peer support in an effective and equitable way.

APPENDIX C: QEP DEVELOPMENT COMMITTEE MEMBERSHIP AND WORKGROUPS

QEP Development Committee – *Education Reimagined*		
Member	**Position**	**Work Group**
Brittanney Adelmann	Director, Math Learning Center & Quality Enhancement Plan	Faculty Development & Recognition Course Selection/Curriculum Grant Process
Jennifer Bebergal	Associate Dean, Academic Support & Student Learning Co-Lead Quality Enhancement Plan	Assessment Marketing & Communication
Jay Mireles-James	Associate Professor, Mathematics	Faculty Development & Recognition
Donna Chamely-Wiik	Associate Dean, Undergraduate Research & Inquiry Former QEP Director	Faculty Development & Recognition
Ying Liu	Assistant Provost, Institutional Effectiveness	Assessment
Scott Silversten	Associate VP, Communications & Marketing	Marketing & Communication
Kim Dunn	Associate Professor, Accounting President of Faculty Senate, BOT	Faculty Development & Recognition
Russ Ivy	Senior Associate Provost (currently Interim Provost) SACSCOC Liaison	Course Selection/Curriculum Grant Process
Morgan Cooley	Associate Professor, Social Work	Faculty Development & Recognition
Patrick Bernet	Associate Professor, Management (Business)	Marketing & Communication
Evonne Rezler	Senior Associate Dean, College of Science	Course Selection/Curriculum Grant Process
Ann Branaman	Chair and Professor, Sociology	Course Selection/Curriculum Grant Process
Terje Hill	Professor, Mathematics (Honors College)	Faculty Development & Recognition
Louise Aurelien Buie	Assistant Dean, Executive & Continuing Education & Academic-Practice Partnerships	Assessment
Fred Bloetscher	Associate Dean, Undergraduate Studies - College of Engineering & Computer Science	Course Selection/Curriculum Grant Process Assessment
Daniel Raviv	Professor, Electrical Engineering & Computer Science	Faculty Development & Recognition
Biance Nightengale-Lee	Assistant Professor, Curriculum & Instruction	Faculty Development & Recognition
Kristy Padron	Associate University Librarian	Assessment
Julie Golden-Botti	Assistant Provost, Online & Continuing Education	Course Selection/Curriculum Grant Process
Anthony Ambrosio	Director, Assessment (UGS)	Assessment
Deb Szabo	Director, Assessment, Accreditation, and Articulation	Assessment
Juan Izaguirre	Interim Director, Center for Ideas	Student Development & Recognition
Nori Carter	Director, Campus Life - Broward Campuses	Assessment
Stephanie Etter	Vice Provost for Academic Services, Broward College	Course Selection/Curriculum Grant Process
Molly Adam	Associate Director, FAU High (Jupiter)	Student Development & Recognition
Maxwell Simonson	Student Body President	Student Development & Recognition
Lily MacDonald	Student Body Vice President	Student Development & Recognition
Vanessa Stubbs	Former student in LA class	Course Selection/Curriculum Grant Process
Nicole Abreu	Former LA, Student Government	Marketing & Communication
Sadie Shank	Student, Computer Science Major	Student Development & Recognition

Table 10: QEP Development Committee

QEP Workgroups

Members of each work group were invited to join a Canvas course created for sharing information among the work group members and defining a clear charge, goals, and timeline.

1. Assessment Work Group

Charge: Assist with developing Student Learning Outcomes (SLOs) and Student Success Outcomes (SSOs) with baseline measures and goals and ideas to assess each of these outcomes; assist pilot faculty on developing assessment of QEP initiatives within their specific course; development of any needed tools, reports and dashboards; and provide feedback on drafts of QEP assessment plan for SACSCOC submission.

Goals: Suggest SLOs and SSOs (realistic, measurable goals) for the QEP, provide ideas for assessment (qualitative and quantitative) of SLOs and SSOs, recommend assessment measurement tools to be utilized, determine data needed, inclusive of dashboards and reports, meet with faculty for each pilot course to review their course assessment plan and provide feedback.

Timeline:

- ☐ April 1, 2022: Develop suggestions for SLOs and SSOs to share with the committee
- ☐ September 1, 2022: Based on feedback, the group will suggest benchmarks (baseline data and goals) and a plan to assess each of these outcomes
- ☐ December 15, 2022: Provide feedback on faculty development course
- ☐ Spring 2023: Meet with faculty in pilot to review their course assessment plans
- ☐ March 1, 2023: Assist with development of any needed tools, report, and c dashboards
- ☐ May 31, 2023: Provide feedback/suggestions on QEP assessment plan

2. Course Selection/Curriculum Grant Work Group

Charge: Assist with development of policies, procedures, and data analysis needed to determine the selection of courses for redesign.

Goals: Development of benchmarks, development of timeline for course transformation and the elements associated with each step of the process

Timeline:

- ☐ April 1, 2022: Suggest plan for course redesign selection process, including timeline and factors
- ☐ September 1, 2022: Based on feedback, develop a rubric to assess applications for course redesign and develop the initial course transformation application and supporting materials
- ☐ December 15, 2022: Use rubric to assess initial applications; make recommendations for pilot
- ☐ May 31, 2023: Provide feedback/suggestions on course selection process

3. Faculty Development & Recognition Work Group

Charge: Assist with designing faculty development and recognition components related to the QEP. This includes determining the needs for faculty development (focus groups with current and future LA faculty), suggesting timeline, compensation, content, and assessment of the faculty development components. Additionally, the group will assist with identifying opportunities for recognition of faculty related to the QEP/LA program.

Goals: Suggest components of faculty development related to the QEP, suggest policies and procedures related to faculty development, provide ideas for assessment of faculty development components, develop outline of content for faculty development and suggest people who can develop the content, suggest opportunities for faculty recognition.

Timeline:

- ☐ April 1, 2022: Develop suggestions for faculty development needs related to the QEP
- ☐ September 1, 2022: Suggest policies and procedures related to faculty development (to include timelines, compensation, etc.)

- ☐ November 15, 2022: Suggest plan for overall assessment of faculty development initiatives
- ☐ February 15, 2023: provide suggestions for faculty recognition
- ☐ Spring 2023: Assist with training of pilot faculty as appropriate
- ☐ May 1, 2023: Initial pilot assessment; suggest adjustments for faculty development

4. Marketing & Communication Work Group

Charge: Assist with all elements of marketing and gaining community support for the QEP ahead of the SACSCOC onsite visit in spring 2024. Assist with developing materials and events to prepare the FAU community for the SACSCOC onsite visit.

Goals: Suggest timeline for elements associated with the marketing of the LA program and QEP, provide ideas for content for marketing and collateral materials (swag): printed, electronic, etc., suggest ways to engage the FAU community in preparation of the onsite visit (events).

Timeline:

- ☐ April 1 , 2022: Review of prior QEP marketing materials
- ☐ September 1, 2022: Draft plan for engaging community and increasing awareness of the QEP
- ☐ December 15, 2022: Provide ideas for collateral materials: swag, printed, electronic, etc.
- ☐ May 31, 2023: Provide feedback on community engagement section of QEP Report
- ☐ Fall 2023 - Spring 2024: Assist with launch of all marketing materials and associated events
- ☐ Late March - April 4, 2024: Ensure marketing plans are in place across the community

5. Student Development & Recognition Work Group

Charge: Assist with designing the student development and recognition components related to the QEP. This includes determining the needs for student development (pedagogy and beyond), setting timeline, compensation, content, and assessment of the student development components. Assist with identifying opportunities for recognition of students related to the QEP/LA program.

Goals: Define components of student development, set policies and procedures related to student development, plans for assessment of student development components, develop outline of content for pedagogy/student development, suggest people who can develop the content, suggest opportunities for student recognition

Timeline:

- ☐ April 1, 2022: Develop ideas for student development needs; propose budget for pedagogy
- ☐ September 1, 2022: Develop policies and procedures related to student development (to include timelines, compensation, etc.)
- ☐ November 15, 2022: Develop outline for content/modules and associated assessment for student development
- ☐ February 15, 2023: Provide suggestions for student recognition
- ☐ May 1, 2023: Initial assessment of pilot pedagogy revisions; suggest adjustments for student development

APPENDIX D: MARKETING AND COMMUNICATION TIMELINE

QEP Marketing and Communication Plan - *Education Reimagined*	
Date(s)	**Element(s)**
January/February 2022	QEP Leadership meets with Public Affairs (PA) team to start sharing of ideas and creative process; provide PA team with key phrases and words to represent QEP goals
April 2022	Receive visual system from Public Affairs plus Power Point template and email signatures; Visual system presented to QEP Development Committee for feedback; Initial QEP photoshoot
May 2022	Purchase QEP swag round 1 (pens, markers, stickers, padfolios, polos and hoodies)
Summer 2022	Develop all elements (layout, design, content) for QEP Website
August 2022	Launch QEP Website
September 2022	Website analysis and feedback from QEP Development Committee; Begin presentations and listening sessions on ***Education Reimagined*** to a variety of university groups – ONGOING
November/December 2022	Development of branded materials to support the program (offer letters and QEP related Canvas courses and training and development materials created using ***Education Reimagined*** visual system)
January 2023	QEP pilot highlighted in FAU Insider (top story) and FAU Connections (secondary story); QEP link posted to MyFAU and QEP story shared to LinkedIn
March 2023	Initial meeting with Public Affairs creative team regarding SACSCOC QEP Report design
April 2023	Visual elements created for ***Education Reimagined*** for digital signage, banners, social media; Shooting footage for QEP videos; Photoshoot for student spotlights (current LA courses) for social, brochures, banners
May/June 2023	Create storyboard for QEP videos
June/July 2023	Social graphics, vinyl banners, digital screen designs created for rollout – explaining who-what-when-where-why and includes QEP slogan ***Education Reimagined***
August/September 2023	Begin roll out of ***Education Reimagined*** graphics to develop brand; graphics added to active learning classrooms as part of QEP
October/November 2023	Shoot footage for Day-in-the-Life of an LA and other QEP videos (for release in spring 2024); Approval of script/storyboard for ***Education Reimagined*** instructional video and script for Owl Radio ad; Public Affairs/Creative Services team lead design of elements for QEP Report for SACSCOC submission; ***Education Reimagined*** campaign items to be quoted and submitted to QEP team for approval of purchase: • Lawn signs; Vinyl banners at Florida Atlantic entrances; Breezeway banners • Pullup banners to be used in strategic locations on each campus – main points of QEP • Leave-behind pieces such as posters and postcards – main points of ***Education Reimagined*** • Design and order ***Education Reimagined*** t-shirts • Tabletop pieces to be used at Atlantic Dining Hall and Food Court (Are you QEP curious? QR code to site) within napkin holders, table tents, etc.
January 2024	QEP Report for SACSCOC submission layout and printing; Digital banners displayed at basketball games; Launch paid digital marketing campaign targeting students/faculty on campus; paid digital ads on LinkedIn; Launch Owl Radio ad; Facilities to prominently display lawn signs & vinyl banners; Table-tops within Dining Hall & Food Court; 5x7 informational cards around campus – Breezeway, Student Union, Residence Halls, CTL, advising offices, Financial Aid, Registrar's Office, academic buildings, Partner Campuses; QEP included in FAU Today; Launch Day-in-the-Life (DITL) of an LA video and other QEP videos
February 2024	QEP Kick-off events on each campus for students, faculty, and staff to learn about QEP; Insert 30-second video as pre-roll for students in online lectures; Digital banner in Canvas LMS (new banners every two weeks February and March)
March 2024	LA classroom pop-up in public spaces (on all campuses); T-shirt giveaway to students/faculty/staff; Tie-dye QEP shirt event (using colors from the campaign) with pull-up banners displayed; Re-post DITL and instructional videos through social channels; Digital displays across campus; all computer labs; QEP link on all departmental webpages; Tabling events with swag - Promote swag giveaway through FAU Today; FAU Connections and social media
April 2-4, 2024	Give out swag to students wearing QEP shirts

Table 11: QEP Marketing and Communication Timeline

APPENDIX E: COURSE SELECTION RUBRIC

Criterion	Sub-Category	Weight	Score A	Score B
For Score A, 3 points if that student type is significantly impacted; 1 point if that student type is partially impacted; 0 points if relatively no students of that type are impacted. For Score B, rate the breadth of impact per semester: 5 points if impacts more than 300 students of that type; 3 points if more than 200 students; 2 points if more than 100 students; 1 point if more than 50 students; 0 if impacts fewer than 50 students per semester of that type				
Students Impacted: Type and Breadth	FTIC			
	Transfer students			
	Broward or Jupiter students			
	Non-STEM students			
	Online students			
For Score A, 3 points if that course type is impacted; 0 if not that course type. For Score B, rate the breadth of impact per semester: 5 points if impacts more than 300 students; 3 points if more than 200 students; 2 points if more than 100 students; 1 point if more than 50 students; 0 if impacts fewer than 50 students per semester				
Courses Impacted: type and breadth	IFP (general education)			
	Major gateway (pre-requisite)			
	Required Major course			
For Score A, 3 points if that metric is significantly impacted; 1 point if that metric is mildly impacted; 0 if no impact on that metric. For Score B, rate the breadth of impact per semester: 5 points if impacts more than 300 students; 3 points if more than 200 students; 2 points if more than 100 students; 1 point if more than 50 students; 0 if impacts fewer than 50 students per semester				
Impact on Metrics	Retention (FTIC) and APR			
	4-year Graduation Rates			
	Transfer Graduation Rates			
	Ability to progress to subsequent course			
For DFW rates, use the average score over the past 4 semesters (can exclude summers). Score A, 5 points if that course has average DFW rate of 40% or higher; 3 points if DFW rate of 30-39%; 2 points if DFW rate is 20-29%; 0 points if DFW is under 20%; Score B should address any identities or intersection of identities that have made students in that course disadvantaged. If the difference in DFW rate for two populations is 15% or greater - 5 points; 4 points if difference is 10-14%; 3 points if 7-9.9%; 2 points if 5-6.99%; 1 points if difference in outcomes is 3-4.99%.				
Course DFW rate	Overall DFW and DFW for Historically disadvantaged students			
Reviewers can award up to 3 additional points in Score A for justification of impact on equity and inclusivity and 3 additional points in Score B for justification and rationale based on circumstances not outlined in this rubric.				
Impact on Equity & Inclusivity or Special Circumstances not addressed previously	Proposal makes a case for additional rationale based on diversity, equity, and inclusion			

DEFINITIONS:	
	FTIC: first-year, first-time in college students who will impact our retention/APR (NOTE: students in courses beyond first-year may be coded as FTIC for graduation rates, but will be counted in that metric) Transfer: Student enrolling with an AA degree from a Florida State College Broward or Jupiter students: Students with primary campus as non-Boca, not fully online Online student: Any course where the modality is at least 50% online; students pay the distance learning fee Non-STEM students: Any students who are majoring in disciplines outside of a traditional STEM discipline

Figure 18: Course Selection Rubric

APPENDIX F: CHAIR COMMITMENT AND FACULTY OFFER LETTER FOR COURSE REDESIGN

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Education Reimagined
Learning Assistant (LA) Program
Quality Enhancement Plan - Florida Atlantic University

Dear Dr. XX:

In September 2022, a call was announced to the university community for any instructors interested in redesigning their course with the Learning Assistant (LA) Model as part of a pilot program for the new QEP, Education Reimagined. Accepted faculty will participate in an LA Faculty Learning Community (Spring 2023) in which they will work to redesign their course to include collaborative learning and the Learning Assistant (LA) Model.

We are excited to share that **FACULTY MEMBER** submitted a proposal to redesign **COURSE**. The QEP course selection committee has reviewed all proposed courses and recommended that this course be selected as part of the pilot for the QEP.

Before we offer this opportunity to your faculty, we are requesting your agreement with the following:

1. Approval of the faculty member/instructor commitment of time in working on course redesign during spring 2023. It is anticipated that faculty will need to dedicate 2-3 hours per week to the redesign process.

2. To the best of your ability, you agree to assign this faculty member/instructor to teach the redesigned course in fall 2023 and at least one additional semester over the following year.

Funding Information:

- The QEP will provide a $2500 stipend for each faculty member/instructor involved with the redesign process (maximum 2 per course).

- The QEP will provide an additional $1500 stipend for the faculty member/instructor upon completion of teaching the redesigned course, submission of an assessment report, and development and submission of a continuous improvement plan.

- The QEP will hire and pay for undergraduate Learning Assistants (LAs) to support redesigned courses, up to a maximum allowable amount per course.

I acknowledge and agree to the above request(s) for faculty/instructor time and assignments pertaining to the aforementioned course.

_____ _____
Dr. XX - Chair, Department XX Date

For more information, contact the QEP team at qep@fau.edu or visit www.fau.edu/qep.

Figure 19: Chair Commitment - Course Redesign

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Education Reimagined
Learning Assistant (LA) Program
Quality Enhancement Plan - Florida Atlantic University

Dear **FACULTY**:

We are pleased to offer you a stipend for participating in the Spring 2023 faculty development workshop as part of the Florida Atlantic University Quality Enhancement Plan. The course associated with this stipend is ***COURSE.***

Expected work for the Stipend Part One ($2,500) includes:
- Attendance at 12 weekly meetings (January 23 – April 24, 2023); Mondays 3 – 5 p.m. *(Note: January 23 is 4 – 6 p.m.)*
  - Meetings are IN PERSON, in GS 214B *(January 23 is online; April 3 will be in Jupiter)*
  - A minimum of 90% meeting attendance and participation is required.
- Adjustments to curriculum and creation of course documents and activities which incorporate active/collaborative learning (can include worksheets, pre-worksheets, quizzes, i-Clicker problems, team building activities, projects etc.)
  - Development of a minimum of 75% of weekly course activities/documents is required; a minimum of 30% of course time should include active learning facilitated by LAs.
- Development of a specific plan for logistics of the LA model in class
  - Plan to incorporate LAs to facilitate collaborative learning and engage students
  - Plan for introducing the LAs and the LA model to the class
  - Creation of syllabus and Canvas elements related to the LA model
- Development of design for weekly prep meetings
- Development of a course assessment plan related to the LA model Student Learning Outcomes (SLOs)
- Submission of a Faculty Course Proposal (FCP) in LA Campus

Expected work for the Stipend Part Two ($1,500) includes:
- Teaching the redesigned course with the LA model in fall 2023
- Facilitation of Weekly Prep meetings with LAs throughout the fall 2023 semester
- Submission of course outcomes as described in the assessment plan; submission of a continuous improvement plan
- Must be submitted within 2 months of the end of the semester, or no later than February 15, 2024

LA Faculty Learning Community (LA FLC) Meeting Details:
- Online: Initial Zoom Workshop
  - Monday, January 23, 4 – 4:30 p.m. LA FLC introductions
  - Monday, January 23, 4:30 – 6 p.m. Essential Elements of the LA Model
- In person: January 30; February 6, 13, 20; March 13, 20, 27; April 3, 10, 17, 24
  - Mondays 3 – 5 p.m., GS 214B
- OPTIONAL (highly recommended): LA Regional Workshop hosted by Florida Gulf Coast University (FGCU): Saturday/Sunday February 25 – 26 *(QEP will pay travel, hotel, and registration costs)*

To be eligible to have LAs assigned to your course and receive **Stipend Part One** of $2500, all components outlined in Part One must be completed by June 1, 2023. **Stipend Part Two** of $1500 will be awarded upon completion of the components outlined in Part Two by specified deadlines.

Note: All materials created will become property of the Florida Atlantic University Learning Assistant (LA) Program and may be used by other faculty at the university.

We are excited to welcome you to the team of faculty teaching with LAs as we work to reimagine education at Florida Atlantic University!

Please sign and return this offer letter by Wednesday, January 18, 2023.

Sincerely,

Brittanney Adelmann, Ph.D.
Director, Quality Enhancement Plan
Learning Assistant (LA) Program

Jennifer Bebergal, Ed.D.
Co-lead Quality Enhancement Plan
Associate Dean, Center for Teaching & Learning

Faculty acceptance: _____ _____
FACULTY Date

Figure 20: Faculty Offer Letter - Course Redesign

APPENDIX G: FACULTY AND LA FACULTY MENTOR STIPEND GUIDELINES

LA FACULTY DEVELOPMENT STIPEND GUIDELINES

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Education Reimagined
Quality Enhancement Plan - Florida Atlantic University
Faculty Learning Community (FLC)

Faculty involved in the redesign and/or teaching of a course for the first time with Learning Assistants (LAs) are eligible for a stipend related to their faculty development activities. Please note that while we use the term faculty, anyone teaching/redesigning a course with the LA model would be eligible (including instructors, adjuncts, GTAs).

Faculty involved in the redesign of a course to include the LA model will participate in a semester-long Faculty Learning Community (FLC).

Faculty redesigning a new LA course
Two-part Stipend: $2500 + $1500 = $4000

Part One - Education Reimagined FLC: designing new materials, design assessment plan, learn about elements of the LA model and active learning, develop plan for weekly prep meetings, submit syllabus including LA information. Must be completed prior to teaching.

Stipend Part One ($2,500) to be paid upon:
- Submission of course proposal to redesign course
- Attendance and active participation in a minimum of 80% of all synchronous FLC meetings
- Submission of all required FLC components (e.g. weekly prep meeting plans, assessment plan, revised syllabus, active learning/group activities as appropriate)
- Submission of reflection and survey at conclusion of formal FLC experience
- Integration of what was learned into future course with LAs
- Signed agreement to allow LA faculty/staff to come into classes and weekly prep meetings to provide guidance and support
- Provision of course materials for use in the LA Program Office database

Part Two - Education Reimagined Assessment and Improvement Plan: Stipend requirements must be met within one semester upon completion of teaching an LA course and leading weekly prep meetings for the first time.

Stipend Part Two ($1,500) to be paid upon:
- Conclusion of course taught with elements developed through FLC
- Completion of leading weekly prep meetings throughout the semester
- Submission of post-teaching assessment and improvement plan
- Submission of post-teaching weekly prep analysis

Faculty redesigning a course agree to be available to assist new faculty teaching that course for a minimum of 1 year.

Faculty member agrees that materials created related to teaching in the LA model will be available for use by other instructors at Florida Atlantic University. The LA Office will house and manage a database/archive of QEP created materials.

Faculty assigned to teach a previously redesigned LA course for the first time must complete an asynchronous LA Faculty Canvas Course in order to have LAs assigned to their course.

New faculty for a previously designed LA course
Two Part Stipend: $500 + $500 = $1000

Part One - Education Reimagined LA Faculty Canvas Course: review previously designed course materials, weekly prep meeting notes, assessment results, and improvement plan from prior semesters as a guide to developing and setting up your own course. In addition, faculty will make any needed adjustments to the assessment plan, learn about elements of the LA model and active learning, develop a plan for weekly prep meetings, and submit a syllabus including LA information.

Stipend Part One ($500) to be paid upon:
- Attendance at Essential Elements E-Series online workshop (75 minutes)
- Completion of asynchronous LA Faculty Canvas course
- Completion/submission of all required LA course planning components (weekly prep meeting plans, assessment plan, revised syllabus, active learning/group activities as appropriate)
  - Materials from previously designed course will be provided and may be used
- Submission of reflection and survey at conclusion of Canvas course
- Signed agreement to allow LA faculty/staff to come into classes and weekly prep meetings to provide guidance and support
- Provision of course materials for use in the LA Program Office database

Faculty member agrees that materials created related to teaching in the LA model will be available for use by other instructors at Florida Atlantic University. The LA Office will house and manage a database/archive of QEP created materials.

Part Two - Education Reimagined Assessment and Improvement Plan: Stipend requirements must be met within one semester upon completion of teaching an LA course and leading weekly prep meetings for the first time.

Stipend Part Two ($500) to be paid upon:
- Teaching course with LA program elements (can include previous instructor materials, newly designed materials, or a combination of both)
- Leading weekly prep meetings throughout the semester
- Submission of assessment outcomes, weekly prep analysis, and improvement plan based on assessment results

For more information, contact the QEP team at qep@fau.edu. To apply, visit www.fau.edu/qep *(launching in Fall 2022).*

Figure 21: LA Faculty Development Stipend Guidelines

LA FACULTY MENTOR STIPEND GUIDELINES

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Education Reimagined
Quality Enhancement Plan - Florida Atlantic University
Learning Assistant (LA) Faculty Mentor
Stipend Guidelines

An LA faculty mentor is an instructor with experience in teaching with Learning Assistants (LAs). This individual will support new LA faculty in the redesign and implementation of a course with LAs for the first time. Mentors will share their experience regarding the incorporation of all elements of the LA Model. A stipend of $1500* is provided for LA faculty mentoring activities over a 12-month period. LA Faculty mentors will be selected based on demonstrated leadership within the FAU LA community and alignment with curricular aspects of the current courses being redesigned.

There will be two cohorts annually working on course redesign and implementation of the LA model. LA faculty mentors will be selected to work with a specific cohort, following them through the design and implementation process.

Spring Cohort: Work with new LA faculty redesigning their course in spring (semester 1) to teach in fall (semester 2).

Fall Cohort: Work with new LA faculty redesigning their course in fall (semester 1) to teach in spring (semester 2).

**Stipends are processed after completion of Semester 1 activities, however, LA faculty mentors agree to be available to assist new LA faculty for a minimum of 1 year.*

Role of an LA Faculty Mentor

- Semester 1 – Support in Course Redesign: Provide guidance and support during LA FLC meetings on curricular design elements, syllabus and logistics, and assessment planning.
  - Requirement: Attendance and active participation in a minimum of 3 synchronous LA FLC meetings (2-hours each).
  - Optional: Participate in additional LA FLC meetings; provide guidance to faculty in the redesign process outside of scheduled meetings.
- Semester 2 – Support new LA Faculty: Provide guidance and support regarding in class practice/active learning segments and weekly prep meetings for faculty teaching with LAs (includes faculty who redesigned the course and faculty teaching a previously redesigned course).
  - Requirement: Attend and co-lead discussions during at least 2 of the 3 monthly "coffee hours" for LA faculty.
  - Requirement: Observe and provide feedback of active learning class meeting(s) and/or weekly prep meeting(s) a minimum of 3 times (same instructor or multiple instructors).
  - Optional: Attend Q&A sessions for prospective faculty considering submitting a proposal for course redesign with the LA model; promote the LA model proposal process to faculty within your department/college.

Faculty member agrees that materials created related to teaching in the LA model will be available for use by other instructors at Florida Atlantic University. The LA Office will house and manage a database/archive of QEP created materials.

For more information, contact the QEP team at qep@fau.edu.

Figure 22: LA Faculty Mentor Stipend Guidelines

APPENDIX H: QEP PILOT LA FACULTY LEARNING COMMUNITY (LA FLC) RESOURCES

PILOT LA FLC SYLLABUS TOPICS BY WEEK

1. **Essential Elements E-Series:** Attend *Essential Elements of the LA Model* 75-minute online workshop
   a. **Learning Outcomes for Participants:** Describe the basic tenets of the LA model; apply the tenets of the LA model to the development of their LA Program and institutional contexts; compare the LA model to other peer models; Identify the resources and community available through the Learning Assistant Alliance (LAA)
   b. **Deliverables:** Sign up for an account at the Learning Assistant Alliance (LAA); canvas quiz on the Essential Elements of the LA Model; complete the Canvas reflections assignment; upload a current syllabus for the course you are redesigning
2. **The QEP & the LA Model - Program Essentials:**
   a. **Learning Outcomes for Participants:** Understand what a QEP is and how it ties to FAU's SACSCOC re-accreditation; Describe why ***Education Reimagined*** was selected as the new QEP; identify evidence of LA Program effectiveness through supporting data and research; reflect on Essential Elements E-Series Workshop
   b. **Deliverables:** Read *How Learning Works* pgs. 1-8 and complete a Canvas quiz
3. **Pedagogy - An Essential Element:**
   a. **Learning Outcomes for Participants:** Describe topics covered in LA training course (pedagogy) and why those topics are important; evaluate strategies to reinforce understanding and application of best practices surrounding these topics with new LAs
   b. **Deliverables:** Read *How Learning Works* pgs. 10-39 and complete a Canvas quiz
4. **Culturally Responsive Pedagogy (CRP):**
   a. **Learning Outcomes for Participants:** Define CRP; identify aspects of CRP in assignments, assessment, curriculum; use research-based aspects of CRP in course redesign
   b. **Deliverables:** Write: critical reflection blog selfie – Flipgrid; watch: foundations of CRP video and respond to video template; complete: CRP resources exploration and planning template; discuss: share which CRP resources resonated with you and why via Canvas discussion board

5. **LA Regional Workshop at Florida Gulf Coast University (FGCU):**
   Attend the LA Regional Workshop hosted by FGCU (optional)
   a. **Learning Outcomes for Participants:** Identify best practices of implementation in similar courses at other institutions (class size, discipline, modality); develop questions to ask when returning to campus
   b. **Deliverables:** Active participation in conference activities; List of questions
6. **Active/Collaborative Learning:**
   a. **Learning Outcomes for Participants:** Define active/collaborative learning; synthesize information on how and why we provide this type of learning; evaluate collaborative techniques viewed during class observations
   b. **Deliverables:** Upload an article or paper related to active learning ideas/ techniques *in your discipline*; share at least two takeaways from this article on Canvas discussion board and respond to at least one post from a colleague; observe an LA class in action (practice)
7. **Meet the LA Faculty Mentors, Assessment, and Developing Active/ Collaborative Activities Targeting SLOs:**
   a. **Learning Outcomes for Participants:** Describe Student Learning Outcomes (SLOs) and Student Success Outcomes (SSOs) measured within the QEP; analyze options to connect SLOs in current teaching; develop a course activity utilizing LAs and building competency within at least one SLO; create plan for assessing at least one course activity, identify how to measure outcomes and set benchmarks; analyze sub-competencies on AAC&U VALUE Rubrics and identify sub-competencies most appropriate for your course; Formulate plan to incorporate LAs and for effective group work strategies
   b. **Deliverables:** Develop at least two activities, one to measure SLO1, one to measure at least two sub-components of SLO2 or SLO3 that you will use in your redesigned course; be sure to describe the active learning piece, how groups will work on it, what the individual or group deliverable is, what elements of CRP you considered, and how you will assess it
8. **Weekly Prep and Developing Active/Collaborative Activities:**
   a. **Learning Outcomes for Participants:** Reflect on assessment plan links to your course outcomes; identify strengths and opportunities for improvement based on attendance in a sample LA classroom; understand strategies for facilitating effective Weekly Prep meetings through evaluation of example videos of weekly prep sessions;
   b. **Deliverables:** Upload a draft agenda/outline for your weekly prep session including topics and time on topic; develop an activity that you will use in your redesigned course; be sure to describe the active learning piece, how groups will work on it, what the individual or group deliverable is, what elements of CRP you considered, and how you will assess it

9. **Developing Active/Collaborative Activities (Jennifer to travel to Jupiter – Brittanney in Boca):**
   a. **Learning Outcomes for Participants:** Create an activity for the redesigned LA course utilizing a provided rubric to assess student learning
   b. **Deliverables:** develop an activity that you will use in your redesigned course; be sure to describe the active learning piece, how groups will work on it, what the individual or group deliverable is, what elements of CRP you considered, and how you will assess it
10. **Developing Active/Collaborative Activities** - *Continuation of week 9*
11. **Syllabus & Logistics and LA Campus:**
    a. **Learning Outcomes for Participants:** Design a syllabus for the LA course; describe logistics of implementing the LA model (ways to introduce LAs to the class and define the LA role and benefits/"why" of the model to students); create a plan to form groups; evaluate plans for design of weekly prep meetings; apply pedagogy concepts LAs learn to prep and practice; complete and submit a Faculty Course Proposal (FCP) in LA Campus.
    b. **Deliverables:** Develop a syllabus; develop plans for implementing logistics of the LA model; submit an FCP for your course
12. **Developing Active/Collaborative Activities & Closing and NEXT STEPS:**
    a. **Learning Outcomes for Participants:** Identify next steps needed; celebrate accomplishments

PILOT LA FLC LESSON PLANNING GUIDE

The following lesson planning guide is provided to faculty during LA FLC.

Implementing the LA Model and Active Learning in Your Course

Before we start planning the actual collaborative learning activities your students will do during the active learning component of your course (guided by LAs), consider thinking about the following:

- How will I introduce the LAs themselves and the concept of the LA model and group work to my students; including the WHY behind it? *(Will I "say" something? Will I make a powerpoint slide?)*
- How will I divide students into groups and when? *(Do they select groups? Do I randomly assign groups? Do I intentionally assign groups? Create groups on the first day? After drop/add? Same group all semester?)*
- How will I build a sense of belonging and connection within teams and set expectations for teamwork and working together? *(Icebreaker, low stakes activity, team charter; Discuss expectations in class, the syllabus, on Canvas, powerpoint?)*
- What guidelines will I need to set? *(Will students submit something to demonstrate group work? Group or individual submissions? Can students leave before class ends if they finish group work—if not, how do you prevent this? How do you support students*

working collaboratively? What is the policy for students missing group work or arriving late (i.e. missing lecture but attending group work)? If you are delivering this course online now (synchronous or asynchronous) or in the future, how are the policies different?

- What will the LA component look like in my class? *(you must involve LAs a minimum of 1/3 of class time.)*
  - *Example 1: In Calculus, students complete a pre-worksheet before class, get a mini-lecture the first half of class (50 minutes, twice weekly) followed by group work and a worksheet the second half of class (50 minutes, twice weekly. Students get and submit their own worksheets although working together.)*
  - *Example 2: In Chemistry, students watch online mini-lectures and contribute to a group/team discussion on Canvas before class. During class, the instructor spends a few minutes going over a concept and then opens up iClicker questions that students are expected to work on answering together with their group members (facilitated by LAs). This is repeated throughout each class meeting.*
  - *Example 3: In a music course, students work on projects together during class. The instructor introduces an assignment, then as a group, students develop elements of the assignment and present it as a group. Some weeks they discuss a particular element of music history or similar.*
- Am I assigning points for group work? If so, how will I assign these points? If not, how do I get buy-in from the students to complete group work?
- Do I imagine students completing some work BEFORE class to prepare them for group work (or to allow me to cover less content during class)? If so, how do I build accountability for students doing the work? *(Is there a point value associated with any pre-class work?)*
- How do I ensure I am utilizing culturally responsive pedagogy throughout my course?
- How will I assess content knowledge/skills – and impact of the LA program on that competency?
  - Through a specific assignment(s) or group work? Pre/Post test? Exam questions? Project? Reflection? etc.
  - Will this occur once or at multiple points in the semester?
  - Will I assess all students on this or a sampling?
- How will I assess critical thinking and problem solving in my course?
  - Will this be through a specific assignment(s) or group work?
  - Will this occur once or at multiple points in the semester?
  - Will I assess all students on this or a sampling?
- How will I assess teamwork and collaboration in my course?
  - Will this be through a specific assignment(s) or group work?
  - Will this occur once or at multiple points in the semester?
  - Will I assess all students on this or a sampling?

LA Class Lesson Plan Guide

Course: _____ Instructor: _____

Topic: _____ Module/week: _____

Possible Topics/Material: Describe concepts, topics and material that you think apply to the class **this** week.
Describe ALL relevant topics that may be covered or background information that may be needed.

Objective: What concept(s) do students need to understand for this week's class sessions?

Prioritize your Brainstorm: Since you have limited class time, you must decide what things YOU need to help students learn directly (lecture or similar), what students may be able to learn AHEAD of class (through readings, pre-class recorded lectures, online discussion posts, or other homework assignments), and which concepts students can discover during class on their own/with their groups, under guidance and support from you and LA(s).

To do this, you may want to think about the material, its relative importance and difficulty, and list the topics in the appropriate quadrant. If something is less difficult or a prerequisite knowledge refresher, perhaps they can learn that outside class. If something is new, important and difficult, perhaps you want to focus on that for your direct instruction, with a component of group work to check their understanding.

	Difficult	**Not As Difficult**
Important		
Not As Important		

How to Cover Material: Plan your sessions using the grid above. You might have **pre-class activities** that are based on concepts that are "Important" but "Not as difficult" (this also may be refreshing on prerequisite knowledge and skills as a "warm up" for the work that will happen during class). These concepts may also be used at the **start of group work** as a low stakes activity to assess that they know the basics and to make them feel more confident.Then the main focus of group work in your class should come from the "Difficult" and "Important" area. These concepts may be covered first by you as the instructor, but are the most important topics for students to work on as a group (with support and checks for understanding that occur with the LAs). Think of strategies and techniques you will use to help facilitate their learning and application of that material. Finally, create a **closing activity** for the end of class (or as homework/reflection after class) that pulls it together, solidifying understanding.

Now Here's My Plan… *(with examples)*

CONCEPT/Topic	**When and HOW Students will learn this (BE SPECIFIC)**
e.g.: Application of gas laws; convert between units of pressure; analyze the effect of partial pressures in gas mixtures.	• Students will review readings and watch Canvas videos before lecture • Students will complete a brief quiz and respond to Canvas discussion [write ideal gas law, what is the expression of Avogardro's Law, Boyle's Law, and Charles' Law? Describe a gas law in your own words and describe effects of the law using numbers/formula to help.] • In class, I will briefly review the relationship between the laws. I will demonstrate the relationship between pressure, volume and temperature and show how they can derive additional formulas from one. [PV=nRT is Ideal gas law, how does that change if we only have pressure and volume(temperature is constant)] • After each brief explanation, I will open an i-Clicker question on a related concept so students can work with their groups (supported by LA(s)) to apply the concept and answer questions. • After class, students will complete online homework to solidify concepts.
e.g.: Distinguish classic philosophers' views of ethics and moral behavior.	• Students will complete assigned readings and watch Canvas videos before lecture • Students will complete a discussion post on Canvas to demonstrate they have done pre-work. • In class, teams will each be assigned 2 specific philosophers. Team members will research the individuals and complete a Venn Diagram describing where the philosophies intersect or what elements are unique to that philosopher. Teams will submit that diagram on a shared presentation slide and present it to the class. • After class, students will complete an online reflection, describing a minimum of two ways that a philosopher they learned about from another group has different views of ethics and moral behavior than exhibited by one of the philosophers their group studied.

FACULTY EXPECTATIONS AND CHECKLIST - LA FLC

FAU FLORIDA ATLANTIC UNIVERSITY

Quality Enhancement Plan
Learning Assistant Program

Expected work for the Stipend Part One ($2,500) includes *all* the following elements:

☐ Attendance at 12 weekly meetings (90% meeting attendance is required)
☐ Adjustments to curriculum
  ☐Creation of documents and activities which incorporate active/collaborative learning.
  ☐ Development of a minimum of 75% of weekly course activities/documents
  ☐ 30% (or more) course time includes active learning facilitated by LAs
☐ Development of a specific Plan for logistics of the LA model in class
  ☐ Clear plan is established to incorporate LA facilitation of collaborative work
  ☐ Clear plan for introducing the LA model and the LAs
  ☐ Creation of syllabus and Canvas elements/language related to the LA model
☐ Development of design/agenda/goals for Weekly Prep Meetings
☐ Development of a course assessment plan related to the LA model Student Learning Outcomes (SLOs)
☐ Submission of a Faculty Course proposal (FCP) in LA Campus.

Expected work for the Stipend Part Two ($1,500) includes *all* the following elements:

☐ Teaching the redesigned course with the LA model in Fall 2023
☐ Facilitation of Weekly Prep meetings with LAs throughout the Fall 2023 semester
☐ Submission of course outcomes as described in the assessment plan
☐ Submission of a continuous improvement plan
☐ Submission of a Faculty Course proposal (FCP) in LA Campus.
☐ Submission of all the above deliverables no later than February 15, 2024.

Figure 23: Faculty Stipend Checklist

APPENDIX I: LA TRAINING, MENTORING, AND EVALUATION RUBRICS

LA PEDAGOGY WEEKLY SCHEDULE/SYLLABUS

LA Weekly Pedagogy Schedule (Fall 2023)

WEEK	Pedagogy Topic	Pedagogy Homework – due at 11:59pm, the day before NEXT pedagogy
1	Mindset	In your LA sessions this week, find at least ONE example of how you worked with a group and helped promote a growth mindset. What was the impact? Submit this by our next pedagogy session. Be prepared to discuss this at pedagogy.
2	Communication and Active Listening	● Choose a podcast or video: Select a podcast or video on a topic that interests you or is relevant to your studies or work. ● Set a timer: Set a timer for the length of the podcast or video and start listening or watching. ● Practice active listening: While you're listening or watching, focus on the following: ● Pay attention: Give your full attention to the podcast or video. Avoid distractions, such as your phone or other people around you. ● Ask questions: Ask yourself questions about the information to encourage yourself to learn more and to show that you're interested in the topic. ● Paraphrase: Summarize information in your own words to show you understand the content. ● Show empathy: Try to understand the perspective of the speaker and consider their motivations and goals for sharing the information. ● Take notes: Take notes on key points, arguments, and evidence presented. ● Reflect on your experience: After listening or watching, take some time to reflect on your experience. Ask yourself the following questions: ○ What did I learn from the podcast or video? ○ How did active listening improve my understanding of the content? ○ How can I apply what I learned to my studies or work? ○ What questions do I have that the podcast or video didn't address? Share your insights: If appropriate, share your insights with others who may be interested in the topic, such as classmates, colleagues, or social media followers. This will give you an opportunity to practice active listening in a different context and to receive feedback on your understanding of the content
3	Labor Day	No Class and No Homework
4	Facilitation Skills (part 1)	Assignment: Read Brame, C.J. and Biel, R. (2015). Setting up and facilitating group work: Using cooperative learning groups effectively. Teaching Reflection questions: ● Cooperative learning is characterized by positive interdependence. What does this mean? ● Complete the Qualities of Productive Group Work chart ● Pay attention to how your groups are acting this week. Choose the group that is struggling the most to be successful as a group and answer the following questions: ○ What I liked most about the group work was… ○ What I liked least about the group work was… ○ The most effective thing about the way the group worked was… ○ The least effective thing about the way the group worked was… ○ The things I did that helped the group most were… ○ The things I did that helped the group the least were…
5	Facilitation Skills (part 2)	Review 'LA Peer Review Videos' and complete evaluation.
6	Survey Creationand **Best** Practices	

7	Bloom's Taxonomy	In your OWN (you are the student, not LA) classes this week, find 3 examples of questions your instructors ask (or questions in assignments) – and indicate what level of Bloom's taxonomy they fall on and why you think so. Then change the question to make it fall on a different level of the taxonomy. State the new Bloom's level. You can use a maximum of one question from your LA class if you don't have 3 examples from your own classes (example format below). Questions 1-3: Level: Why it is that Level: Revised Question: What Level the Revised Question would be: Why that Level:
8	Questioning Skills	Read the article on Questioning and Discussion from the book on Teaching Secondary School Science. Answer the reflection questions and submit in Canvas (assignments) by our next pedagogy meeting. Reading Reflection Questions: ● Write 3 questions that one (or more) of your own instructors asked in your classes this week. For each question, answer the following; ○ Was this an open or closed question? ○ Did the way that the question was asked generate discussion or thought or inhibit it? ○ When might dialogic discourse be beneficial? ○ When might univocal discourse be beneficial? ○ What is the advantage of wait time?
9-11	LA Evaluation and feedback	Develop and administer a survey to students in your LA groups; analyze data and present findings
12	Mental Models	Read Redish, E. (1994), Implications of cognitive studies for teaching physics; American Journal of Physics, (62) 9. ● Consider what you have noticed regarding students with whom you work (or even in your own learning). Write a brief paragraph about what you, as an LA, have found in your own teaching or learning experiences. For example, how can you begin to think about students in terms of the ideas, mental models, concepts with which they enter the class, and to realize that teaching science or mathematics relies on a teachers' understanding of the common ideas that students bring into the classroom. ●Talk to faculty in your content meeting about common content difficulties students encounter and their associated ideas about these topics. Briefly share this information along with your thoughts on how you can help students correct Incorrect mental models. ● Briefly list and discuss characteristics of mental models. ● Which of these principles and corollaries are important to you as an LA and why? Which do you feel are less important and why? Which have given you insight into your own learning? Submit your assignment in Canvas by the next pedagogy meeting.
13	Metacognition	Write a letter to students who will take the pedagogy course next. ● What should incoming LAs expect to learn? ● What will they find most challenging? ● What advice should they follow? Ensure your letter is grounded in the Metacognitive and Evaluative strategies. Be prepared to share your suggestions next class.
14	Thankfulness Reflections	Prepare a SMART Goal that focuses on remaining thankful, curious and professional.
15	Career Competencies	Complete your elevator pitch and post the final product to the Career Competency assignment.
16	Celebrate our Successes and Discuss growth	

RUBRICS LA MENTORS UTILIZE TO EVALUATE LAs

This is one example of the three LA evaluation rubrics (lecture; weekly prep; pedagogy):

Shadowing Rubric (Lecture Hours) - LA Evaluation

| Section | | Instructor | | |

APPENDIX J: FACULTY ASSESSMENT PLAN WORKSHEET

The following planning guide was provided to faculty during the pilot LA FLC to assist with development of the required assessment plan of Student Learning Outcomes (SLOs) for new LA courses.

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ASSESSMENT Planning for QEP Courses

Course Prefix & Number: _____ Course Name: _____

Faculty Name(s): _____

Date of Plan Submission: _____

STEP 1. Choose the SLOs that you will assess in the course.
Remember you must eventually assess all three (3) main Student Learning Outcomes (SLOs) over your two-year plan. Use the list in appendix A at the end for complete SLO definitions and to guide your selection below.

- SLO#1: Content Knowledge and Skills. Choose at least **one of the sub-competency factors** listed.
  - _____ SLO1.1 Declarative Knowledge
  - _____ SLO1.2 Technical Skills
  - _____ BOTH
- SLO #2: Critical Thinking and Problem Solving. Choose at least **two of the six sub-competencies factors** listed.
  - _____ SLO 2.1: Defining and Explaining an Issue/Problem
  - _____ SLO 2.2: Finding Evidence to Inform Strategies
  - _____ SLO 2.3: Considering Ethical Consequences
  - _____ SLO 2.4: Evaluating and Proposing Potential Solution(s)/Hypotheses
  - _____ SLO 2.5: Identifying Strategies
  - _____ SLO 2.6: Evaluating Conclusions and Related Outcomes
- SLO #3: Teamwork and Collaboration. Choose at least **two of the three sub-competency factors** listed.
  - _____ SLO 3.1: Contributes to Team Learning
  - _____ SLO 3.2: Facilitates Contributions of Team Members
  - _____ SLO 3.3: Fosters a Constructive Team Climate:

STEP 2. Identify your assessment plan design.
Remember your design must:

- Assess at least ONE SLO #1 sub-competency factor EACH semester.
- Assess at least TWO additional sub-competency factors ANNUALLY, from either SLO #2 or SLO #3.
- Assess all chosen SLO #2 and SLO #3 sub-competency factors in your two-year plan.
- Avoid measuring all your SLOs in one semester (spread it out!)

Example Plan:

SLO	Fall 2023	Spring 2024	Fall 2024	Spring 2025
1.1	X	X	X	X
2.1		X		
2.6		X		
3.1			X	
3.3			X	

Enter your plan here:

SLO				

You may wish to modify this plan after considering step 3 below.

STEP 3. Describe your assessment plan implementation.
For each SLO you will need to consider:

a) **HOW you will assess it** (e.g., MC test, paper, project, performance, presentation, etc.) and **WHEN you will assess it** (e.g., midterm, final, after students learn about "X")
b) How you will **GATHER results** (i.e., pre-post test, final project or test, only one-time during the semester, etc.), and how you will **REPORT results** (e.g., rubric rating frequencies, mean test scores, % mastery).
c) How you will **USE** the results to inform your practice and improve your course.

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SLO #1 – Content knowledge and skills- *MUST be assessed EVERY time course is taught.*

A. Describe HOW and WHEN you will ASSESS this SLO and the selected competency factor(s).
(Example: "I will measure SLO 1.1 by having all students complete a pre-test and post-test through LASSO using the Biology Concepts Instrument (BCI) to measure learning gains throughout the semester. This instrument will also be given to students in the non-LA section of the course to allow for comparison of learning gains between LA and non-LA sections")

B. Describe how you will GATHER and REPORT results from this assessment to the QEP/LA Program.
(Examples: "I will provide raw data for BCI outcomes and a report analyzing learning gains for the LA section compared to the non-LA section. I will provide an item analysis for key topics where students had the greatest gains to determine if they learned more in the LA section on particular concepts as well as an analysis of topics where the students underperformed" This will be submitted to the course coordinator and then submitted by the coordinator to the LA Office.")

C. Describe how you will USE the results from this assessment to improve your course.
(Example: "I will identify topics students had the smallest learning gains on from pre- to post-test and reevaluate how that topic is covered through pre-lecture assignments/content, in class content and group work, and post-class assignments.")

SLO #2 – Critical thinking and problem solving- *MUST be assessed at least once every two years.*

A. Describe HOW and WHEN you will ASSESS this SLO and the selected competency factor(s).
(Example: "I will use formative assessment to evaluate critical thinking and problem solving for all students in the Calculus I course at three points in the semester, during weeks 3, 7, and 11. During each of those weeks, after the LA group work in class, students will be given a Canvas quiz with a challenging problem related to the topic covered with their group. The problem will have a possible solution. Students will have to explain the problem and what is being asked in their own words – not using numbers or symbols (SLO2.1) and they will evaluate the solution given to determine whether it makes sense/logically fits (SLO2.6) and if so why, and if not, why not.")

B. Describe how you will GATHER and REPORT results from this assessment to the QEP/LA Program.
(Example: "Students will be graded on Canvas quizzes in these weeks on a rubric. Feedback will be given on their thought process, allowing improvement in future weeks. I will report average outcomes for each of these assessments along with a student-by-student analysis of any gains in problem solving skills.")

C. Describe how you will USE the results from this assessment to improve your course.
(Example: "I will review after weeks 3, 7, and 11 where students most struggled in both explaining the problems/concepts in their own words and/or in evaluating the solutions presented. This will allow me to address those misconceptions or gaps in knowledge in the following weeks. I will also use this to revise the curriculum during those weeks for when I teach the course in a future term.")

SLO #3 – Teamwork and Collaboration- *MUST be assessed at least once every two years.*

A. Describe HOW and WHEN you will ASSESS this SLO and the selected competency factor(s).
(Example: "Students will complete a reflection in week 4 and week 12 on their experience with teamwork. They will be required to submit an assignment in Canvas, providing specific examples of how they contributed to team learning (SLO 3.1), how they fostered a constructive team climate (SLO 3.3), and how they can improve in both of those areas. A summary of student examples and self-reported ratings will be recorded. In addition, my TA will use the rubric to score a sampling of LA groups in weeks 9-12 during groupwork time in class. Groups will be randomly assigned to the TA and the TA will be trained on using the rubric.")

B. Describe how you will GATHER and REPORT results from this assessment to the QEP/LA Program.
(Example: "I will provide an excel document listing each student by last 4 digits of Z# with their self-rating on each of the two assignments and a change value – the difference between their self-reported score on the two assignments. In addition, I will provide a summary report of the scores on the rubric as rated by the TA. For those who were graded on the rubric, a comparison between self-reported score and TA score will be evaluated.)

C. Describe how you will USE the results from this assessment to improve your course.
(Example: "I will review after weeks 4 and 12 how students described their experiences with teamwork and find any issues or areas where they are excelling. I will remind students at the start of the following weeks about key elements to enhance the groupwork experience and how these are also skills needed for success in future employment. We will compare the student self-reported responses in week 12 with the TA scored rubrics for those students to validate (if possible) self-reported responses and/or identify differences between TA scoring and student reporting. I will use both student examples and TA scored rubrics to revise my approach to developing the teams and group learning experience for students in a future term.")

STEP 4. Create your "Plan at-a-glance." Congratulations!

Example Plan:

SLO	Fall 2023	Spring 2024	Fall 2024	Spring 2025
1.1	Lasso (Pre-post)	Lasso (Pre-post)	Lasso (Pre-post)	Lasso (Pre-post)
2.1		Canvas Quiz (weeks 3, 7 & 11)		
2.6		Canvas Quiz (weeks 3, 7 & 11)		
3.1			Canvas Assignment on Contribution (weeks 4 & 12)	
3.3			Canvas Assignment on Team Climate (weeks 4 & 12)	

Enter your "Plan at-a-glance" here:

SLO				

Figure 24: LA Faculty Assessment Plan Worksheet

APPENDIX K: ACKNOWLEDGEMENTS

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