



QEP Newsletter

**Quality Enhancement
Plan update for Panola
College constituents**

QUALITY ENHANCEMENT PLAN UPDATE

SPRING 2020

Trust the Process

For the last two years, Panola College has been involved in the reaccreditation process as prescribed by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The reaccreditation process takes place every ten years and requires the College write a Compliance Report that provides specific information and documentation to the Commission in order to be reaccredited. As part of the Compliance Report, Standard 7.2 requires the creation and implementation of a Quality Enhancement Plan (QEP) and a separate report that explains the process for identifying the QEP topic, support for studying the topic, the focus on student learning and/or student success, the commitment of College resources to the study, and a plan for assessing goals of the QEP.

In October 2019, the Commission sent an on-site team to evaluate all areas of the College including the QEP. The QEP Committee presented the plan to the on-site team, and the team had one **RECOMMENDATION** for the QEP moving forward.

The Committee recommends the institution demonstrate the QEP assessment plan gathers and analyzes data of student achievement that aligns with institutional goals.

The SACSCOC on-site team also made the following **SUGGESTIONS**:

- Do not include the health science programs in the QEP report since they are evaluating different activities than the Learning Framework course.
- Remove dual credit students from QEP data collection since they may not continue as Panola College students.
- Demonstrate a plan to disaggregate the data collected so the institution can compare student performance by instructor, delivery method, gender, ethnicity, and financial need.
- Revisit the student success goals to make increases more rigorous.

Since then, your QEP Committee and Learning Framework (LF) instructors have been working to improve the assessment section of the QEP report revising LF activities to include more concrete evaluation rubrics. The Committee has reduced the number of student learning outcomes from eight to three to more closely match what is required in the LF course description. In addition, the student success goals for retention and progression have been raised to 5% increases at the suggestion of the on-site team.

A revised version of the QEP report and a response to the on-site Committee's recommendation will be submitted to SACSCOC in March 2020.

Learning Framework Stats for Fall 2019

502 Number of students
ENROLLED in LF

Number of
students that
COMPLETED LF **478**

EDUC 1100	408	85%
PSYC 1100	70	15%

PC students	322	64%
Dual credit	156	31%
Withdraw	24	5%

F2F	302	63%
Online	176	37%

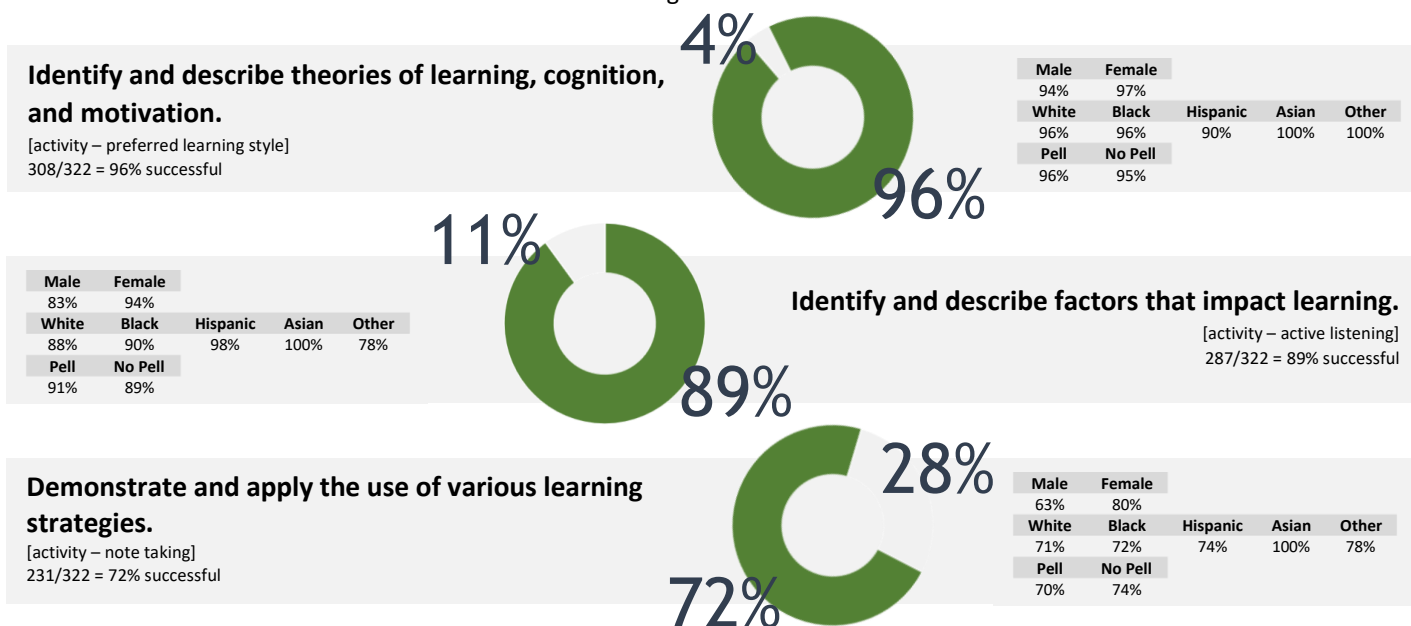
18 Number of SECTIONS
of LF offered

Grade Distribution		
A	170	36%
B	139	29%
C	89	19%
D	32	7%
F	48	10%



Student Learning Outcomes

The QEP will measure three student learning outcomes (SLOs) over the 5-year study, and the goal for each measure is 70% success. Here are the results for full-time students enrolled in Learning Framework in Fall 2019.



*There was virtually no difference in student performance in face-to-face versus online delivery.

Are Your Students Confident They Can Succeed?

The following questions are included in the post-course survey given in the last module of the LF course. How do PC student responses match up to responses given nationally on the Community College Survey of Student Engagement (CCSSE)?

Survey Question	Students Nationally	PC Students	LF Students
Do you believe you will do well in your college courses?	82%	87%	98% [255/259]
Are you confident you can do well on exams?	58%	54%	98% [253/259]
Do you feel you will be able to learn the material presented in college?	83%	79%	100% [259/259]
Do you believe your academic career is preparing you for success in a future career?	81%	87%	98% [255/259]
Are you confident you can complete a degree or certificate at Panola College?			99% [257/259]

*The questions listed above are being tracked in the Learning Framework course but not being measured for the QEP Impact Report.

Having a positive academic mindset is one factor that predicts academic success. Students in Learning Framework are either confident, overconfident, or benefited from positive reinforcement from LF instructors and interactions with other College personnel.

Revisions to Learning Framework

Rebecca Morris, lead instructor for Learning Framework, has made the following revisions to the LF course for Spring 2020.

- Moved the Canvas Training activity to Module 1
- Assigned only one measured activity in a module
- Increased the time allowed on the Information Resources assignment to two weeks
- Moved the Academic Advising activity to align with registration
- Modified the budget calculator exercise
- Added satisfaction questions to the post-course survey
- Embedded instructional videos

All LF instructors MUST use a new Canvas copy of the course for the spring semester—contact Mrs. Morris for more details.

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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