



Lamar University
Quality Enhancement Plan Executive Summary

QEP Title: Math to a Degree

Institution: Lamar University

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Lamar University's Quality Enhancement Plan fulfills the University's mission to support "student success by engaging and empowering students with the skills and knowledge to thrive in their personal lives and chosen fields of endeavor." Furthermore, Lamar's proposed QEP seeks to improve student performance by reducing barriers to success in mathematics courses by placing students in courses appropriate to their field of study. Placing students in courses that are better aligned with their actual curricular needs can increase student success by removing the barrier of insufficient high school algebra preparation.

Most degree plans at Lamar University require two mathematics courses for Core (general education) completion, often College Algebra and one other course. Among these options are Contemporary Mathematics, Statistics, Trigonometry, Pre-Calculus, and Math for Elementary School Teachers. Students may complete any two courses to meet the Core requirement. Many Lamar undergraduates enroll in MATH 1314 College Algebra, including those who will not take further coursework in mathematics requiring a knowledge of algebra. When students enroll in alternatives to College Algebra, the number of hours of college readiness courses required of them can significantly decrease. In compliance with state law, by Fall 2020, 75% of students in college readiness courses must be co-enrolled in a credit-bearing course. Students with major deficits in algebra can now co-enroll in a non-algebra-based course and its corresponding college readiness course, completing their first college-level math requirement in their first semester.

Goal: Following consultations with program faculty, each department chair will select a Mathematics Pathway for program majors that aligns with their chosen area of study. Non-STEM department chairs will choose a non-algebraic pathway. The success of Math to a Degree will depend largely on centralized advising that is respectful of students' needs. The systematic process begins when faculty and department chairs agree upon which mathematics pathway best suits the academic and career goals of their majors. By enrolling in the appropriate pathway, students will save time and financial resources on the way to degree completion.

Expected Outcomes:

- By December 2020, all department chairs will sign a Declaration of Intent that identifies a pathway for their students.
- Fall-to-fall retention will improve from a five-year baseline of 61%.
- Percentage of First Time in College (FTIC) students who complete their first college-level mathematics course within the first two semesters will increase from a five-year baseline of 58%.
- Percentage of FTIC students who complete two college-level mathematics courses within the first two semesters will increase from a five-year baseline of 18%.
- Number of college readiness mathematics hours taken by FTIC students will decrease.