MINUTES

Welcome & Agenda Review

Attendees:
Kelly Reed-Hirsch - Dean of Health Sciences, QEP Chair
Dr. Adams - VP of Instruction
Don Clinton - VP of Student Affairs
Troy Caserta - VP of Financial Services
Teresa Brooks- Dean of Distance & Digital Learning
Natalie Oswalt- Dean of Arts, Sciences & Technology
Amy Calhoun, Professor - Chemistry
Roberta Collingsworth, Professor - Mathematics
Lindsey Hibbard, Professor - English/Preparatory Studies
Kelli Vicars, Admissions/Records Office Coordinator

Not Present:
Michael Pace, Instructor - School of Energy
Cheri Lambert, Professor/Chair - Occupational Therapy Assistant Program
Cancee Lester, Director of Shelby County Operations
Reanna Hart, Recruiter/Advisor

The committee decided that 2 Student Representatives were needed. Faculty Advisors for Green Jackets and Phi Theta Kappa will select representatives to serve semester to semester. It was discussed that a shell in Canvas could be created to allow information to be transferred from student to student. Student Reps will be invited to attend all meetings.

Charge of Committee
Dr. Adams shared that the QEP Committee is responsible for formulating what the plan will be and the developing the process for assessment. The QEP must be written and ready for submission 6 weeks prior to the October 7, 2019 SACSCOC Site Visit. The committee will write the QEP narrative to include Student Learning Objectives (SLOs) and an Assessment Plan. The narrative will include the goals that our QEP will seek to achieve. Full implementation will begin in the 5th year. We will have opportunities to pilot test our selected strategies.

Communication for the committee will predominantly through Google Drive, Dean Reed-Hirsch will set that up and share it with committee. Dean Teresa Brooks offered to create a shell in Canvas; however after the meeting Dean Kelly Reed-Hirsch met with Ms. Tryphena Walker about using SPOL as the repository of official documents. Tryphena will present how to use SPOL at the next meeting. A representative from each sub-committee will be selected to have SPOL access.

QEP Topics & Survey Results

Dr. Adams shared that various topics were discussed by the Executive Council based on feedback received from faculty and various reports. Three topics were identified and further developed and discussed by the Deans and Directors Council. The selected QEP was announced at Spring Convocation and shared with the Panola Board of Trustees in January as well as the Board Retreat. Minutes from those minutes can be used to document the QEP selection process.

Teresa Brooks shared the results from the QEP 2020 Survey and the committee agreed that the correct topic was selected. Below are the response rates from 627 responses from faculty, students, and other Panola constituents:
- *Guidance Software System = 31%*
- ***Paths to Success = 48%***
- *Reading Enhancement = 18%*

Dean Brooks shared that upon review of the comments, 52% had themes that linked back to Paths for Success. The committee agreed to review the comments and consider the themes as the QEP further is developed. Dean Reed-Hirsch suggested that if needed, focus groups could be conducted to drill down deeper and generate ideas.

Overview of QEP Process & Timeline

Dean Reed-Hirsch shared copies of a presentation that will be available in the shared Google Drive. The presentation reviewed: 1) What is a QEP (per SACSCOC), 2) Vision of the QEP, and 3) How the QEP should align with Panola College Vision, Mission and Strategic Plan. Mr. Don Clinton asked if it should instead align with the Institutional Goals, which drive the strategic plan. Dean Reed-Hirsch agreed that it should and indicated the presentation would be changed.

*She shared the "Paths to Success" QEP name was changed by the Deans and Directors Council to be more "catchy": **Focused Route of Academics to Maximize Education and Employment (FRAME^2).***

Dean Reed-Hirsch shared a proposed QEP Development Timeline, which will be updated to reflect feedback provided. Dr. Adams suggested that the QEP narrative be written along the way so that important details are not forgotten. The timeline will be extended to mid-July 2018, at which time the QEP will be sent to an external reviewer. QEP document revisions will be due in January 2019 and in February 2019 the QEP will be sent to the editor. The final QEP will be due August 27, 2019.

Mr. Caserta advised that we project into the future and consider any personnel that may be needed and notify him as soon as possible due to budgeting that will soon occur.

Selection of QEP Sub-Committees

Dean Reed-Hirsch shared the following Proposed QEP Sub-Committees: Student Learning Objectives (SLOs) and Assessment Planning, Implementation, Budget Development, Marketing, Tech Support, and Writing. Dean Brooks suggested combining SLOs and Assessment Planning submission. Marketing will be done by the QEP Promotional Committee lead by Jessica Pace. Tech Support will be provided by the IT department outside of QEP process. Dr. Adams suggested that we also include an External Review from a sister institution. Cynthia Ferrell's name was mentioned as someone who should be able to assist.

Members were selected/suggested (for those not present) for the following committees:

SLO/Assessment Planning
- *Teresa Brooks*
- *Roberta Collingsworth*
- *Amy Calhoun*
- *Kelli Vicars*
- *Michael Pace >> will also be liaison to QEP Promotions Committee*

Implementation
- *Don Clinton*
- *Kelly Reed-Hirsch*
- *Dr. Adams*
- *Cheri Lambert*
- *Cancee Lester*
- *Reanna Hart*

Budget Development
- *Troy Castera*
- *Dr. Adams*
- *Kelly Reed-Hirsch*

Writing
- *Lindsay Hibbard*
- *Natalie Oswalt*

Dates for Future Meetings
Beginning March 1st, weekly QEP meetings will be held. Large group meetings will be every other week with sub-committees expected to meet in the alternate weeks. Large group meetings will be Thursdays from 11:00-12:00.

Discussion of Action Items
- *Dean Reed-Hirsch will create a shared Google Drive folder for QEP documents and add Troy Caserta to future meeting invites and send out meeting invites.*
- *SLO-Assessment Planning sub-committee will meet before March 1st meeting*

Recorder: Kelly Reed-Hirsch

Welcome & Agenda Review

Attendees:
Kelly Reed-Hirsch
Dr. Adams
Troy Caserta
Amy Calhoun
Roberta Collingsworth
Lindsey Hibbard
Kelli Vicars
Michael Pace
Cheri Lambert
Cancee Lester
Reanna Hart

Not Present:
Don Clinton
Teresa Brooks
Natalie Oswalt
Student Representatives - TBD

Review Minutes from Previous Meeting
Dean Reed-Hirsch asked if anyone had any questions, comments or changes to the minutes from the previous meeting. Minutes stand without correction.

QEP - A Closer Look at What's Ahead
Dean Reed-Hirsch shared that following the first meeting three committee members asked her about the QEP and what exactly we'd be doing. Given the questions that other may have, she prepared a presentation to review the QEP and process ahead in more detail. A copy of this presentation is in the QEP Committee folder for review.

Using SPOL for QEP Documentation
Following the first meeting, it was decided that SPOL would be where "official" QEP documents would be kept. So that everyone would be familiar with SPOL, Ms. Tryphena Walker presented how to use SPOL. Everyone on QEP has access. To login the username is the first part of your email address and the password is 123 (or forgot password). See the Accreditation Manual that Tryphena distributed for details about how to use SPOL.

Paths to Success Activity
Due to lack of time, this activity was tabled until the next meeting.

Discussion of Action Items
Dean Reed-Hirsch asked everyone to read the article she shared previously via email and do a very basic (50,000' perspective) literature review for what knowledge, behaviors, values will need to be changed and what processes have been proven to work as it relates to the selected QEP.

Questions and Comments

A question was asked by a member if the senior member of the sub-committees were "in-charge" of that committee. Dean Reed-Hirsch explained that due to the small size of the committees that it would be necessary for everyone to take turns leading and to work together.
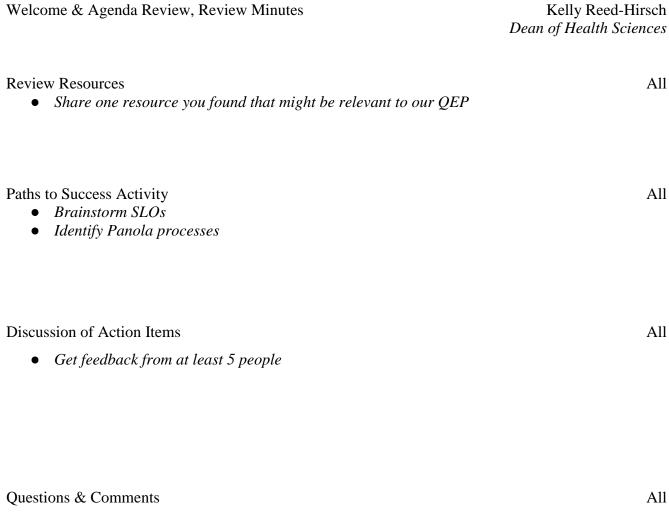
Cancee Lester shared a planner that she found that she wanted to get the committee's thoughts on and see if it was something we could include in the QEP budget. Following a brief discussion about the value and use of the planner it was determined that it was something useful and likely something to be included in the QEP budget, which Troy offered to meet on 3-22 to discuss further. A meeting invite will be sent out to those who need to attend that meeting; however anyone is invited to attend.

Dean Reed Hirsch reminded everyone that the next meeting will be March 29th in the same location at 11:00.

Recorder: Kelly Reed-Hirsch

AGENDA

Welcome & Agenda Review, Review Minutes

Kelly Reed-Hirsch
Dean of Health Sciences

Review Resources   All
- *Share one resource you found that might be relevant to our QEP*

Paths to Success Activity   All
- *Brainstorm SLOs*
- *Identify Panola processes*

Discussion of Action Items   All

- *Get feedback from at least 5 people*

Questions & Comments   All

Dates for Future Meetings
- April 12th
- April 26th
- May 10th
- May 24th

Minutes:

Welcome & Agenda Review

Attendees: Not Present:

Kelly Reed-Hirsch

Dr. Adams

Troy Caserta

Amy Calhoun

Roberta Collingsworth

Lindsey Hibbard

Kelli Vicars

Michael Pace

Cheri Lambert

Cancee Lester

Reanna Hart

Don Clinton

Teresa Brooks

Natalie Oswalt

Student Representatives - TBD

Review Minutes from Previous Meeting

Dean Reed-Hirsch asked if anyone had any questions, comments or changes to the minutes from the previous meeting. Minutes stand without correction.

QEP -

Dean Reed-Hirsch shared that the purchase of planners had been approved as a student learning material. Cancee Lester noted that the planners will be distributed in conjunction with a learning module related to time management and its positive impact on student performance. Discussion followed as to what research practice might be linked to this action.

Questions and Comments

None were noted.

Recorder: Kelly Reed-Hirsch

MINUTES

Welcome & Agenda Review

Attendees:

Kelly Reed-Hirsch	Natalie Oswalt
Dr. Adams	
Don Clinton	
Troy Caserta	
Teresa Brooks	
Michael Pace	
Reanna Hart	
Cheri Lambert	
Roberta Collingsworth	
Lindsey Hibbard	
Kelli Vicars	
Cancee Lester	
Tryphena Walker	
Mickie Cash, Secretary	

Dean Reed-Hirsch gave a review of the timeline. The rough draft of the QEP document is due in 13 weeks.

Discussion

1. Identify True Achievement Gaps (NOW)

Dean Reed-Reed Hirsch presented data that athered from Brazosport College's QEP as their QEP is similar to ours. The committee discussed the indicators, reviewing each one presented, and agreed the indicators below - some direct and some indirect - would be adequate measures of successfulness of the QEP:

- *Average time to complete an associate's degree*
- *Percent of First Time in College students who complete a degree or certificate with three, four, and six years, calculated using a three year average*
- *Percent of First Time in College students who transfer to a senior institution within six years*
- *SACSCOC Completion Comparative*
- *Reverse transfers*
- *CCSSEE (indirect data) – Dean Reed-Hirsch looked at the recent CCSSEE and at this time the results haven't come back. Data from the 2017 National survey will be plugged in at this time to complete the portion of the report that is due now and once the data comes in go back and update the information. Dean Reed-Hirsch suggested that the committee go to the CCSS*

website that she provided to view sample questions. Tryphena mentioned that she had completed the Special Focus Survey Questions and she could get that out to everybody.
- *SENSE (indirect data) - possibly*
- *iPEDS - per Dr. Adams.*
- *Tryphena reported that she could gather information from the fall 2017 enrollment and would send the data to Dean Reed-Hirsch.*

Understanding Root Causes of Achievement Gaps (NOW-end of school year)

Dean Reed-Hirsch shared that to understand what the root cause of achievement gaps we have to identify the Internal, External Personal and Learning Gap. The Committee has discussed what we think will "move the needle" and make the necessary changes happen to improve indicators but we need to ask students what they think. This information needs to be gathered from students by May 10th. The following suggestions was given on how to gather this information:
- *Student Government*
- *Course Evaluation*
- *Extra Credit*
- *Graduation Survey*
- *Dash Board*
- *Sticky Board*

After discussion on the various ways to get data from the students it was decided that the best way to get the best data from students is to put a sticky board in each of the main buildings and complete an end of semester survey. Dean Reed-Hirsch will create a survey in Survey Monkey, get it to Teresa Brooks to put on Dash Board, the Chairs will send out information to their instructors to have students to complete the survey. Questions should be ask their perception of their experiences at Panola related to basic requirements of the college, registration details, where to find information about options available, advising process, etc. At the end of the term the QEP Committee will have enough data and feedback from students, faculty, staff and the community to further prepare the QEP document.

The next meeting will be over Operational Components. Meeting was adjourned by Dean Reed-Hirsch.

Dates for Future Meetings
April 26th
May 10th
May 24th

Recorder: Mickie Cash

Welcome & Agenda Review

Kelly Reed-Hirsch
Dean of Health Sciences

Review/Edit Revised QEP Statement

Panola College's Quality Enhancement Plan (QEP), "Frame^2 Your Future," addresses a need to provide curricular structure that empowers students to meet their educational and career aspirations through careful and deliberate consideration of opportunities in their specific areas of interest. The goal of the QEP is to improve academic achievement and program completion by providing clear direction for enrollment, engagement, completion and progression through Panola College programs and into the next phases of their lives - further education and employment.

Review Student Survey
- Survey Monkey - 7 questions (3 minutes)
- Costs $276 for annual subscription
- Best way to get administer survey?
- Best way to ask students this question in format for them to write their response?
  - If you could tell incoming first-year students ANYTHING - what do they need to know or do to be successful while attending Panola College? What was (or is) the secret to your success?

Review/ Edit Student Learning Outcomes

Teresa Brooks

Dean of Distance Learning

Student Learning Objectives

1. Identify Panola College resources that support learning and achievement.
2. Practice long- and short-term goal setting, effective study skills, and personal reflection habits that enhance learning.
3. Complete educational and career plans that reflect personal interests and abilities.

Questions & Comments

Suggested administration of survey near end of first semester (perhaps November date) at Panola College.

Dates for Future Meetings
- May 10th ??
- May 24th - Clarify the operational components going forward.

Welcome & Agenda Review

Attendees:
Kelly Reed-Hirsch
Don Clinton
Reanna Hart
Natalie Oswalt
Cancee Lester
Dr. Adams
Cheri Lambert
Mickie Cash (Recorder)

Not Present:
Amy Calhoun
Teresa Brooks
Michael Pace
Roberta Collingsworth
Lindsey Hibbard
Kelli Vicars

Dean Reed-Hirsch opened the meeting, handed out a copies of the minutes from the last meeting. The purpose of today's meeting is to discuss the results of the survey sent out to students and to review and edit the Student Learning Outcomes.

Discussion

1. Dean Reed-Hirsch reported that the survey posted on Canvas from May 1st – 7th getting feedback from students on their first year experiences generated 527 responses and 100% completion on every question. Dean-Reed Hirsch presented a powerpoint that showed the results of each of the questions. Overall the feedback that students gave on their first year experience was good and the information gathered will be helpful with the justification and rationale.

2. Dean Reed-Hirsch pulled up the newly revised QEP statement for everyone to look over to make sure changes had been made correctly. One correction was made to the last sentence "Offering a clear direction for enrollment, progression and completion offers structure for students to frame their future." Revised sentence is "Clear direction for enrollment, progression and completion offers structure for students to frame their future."

3. Using a round-robin format, all committee members provided input on the Student Learning Outcomes.
The original Student Learning Outcomes was:
1. *Identify Panola College resources that support learning and achievement.*
2. *Practice long-and short-term goal setting, effective study skills and personal reflection habits that enhance learning.*
3. *Complete educational and career plans that reflect personal interests and abilities.*

The final Student Learning Objectives are:
1. *Develop an individualized educational and career pathway.*
2. *Access Panola College resources that support student-centered learning and achievement.*
3. *Improve academic achievement and completion through long-and short-term goal setting, effective study skills, and exploration of academic strategies that enhance learning.*

The next meeting the committee will review Institutional Objectives and Identify Operational Needs. Meeting was dismissed at 11:15 a.m.

Next Meeting
June 7th 10:00-11:30

Recorder: Mickie Cash

AGENDA

Welcome & Agenda Review   Kelly Reed-Hirsch
Dean of Health Sciences

Review/ Edit Assessment Document

1. Program Assessment
2. Student Learning Outcome Assessment
3. Operational Assessment

From previous minutes – Reviewed Possible Measures to Use for QEP Assessment

- Average time to complete an associate's degree
- Percent of First Time in College students who complete a degree or certificate with three, four, and six years, calculated using a three year average
- Percent of First Time in College students who transfer to a senior institution within six years
- SACSCOC Completion Comparative
- Reverse transfers
- CCSSEE (indirect data)
- SENSE (indirect data) - possibly
- iPEDS - per Dr. Adams.

Dates for Future Meetings
- July 5th
- July 19th

Minutes:
The review of Institutional Objectives was begun. Operational needs were discussed and defined.

Welcome & Agenda Review

<u>Attendees:</u>
Kelly Reed-Hirsch
Dr. Adams
Cancee Lester
Natalie Oswalt
Cheri Lambert
Mickie Cash, Secretary

<u>Not Present:</u>
Troy Caserta
Lindsey Hibbard
Don Clinton
Teresa Brooks
Roberta Collingsworth
Michael Pace
Kelli Vicars Coordinator
Reanna Hart

Dean Reed-Hirsch called the meeting to order by stating that after the last meeting over the Full Measure Presentation she felt that the committee was wanting more than just the Learning Framework. In looking back over notes where the decision was made to use Learning Framework and taking into consideration what Dr. Powell's recommendation was in picking one thing and focus on it she decided that she needed more information before re-working it. She pulled up the Survey Monkey Questionnaire and pulled information and looked at the data that she felt was specifically related to first time experience and presented it to the committee for their input.

Discussion of Additional Aspects of First Year Experience QEP

Data was pulled from Survey Monkey questionnaire that was comprised of questions that was specifically related to the Learning Framework and QEP and ranked in the order in terms of where they ranked in the discussion. Below are the items ranked 1- 4 that seems to be the areas that students feel needs improvement:
1. *Connected or Engaged*
    o *64.65% (N=529) less than "Very Connected or engaged*
2. *Advising*
    o *28.57% (N=525) less than "Easy" or "Very Easy"*
    o *Complete an education or career plan = 3.24/5.0*
3. *Access to resources*
    o *26.57% (N=527) less than "Easy" or "Very Easy"*
4. *Know who will be their Advisor will be = 2.59/5.0 Enrollment*
    o *24.43% (N=528) less than "Easy" or "Very Easy"*
5. *Learning Framework*
    o *Use of effective study skills = 3.41/5.0*
    o *Practice personal reflection habits = 3.08/5.0*
    o *Practice long- and short term goal setting – 3.06/5.0*

There was discussion regarding the areas that students feel like there is a problem:

- *Engagement and connectedness*
- *Knowing what resources were available*
- *Who their advisor was*
- *Assistance by an advisor with selecting education/career path*

Dean Reed-Hirsch shared information about a software platform (Full Measure Education - FME) that the QEP Committee was invited to attend last month. The entire presentation is available as attachment to these minutes and can be found in the QEP Committee folder. Several committee members attended (Cheri, Cancee, Reanna, Dean Reed-Hirsch, Troy Caserta and Dr. Adams).

Below are a few highlights about FME and its two key parts - immersive admissions and strategic advising using managed communications, 2-way messaging, and mobile application and content deployment. FME is designed to increase engagement and communication with students. FME is a mobile communication app that students download and receive push notifications and managed communications from the college. FME helps students stay on track using push notifications to alert, nudge, and nurture both prospective and current students throughout student lifecycle.

1) *Immersive Admissions*
   a) *Inquiry nurturing*
      i) *Uses social media to attract and identify potential students and then provides soft leads to the college to follow-up on with based on their interest indicator that the student completed (ie. a student interested in OTA would receive OTA-specific content).*
   b) *Application completion*
   c) *Onboarding*
2) *Strategic Advising*
   a) *Current student mobile content and adoption*
   b) *Intrusive advising*
      i) *Students who received "intrusive advising communications" re-registered at a rate 2x greater than students who did not receive the same communications.*
      ii) *44% increase in graduation applications*
   c) *Academic risk intervention*
      i) *30% of at-risk students confirmed their attendance within first 6 days after receiving FME communications.*
      ii) *Increased student mentoring by 10%.*
      iii) *Drove 35% more students to log-in to Learning Management System (like Canvas) when they were detected to have not logged-in in past 5 days*
      iv) *Drove 13% of students to complete past due quizzes.*
   d) *Financial Aid*
      i) *Students who received push notifications were 3.2x more likely to complete FAFSA than those who received email about FAFSA only*
   e) *Enrollment boost*
      i) *One college saw a $108K in tuition revenue increase in summer enrollment*

Data was presented that demonstrated effectiveness of FME as a tool to (among others) increase and measure student engagement, indicators that impact completion, and graduation.

Possible ways to implement FME were discussed. Dean Reed-Hirsch volunteered the Health Sciences department to use it (and partially pay for first two years using a grant). Dean Oswalt shared that some academic students don't see an advisor as often as some students in Health Sciences would. Those present discussed how in addition to Health Science students receiving access to FME, we'd need another cohort to use it to see if it works for us. It was agreed that it would be best to get at least one Advisor from Student Success to help pilot this program with the students they advise.

QEP members present discussed meeting with stakeholders and key informants to discuss thoughts and concerns about the concept of "strategic or intrusive advising" and whether a software platform (FME or sometime similar) should be considered as a strategy to better engage students. Additional suggestions included the possibility of providing the selected Advisor with a stipend for the extra work that participating may entail. The selected Advisor could help champion and train other Advisors.

The cost for FME is $60,750 a year - for a two-year commitment with a third year renewal option. Troy Caserta suggested that other funding may be available beyond a grant through Health Sciences.

Cancee showed the committee the layout of the student planner that all students who sign up for the Learn Framework course would receive. The purpose of the planner is to help teach goal-setting and long and short term planning.

Meeting was dismissed at 11:30

Next Meeting

July 19th 10:00-11:30

Recorder: Mickie Cash

At the previous QEP meeting, we revisited the QEP survey about First Year Experience that over 500 students answered. There were 4 key areas that students indicated were very important to their success that require additional understanding. The QEP will consist of multiple areas that ultimately impacts student success by improving academic achievement and program completion. We expect to start by addressing one key aspect and then expand to other areas over a 5 year period.

Your assignment - in lieu of a meeting - is to talk to several people about the QEP. Talk to stakeholders of the college, the person who sits closest to you in your office, current students, past students, faculty, staff, and community members, people who are familiar with Panola College and want students to succeed.

Most of the questions are written as multiple choice simply to help guide your conversations; however you can ask them however you are comfortable. Information is added to provide background to the question. Or if it's easier to just ask multiple choice, that's fine too. Please jot down their answers. We don't need to know who - just their general title (community member, current student, advisor, etc.). If someone makes a particularly interesting statement - please ask if you can quote them (but not use their name - only general title).

Start the conversation by reading the QEP statement:

FRAME^2 Your Future stands for Focused Route of Academics to Maximize Education and Employment. FRAME^2 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.

Question 1#: What few words or phrases stuck out to you when I read you the QEP statement?

Question #2: When asked about their first year experience at Panola College, nearly 2/3rd of students who completed the survey said they felt less than very connected or engaged. **Which of the following strategies would help engage or connect to students the most?**

    A. More events for students to attend
    B. More email communications to students informing them of upcoming events
    C. Send personalized text messages (by using an app they opt-in to) to students reminding them of upcoming events

D. Other _____

Question #3: <mark>About 1 in every 3.75 students at Panola College said that it was less than "easy" or "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 "complete an education or career plan" - something that also ranked very important to them?**</mark>

A. Assign students to an Advisor for their entire time at Panola College
B. Provide them with "nudges" along the way via personalized text messages (by using an app they opt-in to) that encourages them to meet with their assigned Advisor to discuss education or career plan, or important tasks like registration, file for financial aid, or complete application for graduation.
C. Block students until they come in person to meet with any Advisor to complete the plan.
D. Other _____

Question #4: When asked about their first year experience at Panola College, about one-quarter of students felt accessing resources was less than "easy" or "very easy". **What can we do to improve students' knowledge and use of resources available to them?**

A. Provide more info about available resources via usual ways like Campus Connect, Canvas, Facebook, etc.
B. In addition to those things listed above, send push notifications (through an app on phone or tablet) that allows students to learn of something important to them, such as an upcoming math tutoring session, super meal deal available through Sodexo, or library hours.
C. Allow students to have a student mentor to help them learn about available resources.
D. Other _____

Question #5: When asked about their first year experience at Panola College, many suggested they needed more information about effective study skills, personal reflection habits, and how to set long and short-term goals. **What other information could be included in the Learning Framework course to help students be successful?**

Please record any other thoughts that the person you spoke with shared.

General title of person informing interview: _____

AGENDA

Welcome & Agenda Review

Review QEP Policy Update from SACSCOC

http://www.sacscoc.org/pdf/081705/Quality%20Enhancement%20Plan.pdf

Revised QEP Development Committee Timeline

Lessons from SACSCOC Conference (see below)

Discussion of Findings from Committee Assignment on 7/26

Review of Decisions Made

Future Meetings

- ~~August 16th~~
- August 30th
- Sept 27th
- ????

Minutes:

Lessons from SACSCOC Conference

Questions we must be prepared to answer:

1. Did the institution identify a topic through its ongoing, comprehensive planning and evaluation processes?
    a. Must be prepared to discuss HOW we got to the topic
    b. Ensure link between IE and strategic plan

2. Does the topic have broad-based support of institutional constituencies?
    a. Must demonstrate support from constituents on a) topic selection, and b) implementation
        i. Who are our constituents?
        ii. How do we get their input?

3. Does the topic focus on improving specific student learning outcomes and/or student success?
    a. Student retention
    b. Completion
    c. Time-to-degree
    d. Placement in field
    e. Performance in "gatekeeper" courses
    f. Levels of student debt

4. Has the institution committed resources to initiate, implement and complete the QEP?
    a. Do not need to show 5 year budget as previously done
    b. Must show that we have financial resources committed (space, faculty release time, people, etc.)
    c. Topic should be printed on EVERYTHING
    d. Timeline should be whatever works for us - should implement for at least 3.5 years
    e. QEP efforts are not formally "completed" usually but successful QEPs are institutionalized

5. Does the QEP include a plan to assess achievement?
    a. Most SACSCOC recommendations are related to the assessment plan
    b. Okay to use a mixture of direct and indirect measures

Discussion of Findings from Committee Assignment in July
- Career prep components
- Communication tips

Welcome & Agenda Review

All members completed the following activity by using note cards and round table discussion: What Who Who What

A. What do you think of when you hear "engage students to improve academic achievement"?
B. Who could benefit?
C. Who should be involved?
D. What's already happening?

Based on the recent literature review, the following topics were identified as critical to student success and will be woven into the Learning Framework curriculum -

- College awareness
- Registration & Financial Aid
- Advising
- Career/ Degree/ Life Plans
- Cost of college
- Orientation

- College preparedness (Learning Framework)
- Orientation
- Personal connections
- Access to Resources
- Communication

Focus Groups & Stakeholder Conversations
1. Student Government Association meeting
2. Student groups from various disciplines
3. Stakeholders - Board members, Faculty, Panola Foundation members, Superintendents, Counselors
4. Other campus focus groups?

Potential Questions – Discussion of a proposed focus group conversation continued. All present identified those students with whom they could form a small group. A potential student group could be comprised of current students, incoming students participating in orientation, random students grouped during move-in day activities, etc.

Next Phase – In an effort to smooth the transition from Development committee to Implementation committee, the new committee was named and Dr. Cathy Singletary was introduced to the larger group.

Potential Questions for Focus Groups and Stakeholder Conversations

1. If you could design your first-year college experience, including your first contact at the college, what would it be?
2. What would be beneficial for the first year?
3. What/who was the most helpful during this time?
4. What was the most frustrating?
5. Describe any frustrations or problems you had with financial aid. What about the bookstore?
6. What about mandatory orientation - who should attend?
7. How was the registration process for you this semester?
8. What aspects of college cause you the most worry?
9. What are 1-2 most important things the college should do for the first time in college student?

Quality Enhancement Plan Committee
Minutes of Meeting

CHAIRPERSON: Cathy Singletary		
MEETING DATE: 10/29/18	MEETING TIME: 2 p.m.-3:30 p.m.	MEETING PLACE: Media Room
RECORDER: Cathy Singletary		PREVIOUS MEETING: 8/30/18

OTHERS PRESENT

P/N	Name and Title (list all members)	Name and Title (list others present)
P	Dr. Cathy Singletary, Professor, QEP Director	
P	Dr. Billy Adams - VP of Instruction	
P	Teresa Brooks - Dean of Distance & Digital Learning	
P	Don Clinton - VP of Student Services	
P	Roberta Collingsworth, Professor - Mathematics	
P	Jeremy Dorman, Director of Admissions/ Registrar	
N	Cheri Lambert, Professor/Chair - Occupational Therapy Assistant Program	
P	Cancee Lester, Director of Shelby County Operations	
P	Natalie Oswalt- Dean of Arts, Sciences & Technology	
N	Michael Pace, Instructor - School of Energy	

AGENDA

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes from Last Meeting		
Old Business:	• None	
New Business:	• Review purpose of Learning Framework (LF) course • Discuss reporting elements of Texas Pathways survey • Identify alignment needs within LF curriculum • Discuss feedback from instructors and committee on course length	Cathy Singletary
Other:		

MINUTES

Key Discussion Points	Discussion
Old Business:	None
New Business: Discussion	The chair called roll for the meeting. Previous minutes are in the shared QEP Google Folder for editing, corrections, and approval. The committee discussed the following items: • Reviewed development and purpose of Learning Framework (LF) course; discussed meaning to various constituents. • Discussed reporting elements of recent surveys. • Identified points of LF course to more strongly align per current meeting discussion; initiate review of objectives. • Discussed need to reduce select module assignments to more reflect the amount of work in a 1-hour course. • Discussed developing a student-friendly course description to be used for course or advising purposes. • Ongoing course review to focus on SLOs. • Continue research and begin writing QEP report. The meeting was adjourned at 3:30 p.m.
Committee Decisions:	• Relayed to LF instructors to **reduce select module assignments** per earlier committee feedback; emailed LF instructors on Friday, October 26; action completion expected within two weeks. • Dr. Singletary will begin writing the QEP document.
Other:	

CHAIRPERSON SIGNATURE (or designee): Dr. Cathy Singletary	DATE: 10/29/18	NEXT MEETING: 11/12/18

Quality Enhancement Plan Committee
Minutes of Meeting

CHAIRPERSON: Cathy Singletary		
MEETING DATE: 11/12/18	MEETING TIME: 2 p.m.-3:30 p.m.	MEETING PLACE: Media Room
RECORDER: Cathy Singletary		PREVIOUS MEETING: 10/29/18

OTHERS PRESENT

P/N	Name and Title (list all members)	Name and Title (list others present)
P	Dr. Cathy Singletary, Professor, QEP Director	Dr. Greg Powell, President
P	Dr. Billy Adams - VP of Instruction	
P	Teresa Brooks - Dean of Distance & Digital Learning	
P	Don Clinton - VP of Student Services	
P	Roberta Collingsworth, Professor - Mathematics	
P	Jeremy Dorman, Director of Admissions/ Registrar	
N	Cheri Lambert, Professor/Chair - Occupational Therapy Assistant Program	
N	Cancee Lester, Director of Shelby County Operations	
P	Natalie Oswalt- Dean of Arts, Sciences & Technology	
N	Michael Pace, Instructor - School of Energy	

AGENDA

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes from Last Meeting		
Old Business:	• None	
New Business:	• Review developed student-friendly course description presented for use in course documents • Define student success fully • Discuss student success benchmarks • Discuss two selections from literature review	Cathy Singletary
Other:		

MINUTES

Key Discussion Points	Discussion
Old Business:	None
New Business: Discussion	The chair called roll for the meeting. Previous minutes are in the shared QEP Google Folder for editing, corrections, and approval. The committee discussed the following items: • Discussed meaning and potential use of student-friendly course description; following discussion, the committee decided to table use in advising for now, but noted value in clarification of what student understandings should become for the course. • Developed campus definition of student success; will use as we move forward in evaluating components of the LF course. • Assessments will examine percentage of increase as measured by student success benchmarks. • Discussed findings from foundational literature review. The meeting was adjourned at 3:30 p.m.
Committee Decisions:	• Determine elements for LF instructor report. • Add committee members to Master Learning Framework course for review of course components. • Examine new additions to research repository as added by Teresa Brooks.
Other:	No date set for the next meeting.

CHAIRPERSON SIGNATURE (or designee): Dr. Cathy Singletary	DATE: 11/12/18	NEXT MEETING: TBA for January 2019

Quality Enhancement Plan Committee
Minutes of Meeting

CHAIRPERSON: Cathy Singletary		
MEETING DATE: 11/29/18	MEETING TIME: 11 a.m.-12:00 p.m.	MEETING PLACE: Merle Glass Rm 122
RECORDER: Cathy Singletary		PREVIOUS MEETING: 11/12/18

OTHERS PRESENT

P/N	Name and Title (list all members)	Name and Title (list others present)
P	Dr. Cathy Singletary, Professor, QEP Director	
P	Natalie Oswalt- Dean of Arts, Sciences & Technology	

AGENDA

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes from Last Meeting		
Old Business:	• None	
New Business:	• Analyze feedback submitted by QEP committee members following examination of Master Learning Framework course • Determine means of and feasibility of reduction in course content • Determine timeline for course revisions • Q&A for course materials needs	Cathy Singletary
Other:		

MINUTES

Key Discussion Points	Discussion
Old Business:	None
New Business: Discussion	Dr. Singletary called a special meeting with Dean Oswalt to discuss the following items: • Review of committee member feedback after examination of Master Learning Framework course • Continued consideration of reduction in course content, while noting student assignments and depth of thought • Determined revisions to be made to course curriculum within established timeline of two weeks

	• Decisions about course materials was tabled until revision could be made The meeting was adjourned at 12 p.m.
Committee Decisions:	• Dr. Singletary will revise the Learning Framework course curriculum to include fewer assignments to more reflect the work required in a 1-hour course.
Other:	No date set for the next meeting.

CHAIRPERSON SIGNATURE (or designee): Dr. Cathy Singletary	DATE: 11/29/18	NEXT MEETING: TBA for January 2019