

# Quality Enhancement Plan Committee

## Minutes of Meeting

CHAIRPERSON: Dwayne Ferguson		
MEETING DATE: 2/23/21	MEETING TIME: 2 p.m.	MEETING PLACE: Room 209 Gullette Technology Building
RECORDER: Dwayne Ferguson		PREVIOUS MEETING: 1/30/20

### 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	
N	Don Clinton - VP of Student Services	
P	Roberta Collinsworth, Professor - Mathematics	
P	Jeremy Dorman, Director of Admissions/ Registrar	
P	Cancee Lester, Director of Shelby County Operations	
P	Michael Pace, Instructor - School of Energy	
P	Dr. Billy Adams - VP of Instruction Ex-officio member	
P	Natalie Oswald- Dean of Arts, Sciences & Technology, Ex-officio member	
P	Tryphena Walker – Director of Institutional Planning, Ex-officio member	

### AGENDA

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes from Last Meeting	<ul style="list-style-type: none"> <li>Minutes are posted online at <a href="https://www.panola.edu/qep/">https://www.panola.edu/qep/</a>.</li> </ul>	
Old Business:	<ul style="list-style-type: none"> <li>Revisions to LF for Fall 2020 classes</li> </ul>	
New Business:	<ul style="list-style-type: none"> <li>Review of LF data collected from Fall 2020 (QEP Newsletter and LF QuickStats)</li> <li>Review of consolidated data F19-F20</li> <li>Summary and discussion of survey data</li> <li>Discuss fall schedule</li> <li>Analyze WELD student performance in LF and discuss intervention strategies</li> </ul>	QEP Committee

Other:		
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MINUTES

Key Discussion Points	Discussion																
Old Business:	With approval from the QEP Committee in Spring 2020, revisions to LF curricula for Fall 2020 classes were made by Rebecca Morris. Mrs. Morris and the Learning Framework (LF) faculty revised the assignment measuring Student Learning Outcome (SLO) 3 because too many students were not completing the assignment. The original assignment required students to choose one of the five note taking methods taught in the course and use it to produce notes for Chapter 4. Now students will practice the methods on one section of Chapter 4 during class time and online with critique from faculty. This allows for quicker feedback and correction. The revised assignment was taught in Fall 2020 and resulted in a 9% increase in student success on SLO 3.																
New Business:	The meeting was called to order at 2 p.m. by Dwayne Ferguson, chair of the QEP Committee.																
Purpose of the meeting	The purpose of today's meeting is to review Learning Framework data collected from Fall 2020, analyze and revise the data if necessary, and approve posting that data to the College website.																
Review of Student Learning Outcome (SLO) data	Mr. Ferguson provided the group with a QEP Newsletter for Spring 2021 that contained a summary of data from the Fall 2020 Learning Framework classes with respect to the three Student Learning Outcomes (SLOs) and five Student Success Goals (SSGs).  Student performance data on SLOs 1 and 2 were similar to the previous year showing 93% and 92% success respectively. Student success on SLO 2 increased 5%. The SLO that instructors mainly focused on improving was SLO 3 which had a 72% success rate in Fall 2019. The revision resulted in a 9% increase in student performance on SLO 3 (81% success rate in Fall 2020).																
Review of Student Success Goal (SSG) data	The newsletter also provided the following summary of the progress on the assessment of Student Success Goals (SSGs). <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #444; color: white;"> <th style="text-align: left;">STUDENT SUCCESS GOALS</th> <th style="text-align: center;">Number Successful</th> <th style="text-align: center;">Total Students</th> <th style="text-align: center;">Percent Successful</th> </tr> </thead> <tbody> <tr> <td>SSG 1 - Increase Learning Framework course completion by 5% to 85%. (consolidated data F19-F20 not including dual credit students)</td> <td style="text-align: center;">556</td> <td style="text-align: center;">687</td> <td style="text-align: center;">81%</td> </tr> <tr> <td>SSG 2 - Increase attainment of 15 semester credit hours by 5% to 42%. (data for Fall 2019 cohort; non-dual credit students only)</td> <td style="text-align: center;">245</td> <td style="text-align: center;">322</td> <td style="text-align: center;">76%</td> </tr> <tr> <td>SSG 3 - Increase attainment of 30 semester credit hours by 5% to 30%. (data for Fall 2019 cohort; non-dual credit students only)</td> <td style="text-align: center;">127</td> <td style="text-align: center;">322</td> <td style="text-align: center;">39%</td> </tr> </tbody> </table>	STUDENT SUCCESS GOALS	Number Successful	Total Students	Percent Successful	SSG 1 - Increase Learning Framework course completion by 5% to 85%. (consolidated data F19-F20 not including dual credit students)	556	687	81%	SSG 2 - Increase attainment of 15 semester credit hours by 5% to 42%. (data for Fall 2019 cohort; non-dual credit students only)	245	322	76%	SSG 3 - Increase attainment of 30 semester credit hours by 5% to 30%. (data for Fall 2019 cohort; non-dual credit students only)	127	322	39%
STUDENT SUCCESS GOALS	Number Successful	Total Students	Percent Successful														
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SSG 2 - Increase attainment of 15 semester credit hours by 5% to 42%. (data for Fall 2019 cohort; non-dual credit students only)	245	322	76%														
SSG 3 - Increase attainment of 30 semester credit hours by 5% to 30%. (data for Fall 2019 cohort; non-dual credit students only)	127	322	39%														

SSG 4 - Increase degree or certificate completion by 5% to 33%. (data for Fall 2019 cohort; non-dual credit students only)	65	322	20%
SSG 5 - Increase transfers to a university with at least 15 SCH by 5% to 16.5%. (this goal will be measured at the conclusion of the study)			

On SSG 1, 81% of students completed the LF course with a score of 70 or higher for F19-F20. This goal is on track to attain the 85% goal before the end of the study. Success rates for SSGs 2 and 3 using Fall 2019 data are both above the goals set in the QEP. SSG 4 success rates should improve significantly after the end of the Spring 2021 semester. At this point, students from the Fall 2019 cohort have had only 1.5 years to take courses so many will not finish their degrees until the end of this semester.

Mr. Ferguson also provided the group with Learning Framework QuickStats, a summary of enrollment, withdrawals, grade distribution by instructor and delivery method, and a detailed breakdown of the SLOs and SSGs. This document shows 77% of students in the LF classes finished at least 70% of the SLOs (meets overall goal for SLOs up 5% from F19). Figure 1 is an attempt to show there is a correlation between successfully taking the LF course and academic progress. It shows 74% of PC students that are successful on the SLOs and finish the LF class successfully are able to get to 15 semester credit hours (SCH). Dean Oswald stated some students don't need more than a short certificate and they may never get to the 30 semester credit hour threshold on SSG 3. Mr. Ferguson said that he will find out how many students exited with a certificate less than 30 hours and revise the 39% success rate for getting to 30 SCH—this should make the success rate higher for SSG 3. At this point, only SSG 4 (degree/certificate attainment) data is running low, but that should turn around after students finish the spring semester. The committee did find a discrepancy in the grade data from EDUC 1100 online from Fall 2020. Mr. Ferguson will revise that data in the qep\_tracking\_data.xlsx file.

Mr. Ferguson said that he would like to complete an average time to completion for PC students in the study to see if they completed at a lower rate than all PC students and students in the state of Texas.


QEP Survey Data

LF instructors added four new questions to their course surveys in F20. Ninety percent of students agreed or strongly agreed that they were satisfied with the Learning Framework course and 63% stated there was nothing they would change. The committee was provided a list of student responses from this survey and discussed the top five suggestions. Most of the suggestions had already been incorporated into the course over its two revisions before beginning the QEP.

Fall Schedule and WELD Student Performance

The committee reviewed the fall schedule submitted for LF classes and discussed what could be done to help Welding students perform better in the class. The committee is concerned that students who do not pass the course will not be able to finish the Welding certificate(s). The group concluded from the data that Welding students do slightly better in the face-to-face class, but they could use a tutor/mentor in the class. Therefore, the Welding chair will be asked to encourage students to take the F2F class. Dual credit students are not able to take the F2F class so they must take the class online. Mrs. Morris will add an 8-week class for F20 just for Welding students so she can tailor the coursework to that group. The committee will review the results in Spring 2021.

	The meeting was adjourned at 3:15 p.m.
Committee Decisions:	<p>The following decisions were made at this meeting:</p> <ul style="list-style-type: none"> <li>• Revise EDUC 1100 online grade data for F20 in the qep_tracking_data file</li> <li>• Post the QEP Newsletter and Learning Framework QuickStats to the College QEP web page</li> <li>• Identify students who finished a short certificate (15-16 SCH) that will never get to the 30 SCH level and mark them with a column in the data</li> <li>• Pilot an 8-week class for F20 just for Welding students</li> <li>• Meet with high school facilitators to make them aware of what will be required in LF for Welding students</li> <li>• Recommend the Welding chair to use good students as mentors in LF</li> <li>• Analyze Welding student performance again in Spring 2021</li> </ul>
Other:	No date set for the next meeting.

CHAIRPERSON SIGNATURE (or designee): Dwayne Ferguson 	DATE: 2/24/21	NEXT MEETING: TBA
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# Quality Enhancement Plan Committee

## Minutes of Meeting

CHAIRPERSON: Dwayne Ferguson		
MEETING DATE: 9/30/21	MEETING TIME: 3 p.m.	MEETING PLACE: Room 209 Gullette Technology Building
RECORDER: Dwayne Ferguson		PREVIOUS MEETING: 2/23/21

### OTHERS PRESENT

P/N	Name and Title (list all members)	Name and Title (list others present)
P	Dwayne Ferguson, Professor/Chair - Business, QEP Chair	
N	Don Clinton - VP of Student Services	
N	Roberta Collinsworth, Professor - Mathematics	
N	Jason Cook - Programmer	
P	Cancee Lester, Director of Shelby County Operations	
P	Dr. Rebecca Morris, Professor - Education	
N	Michael Pace, Instructor - School of Energy	
P	Dr. Billy Adams - VP of Instruction Ex-officio member	
N	Natalie Oswalt- Dean of Arts, Sciences & Technology, Ex-officio member	
P	Tryphena Walker – Director of Institutional Planning, Ex-officio member	

### AGENDA

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes from Last Meeting	<ul style="list-style-type: none"> <li>Minutes are posted online at <a href="https://www.panola.edu/about/qep">https://www.panola.edu/about/qep</a>. Now combined and available by year under QEP Committee on the new PC website.</li> </ul>	
Old Business:	<ul style="list-style-type: none"> <li>Revise EDUC 1100 online grade data for Morris F20 in the qep_tracking_data file</li> <li>Post QEP Newsletter and LF QuickStats in S21</li> <li>Identify students who finished a short certificate (15-16 SCH) that will never get to the 30 SCH level and mark them with a column in the data</li> </ul>	<p>Ferguson</p> <p>Ferguson/Reardon</p> <p>Ferguson</p>


	<ul style="list-style-type: none"> <li>Pilot an 8-week class for F21 just for WELD students; recommend the Welding chair use successful academic students as mentors in LF and work with high school facilitators</li> </ul>	Morris
New Business:	<ul style="list-style-type: none"> <li>Match Learning Framework IE goals with SLOs</li> <li>Updated data in qep_tracking_data file to reflect current degree audits for F19 and F20 cohorts</li> <li>PivotTables, PivotCharts, and slicers added to qep_tracking_data</li> <li>Review and discussion of SLO and SSG current results in F19, F20, and consolidated data</li> <li>Add Fall 2021 data to the qep_tracking_data file in Spring 2022</li> </ul>	<p>Morris</p> <p>Ferguson</p> <p>Ferguson</p> <p>QEP Committee</p> <p>Ferguson</p>
Other:		

#### MINUTES

Key Discussion Points	Discussion
Old Business:	<p>Grade data for Rebecca Morris's EDUC 1100 online classes in Fall 2020 has been revised in the qep_tracking_data file to show correct assigned grades. Mr. Ferguson also found the same anomaly in Fall 2019 data and that has been corrected.</p> <p>The QEP Newsletter and Learning Framework QuickStats were created and published to the College website in Spring 2021 and current results were presented to the College at Spring Convocation.</p> <p>When the QEP data is updated in Spring 2022, Mr. Ferguson will identify students in the F19 and F20 cohorts who finished a short certificate (15-16 SCH) and are not required to obtain 30 semester credit hours and mark them with N/A in the Finished 30 Hours column in the qep_tracking_data file. This will allow us to filter out those records when determining the students who finished 30 SCH.</p> <p>Data presented at the last QEP meeting showed Welding students did not perform as well in LF as the other disciplines. In F19, 30/44 (68%) passed LF with a C or better and 20/44 (45%) completed the SLOs successfully. In F20, 29/45 (64%) passed LF with a C or better and 22/44 (49%) completed the SLOs successfully. Mrs. Morris offered and is currently teaching a section of LF just for WELD majors that focuses specifically on completing the SLOs. The committee will review F21 WELD student performance at the S22 QEP meeting.</p>
New Business:	The meeting was called to order at 3 p.m. by Dwayne Ferguson, chair of the QEP Committee.
Minutes	The minutes from the last QEP meeting were approved. Tina Sandidge has combined the QEP minutes on the new web site in order to avoid a cluttered page.

Purpose of the meeting	The purpose of today's meeting is to review current SLO and SSG data to determine if adjustments must be made to the LF course or QEP goals.																																																												
QEP and IE	Mrs. Morris is now the person responsible for reporting LF data for IE. She has matched the IE goals with our current SLOs to make them easier to track. At the latest first-year experience conference she attended, her group reviewed our QEP goals and said the same thing as our visiting committee—we are tracking too much. Even though this is outside of the QEP, it will eliminate additional tracking and reporting duties.																																																												
QEP Data Updated	In Fall 2021, Mr. Ferguson reviewed degree audits for 985 students in the F19 and F20 cohorts. He was able to																																																												
	<ul style="list-style-type: none"> <li>• Identify whether a student had finished 15 SCH, 30 SCH, or a certificate or degree</li> <li>• Identify dual credit students that have become full-time PC students and completed one of the success points. These students are now included in the data as a PC student, not a DC student and they are being counted as successful in the QEP results.</li> <li>• Notate how long and how many SCH a student took to finish a certificate or degree.</li> </ul>																																																												
Interactive QEP Data Posted to Web	PivotTables, PivotCharts, and slicers have been added to qep_tracking_data file to reduce the amount of effort in filtering LF student data. In addition, the file showing current progress in the QEP is now accessible on the QEP web page. The file is interactive and allows current and prospective students, faculty, and the community to see how each cohort has performed in LF and in their progression toward a certificate or degree. The file is not downloadable and does not reveal student data.																																																												
Review of SLO and SSG data	The QEP Committee reviewed and discussed each SLO and SSG current results in F19, F20, and consolidated data. Students in F19 cohort have now had 2 years to complete a certificate or degree so the focus was on this data.																																																												
	<table border="1" data-bbox="446 1176 1469 1554"> <thead> <tr> <th colspan="6">FALL 2019 COHORT</th> </tr> <tr> <th>Measure</th> <th>Attempted</th> <th>Successful</th> <th>Percent</th> <th>Goal</th> <th>Goal Met</th> </tr> </thead> <tbody> <tr> <td>SLO #1</td> <td>356</td> <td>342</td> <td>96%</td> <td>70%</td> <td>YES</td> </tr> <tr> <td>SLO #2</td> <td>356</td> <td>315</td> <td>88%</td> <td>70%</td> <td>YES</td> </tr> <tr> <td>SLO #3</td> <td>356</td> <td>255</td> <td>72%</td> <td>70%</td> <td>YES</td> </tr> <tr> <td>SLO CON</td> <td>356</td> <td>256</td> <td>72%</td> <td>70%</td> <td>YES</td> </tr> <tr> <td>SSG #1</td> <td>356</td> <td>295</td> <td>83%</td> <td>85%</td> <td>NO</td> </tr> <tr> <td>SSG #2</td> <td>356</td> <td>289</td> <td>81%</td> <td>42%</td> <td>YES</td> </tr> <tr> <td>SSG #3</td> <td>355</td> <td>225</td> <td>63%</td> <td>30%</td> <td>YES</td> </tr> <tr> <td>SSG #4</td> <td>355</td> <td>158</td> <td>45%</td> <td>33%</td> <td>YES</td> </tr> </tbody> </table> <p>Though not part of the QEP goals, the Committee also is interested in the number of years and semester credit hours (SCH) to degree completion for students that have taken the LF course. Currently, the F19 cohort has taken 2.16 years and 64.74 SCH to complete a degree. These numbers will continue to rise for this cohort throughout the rest of the study as students graduate past the 2 year, 60 SCH mark. There are many instances where students took several semesters of dual credit classes before becoming full-time at Panola. Some transferred in a number of hours from another college or university. Some have taken one or two courses a semester for several years. All of these situations impact the accuracy of calculating the number of years and number of SCH to degree completion. The group reviewed several degree audits and discussed how to count time and hours for some of the records. Others will need to be a judgement call.</p>	FALL 2019 COHORT						Measure	Attempted	Successful	Percent	Goal	Goal Met	SLO #1	356	342	96%	70%	YES	SLO #2	356	315	88%	70%	YES	SLO #3	356	255	72%	70%	YES	SLO CON	356	256	72%	70%	YES	SSG #1	356	295	83%	85%	NO	SSG #2	356	289	81%	42%	YES	SSG #3	355	225	63%	30%	YES	SSG #4	355	158	45%	33%	YES
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	<p>Fall 2021 data will be added to the qep_tracking_data file in Spring 2022 and all of the SLO and SSG calculations will be updated.</p> <p>The meeting was adjourned at 3:55 p.m.</p>
Committee Decisions:	<p>The following decisions were made at this meeting:</p> <ul style="list-style-type: none"> <li>Analyze Welding student performance from F21 at S22 QEP meeting</li> <li>Add Fall 2021 data to the qep_tracking_data file in Spring 2022</li> </ul>
Other:	No date set for the next meeting.

CHAIRPERSON SIGNATURE (or designee): Dwayne Ferguson 	DATE: 9/30/21	NEXT MEETING: TBA
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