RESPONSE TO STANDARD 7.2 RECOMMENDATION

Standard 7.2 of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Compliance Report requires the College create and implement a Quality Enhancement Plan (QEP) and provide a separate report that describes the process for identifying the QEP topic, broad-based support for studying the topic, its 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, SACSCOC 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 on October 8, and after the presentation the team asked students and the QEP Committee members questions relevant to the development and implementation of the QEP. The on-site team adjourned to another room to discuss the QEP and returned with suggestions for strengthening the narrative and process in the Assessment Plan section of the report. In addition, the panel asked the QEP Committee to convene and discuss reducing the number of student learning outcomes. Members of the on-site team expressed concern that having eight student learning outcomes would be difficult to track, and the results would be too much to communicate in a ten-page Impact Report. The QEP Committee met that evening (October 8), reduced the number of SLOs to three, and created more concrete questions and/or rubrics for each of the SLO activities to reduce subjectivity in assessment. The revised assessment section of the QEP with amended SLOs was presented to the on-site team the next morning and commended as a positive step in the evolution of the QEP in the on-site team's exit report.

At the exit interview, the on-site team had the following **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 health science programs in QEP data collection or the Impact Report since those programs evaluate different activities than are required in 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 (increases of 3% retention and 2% progression) and pursue more ambitious increases.

Since then, the QEP Committee and Learning Framework (LF) instructors have been working to strengthen the assessment section of the QEP report. The QEP Committee met again on November 18 and January 30 and approved the following revisions to the QEP process and the QEP Report.

- Reduce the number of student learning outcomes from eight to three to more closely match what is required in the LF course description.
- Reduce the number of student success goals for retention and progression from seven to five since two of the original goals collect redundant data.
- Remove health sciences programs from data collection for use in the Impact Report.
- Remove dual credit students from data collection for the purpose of determining success of the QEP. Student achievement data for dual credit students, however, will be collected and reported separately for Panola College constituents.
- Disaggregate data in the Impact Report based on student performance by instructor, delivery method, gender, race, and financial need.
- Raise student success measures for retention and progression to 5% increases.

STUDENT LEARNING OUTCOMES

Revisions to the student learning outcomes in the Assessment section of the QEP Report are as follows. Text from "At the course level…" on page 50 through the partial paragraph at the top of page 57 of the original QEP Report have been deleted and the following text inserted.

The course description for the Learning Framework course appears as follows in the *Academic Course Guide Manual* (ACGM) produced by the Texas Higher Education Coordinating Board.

A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.

Revised student learning outcomes come directly from the Learning Framework course description above. After studying materials presented in the Learning Framework course, the student will be able to successfully complete the following measurable student learning outcomes listed below:

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

   This student learning outcome will be measured with 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 (Visual, Aural, Read/Write, Kinesthetic) approach to learning styles. Students also watch a video explaining the VARK approach and complete the online VARK Questionnaire. The Preferred Learning Style activity consists of four questions requiring students enter their VARK Questionnaire results; list and describe their preferred learning style as generated by the questionnaire; list two strategies they will use in class, note taking, and studying that align with their preferred learning style; and explain how the text suggests students respond if their preferred learning style does not match well with an instructor's teaching style. Each of the questions is worth 5 points (20 points total). **Students must score at least 14 points (70%) in order to be counted successful on this measure.**

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

   This student learning outcome will be measured with the Active Listening activity from Module 2. This activity has students read Chapter 2 which explains how active listening impacts student involvement and learning, how students can improve their active listening skills, and 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 list five strategies they have learned that will make them a better listener in college. Each of the strategies listed by a student is worth 5 points (25 points total). **Students must score at least 17.5 points (70%) in order to be counted successful on this measure.**

3. **Demonstrate and apply the use of various learning strategies.**

    This student learning outcome will be measured with 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 at least one provided video 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. A rubric is provided with this assignment and instructors may give partial credit on the third section of the rubric. **Students must score at least 35 points of 50 possible (70%) on the assignment in order to be counted successful.**

The QEP Director will collect student learning outcome data from Learning Framework instructors at the end of each fall semester (QEP Tracking Data – [PDF](#), [Excel](#)). Student performance data will be disaggregated for each SLO by instructor, delivery method, gender, ethnicity, and financial need and results will be posted online for College constituents to view ([QEP Newsletter](#) and [Analysis of LF Data](#)).

Student learning outcome success rates will be reported for each of the individual measures listed above. In addition, a cumulative success rate will be calculated. In order to be counted successful with regard to student learning outcomes, a student must score 66.5 of 95 points possible (70%) on the three assignments combined. In Fall 2019, 233 of 322 (72.36%) Learning Framework students completed at least 70% of the SLOs in the QEP successfully. **In order for the QEP to be successful with regard to student learning outcomes, the goal for this measure is a 5% cumulative increase from 72% to 77% over the 5-year study.**

STUDENT SUCCESS GOALS

Revisions to student success goals in the Assessment section of the QEP Report are as follows. Text included on pages 59-60 of the original QEP report has been revised to remove redundant data collection and goals.

1. **Increase Learning Framework course completion by 5% to 85% (retention).**

   In order to provide consistency of data, the QEP Committee agreed to use statistics from Fall 2019 Learning Framework classes to determine the course completion goal for the QEP. In order to be counted successful on this measure, the student must finish the Learning Framework course with a score of 70 or above. In Fall 2019, 79.81% (257/322) of Learning Framework students excluding health sciences and dual credit students completed the course and scored 70 or above. **The goal for this measure is a 5% cumulative increase from 80% to 85% over 5 years.**

2. **Increase attainment of 15 semester credit hours by 5% to 42% (progression).**

   From 2016-2018 institutional data (PDF, Excel), 2,643 out of 7,065 unduplicated Panola College students (37.41%) finished at least 15 semester credit hours according to the Texas Higher Education Coordinating Board (THECB). The QEP Director and the Database Administrator will collect 15-hour attainment data at the end of each academic year for each fall cohort in the study. In order to be counted successful, a student must successfully complete the Learning Framework course and subsequently attain 15 semester credit hours. Data will be updated annually for each of the fall cohorts and a cumulative success rate for all years will be calculated to show progression toward a degree or certificate. **The goal for this measure is a 5% cumulative increase from 37% to 42% over 5 years.**

3. **Increase attainment of 30 semester credit hours by 5% to 30% (progression).**

   THECB data for unduplicated Panola College students from 2016-2018 shows 1,785 of 7,065 students (25.27%) finished at least 30 semester credit hours. The QEP Director and Database Administrator will collect 30-hour attainment data at the end of each academic year for each fall cohort in the study. In order to be counted successful, the student must have successfully completed the LF course and subsequently attained 30 semester credit

hours. Data will be updated annually for each fall cohort and a cumulative success rate for all years will be calculated to show progression toward a degree or certificate. **The goal for this measure is a 5% cumulative increase from 25% to 30% over 5 years.**

4. **Increase degree or certificate completion by 5% to 33% (progression).**

   Completion data from the THECB for 2016-2018 shows 1,984 out of 7,065 unduplicated students (28.08%) completed a degree or certificate. Completion data will be collected at the end of each summer. In order to be counted successful, the student must have finished the LF course and successfully completed a degree or certificate. Data will be updated in August for each fall cohort and a cumulative success rate for all years will be calculated. **The goal for this measure is a 5% cumulative increase from 28% to 33% over 5 years.**

5. **Increase transfers to a university with at least 15 SCH by 5% to 16.5% (progression).**

   In 2018, student transfer data provided by the THECB indicated 11.5% of Panola College students transferred at least 15 SCH to a four-year university—this was a significant decline from 15.1% (2016) and 16.9% (2017). In order to be counted successful on this goal, the student must have finished the LF course, successfully completed at least 15 SCH, and transferred to a four-year university. Students in this group will be tracked by the QEP Director and the Registrar from data provided by the National Student Clearinghouse. **The goal for this measure is a 5% cumulative increase from 11.5% to 16.5%.**

Student success data will be reported for each of the individual goals listed above. While students who complete 15 SCH, 30 SCH, or transfer to a university do exhibit a certain level of academic achievement and success, the QEP will focus on degree and certificate completion as the core measure of student achievement. **In order for the QEP to be successful with regard to student success, at least 33% of students finishing the Learning Framework course must complete a degree or certificate.**

The following student success goals have been removed from the QEP.

- Enrollment in another college course the next semester (retention)
- Successfully completed another course in subsequent semesters (retention)

Both of these goals were removed because of redundancy. Since the QEP is tracking 15-hour attainment already, it is obvious that students must have enrolled and successfully completed another college course after Learning Framework if they were successful on the 15-hour measure.

ALIGNMENT WITH INSTITUTIONAL GOALS TO IMPROVE STUDENT ACHIEVEMENT

Student learning outcomes and student success goals for the QEP support the College's mission and 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.

In the Learning Framework course, students engage with the curriculum, instructors, and other College personnel as they study and apply learning theory and strategies, and these experiences are intended to affect their future academic success. In effect the QEP (including the Learning Framework course) is actually a support system instituted by the College through the Strategic Planning process that helps first-year students improve their academic abilities and makes students aware of the resources the institution and College personnel provide.

The Learning Framework course is a required component of the core curriculum which is annually tracked, analyzed and assessed (2018-19, 2019-20), and reported as component area option data in the Core Curriculum Student Learning Outcomes Assessment Report. The Institutional Effectiveness (IE) process measures Learning Framework students' abilities to think critically, communicate, work with empirical and quantitative data, and evaluate socially responsible alternatives. In addition, the student learning outcomes of the QEP (cumulative increase to 77% success) align with institutional student achievement measures which seek to increase student achievement to 80% with an acceptable threshold of 70%. Student success goals (increasing

degree/certificate completion by 5% to 33%) also exceed institutional effectiveness goals which set the completion rate goal at 25% with 20% being acceptable.

Data gathered and analyzed from the Learning Framework course with respect to first-year student learning and student success and through the IE process supports the institution's goals to improve student achievement.

The QEP Committee appreciates the insight and guidance provided by the SACSCOC On-Site Team. Their recommendation and suggestions have been incorporated into this response and the accompanying revised QEP Report. As a result, the QEP is now more manageable with respect to data collection and more succinctly measures the items most important in the QEP: student learning and student success.