FRAME² your future: Focused Route of Academics to Maximize Education & Employment

Panola College's
Quality Enhancement Plan 2020
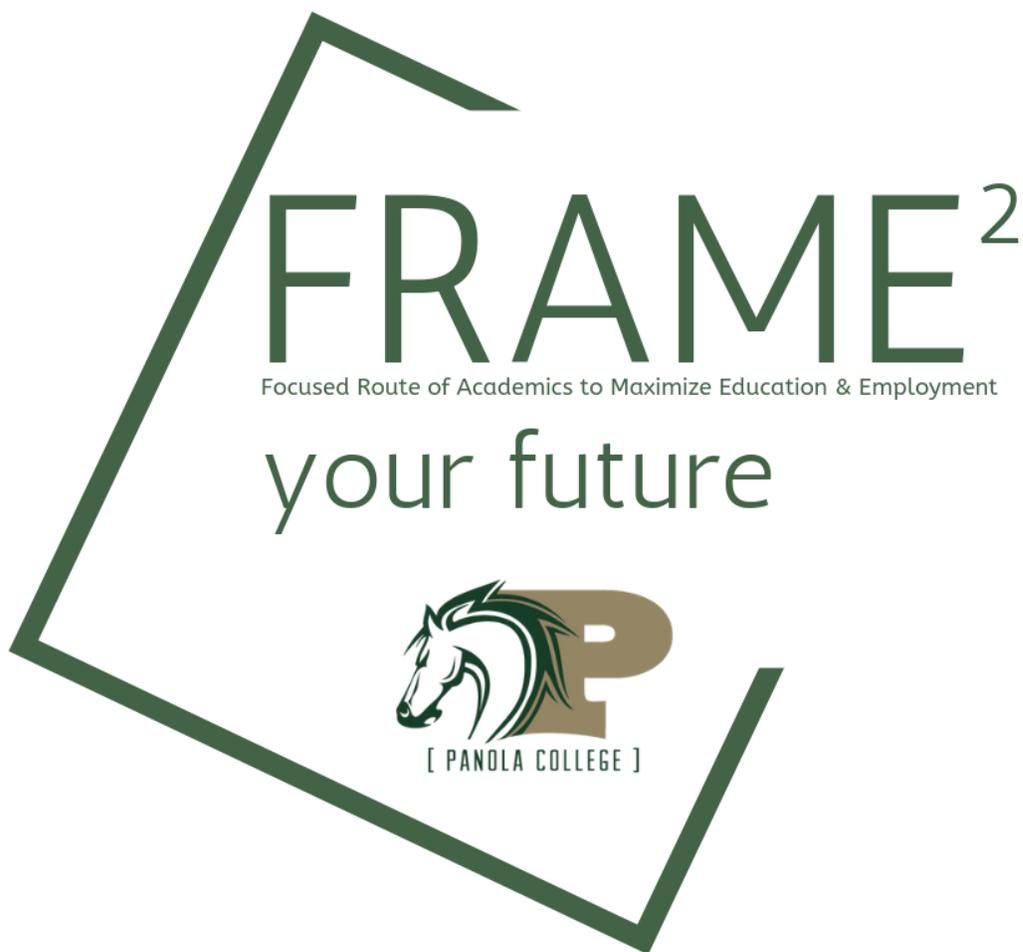
Dr. Gregory Powell, President

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EXECUTIVE SUMMARY

Panola College's Quality Enhancement Plan (QEP) topic is a direct outcome of continuous institutional strategic planning and evaluation. Panola College held its annual strategic planning meeting on February 21, 2017. At the meeting, Dr. Gregory Powell, President of Panola College, gave an overview of the QEP as part of the reaccreditation process and informed the group that Panola College would begin work in the fall to identify a topic for conducting its Quality Enhancement Plan. As part of the annual review of the institution's mission, the group revised the mission to include the statement, "Our aim is to engage students to achieve success." Institutional Goal #1 was also revised as follows: "To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community." Both of these revisions had an impact on focusing the topic of the QEP later that fall.

In a gainful employment planning meeting on March 23, 2017, Panola College administrators and faculty expressed concern that students were not completing suggested plans of study in a timely manner. In 2016, students took 3.3 years and 83 semester credit hours (SCH) to complete a degree; 3.6 years and 80 SCH in 2017. The group agreed on a plan to help students be more successful in completing their course of study by having them declare a major in their first week of class, by reporting students to the Registrar who were listed with an incorrect major, and by having technical students focus on obtaining the smallest certificate first and building toward finishing a degree. Again, institutional planning would later have an important impact on the focus of the QEP.

In Fall 2017, members of the Instructional Council were tasked with creating and administering the *Quality Enhancement Plan 2020 Survey* to students, faculty, and staff. Possible topics for the QEP were suggested by the Executive Council and Dr. Powell and Allen West, Director of Information Technology Services, sent emails to college constituents requesting participation in the survey. Broad-based participation in the survey elicited 627 responses of which 48 percent indicated providing students "Paths to Success" as the most pressing concern for the institution. General consensus among Instructional Council members was that the topic identified in the survey accurately matched constituent-identified needs of the campus. The selected topic for the

QEP was then named **FRAME² your future: Focused Route of Academics to Maximize Education & Employment** by the Instructional Council and approved by the Executive Council on December 12, 2017. To clarify the purpose of the study, the QEP Committee later developed this statement: **Panola College's Quality Enhancement Plan (QEP) provides a learning framework that engages students to improve academic achievement and program completion. Clear direction for enrollment, progression, and completion offers structure for students to frame their future.**

The QEP Committee was appointed by the Vice President of Instruction in Spring 2018. In response to institutional completion time data and the results of QEP survey, the QEP Committee began researching best practices for creating and offering a first-year experience course for incoming freshmen. The new course, **Learning Framework**, was developed by QEP Committee members and activities were carefully created so that the course can be taught face-to-face or online. The course introduces students to the college experience requiring them to assess their current knowledge about learning, to explore other learning and study strategies, to develop self-management skills necessary for efficiently completing a college degree or certificate, and to recognize and take advantage of essential campus resources which support student success. The course fosters academic and personal growth through student engagement with instructors, advisors, support staff, classmates, and the curriculum which is widely supported by research as a predictor/motivator for student progression and completion of their program of study. The Learning Framework course will be a focused route establishing a clear direction for student enrollment, progression, and completion as suggested by the College's QEP purpose statement.

As students seek to frame personal learning efforts to better meet their educational and career goals, the QEP Director and QEP Committee will focus on tracking measurable targets at the course, unit, and institutional levels. Specific student learning outcomes for the Learning Framework course were identified by the committee upon review of research-based practices within first-year experience courses, examination of community needs, and analysis of college-specific data about student engagement and achievement. At the *course level*, students will explore topics that will encourage self-awareness and development of behaviors that will improve student learning. After studying materials presented in the Learning Framework course

and engaging with college instructors and support staff, the student will be able to successfully complete specific, measurable student learning objectives tied directly to the **student learning outcomes** listed below. The successful attainment of the following outcomes will shape behaviors essential for student learning in future classes and for completion of a degree or certificate.

1. Identify and describe theories of learning, cognition, and motivation.
2. Identify and describe factors that impact learning.
3. Demonstrate and apply the use of various learning strategies (e.g., goal setting, time management, organization, and note-taking strategies).
4. Demonstrate critical thinking skills by identifying individual strengths and weaknesses of various skills and making recommendations for self-improvement.
5. Demonstrate effective written and/or oral communication with peers, instructors, and/or campus support personnel.
6. Choose a career path and program of study through research and analysis of data derived from self-assessment (interest or skill inventories, self-evaluations, etc.).
7. Develop effective strategies for managing your money while you are a student through research and analysis of self-assessment data and financial literacy activities.
8. Build and take an active role, to include self-advocacy, in a learning community (e.g., connect with peers, instructors, support personnel, and essential campus resources which support student success).

At the *unit level*, each course in the core curriculum is required to assess **Student Learning Objectives (SLOs)** through the Institutional Effectiveness (IE) planning and evaluation process. This evaluation of student learning is an ongoing, planning and assessment process that evaluates student learning and reports assessment data to the Director of Institutional Planning each year. The QEP Director will collect student learning data from Learning Framework faculty and report the results and how the QEP intends to use this data to improve as part of the Instructional Support Unit. For the Learning Framework course, students must successfully complete activities associated with the skills listed below in order for the unit to be successful.

1. **Critical Thinking Skills (CT1):** Generate and communicate ideas by combining, changing, or reapplying existing information.
2. **Communication Skills (CS1):** Develop, interpret, and express ideas through written communication.
3. **Empirical and Quantitative Skills (EQS2):** Manipulate and analyze observable facts and arrive at an informed conclusion.
4. **Social Responsibility (SR3):** Engage in regional, national, and global communities.

The Learning Framework course was piloted in 2018-2019 and baseline IE data has been collected, assessed, and submitted to the Director of Institutional Planning.

At the *institutional level*, students enhance college readiness and ongoing success by acquiring the necessary study and self-evaluation strategies to persist. The QEP Committee established **retention and progression goals** which will be tracked through 2024 beginning Fall 2018 (Year 0 or baseline year) with the pilot of the Learning Framework course. The goal and objectives follow:

1. **Demonstrate growth as a student by meeting retention and progression targets.**
    a. **Increase first-year student retention beyond baseline by 3%.**
    b. **Increase first-year student progression beyond baseline by 2%.**

Related data points for measuring retention include completion of the Learning Framework course, enrollment in another college course next semester, and successful completion of that course. Target points for progression include attainment of 15 semester credit hours (SCH) and 30 SCH, degree or certificate completion, and/or transfer with at least 15 SCHs. By achieving an increase in retention (persistence), Panola College plans to show an associated increase in student progression toward completion of a degree. The College anticipates growth at these identified data checkpoints based upon participation and successful completion of the Learning Framework first-year experience course.

The action plan and budget demonstrate that the college has the capability to initiate and sustain the QEP throughout the five-year study. Funding includes a director position, full-time and adjunct faculty, a diagnostic curriculum embedded within Panola's learning management system, faculty professional development, and student support resources.

INTRODUCTION

The *Quality Enhancement Plan 2020 (QEP)* at Panola College is designed to satisfy Standard 7.2 of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Principles of Accreditation*. The standard reads as follows:

> **Standard 7.2**: The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

Preparation for this study began in Fall 2017 and submission of the QEP report to SACSCOC will occur in August 2019. Tracking of course-level student learning outcomes, student learning objectives (SLOs) for IE, and student retention and progression data will continue through Spring 2024. The institution will submit its QEP Impact Report later that fall.

PROFILE OF THE INSTITUTION

Panola College is a comprehensive public community college serving citizens in Harrison, Marion, Panola, and Shelby counties. The institution was founded in 1947 as Panola County Junior College as a result of Q. M. Martin's vision to provide Panola County residents the first two years of a baccalaureate degree without having to leave home. Panola County voters approved establishment of the institution in 1947 and state legislation, the G.I. Bill of Rights, and the booming oil and gas industry gave the College the legal and financial means necessary to offer its first classes in January 1948. The first student body numbered just 55 students, and the original faculty included President B. W. Musgraves and 5 faculty members. After voters approved a $400,000 bond in 1948, the college purchased a 35-acre tract at the junction of Texas State Highway 315 and U.S. 79 in Carthage and soon began constructing permanent buildings.

Over the past 72 years, Panola College has grown in both size and scope of services offered to its students and the community. The campus is now comprised of 16 permanent buildings on more than 135 acres with room for expansion. Enrollment at the College has grown to its highest

enrollment of 2,773 students in Fall 2018. According to the *Panola College Fact Book 2018-2019*, information provided by Institutional Research, and the *2019 Texas Public Higher Education Almanac*, the following is a snapshot of Panola College's current student body.
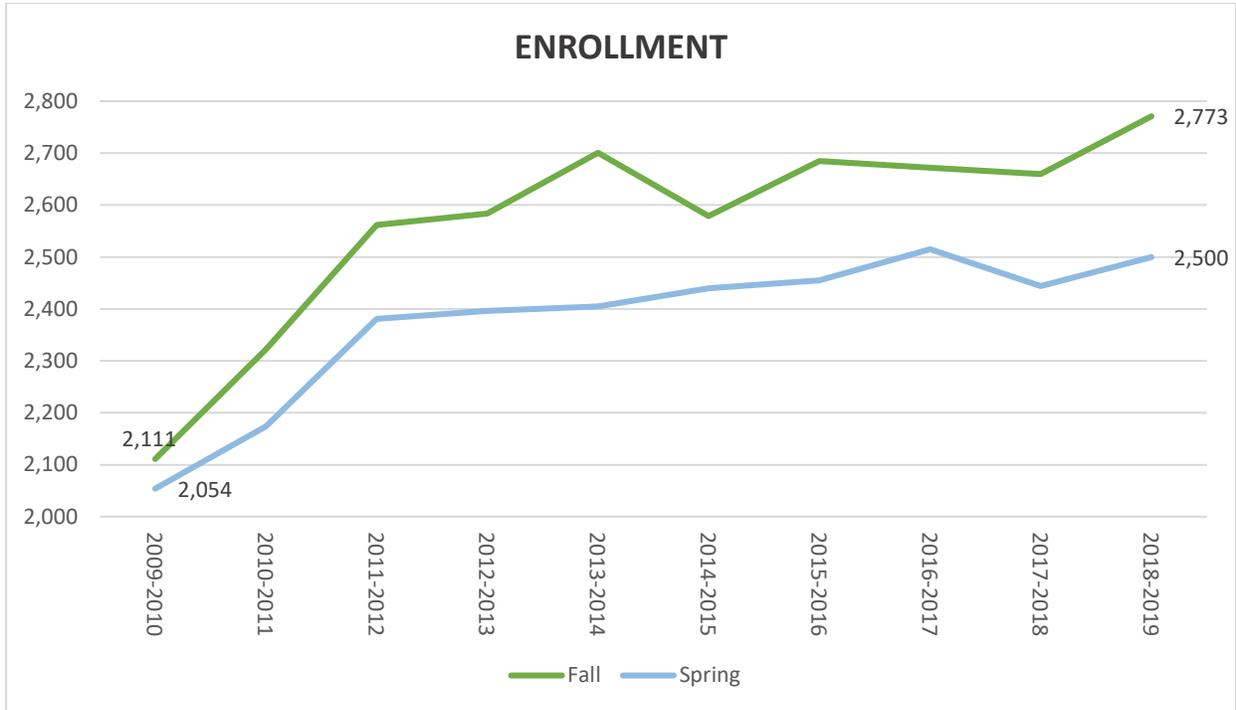
ENROLLMENT

ENROLLMENT DATA - LAST 5 YEARS

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Fall	2,579	2,671	2,667	2,656	2,773
Spring	2,440	2,455	2,515	2,444	2,500

ENROLLMENT BY RACE/ETHNICITY – FALL 2018

African-American	Hispanic	White	Other	International
21.4%	14.9%	59.8%	2.3%	1.7%

STUDENT CHARACTERISTICS – FALL 2018

Part-Time	Full-Time	Academic	Technical	Pell Grant
57.7%	42.3%	52.6%	47.4%	43.7%

The College offers courses through its main campus in Carthage and at centers in Marshall and Center, Texas, through area high schools (dual credit), and online. Students that want to transfer to a university can choose from a variety of academic transfer courses in suggested degree plans that lead to an Associate of Arts (AA), an Associate of Science (AS), or an Associate of Arts in

Teaching (AAT) degree. Students wanting to pursue employment in a specific field are able to choose from a variety of technical programs that lead to an Associate of Applied Science (AAS) degree or certificate. In 2018-2019, 606 degrees and certificates were awarded by Panola College.

The college currently employs 142 full-time and adjunct faculty. Sixty faculty (42%) are full-time and teach 74% of semester credit hours offered at Panola; the remainder are taught by part-time (adjunct) instructors. The ratio of students to faculty is currently 21:1. Panola College has also been recognized for eight consecutive years as a "Great College to Work For" by the *Chronicle of Higher Education* and is one of only 12 community colleges in the United States with enrollment less than 2,999 to be included in the Honor Roll.

Panola College has a rich tradition of helping students achieve their academic and career goals. Panola College's vision and mission statements embody the institution's commitment to providing excellent student services and helping students succeed.

Statement of Vision: Panola College is committed to excellence in instructional programs, student services, service to the community, and leadership in economic development and cultural enrichment of the region.

Statement of Mission: Panola College is dedicated to providing excellence in education. The range of educational offerings includes university transfer programs, technical and workforce programs, instruction designed to increase academic proficiencies, and continuing education to enrich lives and improve skills. Our aim is to engage students to achieve success.

All planning on campus (instructional, departmental, administrative, and support services units) relates directly to the College's mission and supports one or more of the institutional goals.

Faculty and administration work together to ensure students are offered courses in a sequence and format that is most beneficial and convenient for the student. Students can take classes face-to-face (day and evening) or online, in regular 8- and 16-week formats, and in shorter summer sessions and mini-semesters in May and December. Panola offers a number of dual credit classes for high school students to take on campus, online, or at their high school campuses. In fact,

29.8% of Panola's total enrollment in Fall 2018 came from dual credit enrollment, an increase from 22.1% in 2017.

Panola College's faculty, staff, and administrators are committed to student success. One example of the institution's commitment to helping students succeed is found in the College's distinction as one of the Top 10 tech-savvy community colleges in the nation. Since 2003, Panola College has been honored eleven times in the Top 10 Digital Community Colleges small colleges category by the Center for Digital Education. The survey identifies and spotlights colleges that provide high-level technology ranging from online registration, distance learning, advising services, and technology training for students and faculty. Another example of this student-centered philosophy is the Online Flex Delivery Registered Nursing Program. It is designed to give students an opportunity to earn an associate degree in nursing through a nontraditional, flexible format with online classes and flexible clinical experiences. This innovative delivery system allows students to continue working while pursuing a degree in nursing. Another effort to improve student success is being applied in the registration process. All incoming freshmen must meet with a counselor in person to register for classes. In a student's second and subsequent semesters, the student is required to meet with a counselor or program advisor either in person, by phone, or by email before registering for classes online. This requirement is part of an effort by the College to prevent students from taking unnecessary classes and to motivate them to finish a degree or certificate on time.

An associate degree from Panola College is equivalent to the first two years of a four-year degree, but it is offered at a fraction of the cost charged by state and private universities. Panola College graduates transfer to a wide range of four-year institutions that include Stephen F. Austin State University, the University of Texas at Tyler, Texas A&M University, East Texas Baptist University, Louisiana State University, and many others. Tuition and fees for the Fall 2018 semester averaged $2,340 per student. To counteract rising tuition costs and reduce financial barriers for students, a new initiative by administrators and faculty to convert to open educational resources from costly textbooks and supplemental materials is expected to save students over $1,000 per semester.

In Fall 2018, Panola College added EDUC 1100 – Learning Framework (cross-listed as PSYC 1100) as a required course in the core curriculum. All academic and technical suggested degree plans (degrees and/or certificates) listed in the *Panola College Catalog 2019-2020* now include this course. For technical programs, the course is listed in the degree or in the certificate as a stepping stone to the degree. The only exceptions are Health Science programs such as the Associate Degree Nursing program that is including the course content as part of its orientation and the Occupational Therapy Assisting program that integrates course content throughout their curriculum in order to satisfy their own accreditation requirements. This course introduces students to college resources and provides strategies for staying motivated, thinking critically and creatively, listening, taking notes, reading and writing in college, preparing for tests, interacting with instructors and classmates, social life in college, and taking control of their health, finances, and future while in college. The QEP will focus on implementing the Learning Framework course and assessing student learning and the ability of students to persist to the next semester and progress to various success points.

IDENTIFYING AND DEVELOPING THE QEP TOPIC

7.2.a [The institution has a Quality Enhancement Plan that] has a topic identified through its ongoing, comprehensive planning and evaluation processes.

Panola College's Quality Enhancement Plan (QEP) topic is a direct outcome of continuous institutional strategic planning and evaluation. Panola College held its annual strategic planning meeting on February 21, 2017. At the meeting, Dr. Gregory Powell, President of Panola College, gave an overview of the QEP as part of the reaccreditation process and informed the group that Panola College would begin work in the fall to identify a topic for conducting its Quality Enhancement Plan. As part of the annual review of the institution's mission, the group revised the mission to include the statement, "Our aim is to engage students to achieve success." Institutional Goal #1 was also revised as follows: "To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community." Language in both of these revisions had an impact on focusing the topic of the QEP later that fall.

In a gainful employment planning meeting on March 23, 2017, Panola College administrators and faculty expressed concern that students were not completing suggested plans of study in a timely manner. In 2016, students took 3.3 years and 83 semester credit hours (SCH) to complete a degree. The group agreed on a plan to help students be more successful in completing their course of study by having them declare a major in their first week of class, by reporting students to the Registrar who were listed with an incorrect major, and by having technical students focus on obtaining the smallest certificate first and building toward finishing a degree. However, in 2017 students still took 3.6 years and 80 semester credit hours to complete a degree. Again, institutional planning would later have an important impact on the focus of the QEP.

QEP Topic Selected

In Fall 2017, the Executive Council consisting of the President and the Vice Presidents utilized feedback from faculty and various reports to narrow the scope of the QEP study to three broad concepts. The Instructional Council, consisting of Deans and Directors from various departments, then discussed the broad concepts to further develop the suggested topics. Three areas were identified as possible topics for the QEP study:

- **Guidance Software System** – Implement a plan for the use of a software system to engage and communicate with students throughout their Panola College experience. The system could provide individual student tracking and give students a means to set and monitor educational goals, map out progress, and understand what they've accomplished and what is necessary for further success. Students would be reminded of important events and assignments, processes would be streamlined to reduce paperwork barriers, and warning signs could be identified so that support could be provided. In addition, valuable data on enrollment and completion could be gathered to guide instructional and institutional decisions.

- **Paths to Success** – Develop a cohesive structure for enrolling, attending, and completing a degree, starting with high school and continuing to transfer institutions. The plan would include a course that introduces students to the college experience and gives them valuable information about student resources, setting short- and long-term goals,

academic planning, critical thinking, and other skills necessary for successfully completing a college degree or certificate. Revised degree plans and restructured advising processes would streamline the path to completion, reducing barriers and eliminating extra courses—saving time, effort, and money.

- **Reading Enhancement** – Design a college-wide program to improve reading comprehension and engagement and as a result, improve student academic achievement. A great deal of research in the past two decades points to the conclusion that poor reading comprehension limits academic achievement. Reading is the cornerstone of all formal education and students who struggle with reading face a difficult challenge in higher education. Integrating strategies for improving reading skills and developing plans for actively remediating reading deficiencies across the curriculum could positively affect student learning and achievement of academic goals.

In November 2017, students, faculty, and staff were asked to complete the *Quality Enhancement Plan 2020 Survey* to select a single focused QEP topic. The survey instrument collected 627 responses from students, faculty, and staff. The overwhelming concern of these constituents, as reflected in the survey, was improving student paths to success.

- Guidance software system = 31%
- Paths to success = 48%
- Reading enhancement = 18%

Upon review of the results and related comments within the survey, Teresa Brooks, Dean of Distance and Digital Learning, noted that 52% of the responses had themes that linked back to "paths to success." General consensus among Instructional Council members was that the topic most accurately matched constituent-identified needs of the campus. Eventually, the selected broad topic of "Paths to Success" was named **FRAME² your future: Focused Route of Academics to Maximize Education & Employment** by the Instructional Council. To clarify the purpose of the study, the QEP Committee later developed this statement: **Panola College's Quality Enhancement Plan (QEP) provides a learning framework that engages students to improve**

academic achievement and program completion. Clear direction for enrollment, progression, and completion offers structure for students to frame their future.

The selected QEP topic was announced at Spring 2018 Convocation so faculty and staff would be aware of the chosen topic and direction of the study. This information was shared with the Panola College Board of Trustees in their January meeting and at the Board Retreat as well. The Distance and Digital Learning Department hosted an informal brown-bag lunch meeting for faculty and staff to discuss the QEP topic and process.

In 2016, long before Panola College had begun the SACSCOC reaccreditation process, the Texas Higher Education Coordinating Board introduced **60x30TX**, a strategic plan calling for higher education institutions in Texas to produce a larger, more globally competitive workforce. **The goal of 60x30TX is to increase degree and certificate holders age 25-34 to 60% of the Texas workforce by 2030.**

The following statistics come from Dr. Raymond A. Paredes, Texas Commissioner of Higher Education, in his *2019 Texas Public Higher Education Almanac* letter to educators concerning the state of education in Texas.

- On SAT reading and writing, Texas ranks 42nd among the states; in math, Texas ranks 41st. Texas allows multiple assessments for demonstrating college readiness, but even so, **about 40 percent of entering college students are deemed not college ready by any state standard.**

- Texas also lags other states in sending students to college directly from high school—52 percent compared to the national average of 67 percent.

- Texas college-going rates are especially low for males, particularly African Americans and Latinos. In 2018, **males made up only 43 percent of total public higher education** enrollment in Texas.

- Examining educational attainment in 8th grade cohorts shows that only 73 percent of poor students (defined as those qualifying for free or reduced-price lunch) will graduate high school and **only 44 percent will enroll in higher education in Texas**.

In his letter, Dr. Paredes recommends colleges and universities work more closely with K-12 teachers to align academic and technical curricula to help students succeed in college. "**Colleges and universities should expand and maintain strong professional development programs for high school teachers** to enrich subject matter mastery and maintain appropriate levels of academic rigor." It will be important for Panola College to provide professional development for its high school teachers who teach the Learning Framework course so that they teach the appropriate content and also participate in the QEP data reporting process.

Dr. Paredes believes that colleges and universities are starting to realize that they must provide more holistic services to their students. Many students enrolling in college today are non-traditional older students, economically disadvantaged, or not prepared academically for college. Therefore, **there has been an increase in colleges and universities initiating programs that focus on ways to keep students from dropping out when they encounter unexpected challenges and expenses**. Panola College has recently begun conversion of its core curriculum to open educational resources (OER), instructional materials that are either free or are far less expensive than conventional textbooks for students. Students will not have to purchase a textbook in the majority of core courses taught in Fall 2019 at Panola College. In addition, the Panola Faculty Association (PFA) has supported this effort by developing a 3-year plan to convert as many academic and technical courses as possible to OER. In Fall 2017, 1,593 Panola College students received some form of need-based financial aid totaling $5,680,322. However, Panola employees often hear stories of students struggling or dropping out of college due to financial problems. The college has responded by moving to OER and introducing Guided Pathways where students are advised/guided through a suggested plan of study to achieve a degree or certificate in a timely manner.

According to Dr. Paredes' letter, **"Institutions are focusing on reducing time to degree and the number of courses students take in pursuit of associate and bachelor's degrees."** Panola College has converted all of its degrees to no more than 60 hours (required by the Texas Higher Education Coordinating Board) and now requires students meet with an advisor each semester before registering for classes. This is an effort to keep students from taking courses not in their degree plans and to help them finish on time. In addition to working with our area universities, Panola

has also signed an agreement with the University of North Texas to provide technical students the option of obtaining a Bachelor of Applied Arts and Sciences (B.A.A.S.) if they prefer to continue their education.

According to page 7 the *2019 Texas Public Higher Education Almanac*,

> …only 43.5 percent of Texans age 25-34 have a postsecondary degree or certificate. Students of all backgrounds must complete certificates or degrees in larger numbers if the future workforce of Texas is to be globally competitive in 2030. **Meeting that goal means <u>increasing student success</u>, addressing college affordability, and making explicit the workplace skills that students obtain in their programs.**

In Fall 2017, Panola College enrolled 837 males (32%) and 1,819 females (68%). This has been a consistent enrollment pattern at the institution for many years. Panola College is attempting to attract more males by offering programs such as "Man Enough for Healthcare," a typically female-dominated profession. Panola College has made progress reaching the Hispanic population in the College's service area. In 2017, the number of Hispanic students enrolled jumped from 158 students the previous year to 354. However, 241 of those new students were female. **The African-American and Hispanic male populations are still underrepresented in Panola College's enrollment and completion data.**

To achieve the 60x30TX goal, Texas must produce more college-ready high school graduates who enroll in higher education. And higher education institutions must direct more of their efforts toward recruiting lower income, male, minority students and invest in programs that will help these students succeed.

During a Spring 2017 gainful employment meeting, Panola College faculty and administrators expressed concern that students were not completing suggested plans of study in a timely manner. Students are required to be advised by counselors in Student Success or by their program's faculty advisor, but are allowed to register themselves online after consulting with the advisor and being released to register. Data from the *2018 Texas Public Higher Education Almanac* indicated that the average time to finish an associate degree at Panola College had risen to 3.6 years in 2017 and the average semester credit hours to an associate degree had risen to

80 hours. However, part-time students enrolled at the college remained constant at around 49% so the reason for not taking a full load or taking courses outside of a student's program of study could have been attributed to many reasons:

- A student might work and need to take fewer classes each semester.
- A student might just prefer to take a lighter load of classes each semester.
- A student, even after advising, might sign up for a class not included in his or her degree plan.
- A student may not have been encouraged by the counselor/advisor to stay on track by taking a full load.
- A student might not be able to afford a full load of classes.

Of course, taking less than a full load (generally 12-15 hours a semester) or taking classes outside of the student's degree plan puts the student at a higher risk of not completing his or her desired degree or certificate, or at least not finishing in a timely manner. Department chairs and individual instructors in technical programs agreed to encourage technical students to focus on the certificate first (in programs where available) as they progress through the program. Advisors of academic students agreed to verify the student's major during advising for registration and to make changes to the student's degree designation in CampusConnect, the College's online registration and degree audit system. Having a correct degree designation listed in CampusConnect (Business Administration instead of General Studies, for example) will provide advisors more accurate information when creating degree audits and registering students in subsequent semesters. It will also help with tracking of gainful employment and student success in the technical programs. As a result of this effort, time to degree completion decreased to 3.3 years and 78 SCH in 2018; an indirect goal of the QEP is to continue this downward trend over the life of this study.

Noting the Texas Higher Education Coordinating Board's emphasis on retention and progression through the 60x30TX initiative and the institution's need for students to persist and complete their chosen field of study in a timelier manner, the QEP topic identified by Panola College constituents is appropriate, timely, and relevant for study.

QEP Committee Formed

In Fall 2017, Panola College constituents began the formal process of framing its *Quality Enhancement Plan 2020* as required by Southern Association of Colleges and Schools Commission on Colleges. Panola College president, Dr. Gregory Powell, with input from the SACS leadership team, appointed a Quality Enhancement Plan Committee to begin this process. The QEP Planning Committee, chaired by Dean Kelly Reed-Hirsch, broadly represented administration, faculty, and staff from various academic and support areas of the College. Membership included the Deans representing academic and technical programs and distance learning. Faculty representatives were selected from academic and technical programs and included individuals at both the professor and instructor levels. Other representatives included an advisor from Student Success, an admissions coordinator, and a Director of an off-site location who is also a Learning Framework professor. The Vice President of Instruction served as an ex-officio member. Current membership of the current QEP Committee is listed in Appendix A.

Review of Literature and Best Practices

A review of resource literature with regard to the first-year experience began at the March 8, 2018, QEP Committee meeting to identify what knowledge, behaviors, or values needed to be addressed and what processes have been proven successful.

Dr. Betsy O. Barefoot has been involved with creating strategies that lead to successful academic outcomes for first-year students since her tenure at the University of South Carolina began in 1988. She has taught first-year experience courses and is well known for her research and publication on the subject. She is the co-director of the Policy Center on the First Year of College and Vice President of the John N. Gardner Institute for Excellence in Undergraduate Education. Dr. Barefoot's husband, John N. Gardner, serves as Chief Executive Officer of the institute, and has a long, distinguished career devoted to developing and teaching others processes for increasing student retention and success. In the book *Achieving and Sustaining Institutional Excellence for the First Year of College*, Dr. Barefoot and Gardner, along with their co-authors examined approaches of 13 colleges and universities in the United States with regard to the first-year experience (FYE) in a project called Foundational Dimensions. The authors asked 900

institutions in the American Association of State Colleges and Universities (AASCU) and the Council of Independent Colleges (CIC) to participate in a study to set standards for the first-year experience. Two hundred nineteen colleges and universities accepted the offer to participate and design statements "defining characteristics of an institution's effectiveness in supporting the learning and success of every first-year student" (Barefoot, Cutright and Morris 398). The 18-month study produced recommendations for the FYE, some of which are summarized below.

- Institutions must make an intentional effort to create organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first-year experience.
- The first-year experience has to be elevated to a high priority for faculty, staff, and administrators.
- Students must be engaged inside and outside of the classroom in order to develop attitudes, behaviors, and skills consistent with the desired outcomes of higher education and the institution's mission.
- The program must include assessment so that the first-year experience can be improved.

The study also discovered that while the characteristics and skills of students in the first-year experience do have an effect on their ability to be academically successful, **the structure of first-year learning experiences also has a profound effect on a student's future academic success in college.** "Campuses involved in the pilot process of creating and then using the Foundational Dimensions as **a mechanism for self-study and assessment** of the first year have found this process to be extremely valuable in the larger process of campus improvement; in fact, for some it has been transformative" (401).

A review of the *Report of the Task Force on the First-Year Experience* submitted to Provost Susan D. Phillips at the University of Albany reinforced the study of Dr. Barefoot et al. The following is a summary of benefits of the first-year experience yielded by the study. The first-year experience

- Builds partnerships among faculty, staff, and students.
- Creates a community of collaborative and cooperative learning.
- Introduces students to institutional resources.

- Creates a bond among students allowing them to make a connection to the institution.

- Can connect curricular and co-curricular experiences of students.

- Facilitates college transition.

- Builds academic and social exploration.

- Builds critical academic skills necessary for success.

- Must include faculty advisors and counselors who help students meet their academic goals and take corrective action when students get off track.

In addition, the University of Albany report states

Oversight of first-year offerings is very important to their success and varies among institutions. Formal structure is necessary to insure the initiative is achieving the desired outcome(s). Whether lead by a director, an advisory board, or a committee, some entity must be concerned with defining the content, learning outcomes, and an assessment plan for the initiative. (Report of the Task Force on the First-Year Experience 10)

In *Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College*, M.L. Upcraft, J.N. Gardner, and B.O. Barefoot identify key requirements that are essential for successful FYE programs.

- The first-year experience must include high standards and expectations established for academic performance.

- The FYE must have institutional commitment of time and resources from administrators, department chairs, and faculty.

- The FYE must include strategies and skills for learning along with assumptions of individual responsibility for success.

- There must be a partnership between student services and academics.

- A permanent FYE evaluation process must be established. (Upcraft, Gardner and Barefoot 517-521)

In an article titled "A Mind at Work: Maximizing the Relationship Between Mindset and Student Success" published by the Center for Community College Student Engagement at The University of Texas at Austin, new research suggests that

> …**mindset may play an important role in student engagement. When students have a productive academic mindset, they believe they can get smarter and that effort makes them stronger. Therefore, they put in the extra effort, and that leads to higher achievement.** Students with nonproductive academic mindsets are more likely to stop trying when confronted with a challenge. (A Mind at Work: Maximizing the Relationship Between Mindset and Student Success 2)

Community colleges are now focusing on student success and are redesigning the first-year student experience focusing on guided pathways.

> Whilst in the past, as a community, we have held that the best way to improve student outcomes was to have better students, we now know that a healthy dose of the issue lies with us. **We saw evidence that beginning college "undecided" led students to unnecessarily lengthen their programs of study and lessen their success rates.** A growing body of research demonstrates the importance of helping students see themselves as members of a learning community. Once again, it is not a problem with the students that has been found but an opportunity that by shaping policy, pedagogy, and practice can improve student learning and college success. (1)

According to the article, there are four components of an academic mindset: growth vs fixed mindset, self-efficacy, relevance of academic experience, and sense of belonging. The following tables show how over 400 Panola College students responded to questions related to academic mindset on the Community College Survey of Student Engagement (CCSSE) survey. The CCSSE is an annual student survey from the Center for Community College Student Engagement that "provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges" and "asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention" (About the Community College Survey of Student Engagement (CCSSE)).

Growth v Fixed Mindset This mindset refers to students' perceptions of the potential for change in their intelligence.			
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Neutral
I can always greatly change how intelligent I am.	76%	4%	20%
No matter how much intelligence I have, I can always change it quite a lot.	63%	8%	29%
In English (reading and writing), I can change my intelligence a lot.	62%	8%	30%
In math, I can change my intelligence a lot.	48%	36%	17%
I can change my intelligence a lot.	64%	6%	30%

The figures for Panola College listed in the table above mirror almost exactly the national data except responses on the fourth statement. For the nation (*N=77,655*), only 13% disagreed that they can change their intelligence in math compared to 36% for Panola College. Also, notice that the disagree, strongly disagree, and neutral responses on almost all of the statements add up to 30% or more each time for Panola. **A new first-year experience course that inspires confidence that students can change their level of intelligence (especially in math) could impact a large number of students' academic mindsets and positively affect retention and progression.**

Self-Efficacy This mindset refers to students' confidence in their ability to be successful in their coursework.			
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Neutral
I can learn all of the material being presented in my courses this academic term.	79%	7%	14%
I can become more intelligent by working hard on my studies.	95%	1%	4%
I can do well on tests, even when they are difficult.	54%	17%	29%
When facing difficult tasks, I am certain that I will accomplish them.	74%	4%	22%
I am confident that I will be able to keep up with my coursework at this college.	81%	3%	16%

Again, figures in the table on the previous page mimic the national data. Notice that on the third statement, only 54% of respondents think they will do well on tests. **A first-year experience course needs to teach strategies for improving note taking skills, study habits, preparation for exams, formation of study groups, test anxiety relief strategies, and test taking skills.**

Relevance of Academic Experience This mindset refers to students' views of whether their college work is preparing them for future success.			
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Neutral
This college is preparing me for what I plan to do in life.	87%	3%	10%
What I learn in my classes is necessary for my success in the future.	83%	3%	14%
I understand how my academic work is preparing me for the career field in which I am interested.	84%	3%	14%

The data for Panola College in each of the three statements above rank higher than the national average. The majority of students feel they are learning what they need to prepare them to either transfer to a university or start a new career.

Sense of Belonging This mindset refers to students' perceptions of whether they are accepted members of their college community.			
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Neutral
I feel welcome and respected at this college.	90%	2%	8%
I have good relationships with others at this college.	82%	2%	16%

Again, the figures in the table above mimic the national statistics. "**More than 15 years of Center data show that building relationships is central to student success**, in part because relationships foster a student's sense of belonging at college" (A Mind at Work 3). To foster a sense of belonging, Panola College will require incoming students enroll in a first-year experience class where they will cultivate relationships with faculty and staff; learn who their advisor/counselor is, how to contact them, and make an appointment for advising; and learn about student organizations on campus.

If students at Panola College believe they can increase their intelligence, that they can do well in their classes, that they are preparing for something important like a career, and that they are working in a supportive environment, then there must be other reasons students are taking more than 3 years to complete a degree. It is important to note that

>…student responses that indicate a nonproductive mindset tend to cluster in two areas: testing and math. Students report in general they believe they can learn new things, but their responses consistently indicate a less productive mindset when responding to survey items specifically about test-taking and math. These findings indicate that **colleges have an opportunity to REFRAME students' perspectives on learning and that the greatest dividends may come from focusing on mindsets related to testing and performance in math**. (3)

In the article "Focus on Student Retention: Promising Practices in Community Colleges," Kay M. McLenney and Evelyn N. Waiwaiole state, "With increased interest in learning college initiatives, growing awareness of the need to promote higher levels of student success and continuing emphasis on state accountability measures, **many community colleges are seeing the need for a comprehensive evaluation of their retention and student success initiatives**" (McClenney and Waiwaiole 36). McLenney and Waiwaiole conducted focus groups of current students, students that withdrew from classes, faculty, and student services personnel and have developed the following six strategies to promote persistence and student success.

- **Require a college success course** – A first-year experience course must be required by the institution, provide appropriate support, and include interaction between the student and faculty in order to see results.
- **Build a learning community** – "Research suggests strongly that an important factor in student retention is a college's effort to foster an environment that encourages students to connect with faculty and one another" (39).
- **Effective advising** – "Creating an environment that promotes student success requires advisors, mentors, and counselors" (40). **Advisors should help students by providing guided pathways to help them reach their academic and/or career goals.**

- **Collective responsibility and team building** – "Everyone—faculty, staff, and administrators, along with the students themselves—must work together to promote student success." **Use an early alert system to identify students who are struggling.**

- **Learning support** – Encourage study groups and offer tutoring, computer services, an intervention system, and online help—there is evidence that these types of learning services help move students toward persistence.

- **Hire the right people** – Hire professors for the first-year experience course who understand how the course fits into the institution's mission. To pick the right people, have each candidate present a sample lesson to the hiring committee and hire the ones that best fit the values and mission of the institution. Candidates should have knowledge of the academic and financial concerns facing students and colleges today. (McClenney and Waiwaiole 39-41)

In the April 2013 *Association for Psychological Science* article, "Teaching and Advising First-Year Students," Dr. Rory O'Brien McElwee asserts that institutions and faculty should abandon the "sink or swim" mentality to first-year education and instead embrace a supportive environment that encourages students to develop academic skills throughout their college experience. Dr. McElwee, Vice President of Enrollment & Student Success at Rowan University, has 15 years of experience as a published faculty member and student services administrator and understands the impact student interaction with an advisor can have on academic success. Listed below is a summary of her recommendations from the article and how Panola College is incorporating this information into the development of the Learning Framework course.

- **Make your expectations clear and address magical thinking.** Students coming from high school may believe that an instructor will not fail them or that extra credit will be available at the end of the course; they do not realize there is a difference between high school and collegiate academics. The first-year experience course content (e.g., textbook and assignments) needs to consistently **reinforce that there is a difference between high school and collegiate expectations and explain how students must take responsibility for their academic success.**

- **Be approachable.** Since faculty see students every day, they are "probably one of the few grown-ups on campus with whom first-year students talk to on a regular basis" and, therefore, are prime liaisons between the institution and the student. Often faculty hear students talking amongst themselves about which class(es) to take next instead of talking with their professors or program advisor. **The first-year experience curricula should require students to learn who their counselor or academic advisor is, to find out where that person is located on campus and his or her contact information, and to set up an academic advising session before the end of the semester.** In addition, the course should be designed to motivate success, encouraging students not to give up as they read and work through each module.

- **Provide feedback early and often.** Dr. McElwee recommends having students complete low-stakes quizzes and assignments early in the semester so faculty can provide feedback and so that students will realize the demands required in the class. Each module in the Learning Framework course has students complete a short quiz over the reading material. Students are able to take the quiz as many times as they wish until the deadline. Since the quizzes can be retaken and count a low percentage of their final grade, the exercises provide a low-stakes way for faculty to insure students are reading the material.

- **Scaffold their development.** Build the first-year experience course content knowing students will be more skilled and self-sufficient at the end of the semester than at the first. Provide reminders and detailed instructions. The Learning Framework course basically asks the student to read a chapter (12 pages on average), take a short quiz (10 questions), possibly watch a video, and complete an assignment or self-assessment exercise. The modules build on one another introducing the student to the various policies, personnel, resources, and services available at Panola College. At the same time, students build skills of self-awareness about their learning style, time management, critical and creative thinking, active listening, note and testing taking, expectations for reading and writing in college, interaction with instructors and staff, and how to take control of their social life, health, finances, and career exploration while in college.

The author of the article basically recommends colleges **design a first-year experience where students understand what is expected of them, where students know who to talk to if they have a problem, where students receive feedback on their work, and where students see academic growth as they proceed through the course.** The article suggests that students in this type of collegiate environment are more likely to succeed and accomplish their academic goals and that is the premise of the Learning Framework course and the QEP study.

The QEP Committee examined a number of other journal articles and books that discussed best practices for creating an effective first-year experience. Many of these recommendations have been incorporated into the design of the Learning Framework first-year experience course and into best practices of the College. A list of references is provided at the end of this document.

Since the goal of Panola's QEP is to improve academic achievement and program completion, the QEP Committee deemed it important to design a student survey about first-year experiences at Panola. The committee determined that questions in the survey needed to measure student perception of their first-year experiences at Panola as related to basic requirements of the college, registration, where to find information about options available, the advising process, etc. The QEP committee intended to use survey data and written feedback from students to guide development of the QEP and build the Learning Framework course.

Discussion about format and delivery method of the student survey continued at the April 26, 2018, QEP Committee meeting. It was determined the survey would contain seven questions with a completion time estimated to be approximately 3 minutes. The student survey would be administered through a Survey Monkey app linked within Canvas. In an earlier meeting, the QEP Committee agreed that department chairs would notify instructors of the survey and ask that instructors direct students to complete the survey online.

By the May 24, 2018, QEP committee meeting, Dean Kelly Reed-Hirsch reported that the survey had been posted on Canvas May 1-7 generating feedback from students on their first-year experiences. The survey produced 527 responses. Dean-Reed Hirsch presented the First-Year Experience (FYE) Student Survey results including written responses. Overall the feedback indicated that students perceived their first-year experience as a positive experience. Student-

identified areas for further consideration by the committee included student engagement and connectedness, adequate knowledge of resources available to students, identification of an academic advisor, and assistance by an advisor with selecting an education/career path. Questions and selected response data from the FYE student survey are provided below.

- How easy was it for you to enroll in classes your first semester or in your first year? *N=528*
  - Easy or very easy (399)
  - Difficult or very difficult (14)

- How connected or engaged did you feel during your first year at Panola College? *N=529*
  - Somewhat or very connected or engaged (335)
  - Not connected or engaged or not at all connected or engaged (37)

- How easy was it to talk to an Advisor (for course advising) during your first semester or in your first year? *N=525*
  - Easy or very easy (375)
  - I did not talk to an advisor (52)
  - Difficult or very difficult (24)

- How easy was it to access and use campus resources (i.e., library, tutoring, office hours, student services, etc.)? *N=527*
  - Easy or very easy (387)
  - I did not try to access any resources (37)
  - Difficult or very difficult (19)

- Of activities listed, rank the following statements in order of importance for a student to be successful at Panola College (5 - most important, 1 - least important).
  - Know who your Advisor will be while attending Panola College *N=448* – 2.59
  - Complete an education or career plan that reflects their personal interests and abilities *N=450* – 3.24
  - Use effective study skills *N=456* – 3.41
  - Practice long- and short-term goal setting *N=454* – 3.06
  - Practice personal reflection habits *N=507* – 3.08

- The next question was an open-ended question that asked "What information would be helpful for the college to provide to incoming students who have never taken a college course before?" This question produced 376 written responses; selected responses follow:
  - Please get with an advisor before taking any classes and don't waste your financial aid on classes you don't need.
  - Keep on top of your course work... don't wait till the last minute to start something.
  - More extensive information regarding financial aid and chosen field of study success rates and opportunities.

- There should be something telling them that they need to prepare for college. Because in college there are very few professors that take late work, that drop grades, and that give makeup exams for any reason other than emergency.
- Have introductory seminars with one-on-one help navigating Canvas.
- Really consider the overall cost...not just tuition but fees and book costs.
- This is not the 13th grade, your first semester sets the tone for your college career! Take it seriously get involved, ask questions, make new friends both with your classmates and professors because hey it's only your career that you're playing with and that's kind of important...
- It is faster paced than high school classes.
- It might be helpful to give an orientation to incoming students about what college life is truly like, what the teachers will be expecting of them, and that this is not like high school - you actually have to put in the hard work and study in order to pass.
- To know all of their options as far as resources go. That they have additional help if they need it.
- Introducing the student to teachers and other students that are currently in the program that they are interested in.
- Be sure to form good study habits early and not just expect to make good grades based on one night of studying prior to the test. Also make sure to get involved so that you can make the most out of your college experience; do not spend all your time doing school work make sure to find a good balance in between study and play time.
- College is not easy, but not impossible. If the students are struggling they need to know that help is out there.
- Make sure they know the importance of studying outside class time and especially the hours needed for online courses!
- Time management is one of the most important skills to learn and apply.
- The biggest thing, in my opinion, would be to know who to talk to in times of confusion.
- You have to find study tips that work for you and you have to make yourself use them to be successful.
- Not all professors are the same and attendance and punctuality are important.
- College is about being independent. Professors are not there to babysit and constantly remind you to do you work. Stay on top of things.
- More detailed instructions on how to get started at Panola college. How to get parking passes and student I.D., register for classes, and how to check on important information like GPA, grades, tuition, etc.

- o That a student should frequently check their Panola email and Canvas, and to be very mindful of their due dates.

- o **They should have a basic college course of what is required to be successful in college. IT SHOULD BE MANDATORY and offered online.**

- The last survey question asked students "If you could tell incoming first-year students ANYTHING, what do they need to know or do to be successful while attending Panola College?" The question drew 415 written responses and select statements appear below.

  - o Set aside time to study - every day if possible. Get organized. Notes, planner, etc. Ask questions!! Your professors want to help!

  - o Developing good study habits is key. If this is an area you are weak in, find another classmate who is making A's and ask them for some "study tips." Don't be afraid to go to the instructors and tell them you are struggling. They won't know unless you speak up.

  - o Take time to know your professor outside of the classroom. I still maintain a friendship with certain professors that were great mentors and now friends to me.

  - o Take your time reading the material. READ YOUR SYLLABUS. ASK for HELP. Meet your instructors.

  - o Be prepared. Do all of your reading and make notes before class to stay ahead. Repetition and practice questions help immensely.

  - o Your education is very important, don't waste this opportunity. Have fun and make new friends but always be around people that want to succeed like you do.

  - o Find and use the library. Use any and all resources provided by the college. Find a study group.

  - o Grab a planner and be your own boss! Life gets really hectic and you want to be a part of everything. Pace yourself and take care of your academic responsibilities first!

  - o Stress is going to happen, but don't give up. It'll be worth it!

  - o Study study study. It is a short period of your life but the results of sacrificing other activities in favor of studying is well worth it. The sense of accomplishment is epic.

  - o Don't be afraid to ask for help or assistance. If you are here to succeed, the professors and staff are here to help you accomplish just that.

  - o I would tell incoming students to set a goal, even a small or short range goal, and do what it takes to see it through.

  - o The library is full of people who know things and people who want to help.

  - o Don't procrastinate. Set a scheduled time out of your day for studying. After the first exam, reflect on what study habits work and what didn't.

  - o **Set goals for yourself, stay focused, and let nothing get in the way of you being successful.**

In the QEP Committee meeting on May 24, 2018, Dean Kelly Reed-Hirsch reviewed data from the FYE Student Survey as specifically related to the Learning Framework course and the QEP statement. Dean Reed-Hirsch noted to committee members that the items listed below indicate areas where students feel improvement is needed and, consequently, present opportunities for the QEP Committee to address in the QEP and the Learning Framework course.

1. Connected or engaged – 63.3% of respondents said they were somewhat or very connected or engaged; only 6.99% reported not being connected or engaged
2. Advising – 71.43% said it was easy or very easy to talk with an advisor; 4.58% said the advising process was difficult; 9.9% reported that they did not talk with an advisor
   a. Completed an education or career plan – 3.24/5.0
3. Access to resources – 73.43% said it was easy or very easy to access campus resources; only 3.61% reported that it was difficult or very difficult
   a. Know who will be their advisor will be – 2.59/5.0
4. Learning Framework
   a. Use of effective study skills – 3.41/5.0
   b. Practice personal reflection habits – 3.08/5.0
   c. Practice long- and short term goal setting – 3.06/5.0

Responses to the survey as well as ideas generated from the review of literature and best practices were used by the QEP committee (and later by the Learning Framework faculty) to develop the new Learning Framework course outcomes and content.

Using a round-robin format, committee members provided input to begin developing general student learning outcomes for the Learning Framework course.

- Develop an individualized educational and career pathway.
- Access Panola College resources that support student-centered learning and achievement.
- Improve academic achievement and completion through long- and short-term goal setting, effective study skills, and exploration of academic strategies that enhance learning.

In subsequent meetings, the student learning outcomes listed above were divided into eight outcomes that more closely align with the course description required by the Texas Higher Education Coordinating Board's *Academic Course Guide Manual*. Both the description and the student learning outcomes now appear in the EDUC 1100 and PSYC 1100 Learning Framework course syllabi.

At the QEP Committee meeting on August 30, 2018, Chair Kelly Reed-Hirsch introduced Dr. Cathy Singletary and explained how the QEP Planning committee would transition duties to from development to the implementation phase. Dean Reed-Hirsch briefly described the next phase as one where the Learning Framework course would be fully implemented with its "focused route" finalized upon review of data.

BROAD-BASED SUPPORT AND INVOLVEMENT

7.2.b [The institution has a Quality Enhancement Plan that] has broad-based support of institutional constituencies.

To build a broad base of support for the reaccreditation process, Panola College began seeking wide-ranging topics from the Executive Council which based its ideas on faculty feedback related to the state of the campus and review of institutional reports. Three topics were identified by the Executive Council to be later discussed and developed more fully by the Instructional Council attended by Directors and Deans of various divisions or departments. Once the Instructional Council had narrowed topics to three areas of concern, a campus-wide survey entitled *Quality Enhancement Plan 2020 Survey* was administered in November 2017. Additionally, the possible topics were brought before Panola's Board of Trustees' November 2017 meeting as an "Information Item Only," but the announcement also served as an invitation to participate in the process of identifying a topic. Following completion of the *Quality Enhancement Plan 2020 Survey*, Dean Teresa Brooks shared results as tallied from responses submitted by 627 students, faculty, and staff. The results and selected topic of the QEP were announced to all faculty and staff at the Spring Convocation.

Corresponding to this effort, a QEP Committee was formed to include participation from the Vice Presidents, Deans, program Chairs, faculty representatives of both academic and career and technical programs, and staff members.

As the pilot of the Learning Framework course was being implemented, a need for additional staff was discussed and addressed by the Instructional Council committee (Deans and Directors) at its April 25, 2018, meeting. The committee recommended that a full-time professor with a degree in Education be hired to teach the Learning Framework course. Dr. Adams noted the recommendation and agreed to share it with the Executive Council for further study.

In response to the *First-Year Experience Student Survey* administered in May 2018, results revealed areas for further exploration by the QEP Committee. Student-identified areas for consideration included the following:

a. Student engagement and connectedness
b. Adequate knowledge of resources available to students
c. Identification of an academic advisor
d. Advisor assistance with selecting an education/career path

Committee Chair Kelly Reed-Hirsch created an independent assignment for each QEP Planning committee member to address the areas for consideration. Each committee member was tasked with selecting several people with whom to discuss the QEP to determine a level of understanding and engagement. Questions included the following:

- What words or phrases stuck out to you when I read you the QEP statement?
- About 1 in every 3.75 students at Panola College said that it was less than "easy" or less than "very easy" to get advising completed and ranked knowing who their advisor was as very important to their success. Which of the following strategies would help students the most to complete an education or career plan?
  o Assign students to an advisor for their entire time at Panola College.
  o Provide students with "nudges" along the way via personalized text messages (by using an app they opt into) which encourages them to meet with their assigned

advisor to discuss an education or career plan or important tasks like registration, filing for financial aid, or completing an application for graduation.

- o Block students until they come in person to meet with an advisor to complete a plan.
- Other questions addressed improving student engagement levels, increasing use of college resources, and suggested content for the Learning Framework course.

To follow up on the assignment tasked in July, the QEP Committee discussed the findings during its August 2, 2018, meeting. Findings included recognition of the career preparation aspect and questioning of the specific components within the LF course with encouragement provided to continue forward. Participants also suggested the inclusion of communication tips to increase both frequency and quality of interaction with professors.

At the QEP Committee meeting on July 5, 2018, Chair Reed-Hirsch shared with the group a meeting she and five other members of the other committee had attended about Full Measure Education (FME), a software platform that provides immersive admissions and strategic advising using managed communications, two-way messaging, and mobile application and content deployment. FME helps students stay on track using push notifications to alert, nudge, and nurture both prospective and current students throughout their college lifecycle. QEP members present discussed meeting with stakeholders to discuss thoughts and concerns about the concept of "strategic or intrusive advising" and whether a software platform (FME or something similar) should be considered as a strategy to better engage students. The cost for FME is $60,750 a year with a two-year commitment. No action was taken on this item.

Developmental activities for Fall 2018 highlighted various QEP components. For example, faculty designated to teach the Learning Framework (LF) course in the fall trained with a Lumen Learning Company representative to review their curriculum component and best practices for including the component in the Learning Framework course. Faculty members Cancee Lester and Cathy Singletary then began revising the piloted course to include the Lumen component. Within a LF faculty orientation session, Cancee Lester explained the purpose of the Learning Framework course and linked its core learning objectives to reaccreditation efforts. Next, she led the training session with hands-on lab activities for faculty and adjunct faculty who would be teaching the

Learning Framework course. Faculty members Cancee Lester and Cathy Singletary continued revision of the piloted course for use with a wider student audience and in response to faculty and committee feedback.

As another example of a support-building activity, a QEP overview was presented at a regional-level meeting of high school counselors with learner-specific aspects of the Learning Framework course highlighted. The LF course was discussed specifically in relation to college and career readiness support and how its use with dual enrollment populations could be guided by high school counselors in conjunction with Panola College.

At the Fall 2018 Convocation, faculty and staff received a review of the purpose of the QEP, an update on development of the Learning Framework course, and an introduction to the newly-hired QEP Director, Dr. Cathy Singletary. To build anticipation, faculty and staff received imprinted items bearing Panola's QEP logo "FRAME² your future: Focused Route of Academics to Maximize Education & Employment."

As work on the QEP began to shift from planning mode to one of implementation, the QEP Committee membership was revised to include the following employees:

- Dr. Cathy Singletary - QEP Director/Professor
- Teresa Brooks - Dean of Distance and Digital Learning
- Don Clinton - Vice President of Student Services
- Roberta Collinsworth - Professor of Mathematics
- Cheri Lambert - Chair of Occupational Therapy Assisting
- Cancee Lester - Director of Shelby County Operations
- Michael Pace - Instructor, School of Energy
- Jeremy Dorman - Director of Admissions/Registrar
- Ex-officio members
  - Natalie Oswalt - Dean of Arts, Science, & Technology
  - Tryphena Walker - Director of Institutional Research and Planning
  - Dr. Billy Adams - Vice President of Instruction

Members of the committee may be best described as representative of student instructional needs as either advisors within academic or career and technical programs, faculty who teach within programs, or ones who directly aid students with enrollment, progression, and completion decisions and efforts.

During faculty in-service week at the beginning of the Spring 2019 semester, QEP Director Cathy Singletary met with department chairs during their pre-semester planning meeting. Dr. Singletary provided an overview of the QEP process and current status of the assessment plan. She showed how the Learning Framework course provided basic data for determining student motivation and challenges, while also providing a review of revisions made to the course. The following day during Spring 2019 Convocation, Instructional Council members Jessica Pace and Cathy Singletary reviewed the QEP purpose with all college employees and how the Learning Framework course constituted the focused route for students to complete studies in a timely manner. Dr. Billy Adams followed with a presentation about the SACSCOC reaffirmation processes and campus data examined in relation to Panola's QEP topic. Student-created videos presented by Jessica Pace showed wide-spread college efforts to engage the student body. All information and updates served as review for faculty and staff and as an introduction to the QEP for new employees.

Additionally, faculty and staff completed professional development prepared by the Distance and Digital Learning Department as part of Convocation Spring 2019 training activities. Tech Tuesday participants accessed the Faculty/Staff Resources page within Canvas, the college's learning management system. Once there, faculty and staff members completed online training sessions within a SACSCOC Accreditation module and culminating quiz, as well as a Quality Enhancement Plan (QEP) module and its culminating quiz. Specific topics within the QEP training module included information about the QEP development process, the Learning Framework course overview and syllabus, and suggested ways for personnel to be involved with the QEP and Learning Framework at either the classroom or campus level.

In order to provide current information to constituents, a QEP webpage was created on the College website. The page includes answers to frequently asked questions, promotion of the QEP

topic and process, access to committee minutes, and a general timeline for submission and implementation of the plan. The Quality Enhancement Plan link appears on the *Home* drop-down menu on Panola's website for widespread access by students, faculty, staff, and community members. This webpage will be updated throughout the duration of the 5-year study so constituents will have current information about the progress of the QEP.

The QEP Committee and the Learning Framework course will continue to solicit broad-based support from its constituents including students, the Board of Trustees, administrators, full-time and adjunct faculty, and support staff from Student Services, Distance Learning, the M.P. Baker Library, Financial Aid, Institutional Research, Information Technology, and off-campus sites in Marshall, Center, and area high schools throughout the 5-year study.

FOCUS ON STUDENT LEARNING AND STUDENT SUCCESS

7.2.c [The institution has a Quality Enhancement Plan that] focuses on improving specific student learning outcomes and/or student success.

Following a comprehensive visioning process and review of the strategic planning process, Panola College determined that students needed clear direction for enrollment, progression, and completion of their chosen program; thus a first-year experience course titled Learning Framework was created. The Learning Framework course is designed to foster self-actualization through student engagement in instruction and planning, thereby establishing a clear direction for personal progress. Students are introduced within the course to the college experience where they explore information about learning and study strategies, management skills necessary for efficiently completing a college degree or certificate, and essential campus resources which support student success. When focusing on student learning to develop self-actualization knowledge and skills as a topic, the College identified entering students as the primary target group for the Learning Framework intervention.

In response to concerns that Panola students were taking too much time toward degree completion, aspects of advising and appropriate enrollment are addressed within the Learning Framework content. For example, course activities ask students to complete several inventories,

self-assessments, and quizzes to more strongly identify and state personal interests, values, and goals. Students are required to meet with advisors during the semester to align their newly identified or recently confirmed self-knowledge to program enrollment.

The College also identified a need for students to develop skills and behaviors indicating a readiness for learning and to develop self-motivation while exhibiting progression each semester. To establish a beginning measure of student perceptions within the Fall 2018 Learning Framework course, faculty asked students to complete a pre-course survey. Students were asked to provide info about their background, factors influencing selection of major and college, expectations for Learning Framework, and sensed challenges to obtaining a goal grade for the course. One particular question required identification of perceived challenges that could prevent the student from earning his/her "goal grade" in the Learning Framework course. Upon review of student-reported information, it was noted that student perception of performance-diminishing factors included a lack of effort in completing and/or submitting assignments, learning issues, lack of self-discipline, procrastination, work commitments, course loads, etc.

STUDENT-IDENTIFIED CHALLENGES TO COMPLETING THE LEARNING
FRAMEWORK COURSE - FALL 2018

Legend:
- No Challenges Noted (17.08%)
- No/Incomplete Info Submitted (29.14%)
- Tech Access
- Tech Skill
- Comprehension
- Effort (15.07%)
- Memory/Attention/Focus/Distraction
- Procrastination
- Late Assignments
- Course load/requirements
- Work load/hours
- Time/Life/Busy
- Extra Curricular
- Attendance
- Other
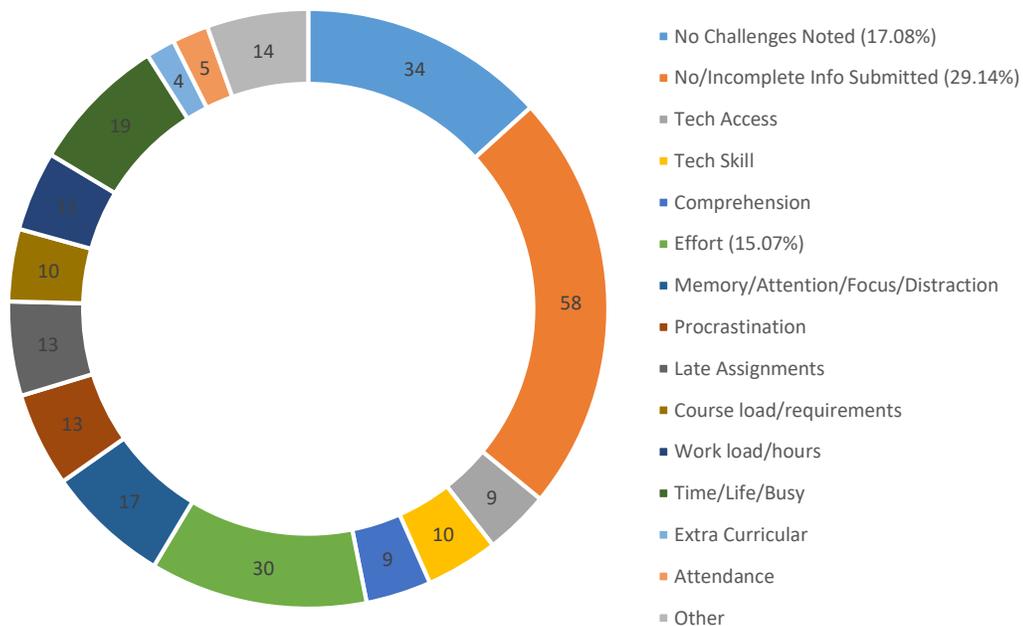
Further analysis revealed that 17.08% of participating students indicated that they would not experience challenges or that they expected to overcome any challenges to earn their specified goal grade; however, 15.07% reported an anticipated or habitual lack of effort as a perceived challenge and 58 students or 29.14% of enrolled students did not submit the survey.

Inconsistencies in collection of the student information sheets did not allow an examination of all enrolled students. As a result, only 257 student records across certain class sections (face-to-face, hybrid, and online formats) were examined with 170 student documents found to be completed correctly and suitable for recording data. It must also be noted that students could and did list more than one response to the open-ended question, so a total of 199 responses were listed, then evaluated to produce the summary shown within the chart. Faculty have taken initial findings into consideration and will revise content in the Learning Framework course; additionally, the pre-course survey will be revised and a new post-course survey will be created that will yield more reliable data.

Students in the Learning Framework course are exposed to select learning theories and models to guide development of self-management behaviors, effective study skills, goal-setting techniques, and career preparation approaches. Within the provided learning structure, students build a base of self-knowledge and employable skills needed to ensure adequate progression toward the desired certificate, degree, or transfer status which supports the Panola College mission. The Learning Framework course requires students to explore identified career paths and to discuss potential threats to or opportunities for academic achievement. Additionally, students complete activities that examine life choices for wellness, finances, and future career. Skills developed in the Learning Framework course can be easily transferred to future coursework and employment.

Enhancing Student Learning and Success

The first of Panola College's ten Institutional Goals is "To provide excellence in teaching, student engagement, and adapt the curriculum to meet the needs of the community." Upon identifying a need for students to complete their degrees in a more consistent manner and shorter amount of time, the college identified instructional means to address the issue since steady progression

and associated completion are a recognized by-product of focused instruction. Specific student learning outcomes for the Learning Framework course were identified upon review of research-based practices within first-year experience courses, examination of community needs, and analysis of college-specific data about student engagement and achievement.

Student Learning Outcomes

At the *course level*, students will explore topics that will encourage self-awareness and development of behaviors that will improve retention and completion rates for the institution. After studying materials presented in the Learning Framework class and engaging with college instructors and support staff, the student will be able to successfully complete measurable student learning objectives that are tied directly to the **student learning outcomes** listed below. The successful attainment of the following outcomes will shape behaviors essential for student learning in future classes and for completion of a degree or certificate.

1. Identify and describe theories of learning, cognition, and motivation.

2. Identify and describe factors that impact learning.

3. Demonstrate and apply the use of various learning strategies (i.e. goal setting, time management, organizational, and note-taking strategies).

4. Demonstrate critical thinking skills by identifying individual strengths and weaknesses of various skills and making recommendations for self-improvement.

5. Demonstrate effective written and/or oral communication with peers, instructors, and/or campus support personnel.

6. Choose a career path and program of study through research and analysis of data derived from self-assessment (interest or skill inventories, self-evaluations, etc.).

7. Develop effective strategies for managing your money while you are a student through research and analysis of self-assessment data and financial literacy activities.

8. Build and take an active role, to include self-advocacy, in a learning community (e.g. connect with peers, instructors, support personnel, and essential campus resources which support student success).

Student learning outcomes for the Learning Framework course can be accessed by all College constituents from the Panola College Syllabi web page. Students enrolled in the Learning Framework course can also access the student learning outcomes through the EDUC 1100 or PSYC 1100 course syllabus provided in their Canvas LMS.

At the *unit level*, each course in the core curriculum is required to assess **Student Learning Objectives (SLOs)** through the Institutional Effectiveness (IE) planning and evaluation process. This evaluation of student learning is an ongoing, planning and assessment process that evaluates student learning and reports assessment data to the Director of Institutional Planning each year. The QEP Director will collect student learning data from Learning Framework faculty and report the results and how the QEP intends to use this data to improve as part of the Instructional Support Unit. For the Learning Framework course, students must successfully complete activities associated with the skills listed below in order for the unit to be successful.

1. **Critical Thinking Skills (CT1):** Generate and communicate ideas by combining, changing, or reapplying existing information.
2. **Communication Skills (CS1):** Develop, interpret, and express ideas through written communication.
3. **Empirical and Quantitative Skills (EQS2):** Manipulate and analyze observable facts and arrive at an informed conclusion.
4. **Social Responsibility (SR3):** Engage in regional, national, and global communities.

There are specific activities within the Learning Framework course that will assess the outcomes and objectives listed above. Since the two lists overlap in some areas (e.g., #4 on the outcomes and #2 on the SLOs both measure communication skills), there will be eight total outcomes and SLOs assessed by the QEP with respect to student learning. Links to the assignments and how each student learning outcome and objective is being measured are provided in the Assessment section of this document.

RESOURCES COMMITTED TO THE QEP

7.2.d [The institution has a Quality Enhancement Plan that] commits resources to initiate, implement, and complete the QEP.

QEP Budget

In February 2018, Dean Reed-Hirsch created a budget subcommittee comprised of the following Panola College personnel.

- Kelly Reed-Hirsch – QEP Director, Dean of Health Sciences
- Dr. Billy Adams – Vice President of Instruction
- Troy Caserta – Vice President of Fiscal Services (CFO)

The subcommittee was tasked with developing a budget for the QEP to be submitted in March. The subcommittee worked with the full QEP Committee and administrators to determine items that needed to be included in the budget for the coming year. Some notable items included the following:

- Salary and benefits for a full-time faculty member who would teach Learning Framework and direct the QEP in Phase 2.
  - Salary - $53,728
  - Benefits - $15,539
- Stipends for adjunct faculty to teach Learning Framework classes from Fall 2018 - Summer II 2019 - $16,740
- Promotion for the QEP on campus - $2,000
- Travel to SACSCOC conventions and workshops - $4,000
- Travel to high school sites to provide professional development to LF teachers - $500
- Office supplies for the QEP Director - $10,000 (money was moved from this category to Electronic Subscriptions to pay for Lumen subscriptions for Spring 2019--each student's access to the Lumen component costs $25 for a total of $2,800)
- Instructional supplies such as the Lumen component of the Learning Framework course - $10,500 ($11,250 actually spent for Fall 2018 subscriptions)

In the QEP Committee meeting on March 8, 2018, Cancee Lester presented the group a planner that she was contemplating adding to the Learning Framework course. She wanted to see if it was something that could be included in the QEP budget. Following a brief discussion about the value and use of the planner it was determined that it was something useful and most likely something that could be included in the QEP budget. In the QEP Committee meeting on March 29, 2018, Dean Reed-Hirsch shared that the purchase of planners had been approved. Cancee Lester noted that the planners will be distributed in conjunction with a learning module related to time management. Six hundred planners were subsequently purchased for the Fall 2018-Spring 2019 semesters for $1,555.50.

Cancee Lester, at the direction of the QEP Committee, revised the Learning Framework course to include a subscription component from Lumen, Inc. The component basically provided the content and the quizzes for the course along with subscription support. In turn, Panola College charged students a $25 fee when they registered for the course. For Fall 2018, Panola College spent $11,250 out of the QEP budget for the Lumen product and service; in Spring 2019, $2,800.

With the retirement of Dr. Cathy Singletary, Dwayne Ferguson was named QEP Director in March 2019. He noticed in the meeting minutes that the committee had discussed a problem of having too many assignments in the piloted Learning Framework course for a one-hour class. Subsequent meetings with President Powell, the QEP Committee, and an area high school official reiterated the same concern the committee had been hearing from students. The materials in the class were appropriate for the course; there were just too many assignments for a one-hour offering. At the same time, the institution was making a push toward pure open educational resources (OER) to eliminate textbook and fee costs. Mr. Ferguson, with direction from Dr. Billy Adams and the Instructional Council, began work to revise the Learning Framework course one more time to make it totally OER. The resulting curricula will be used by all Panola College Learning Framework courses beginning Fall 2019. The course materials are offered through Canvas and contain 53 items (34 of which are graded) in 11 modules. This represents a 17% reduction in course materials with an actual increase in activities (33 from 31) and a decrease in modules (13 to 11). All of the course content and areas of assessment from the original course are still available in the revision. The pre- and post-course surveys have been

revised. Since the course is now totally OER, students will not have to pay a $25 fee at registration.

All of the course content has been adapted for Panola College from *College Success*, University of Minnesota Libraries Publishing. Mr. Ferguson reduced the 500-page OER textbook down to 134 pages and included Panola College information throughout the text and the assignments. For example, instead of just telling a student about possible careers and majors, the Career Path Project has him or her complete a career exploration exercise and then explains the variety of academic and technical programs offered at Panola that matches the student's profile. The exercise teaches the student how to use guided pathways in the *College Catalog* and requires the student to find the location and contact information for his or her counselor or program advisor. The required readings and assignments now reflect more of what is offered/required at Panola College instead of a generic text and hopefully will motivate students to persist to the next class and progress toward a degree or certificate.

Another subcommittee created at the February 8, 2018, meeting was the QEP Promotional Committee. In 2018-2019, the subcommittee purchased promotional items such as bracelets, visit baskets, logo animation for the QEP launch, napkins, a dry erase board, bookmarks, and an employee notebook computer. The College spent $3,382.16 in 2018-2019 on QEP promotion. Since items have to be purchased ahead of the SACSCOC site visit in October 2019, the subcommittee has also encumbered $1,648.40 towards the 2019-2020 budget for sandwich board advertising, muffins, a photo booth, and other items that will be used to promote the QEP on campus closer to the actual visit.

A full line-item budget is included in the documentation for this report. **Total funding for the QEP budget for 2018-2019 was $118,157.**

Budget requests are developed and submitted in March at Panola College. This year, each program was asked to figure in a 5 percent reduction to last year's approved budget for its 2019-2020 budget request. Since Mr. Ferguson was just appointed to the position of QEP Director, he met with the Vice President of Instruction concerning upcoming needs for the QEP budget. He also sought advice from the Instructional Council of which many are members of

the QEP Committee. Mr. Ferguson proposed two changes to the Learning Framework course which had a significant impact on what he submitted in the proposed QEP budget.

1. Revise the Learning Framework course to remove the Lumen, Inc., component. This revision costs the College nothing and will save approximately $14,000 per year ($70,000 over the 5-year study). Mr. Ferguson completed the course revision in May 2019 and it will be used beginning Fall 2019.

2. Incorporate an exercise into the Learning Framework course that will allow students to do planning electronically instead of with physical planners. All Panola College students are provided a free student email account (Google mail) which includes a calendar and a task (to-do list) feature. The new exercise will teach students to use the electronic features to which they already have access. This will save the College $1,550 per year ($7,750 over the 5-year study).

Mr. Ferguson will request data pertaining to student learning outcomes, SLOs for IE, and student survey data from the Learning Framework instructors at the end of each semester as part of their teaching duties. Jason Cook, Database Administrator/Programmer in the IT Department, and Mr. Ferguson will work together to pull student persistence and progression data for the 15 semester credit hours (SCH), 30 SCH, and degree/certificate completion targets. Data related to average time to complete and average number of hours to complete will be furnished by the *Texas Public Higher Education Almanac*. Mr. Ferguson is already being compensated as QEP Director and Mr. Cook is employed in the IT Department so there will be no extra cost associated with this task.

Because of these two reductions, the 5 percent cuts required in all Panola College budgets will not have a negative impact on the QEP study. Though the budget request for 2019-2020 does not show salaries and benefits (this information only appears on the approved budget report), the Executive Council is including funding for the QEP Director, a full-time professor with 18 hours in Education, and adjunct faculty. There will be no reduction in the number of Learning Framework course offerings. The QEP budget for 2019-2020 was submitted to the

Executive Council in March 2019 and will be approved in August/September by the Board of Trustees. The 2019-2020 budget request is provided as documentation with this report.

All purchases through the QEP budget are submitted by the QEP Director as purchase requests to the Vice President of Instruction for approval. Once approved, a purchase requisition or check is issued by the Business Office.

A projected QEP budget for 2018-2024 is available in Appendix B. Full-time faculty salary, adjunct stipends, and benefits have been added to this projections worksheet to demonstrate the financial commitment of the College to the QEP process. Faculty salary projections in this worksheet include a 2 percent increase each year; associated benefits will increase accordingly. In 2019-2020, the QEP Director anticipates six adjunct sections of Learning Framework will be taught which will cost $11,160 in adjunct stipends. The budget projection for adjunct stipends going forward will increase $1,860 to cover adding one more section of Learning Framework each year.

General expense categories will remain fairly consistent across the five-year period including travel expenses for the QEP Director to attend the SACSCOC Annual Meeting and the SACSCOC Institute on Quality Enhancement and Accreditation. Funds have been budgeted to cover the full-time Learning Framework professor's expenses to travel to area high schools in the spring to teach new Learning Framework instructors about the curriculum, the Canvas LMS, content delivery approaches, and the QEP data reporting process. Normal office supplies purchases will be covered in full-time faculty departmental budgets.

In March 2020, the QEP Director will work with the lead Learning Framework professor to identify funds necessary to include in the budget for instructional supplies and equipment. Tentatively, $1,000 in instructional supplies will be requested each year and $2,500 will be budgeted to cover a laptop and projector to be used by the lead Learning Framework professor in training sessions at area high schools.

Human Resources Available for the QEP

Many people on campus have participated in the planning, development, and writing of the Quality Enhancement Plan. The QEP Committee members (faculty, staff, and administrators) have worked on this project since Fall 2017 as part of their normal committee assignments.

In August 2018, the College employed a full-time Learning Framework professor and QEP Director, Dr. Cathy Singletary. In March 2019 when Dr. Singletary announced her retirement, the College employed Dwayne Ferguson, Chair of the Business Department, to assume her role as director of the QEP. Mr. Ferguson is responsible for revising the Learning Framework course; writing, editing, and publishing the QEP report; working with Learning Framework instructors; collecting and analyzing student performance data; and preparing the fifth-year QEP Impact Report. He reports directly to Dr. Billy Adams, Vice President of Instruction. Dwayne Ferguson, has an M.B.A. from the University of Texas at Tyler, has been a full-time Business professor at Panola College from 1992-present, is the chair of the Technical Review subcommittee, produces the *College Catalog* and the *Faculty Handbook*, directed the Panola College Self-Study in 1999-2000, and was selected Panola College Faculty of the Year for Technical Programs in 2019.

The college has employed a full-time faculty member to teach Learning Framework beginning Fall 2019. The new hire has a master's degree in Education and will be responsible for teaching multiple sections of the Learning Framework course in both fall and spring semesters. She will also provide professional development to area high school teachers so that they can teach the Learning Framework course to dual credit students. In addition, the College employed three adjunct faculty members (two Panola College employees) and one high school counselor from August 2018-May 2019. The College will need to prepare more high school teachers/counselors to teach the course in upcoming semesters; therefore, $500 has been included in this year's proposed budget for the lead Learning Framework instructor to travel to these high school locations to provide training/professional development. The lead Learning Framework instructor and adjunct faculty for that area report directly to Natalie Oswalt, Dean of Arts, Sciences, & Technology. Health Science faculty and adjuncts report to Kelly Reed-Hirsch, the Dean of Health

Sciences. Both deans report to Dr. Billy Adams, Vice President of Instruction, and are responsible for hiring faculty, scheduling classes, and evaluation of faculty through their offices.

Academic students are assigned an advisor by major when they apply to be admitted to the college. Panola College employs five **academic transfer advisors** in the Student Services area. The name of the advisor, the areas he or she is responsible for advising, and the number of students each is advising is listed below.

- Jody Harris - Agriculture, Business, Architecture, Biology, Physics, Chemistry, Pre-Vet, Pre-Dentist (418)
- Reanna Hart - Criminology, Psychology, Sociology, Health Professionals, Computer Science, Digital Media, Pre-Law, Math, Speech, Political Science, Foreign Language, Liberal Arts (415)
- Stacy Gee - Education, Teaching, History, Art, English (209)
- Leslie Edelen - Pre-ADN, Pre-LVN, Pre-Med, Pre-Pharmacy (355)
- Sarah Kite - General Studies, Kinesiology, Music (482)

Panola College also employs four **specialty area advisors** in Student Services.

- Stacy Gee - International Students, Disability Students (95)
- Leslie Edelen - Veterans Affair Students (55)
- Angie Musgrove - Dual Credit Students (900)
- Don Clinton - Athletes and Fine Art Students (235)

Don Clinton, the Vice President of Student Services, divides the workload among advisors taking into consideration other duties/responsibilities assigned to these employees. Not counting dual credit advising which works with high school counselors to support advising and registration, the other six advisors have a student to advisor ratio of 377:1. All advisors in Student Services are cross trained to advise prospective or current students from any Panola College program and handle walk-ins on a daily basis.

In addition, all of the technical areas use chairs and faculty to provide academic advising for students. Currently, there are thirteen technical faculty advising students in their specific

programs. Advising is one of the duties of a department chair and faculty members can volunteer or be assigned this responsibility as necessary. Technical program advisors are listed at the top of each suggested degree/certificate plan in the *College Catalog*.

All costs of academic advising salaries, software, training, and professional development are paid for through the Student Services' budget. All technical advising is paid for through chair stipends and faculty salaries included in technical departments' budgets.

All academic and technical advisors and faculty across the institution are encouraged to use Dropout Detective to monitor student academic progress throughout the semester. An annual subscription of $18,000 for institutional use of Dropout Detective is paid for through the QEP and Distance Learning budgets ($9,000 out of each budget). Panola College commits to providing funding for Dropout Detective over the life of the QEP study.

Often faculty identify deficiencies such as students with excessive absences, a student who has not logged into Canvas, or a student who is not responding to email from the instructor. If this occurs during the first five weeks of classes, faculty use the First Alert Program to intervene. To report a deficiency, the faculty member emails firstalert@panola.edu. Student Services then attempts to contact the student, counsel him or her about how to improve academic performance, and/or provides options so that students can continue their education. There is no extra cost associated with using the First Alert Program.

The college has an IT staff that is able to support the QEP project. In particular, Jason Cook is Panola College's database administrator who has been integral in developing a process for extracting student data to track student persistence and progression. Mr. Cook uses the college records database to generate data that can be pulled into Microsoft Excel where it can be further filtered and analyzed. He will be working with Dwayne Ferguson for the next 5 years to track students enrolled in the Learning Framework course. Student enrollment and performance data is also managed and available from Jeremy Dorman, Director of Admissions/Registrar.

The Library staff has been instrumental in providing resource literature for the QEP Committee. Some items used by the committee came from the Library collection. However, the Library staff has also been able to procure books from other libraries across the state, journal articles from

subscription databases, and purchase new books when borrowing materials was not a possibility. The cost of these resources and availability of these resources for faculty and students is already being covered each year in the Library budget. All budgeting for and purchasing of these items are controlled by the Director of Library Services. There are two full-time credentialed librarians and four support staff available to students on the Carthage campus. Librarians also travel to the off-campus sites and area high schools to provide services. The library provides over 25,000 print books and DVDs, quiet study areas, help with logging into classes and email, study rooms and study pods, a computer lab, print stations, charging stations, portable chargers, a 3-D printer, over 9 million electronic resources from newspapers and magazines, e-books, and extended hours for students during final exams.

Tryphena Walker, Director of Institutional Planning, will disseminate state higher education data through the *Texas Public Higher Education Almanac* published by the Texas Higher Education Coordinating Board. In addition, she will conduct the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) on campus and disseminate results to College personnel. Mrs. Walker is also chair of the Assessment Committee that conducts Institutional Effectiveness planning and assessment. Data and analysis from the QEP will be submitted annually to the Director of Institutional Planning.

The QEP web page is maintained by Texas Reardon, the Educational Technology Coordinator & Webmaster, and the QEP Minutes page is maintained by Tryphena Walker, Director of Institutional Planning—both as part of their normal duties. Teresa Brooks, Dean of Distance and Digital Learning, created surveys for the QEP and supplied response data as part of her QEP Committee assignment. Shay Joines, Library Public Services Assistant and member of the QEP Promotional Committee, created two videos for exercises in the Learning Framework course in May 2019 outside of her regular library duties for which she was compensated from the QEP budget.

From Year 0 through the Impact Report in 2024, the total cost of the QEP will be approximately $705,000. The current and projected budgets contain appropriate expenditures and are adequate to support the QEP project.

Timeline

In the QEP minutes from February 8, 2018, Dean Reed-Hirsch shared a proposed QEP timeline with the committee. Dr. Billy Adams suggested that the QEP narrative be written along the way so that important details are not forgotten—this was accomplished in the form of committee minutes. The original timeline recommended revisions to the QEP report be finished by January 2019, sent to the editor by February 2019, and submitted to SACSCOC by August 27, 2019. Changing QEP leadership twice along the way certainly affected the QEP timeline. However, it did not derail the work of the committee, as details of the QEP process were preserved in committee minutes. An amended QEP timeline for the study is provided in Appendix C.

The QEP Committee is on track to submit the QEP report to SACSCOC by the August 27, 2019, deadline and proceed with collecting and analyzing student data for the next 5 years.

ASSESSMENT PLAN

7.2.e [The institution has a Quality Enhancement Plan that] includes a plan to assess achievement.

Panola College will evaluate the success of its Quality Enhancement Plan by tracking and assessing student performance, retention, and progress data from three sources.

- Course level – student learning outcomes in the Learning Framework course
- Unit level – specific student learning objectives (SLOs) from the Learning Framework course tracked for Institutional Effectiveness
- Institutional level – institutional goals for retention (persistence) and progression (completion) as stated in the Quality Enhancement Plan

Course Learning Objectives

At the QEP Committee meeting on May 24, 2018, the committee members began developing general student learning outcomes for the Learning Framework course. The following recommendations were generated by the committee.

- Develop an individualized educational and career pathway.

- Access Panola College resources that support student-centered learning and achievement.

- Improve academic achievement and completion through long- and short-term goal setting, effective study skills, and exploration of academic strategies that enhance learning.

At the QEP Committee meeting on October 29, 2018, members discussed reviewing and revising the student learning objectives. During the pilot of the Learning Framework in November 2018, LF professors and committee members realized that student learning objectives and the number of assignments in the course needed to be revisited. Email from LF professors, committee members, Dean Oswalt, and Dr. Powell confirm that revision of the LF course was necessary for students and instructors. Dr. Singletary and Dean Oswalt, met on Thursday, November 29, 2018, to start the revision process. The student learning outcomes listed above were divided into eight outcomes that more closely align with the course description required by the Texas Higher Education Coordinating Board's *Academic Course Guide Manual*. Both the description and the student learning outcomes now appear in the EDUC 1100 and PSYC 1100 Learning Framework course syllabi.

At the *course level*, students will explore topics in the Learning Framework course that will encourage self-awareness and development of behaviors that will improve retention and completion rates for the institution. After studying materials presented in the Learning Framework course and engaging with college instructors and support staff, the student will be able to successfully complete the specific, measurable **student learning outcomes** listed below. **Success for each student will be defined as successful completion of 70% of the activity that measures each outcome. Success for each outcome will be defined as 70% of all students enrolled in Learning Framework courses successfully completing each activity that measures each outcome.** The successful attainment of the following outcomes will impact student behaviors essential for student learning in future classes and for completion of a degree or certificate.

1. **Identify and describe theories of learning, cognition, and motivation.**

   This student learning outcome will be measured by the Preferred Learning Style activity from Module 1 of the Learning Framework Course. This activity will be assigned after students have read Chapter 1 in the Learning Framework textbook which describes the Learning Cycle and the VARK approach to learning styles. Students also watch a video explaining the VARK approach and complete the VARK Questionnaire online. The exercise consists of four discussion questions requiring students share their VARK Questionnaire results; describe their preferred learning style as generated by the questionnaire; explain strategies they will use in class, note taking, and studying that align with their preferred learning style; and describe what they would do if their preferred learning style does not match well with an instructor's teaching style.

2. **Identify and describe factors that impact learning.**

   This student learning outcome will be measured by the Active Listening activity from Module 4. This activity has students read Chapter 4 which explains how active listening impacts student involvement and learning, how students can improve their active listening skills, and some challenges they may encounter with regard to listening in the classroom. Students also watch a video which describes the steps of the active listening process. Students then engage in a discussion listing five strategies they have learned that will make them a better listener.

3. **Demonstrate and apply the use of various learning strategies (e.g., goal setting, time management, organization, and note-taking strategies).**

   This student learning outcome will be measured by the Taking Notes activity from Module 4. This activity has students read Chapter 4 which explains the list, outline, concept map, and Cornell methods of note taking. Students will also watch videos that will reinforce the effectiveness of using these note-taking methods. Then the student will demonstrate and apply the technique he or she prefers by taking notes on Chapter 4. Goal setting, time management, and organization will be assessed by the Critical Thinking Skills (CT1) in the next section.

4. **Demonstrate critical thinking skills by identifying individual strengths and weaknesses of various skills and making recommendations for self-improvement.**

   This student learning outcome will be measured as part of the Institutional Effectiveness process (see Critical Thinking Skills (CT1) in the next section).

5. **Demonstrate effective written and/or oral communication with peers, instructors, and/or campus support personnel.**

   This student learning outcome will be measured as part of the Institutional Effectiveness process (see Communication Skills (CS1) in the next section).

6. **Choose a career path and program of study through research and analysis of data derived from self-assessment (interest or skill inventories, self-evaluations, etc.).**

   This student learning outcome will be measured as part of the Institutional Effectiveness process (see Empirical and Quantitative Skills (EQS2) in the next section).

7. **Develop effective strategies for managing your money while you are a student through research and analysis of self-assessment data and financial literacy activities.**

   This student learning outcome will be measured as part of the Institutional Effectiveness process (see Social Responsibility (SR3) in the next section).

8. **Build and take an active role, to include self-advocacy, in a learning community (e.g., connect with peers, instructors, support personnel, and essential campus resources which support student success).**

   This student learning outcome will be measured by the Academic Advising activity from Module 9. This activity requires students contact their program advisor and have the advisor complete a degree audit and schedule for next semester. Students are not required to register for classes in this process.

Students must score 70% or above on assignments to be counted as successful. **In order for the QEP to be successful with regard to student learning outcomes, each measure will average 70% success or above and, therefore, all of the measures together will show 70% success or above.**

Each outcome will be tracked and monitored so that adjustments can be made in course delivery and/or content. If students consistently score below 70% on an objective, changes will be made over the course of the 5-year study to insure student learning improves.

Student Learning Objectives (SLOs) for IE

At the *unit level*, students develop the essential knowledge and selected skills needed for success in college and a future career. At Panola College, each course in the core curriculum is required to assess **Student Learning Objectives (SLOs)** through the Institutional Effectiveness (IE) planning and evaluation process. Each of the skills listed below has a corresponding assignment in the Learning Framework course that is tracked in the Institutional Effectiveness process (click links to view the assignments). This evaluation of student learning is an ongoing, planning and assessment process that evaluates student learning and reports assessment data to the Director of Institutional Planning each year. The QEP Director will collect student learning data from Learning Framework faculty and report the results and how the QEP intends to use this data to improve as part of the Instructional Support Unit. For the Learning Framework course, students must successfully complete activities associated with the skills listed below in order for the unit to be successful. **Success for each student will be defined a successful completion of 70% of the activity that measures each SLO. Success for each objective will be defined as 70% of all students enrolled in Learning Framework courses successfully completing each activity that measures each SLO.**

1. **Critical Thinking Skills (CT1):** Generate and communicate ideas by combining, changing, or reapplying existing information.

   - Assess Your Study Habits [CT1] assignment and rubric
   - Assess Your Time Management and Study Habits.pdf

   This activity is part of Module 3 in the Learning Framework course. The activity has students assess their study habits, time management, note taking, reading, remembering, and test preparation behaviors. Students identify and describe areas where they need improvement and explain how they will modify behaviors to be successful.

2. **Communication Skills (CS1):** Develop, interpret, and express ideas through written communication.

   - Information Resources [CS1] assignment and rubric
   - Information Resources.pdf

   This activity is part of Module 5 of the Learning Framework course. The activity has students locate, access, and use Library electronic databases to identify appropriate resources for two college papers. Students then use the resource they have located to summarize one of the articles.

3. **Empirical and Quantitative Skills (EQS2):** Manipulate and analyze observable facts and arrive at an informed conclusion.

   - My Career Path [EQS2] assignment and rubric
   - Career Path Project.pdf

   This activity is part of Module 9 of the Learning Framework course. The activity has students complete the SIGI 3 Career Planning diagnostic, review suggested occupations identified by SIGI 3, and create a career mind map using four possible careers. Students then review the programs/majors available at Panola College to identify a route of study that will match their chosen career.

4. **Social Responsibility (SR3):** Engage in regional, national, and global communities.

   - How Will You Pay for College? [SR3] assignment and rubric
   - Student Loans and Budgeting.pdf

   This activity is part of Module 10 in the Learning Framework course. The activity has students watch a series of videos that present college students explaining the financial pressures of going to college. Students then explore how they will pay for college using an online software program. In the online app, students make choices as they plan out their college career; financial consequences associated with the choices they make are immediately visible to the student. The exercise also has students complete a short budget so they can see how financially prepared they are or need to be in order to successfully complete a college career. At the end of the exercise, students describe their

comfort level with their current financial situation. Then they list possible solutions if they encounter financial difficulty at any point in their college career.

The Core SLO Assessment 2018-2019 data below is derived from Fall 2018-Spring 2019 Learning Framework classes and shows the total number of students who made 70% on the assignment divided by the number of students who attempted the assignment and its resulting percent of class that achieved the measure.

- CT1 – 374/425 = 88%
- CS1 – 428/434 = 99%
- EQS2 – 361/420 = 86%
- SR3 – 338/418 = 81%

The QEP, as part of regular institutional planning cycle, is part of the Instructional Support planning unit for Institutional Effectiveness. Institutional goals are derived directly from the College's mission and are reviewed and revised annually in the strategic planning process. Each year, each department/planning unit creates goals, objectives, and actions with respect to the College's mission and institutional goals for their area of the IE process. In the spring (actually due in August), the department assesses the progress of the plan and provides results and use of results of the actions taken. The following planning and assessment data was submitted to the Director of Institutional Planning in May 2019.

- **Institutional goal** – To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.
- **Objective** – Develop course components to teach self-management skills to entering students.
- **Action** – Implement Learning Framework course within Core Curriculum beginning Fall 2018.
- **Budget** – Yes
- **Status** – Complete
- **Planned Evaluation** – Student surveys, budget, purchase requests, core objective assessment data (SLOs)

- **Results** – In Fall 2018, EDUC 1100/PSYC 1100 - Learning Framework was offered to incoming freshmen for the first time. All programs at Panola College now require students take the Learning Framework course either in the academic or technical degree, when the student begins working on a certificate that leads to a degree, as part of orientation (e.g., Associate Degree Nursing), or embedded within a program (e.g., Occupational Therapy Assisting). The QEP budget provided funding for inclusion of a Lumen component, calendar planners for students, a full-time instructor, and adjunct instructors. Thirteen sections of EDUC 1100 and five sections of PSYC 1100 were taught in the fall—387 students finished the courses. Five sections of EDUC 1100 were taught in the spring—93 students finished the courses. Data for the SLOs has been entered.

- **Use of Results** – Post-course surveys of students show large improvements in student recognition and awareness of their learning styles; campus resources; time management, note taking, and goal setting skills; interaction with instructors and classmates; and developing educational and career goals. Data is still being collected from last year, but an example is being provided in the Documentation folder. Data is now being tracked to determine how many students who took the Learning Framework course actually persisted to the next semester and progressed toward a degree. Data has been collected and analyzed from Fall 2018.
  - 387 students took the Learning Framework course in Fall 2018.
  - 355 students (92%) successfully completed the course.
  - 315 students (81%) persisted or enrolled in a course the next semester and 300 (78%) successfully completed that course.
  - 206 progressed to finish 15 hours by Spring 2019.
  - 97 progressed to finish 30 hours by Spring 2019.
  - 14 progressed to finish a degree or certificate by Spring 2019.

At this point, not all students who took the class in Fall 2018 have had time to finish 30 hours or a degree or certificate. This data will be updated as students continue to progress through their programs of study. The Chair of the Instructional Support unit will submit an executive summary for the entire unit as part of the IE process by August 2019 that will include a summary of the

QEP planning process, results, and how the results will be used to plan the 2019-2020 goals and objectives.

Institutional Goals and Objectives of the QEP

At the *institutional level*, students enhance college readiness and ongoing success by acquiring the necessary study and self-evaluation strategies to persist. With student persistence and progression in mind, the QEP Committee established unit goals for the study that will support institutional goals 1 and 2.

- Institutional Goal #1: To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.
- Institutional Goal #2: To maintain and refine support systems for enhancing college functions and student success.

The institutional goal and objectives for the QEP are as follows:

1. **Demonstrate growth as a student by meeting retention and progression targets.**
   a. **Increase first-year student retention beyond baseline by 3%.**
   b. **Increase first-year student progression beyond baseline by 2%.**

These measures will be assessed against Fall 2018-Spring 2019 baseline year data. Targeted data points related to retention and progression that will be tracked by the QEP include the following:

- Learning Framework course completion
- Enrollment in another college course the next semester
- Successfully completed another course in subsequent semesters
- Attainment of 15 semester credit hours
- Attainment of 30 semester credit hours
- Degree or certificate completion
- Transfer to a university with at least 15 SCH

The QEP will track institutional data with respect to students who finish 15 hours, 30 hours, a degree or certificate, or transfer to a university with at least 15 hours using data supplied by the

Texas Higher Education Coordinating Board. Institutional baseline data has been generated for fiscal years 2016-2018 and appears below (raw data is provided in the Documentation folder accompanying this report).

The table on the next page shows only 24% of enrolled students over the last three years persisted and finished 15 semester credit hours (SCH); 16% finished 30 SCH; 8% finished a degree or certificate; and 7% transferred to a university with 15 SCH or more.

By achieving an increase in persistence and retention at each of the first three targeted points, Panola plans to show an associated increase in student progression and completion on the last four target markers. Panola anticipates growth at these identified success points based upon participation and successful completion of the Learning Framework first-year experience course.

BASELINE DATA ANALYSIS
FY 2016-FY 2018

Enrollment   10,965

Students who finished 15 hours

2016	2017	2018	Total	Percent	Average
863	902	878	2,643	24.10%	881

Students who finished 30 hours

2016	2017	2018	Total	Percent	Average
588	587	610	1,785	16.28%	595

Students who completed a degree or certificate

2016	2017	2018	Total	Percent	Average
278	284	315	877	8.00%	292

Students who transferred to a university with at least 15 hours

2016	2017	2018	Total	Percent	Average
226	250	244	720	6.57%	240

Additionally, baseline data for each of the targeted points in the QEP have also been generated for Fall 2018-Spring 2019.

- **Learning Framework course completion (retention)** – In order to be counted successful, the student must have finished the Learning Framework course with a score of 70 or above. In Fall 2018, 355 students completed the LF course; in Spring 2019, 93 students completed the course. The goal for Fall 2023-Spring 2024 is a 3% increase over the baseline year which would be 461 students.

- **Enrollment in another college course the next semester (retention)** – In order to be counted successful, the student must have finished the LF course and enrolled in another credit course the next semester. In Fall 2018, 315 students completed the LF course and enrolled in another course in Spring 2019. Baseline data will also need to include students who took the LF course in Spring 2019 and persisted through Fall 2019 (data not available yet). The goal for Fall 2023-Spring 2024 is a 3% increase over the baseline year.

- **Successfully completed another course in subsequent semesters (retention)** - In order to be counted successful, the student must have finished the LF course, enrolled in another course the next semester, and was successful in that course. In Fall 2018, 300 students completed the LF course and successfully completed another course the next semester. Baseline data will also need to include students who took the LF course in Spring 2019 and persisted through Fall 2019 (data not available yet). The goal for Fall 2023-Spring 2024 is a 3% increase over the baseline year.

- **Attainment of 15 semester credit hours (progression)** - In order to be counted successful, the student must have finished the LF course and successfully completed 15 semester credit hours. In Fall 2018, 206 students completed the LF course and progressed to finish 15 semester credit hours by Spring 2019. Baseline data will also need to include students who took the LF course in Spring 2019 and persisted through Fall 2019. Students in this group will be tracked throughout the entire study. The goal for Fall 2023-Spring 2024 is a 2% increase over the baseline year.

- **Attainment of 30 semester credit hours (progression)** - In order to be counted successful, the student must have finished the LF course and successfully completed 30 semester credit hours. In Fall 2018, 97 students completed the LF course and progressed to finish 30 semester credit hours by Spring 2019. Baseline data will also need to include

students who took the LF course in Spring 2019 and persisted through Fall 2019. Students in this group will be tracked throughout the entire study. The goal for Fall 2023-Spring 2024 is a 2% increase over the baseline year.

- **Degree or certificate completion (progression)** - In order to be counted successful, the student must have finished the LF course and successfully completed a degree or certificate. In Fall 2018, 14 students in this study who completed the LF course have earned a degree or certificate. Baseline data will also need to include students who took the LF course in Spring 2019 and persisted through Fall 2019. Students in this group will be tracked throughout the entire study. The goal for Fall 2023-Spring 2024 is a 2% increase over the baseline year.

- **Transfer to a university with at least 15 SCH (progression)** - In order to be counted successful, the student must have finished the LF course, successfully completed at least 15 SCH, and transferred to a four-year university. From FY 2016-FY 2018, an average of 240 Panola College students per year (6.57%) transferred at least 15 SCH to a four-year university. Students in this group will be tracked from data provided by the Texas Higher Education Coordinating Board. The goal for Fall 2023-Spring 2024 is a 2% increase over the average in baseline FY 2016-FY 2018 which would be 245 students.

In order for the QEP to be successful with regard to retention and progression goals, each targeted data point listed above will be assessed individually and then analyzed as two groups (retention and progression) against the institutional goal and objectives for the QEP. The QEP will be part of the annual institutional planning cycle for the duration of the 5-year study.

Indirect Measures of Success

As an indirect measure of the effectiveness of the QEP and the Learning Framework course, the institution is interested in tracking the following institutional items:

- Average time to an associate degree
- Average semester credit hours to an associate degree
- Student confidence in his or her ability to succeed and progress

In fiscal year 2018, Panola College awarded 606 degrees and certificates. Students on average took 3.3 years and 78 semester credit hours to achieve this goal. The QEP Committee believes that increased focus on retention and progression by faculty and staff will reduce the average time and semester credit hours students take toward achieving a degree or certificate.

Additionally, the Learning Framework course will use pre- and post-course surveys to track student self-assessment data. The surveys ask students to assess current knowledge of their learning style, study habits, academic skills, the availability of campus resources, etc.; the surveys also attempt to determine if they possess a positive academic mindset toward higher education which should lead to higher retention and progression throughout their program of study. Responses to the post-course survey should show an increase in student knowledge about themselves, their institution, and their pathway toward transfer or a career which should lead to higher retention and completion rates. The QEP Committee and Learning Framework faculty will use this data to make adjustments to the first-year experience course if necessary.

Other Factors Impacting the QEP

There are a number of other college initiatives that will affect enrollment and the success of the QEP over the life of the study. For example, the College is converting to Open Educational Resources, using Guided Pathways to direct students through programs of study, enrolling a higher number of dual credit students from area high schools, enrolling developmental students in co-requisite classes, recruiting students from as low as the 8th grade, utilizing Dropout Detective and a First Alert program to deter students from withdrawing and/or dropping out, offering more 8-week classes, and offering programs such as *Women in Energy* and *Man Enough for Health Care*. All of these initiatives are expected to impact enrollment positively over the next 5 years.

CONCLUSION

Using the *QEP Survey 2020* instrument, Panola College solicited broad-based support from its constituents who identified "paths to success" as the main issue facing the institution with respect to student learning. The institution's leadership realized that students needed clear

direction for enrollment, progression, and completion of their chosen program of study; therefore, the College responded by forming the QEP Committee who further developed the topic of the study **FRAME² your future: Focused Route of Academics to Maximize Education & Employment**.

The focus of the Quality Enhancement Plan will be on improving student learning and student success by requiring incoming freshmen to take a first-year experience course called Learning Framework. In this course, students will assess their current knowledge about learning and develop academic skills necessary to successfully persist and complete their program of study. Significant financial and personnel resources have been committed by the institution to develop and sustain the study over the next 5 years.

To evaluate the success of the study, Panola College will track successful completion of student learning outcomes and success points students earn at the following target markers: completion of the Learning Framework course, enrollment in and completion of a course the next semester, attainment of 15 semester credit hours and 30 semester credit hours, completion of a degree or certificate, and transfer of 15 semester credit hours to a university. The College will use this data to assess if student learning occurred and if the QEP has successfully achieved the institutional goals of increasing retention 3% and completion 2% from the baseline data.

Panola College is excited to undertake this project and is committed to student success.

APPENDIX A: QEP COMMITTEES

The Vice President of Instruction will appoint one instructor from each of the following schools to serve three-year terms on the Quality Enhancement Plan Committee (QEP): Nursing and Health Sciences, Liberal Arts and Sciences, and Professional & Technical Programs. One support staff employee will be appointed by the College President to serve a three-year appointment. The Vice President of Student Services, the Dean of Distance & Digital Learning, and a director from the Marshall or Center campus will serve as members of the committee. One student appointed by the Vice President of Student Services (preferably the Student Government Association) will serve a one-year term. The Vice President of Instruction, the Dean of Arts, Science & Technology, and the Director of Institutional Planning will serve as ex-officio members. The chair will be appointed by the College President and will report to the Vice President of Instruction.

The purpose of the committee is to ensure the QEP meets the Southern Association of Colleges and Schools Commission on Colleges' requirements for the conducting the QEP, writing the QEP report, and writing the fifth-year QEP Impact Report.

Current members of the Quality Enhancement Plan Committee and the QEP Promotional Committee for 2019-2020 are listed below.

Quality Enhancement Plan Committee

- Dwayne Ferguson, Chair   Professor, Business/QEP Coordinator   March 2019-2024
- Teresa Brooks   Dean, Distance & Digital Learning   August 2017-2020
- Don Clinton   Vice President of Student Services   August 2017-2020
- Roberta Collinsworth   Professor, Mathematics   August 2017-2020
- Jeremy Dorman   Director of Admissions/Registrar   August 2018-2021
- Cheri Lambert   Professor, Occupational Therapy Assisting   August 2017-2020
- Cancee Lester   Director of Shelby County Operations   August 2017-2020
- Michael Pace   Instructor, School of Energy   August 2017-2020
- TBD   Student member   One-year term
- Dr. Billy Adams   Vice President of Instruction   Ex-officio member
- Natalie Oswalt   Dean, Arts, Science & Technology   Ex-officio member
- Tryphena Walker   Director of Institutional Planning   Ex-officio member

QEP Promotional Committee

- Jessica Pace, Chair   Director of Institutional Advancement   August 2017-2020
- Teresa Beasley   Professor, Communications/Journalism   August 2017-2020
- Paige Bussey   Secretary to Arts, Sciences, and Tech   August 2017-2020
- Rebecca Courtney   College Store Manager   August 2017-2020
- Charlene Johnson   Educational Technology/Webmaster   August 2017-2020
- Shay Joines   Library Public Services Assistant   August 2017-2020
- Brian Naples   Professor, Government   August 2017-2020

APPENDIX B: BUDGET PROJECTIONS

PANOLA COLLEGE
Budget Details Worksheet
Projected QEP Budget 2018-2024

DEPARTMENT: _____ QEP

DEPARTMENT CODE: _____ 1066

Account Number	Names/Account Category	Funded 2018-2019	Requested 2019-2020	Projected 2020-2021	Projected 2021-2022	Projected 2022-2023	Projected 2023-2024
5110	Faculty wages (one full-time faculty and QEP director stipend)	53,728	63,093	64,355	65,642	66,955	68,294
5113	Adjunct faculty wages (6 sections for 2019-2020 @ $1890 each)	16,740	11,160	13,020	14,880	16,740	18,600
5211	FICA	5,391	5,680	5,919	6,160	6,403	6,647
5212	Unemployment compensation	257	271	282	294	305	317
5213	Worker's compensation	194	204	213	222	230	239
5221	Teacher's retirement system	2,396	2,525	2,631	2,738	2,846	2,954
5231	Major medical insurance	7,301	7,693	8,017	8,343	8,671	9,003
5232	Employer paid dental	0	0	0	0	0	0
A. GENERAL EXPENSES DETAILS							
5341	Postage & freight	50	50	50	50	50	50
5343	Promotional items & $50 per work room	0	2,700	0	0	0	0
	(per M. Chance - $2700 for SACSCOC visit)						
5344	Promotion/public relations ($5000)	2000	5,600	2,000	2,000	2,000	2,000
	Promotional baskets (per M. Chance - $600)						
5349	Brochures (for fall in-service)	500	500	250	250	250	250
5361	Duplicating - In-house	300	300	200	200	200	300
5362	Duplicating - Outside	500	500	250	250	250	1,000
5371	Travel - Convention/workshops	4000	4,000	4,000	4,000	4,000	4,000
	SACSCOC Institute on Quality Enhancement						
	and Accreditation - July 21-24, 2019 Dallas						
	SACSCOC Annual Meeting Houston						
5372	Student recuiting - use for Learning Framework	500	500	500	500	500	500
	instructor to travel to high schools to teach high						
	school LF classes or teachers						
B. TRAVEL DETAIL							
	Travel covered in 5371 and 5372 above.						
C. SUPPLIES AND OTHER EXPENSES DETAIL							
5411	Office supplies	10,000	0	0	0	0	0
5412	Instructional supplies - this was being used for	10,500	0	1,000	1,000	1,000	1,000
	Lumen's product inside the Learning Framework						
	class. Going pure OER so will not need this.						
5476	Bookstore supplies - this was being used for	3,500	0	0	0	0	0
	physical planners for the Learning Frameworks						
	class. Going to an electronic calendar so we						
	will not need this line item.						
5497	Electronic subscriptions - half of the price of	300	9,000	9,000	9,000	9,000	9,000
	Dropout Detective subscription will come from						
	the QEP budget (per T. Brooks)						
D. CAPITAL EXPENDITURES DETAIL							
	Capital expenditures for computer for full-time	0	0	2,500	0	0	0
	LF faculty covered in the Education Department						
	budget. Faculty already have access to new						
	projector and screen if needed when visiting area						
	high schools.						
E. SCHOLARSHIPS AND AWARDS DETAIL							
Totals		$118,157	$113,776	$114,187	$115,528	$119,400	$124,155

APPENDIX C: QEP TIMELINE

Year	Date	Action

2017	November	• Phase 1: Determine a QEP topic
		  o Explore QEP topics
		  o Survey constituents about QEP topics

2018	January	o Establish QEP Committee; Chair, Dean Kelly Reed-Hirsch o Conduct regular committee meetings o Analyze results of the survey and choose the QEP topic o Pilot Learning Framework course in Spring semester
	February	o Name the QEP o Announce to constituents
	March	o Review of literature and best practices related to QEP topic o Create a budget for the QEP 2018-2019
	April	o Establish student learning objectives for the LF course, SLOs to measure for IE, and retention/progression targets for the QEP
	July	o Explore methods for collecting student data
	August	• Phase 2: Implementation of the QEP o Hire full-time Learning Framework professor and QEP Director, Dr. Cathy Singletary
2019	February	o Write and submit Standard 7.2 section for the SACSCOC compliance report

	March	• Phase 3: Write the QEP report and collect/analyze student retention/progression data
		  o Begin writing the QEP report
		  o Budget for QEP 2019-2020
		  o Begin second revision of the Learning Framework course
		  o Add Learning Framework course sections to the Fall 2019 class schedule

	May	o Finish revision of the LF course o Collect QEP student outcomes and SLO data from Fall 2018-Spring 2019 LF courses o Collect retention/progression data about LF students and accumulate success points o Complete IE assessment o Write the QEP Report
	June	o Edit the QEP report
	July	o Send draft of the QEP report to an off-site peer reviewer o Interview and hire full-time Education professor to teach Learning Framework classes o QEP Director attends SACSCOC Summer Institute o Revise the QEP with information learned at the Summer Institute and from the peer reviewer o Meet with printer for quote on publishing QEP
	August	o Publish the QEP report

		o Send copies of the QEP report in print and electronically to SACSCOC and the QEP lead evaluator
		o Adjunct & Dual Credit Orientation – present QEP to adjunct and dual credit instructors; meet with adjunct Learning Framework instructors to review the Learning Framework course, procedures for teaching the course, and data reporting
		o Faculty & Staff Convocation – present the QEP to the entire institution
		o Professional development - conduct breakout sessions on the QEP in preparation for the SACSCOC on-site visit
		o Board of Trustees meeting – present QEP to the Board
		o Launch revised Learning Framework course
		o LF instructors monitor student behaviors and identify student deficiencies in the first five weeks of classes; instructors intervene through email, phone, and in-person conversations and by using the First Alert Program to notify Student Services
		o Learning Framework instructors begin tracking student outcomes, SLOs, and retention and progression data
		o Attend monthly Instructional Council meetings throughout the year to report on the progress of the QEP to Deans and Directors
		o Submit QEP report to SACSCOC by August 27
	October	o Add a smaller number of Learning Framework course sections to the Spring 2020 class schedule
		o Promotional activities to energize and remind students and employees about the QEP
		o SACSCOC on-site visit
	December	o LF instructors submit student outcome, SLO, and retention and progression data to the QEP Director
		o QEP Director to attend SACSCOC Annual Meeting
2020	January	o Professional development - full-time Learning Framework professor will visit high school teachers and counselors throughout the semester to answer questions about LF and to explain the curriculum, LMS, and procedures to prospective LF instructors
		o Instructors teach the LF course and track student outcomes, SLOs, and retention and progression of LF students
	March	o Add Learning Framework course sections to the Fall 2020 class schedule
		o Develop and submit the 2020-2021 QEP budget
	April	o Attend budget hearings to present the QEP budget
	May	o LF instructors submit student outcome, SLO, and retention and progression data to the QEP Director

	June	o QEP Director updates database and reviews data; notes barriers to success to discuss with faculty
	July	o QEP Director attends SACSCOC Summer Institute
2021-2024	August	o Professional development – QEP Director and full-time LF instructor meet with adjunct faculty teaching LF o Fall Convocation – report to the institution on the progress of the QEP o Attend monthly Instructional Council meetings to report on the progress of the QEP to Deans and Directors o Learning Framework instructors employ intervention strategies to help students succeed
	October	o Add Learning Framework course sections to the Spring class schedule
	December	o LF instructors submit student outcome, SLO, and retention and progression data to the QEP Director o QEP Director to attend SACSCOC Annual Meeting
	January	o Professional development - full-time Learning Framework professor will visit high school teachers and counselors throughout the semester to answer questions about LF and to explain the curriculum, LMS, and procedures to prospective LF instructors o Instructors teach the LF course and track student outcomes, SLOs, and retention and progression of LF students
	March	o Add Learning Framework course sections to the Fall class schedule o Develop and submit the QEP budget
	April	o Attend budget hearings to present the QEP budget
	May	o LF instructors submit student outcome, SLO, and retention and progression data to the QEP Director
2024	June	o Write and submit QEP Impact Report to SACSCOC

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Panola College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Certificates and Associate Degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Panola College.

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