

Quality Enhancement Plan Committee

Minutes of Meeting

CHAIRPERSON: Dwayne Ferguson		
MEETING DATE: 1/30/20	MEETING TIME: 3 p.m.	MEETING PLACE: Room 209 Gullette Technology Building
RECORDER: Dwayne Ferguson		PREVIOUS MEETING: 11/18/19

OTHERS PRESENT

P/N	Name and Title (list all members)	Name and Title (list others present)
P	Dwayne Ferguson, Professor/Chair - Business, QEP Chair	Rebecca Morris – Faculty, Learning Framework
P	Teresa Brooks - Dean of Distance & Digital Learning	
P	Don Clinton - VP of Student Services	
P	Roberta Collinworth, 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	
N	Michael Pace, Instructor - School of Energy	
P	Dr. Billy Adams - VP of Instruction Ex-officio member	
P	Natalie Oswalt- Dean of Arts, Sciences & Technology Ex-officio member	
N	Tryphena Walker – Director of Institutional Planning Ex-officio	

AGENDA

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes from Last Meeting	<ul style="list-style-type: none"> Minutes are posted online at https://www.panola.edu/qep/. 	
Old Business:	<ul style="list-style-type: none"> Response to the QEP recommendation 	
New Business:	<ul style="list-style-type: none"> Review QEP recommendation and suggestions from SACSCOC on-site team Approve revisions to the Student Learning Outcomes 	QEP Committee

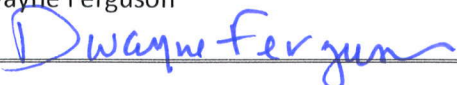
	<ul style="list-style-type: none"> • Approve revisions to Student Success Goals • Discuss outcomes/goals that were removed • Discuss how the SLOs and SSGs align with institutional goals and improve student achievement • Discuss QEP tracking data, analysis, newsletter, institutional baseline data, IE data, and posting data online for constituents 	
Other:		

MINUTES

Key Discussion Points	Discussion
Old Business:	The student learning outcomes have been reduced from eight to three and the student success goals have been reduced from seven to five. A draft response to the SACSCOC recommendation has been written incorporating the on-site committee recommendations and suggestions.
New Business:	The meeting was called to order at 3 p.m. by Dwayne Ferguson, chair of the QEP Committee.
Purpose of the meeting	The purpose of today's meeting is to approve revisions made to the student learning outcomes and student success goals and finalize a response to the SACSCOC recommendation for Standard 7.2. The QEP Committee started by reviewing the recommendation. The Committee recommends the institution demonstrate its QEP assessment plan gathers and analyzes data of student achievement that aligns with institutional goals.
Incorporating on-site recommendation and suggestions into the response and report	The committee recognizes that the language of the recommendation is important (especially "gathers and analyzes" and "student achievement") and will be addressed in the response. The committee approved incorporating all on-site team suggestions into the QEP response and revised report at the last meeting. The response now has the following listed as suggestions incorporated into the study. <ol style="list-style-type: none"> 1. Reduce the number of student learning outcomes from eight to three to more closely match what is required in the LF course description. 2. Reduce the number of student success goals for retention and progression from seven to five since two of the original goals collect redundant data. 3. The QEP will not collect data from the health sciences for use in the Impact Report. 4. The QEP will not collect student learning outcome or student success data from dual credit students for use in the Impact Report; however, student achievement data for dual credit students will be collected and reported separately for Panola College constituents.

<p>Collection of LF student performance data</p>	<ol style="list-style-type: none"> 5. The QEP will disaggregate data in the Impact Report based on student performance by instructor, delivery method, gender, ethnicity, and financial need. 6. Student success measures for retention and progression will be raised to 5% increases at the suggestion of the on-site team. <p>At the end of the Fall 2019 semester, data was collected from Learning Framework instructors, the database administrator, and the registrar to create a student performance tracking file (qep_tracking_data.xlsx). All collected, disaggregated data is analyzed and posted for constituents to view and download from the Quality Enhancement Plan page on the Panola College website. The Learning Framework data (analysis_of_LF_Data.pdf) was reviewed and used by the QEP Committee at this meeting to make decisions on appropriate measures for the student learning outcomes and student success goals.</p>
<p>Approval of revised student learning outcomes</p>	<p>The committee reviewed the following student learning outcomes and accompanying narrative and documentation in the response.</p> <ol style="list-style-type: none"> 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.
<p>Approval of revised student success goals</p>	<p>Data collected showed that 96% of LF students were successful on SLO 1, 89% on SLO 2, and 72% on SLO 3. Students that successfully completed at least 70% of the three activities was calculated to be 72%. The committee agreed that the QEP will use 77% (a 5% increase from Fall 2019 student learning outcome data) as the cumulative measure of success for the student learning outcomes. This measure will be included in the response and the revised QEP report.</p>
<p>Approval of revised student success goals</p>	<p>The committee agreed to reduce the number of student success goals to five because data collection for two of the original goals was redundant. The approved student success goals are as follows:</p> <ol style="list-style-type: none"> 1. Complete the Learning Framework course (85%). 2. Attain 15 semester credit hours (42%). 3. Attain 30 semester credit hours (30%). 4. Complete a degree or certificate (33%). 5. Transfer to a university with at least 15 semester credit hours (16.5%). <p>All incorporate a 5% increase from Fall 2019 Learning Framework or THECB data. A complete explanation of how the goals above were established is provided in the response and revised QEP report.</p> <p>The QEP Director asked for discussion about keeping or removing student success goal #5. Jeremy Dorman said that he believes we can pull that data from the National Student Clearinghouse. Ferguson and Dorman talked after the meeting and the process of pulling transfer data for LF students starting Fall 2019 is being explored. The committee agreed that they would like to keep this goal in the QEP. The committee discussed using the 14.5% 3-year average for transfers as the base for this goal and the goal would be 19.5%. The committee also noted that in 2018, 11.5% of PC students transferred so the goal could be 16.5%. An email discussion after the meeting resulted in the committee agreeing to set the measure at 16.5%.</p> <p>The committee also discussed problems with measuring student success goals accurately when dual credit (DC) students are excluded from the data. If a dual credit student takes LF in high school, is excluded from the data in that fall cohort, and then</p>

	<p>ends up finishing a degree or certificate at Panola then we have missed a completer that could actually help our student success numbers. Panola had 156 dual credit students take LF in Fall 2019. The QEP Director explained that he could check dual credit LF students each year to see how many actually did complete a degree or certificate with us and this could be added as a footnote in the Impact Report. Or in the data collection file, there is a column that reports if the student is a dual credit student. The data in that column could be changed to show the student as a PC student instead of dual credit which would change the 15-hour, 30-hour, degree/certificate completion, and transfer data as well. Right now, data for student success goals is measuring only PC students from fall cohorts at the suggestion of the on-site team. The study will miss data collection on some dual credit students that take LF in high school and complete a degree or certificate later at Panola, but we do not have to measure every LF student in this study. An email discussion after the meeting resulted in the committee in agreement that dual credit student performance data should be included for SSG4 (completion data). The QEP Director and the Vice President of Instruction spoke on February 3 about how the inclusion of this data provides numerous problems with consistency of data in the study. If we include DC students in student success data, how do we explain why they are not included in the student learning data? After all, DC students are getting the same instruction in the LF course as full-time PC students. If we include DC students in just the completion data (SSG4) who took LF in high school and finished a degree or certificate later as a full-time student, then we would also need to include the ones in that situation that failed—this would be very difficult data to pull since dual credit students often take multiple SCH in multiple semesters. The QEP Director and another member of the committee also expressed concerns about not following the suggestion of the on-site team. After the conversation with Dr. Adams, the following statement was agreed upon to be added to the response.</p> <p style="text-align: center;">Student learning outcome and student success data from dual credit students will not be collected for the purpose of determining success of the QEP; however, student achievement data for dual credit students will be collected and reported separately for Panola College constituents.</p> <p>The QEP Director has already collected dual credit student data from Fall 2019 so he can create a separate analysis sheet for dual credit each fall. Then if we do need that data to help us prove success, we can always make the adjustment along the way to add them back into the full data analysis.</p> <p>Mr. Ferguson will finalize the QEP response and revised report this next week and email the QEP Committee for approval. Both documents with corresponding documentation will be submitted to Tryphena Walker for submission to SACSCOC in March 2020. Mr. Ferguson will share LF data and the response with Panola College employees at the Strategic Planning meeting this week.</p> <p>The meeting was adjourned at 3:40 p.m.</p>
Finalize QEP response and report	
Committee Decisions:	<p>The following decisions were made at this meeting:</p> <ul style="list-style-type: none"> • Incorporated SACSCOC recommendation and suggestions into response • Revision and approval of measures for student learning outcomes • Revision and approval of measures for student success goals
Other:	No date set for the next meeting.

CHAIRPERSON SIGNATURE (or designee): Dwayne Ferguson 	DATE: 1/30/20	NEXT MEETING: TBA
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