

Quality Enhancement Plan Committee

Minutes of Meeting

CHAIRPERSON: Dwayne Ferguson		
MEETING DATE: 10/4/22	MEETING TIME: 2 p.m.	MEETING PLACE: Room 209 Gullette Technology Building
RECORDER: Dwayne Ferguson		PREVIOUS MEETING: 4/12/22

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	
P	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"> Minutes approved and posted online at https://www.panola.edu/about/qep. 	
Old Business:	<ul style="list-style-type: none"> 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 Analyze performance of WELD in LF in F21 	Ferguson QEP Committee
New Business:	<ul style="list-style-type: none"> Update the qep_tracking_data file to include F22 data 	Ferguson

	<ul style="list-style-type: none"> • Add new TERMINAL CERTIFICATE and TRANSFER columns to the data file • Change dual credit students to full time students in the data file when they have finished a certificate or degree • Review and discuss SLO and SSG results for F21 and consolidated data • Discuss change in delivery offerings • Analyze performance of WELD and COSM students for LF in F21 • Discuss impacts of the QEP on student learning and student success • Post QEP Newsletter, Learning Framework QuickStats, and interactive tables/charts on the College website showing F19-F22 data 	<p>Ferguson/Walker/ Cook</p> <p>QEP Committee</p> <p>Ferguson/Reardon</p>
Other:		

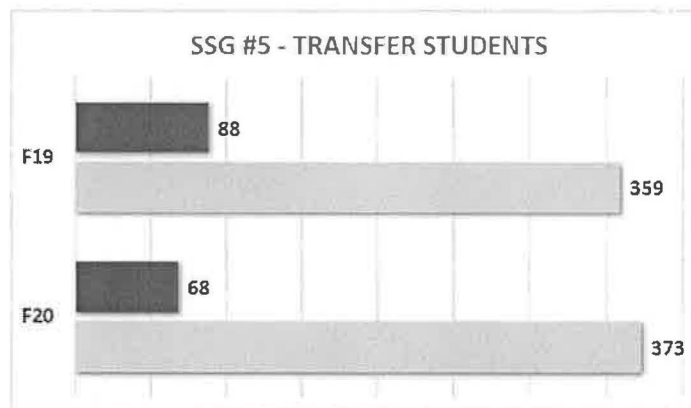
MINUTES

Key Discussion Points	Discussion															
Old Business:	<p>Natalie Oswalt recommended that we add a column in the data file that marks students that have completed a small terminal certificate and do not intend to complete 30 SCH. Those students could then be excluded in the calculation of SSG 3 so that they would not count against us. Dwayne Ferguson added a Terminal Certificate column in the data and 30 students from F19-F21 were excluded from the SSG 3 calculation. For the F19-F21 cohorts, 61.2% of LF students attained 30 SCH; the result would have been 59.55% with the 30 students included—this increased SSG 3 results by 1.65%.</p> <p>Eight-week F2F and online classes for WELD students were added to the schedule in F21 in order to attempt to improve LF pass rates and student performance on the SLOs. Here are the results:</p> <table><tr><th>WELDING</th><th>F19</th><th>F20</th><th>F21</th><th>GOAL</th></tr><tr><td>PASSED LF WITH C OR BETTER</td><td>68%</td><td>64%</td><td>86%</td><td>85%</td></tr><tr><td>COMPLETED SLOS SUCCESSFULLY</td><td>45%</td><td>49%</td><td>74%</td><td>70%</td></tr></table> <p>This data, if sustained, will be used to show an impact on student learning and student success in the Impact Report.</p>	WELDING	F19	F20	F21	GOAL	PASSED LF WITH C OR BETTER	68%	64%	86%	85%	COMPLETED SLOS SUCCESSFULLY	45%	49%	74%	70%
WELDING	F19	F20	F21	GOAL												
PASSED LF WITH C OR BETTER	68%	64%	86%	85%												
COMPLETED SLOS SUCCESSFULLY	45%	49%	74%	70%												
New Business:	The meeting was called to order at 2 p.m. by Dwayne Ferguson, chair of the QEP Committee.															
Minutes	The minutes from the last QEP meeting were approved and will be posted on the QEP web page.															
Update to QEP data	Dwayne Ferguson updated the qep_tracking_data file in July 2022; student learning and student success data is now accurate as of the beginning of Fall 2022.															

New columns and data added to the spreadsheet

After review of student transcripts for F19-F21 cohorts, Dwayne Ferguson added a TERMINAL CERTIFICATE column to the data to mark students who completed a certificate but did not intend to finish 30 hours. The data for students finishing 30 SCH now reflects the exclusion of students who finished a small terminal certificate.

Tryphena Walker submitted student IDs from the F19 and F20 cohorts to the National Student Clearinghouse in July 2022 and the Clearinghouse quickly generated data on which LF students transferred to a university. The QEP Committee reviewed the following TRANSFER data.



The goal for Learning Framework non-dual credit students that transfer from PC to another institution is 16.5%. The following statistics were calculated from the cohorts that have had at least two years to finish a degree at PC.

Fall 2019 – 24.51%

Fall 2019-2020 – 21.31%

Because it takes 3 years on average for a PC student to graduate with a degree, the Fall 2020 and consolidated percents will increase as students complete PC coursework over the next year of data collection.

Dual credit degrees/certificates added to success data

Dual credit students who subsequently become full-time or finish a degree or certificate will be changed to a non-dual credit student in the data. These students should count toward our success numbers even though they started out dual credit students which are not measured in the QEP.

Analyze performance of COSM students in LF

In Summer 2022, Mr. Ferguson asked Texas Reardon to post the updated F19-F22 data file, QEP Newsletter, Learning Framework QuickStats, and interactive tables/charts on the College website for the College community. In addition, current QEP data was reported to faculty, staff, and administrators during fall convocation.

Data shows that COSM students did not perform as well in F21 as previous cohorts.

COSMETOLOGY	F19	F20	F21	F22
PASSED LF WITH C OR BETTER	81%	90%	78%	?
COMPLETED SLOS SUCCESSFULLY	62%	72%	67%	?

The Committee discussed tracking COSM student data similar to WELD students. The faculty added 8-week courses for COSM students to the F22 schedule. Students in COSM are now able to take the same 8-week section as WELD students in an effort to improve student LF completion and performance.

Analyze F21 SLO and SSG data

The Committee reviewed the following SLO and SSG data for F19-F21 cohorts.

STUDENT LEARNING	GOAL	FALL 2019	FALL 2020	FALL 2021
SLO 1 (preferred learning style)	70%	96%	93%	94%
SLO 2 (active listening)	70%	89%	92%	84%
SLO 3 (note taking)	70%	72%	81%	73%
Consolidated (66.5/90 points)	70%	72%	77%	75%

STUDENT SUCCESS	GOAL	2019	2019-2020	2019-2021
SSG 1 (complete LF successfully)	85%	84%	83%	84%
SSG 2 (15 SCH)	42%	82%	81%	79%
SSG 3 (30 SCH)	30%	68%	66%	61%
SSG 4 (degree/certificate)*	33%	52%	49%	42%
SSG 5 (transfer w/ 15 SCH+)	16.5%		25%	

*60x30TX goal is 60% of students receive an award by 2030; state data shows 45% currently successful

The Committee noted that SLO 2 and SLO 3 performance regressed in F21. The fact that we have completely flipped the delivery method for the course may have contributed to these results.

LF DELIVERY METHOD	F19	F20	F21
F2F	68%	62%	40%
Online	32%	38%	60%

The Committee reviewed grade distribution data and agreed to monitor the impact on SLOs with the current delivery methods. The best delivery method for SLOs so far was in F20 which was 60% F2F, 40% online. The Committee is concerned that online students might not be getting as much individualized feedback as they would in a regular classroom.

Dr. Morris asked if there is any reason we need to stay with the current Active Listening activity on SLO 2. She indicated that the Assess Your Study Habits exercise might be a better way to assess student learning for that SLO. The group agreed that Dr. Morris should pilot using the new assignment in the spring semester.

In addition, Dr. Morris stated that she would like to change the assignment for SLO 3 so that students could take notes in any class they are currently taking in one of the methods they teach in LF. The group agreed this would be a good change to the assignment.

Natalie Oswald stated that we are still having trouble getting dual credit students to take the LF course early in the curricula. Even some full-time PC students do not take the course until later in their degree plans. CTE students that are working on a degree may not take LF at all and then have to take it at the end to pick up their certificate(s). Many students report in the post-course survey that they are glad they had taken the course first or report that they wish they had taken it earlier in their degree plan. Advisors will continue to push students to take LF in their first semester on campus.

Discuss impacts so far in the QEP

There are four parts to the Impact Report, and we have to write no more than 10 pages. Dr. Adams said he will get the date for when the Fifth-Year Report and the Impact Report has to be submitted. The Committee will need to develop a plan for how the report will be written.

1. LF students mastered 76% of academic skills taught in LF SLOs; improved student learning in LF has had an impact on overall academic performance at the institution.

Semester/ % w grade	A	B	C	D	F	W	Total % completers
Fall 2018	32.7%	14.5%	9.8%	4.9%	11.8%	8.2%	73.5%
Spring 2019	33.5%	23.6%	14.4%	4.5%	9.9%	7.3%	85.9%
Fall 2019	31.0%	23.6%	15.3%	5.1%	9.4%	8.4%	84.2%
Spring 2020	35.7%	23.3%	11.3%	4.2%	8.8%	6.4%	83.3%

2. WELD academic performance improved by providing 8-week focused classes. Both pass rate and SLO completion rate surpassed the student learning goals.
3. For F19-F21, 42% of LF students completed a degree or certificate compared to 33.1% of all PC students (over 3 years); 52% for the 2019 LF cohort alone.
4. The transfer rate for LF students was 24.51% for the F19 cohort compared to 15.9% of all PC students in that cohort. This matches the state transfer rate from F19.

Transfer to Senior Institution - All Transfers						
Year	(FY 2018)		(FY 2019)		(FY 2020)	
	Count	Rate	Count	Rate	Count	Rate
Panola College	50	11.5%	73	15.9%	100	22.2%
TX Community Colleges	27,607	23.4%	28,322	24.5%	28,994	25.9%

Publish newsletter and QuickStats

In Summer 2022, Mr. Ferguson asked Texas Reardon to post the updated F19-F22 data file, QEP Newsletter, Learning Framework QuickStats, and interactive tables/charts on the College website for the College community. In addition, current QEP data was reported to faculty, staff, and administrators during fall convocation.

Adjournment

The meeting was adjourned at 3 p.m.

Committee Decisions:

The following decisions were made at this meeting:

- Continue to track WELD student performance in 8-week courses.
- Track COSM student performance in 8-week courses.
- Monitor grade distribution and LF completion for F2F and online delivery methods.
- Revise or replace the assignments that measure SLO2 and SLO3 and pilot those changes in S23.

Other:

No date set for the next meeting.

CHAIRPERSON SIGNATURE (or designee):

Dwayne Ferguson

DATE: 10/4/22

NEXT MEETING: TBA

Quality Enhancement Plan Committee

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MEETING DATE: 4/12/22	MEETING TIME: 2 p.m.	MEETING PLACE: Room 209 Gullette Technology Building
RECORDER: Dwayne Ferguson		PREVIOUS MEETING: 9/30/21

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	
P	Roberta Collinsworth, Professor - Mathematics	
P	Jason Cook - Programmer	
P	Cancee Lester, Director of Shelby County Operations	
P	Dr. Rebecca Morris, Professor - Education	
P	Michael Pace, Instructor - School of Energy	
N	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"> Minutes approved and posted online at https://www.panola.edu/about/qep. 	
Old Business:	<ul style="list-style-type: none"> Match Learning Framework IE goals with SLOs Update data in qep_tracking_data file to reflect current degree audits for F19 and F20 cohorts Add PivotTables, PivotCharts, and slicers to qep_tracking_data Review and discuss SLO and SSG current results in F19, F20, and consolidated data 	<p>Morris</p> <p>Ferguson</p> <p>Ferguson</p> <p>QEP Committee</p>

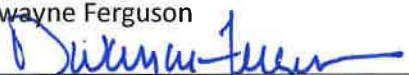
	<ul style="list-style-type: none"> • Add Fall 2021 data to the qep_tracking_data file in Spring 2022 • Add 8-week classes (F2F and online) for F21 just for WELD students • Identify students who finished a short certificate (15-16 SCH) that will never get to the 30 SCH level and mark them with a column in the data 	<p>Ferguson</p> <p>Morris/Oswalt</p> <p>Ferguson</p>
New Business:	<ul style="list-style-type: none"> • Analyze performance of WELD and COSM students for LF in F21 • Update the qep_tracking_data file to include new F21 data after Spring 22 grades are in • Post QEP Newsletter, Learning Framework QuickStats, and the PivotTables and PivotCharts and slicers on the website showing F19-F21 data • Review and discuss SLO and SSG results for F21 and consolidated data • Review and discuss average years and SCH to completion data 	<p>QEP Committee</p> <p>Ferguson</p> <p>Ferguson</p> <p>QEP Committee</p>
Other:		

MINUTES

Key Discussion Points	Discussion
Old Business:	<p>Rebecca Morris has now consolidated the LF SLOs with IE and has finished the first year of IE evaluations.</p> <p>Dwayne Ferguson updated all of the SSG data in the qep_tracking_data file through Fall 2021. Will update all SSG goals for records in the database in Summer 2022.</p> <p>The QEP Newsletter and Learning Framework QuickStats were published to the College website in S21. A new interactive dashboard using PivotTables, PivotCharts, and slicers was created so the College community can quickly filter and analyze LF data.</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 two 8-week sections (one F2F and one online) for WELD students in F21 that focused on covering the SLOs instead of career exploration, for example. Students performed much better with 43/50 (86%) passing the LF course and 37/50 (74%) completing the LF SLOs successfully.</p> <p>When the QEP data is updated in Summer 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>

New Business:	The meeting was called to order at 2 p.m. by Dwayne Ferguson, chair of the QEP Committee.
Minutes	The minutes from the last QEP meeting were approved and will be posted on the QEP web page.
Purpose of the meeting	The purpose of today's meeting is to review Fall 2021 student performance in LF and to analyze current SLO and SSG data to determine if adjustments need to be made to the LF course before Fall 2022.
Analyze performance of WELD and COSM students in LF	<p>The Committee discussed the results from adding specific sections for WELD in Fall 2021. The two sections enrolled 50 students total (40 dual credit and 10 not). Of the 10 students who were not dual credit, all 10 passed the LF course and were successful on the SLOs. Of the dual credit students, 33 of 40 (83%) passed LF and 27 of 40 (68%) were successful on the SLOs. Together they improved to 86% passing and 74% successful on the SLOs. This change in the curricula to just focus on relevant info and the SLOs for WELD students made a significant impact on their performance.</p> <p>In Fall 2021, only 78% of Cosmetology students passed LF and 67% completed the SLOs which continued a slow decline in performance since the beginning of the QEP. Most of these students are not dual credit, and it appears COSM students need the same type of intervention just provided to WELD. Cancee Lester recommended that the fall schedule require COSM students sign up for the courses already be revised for WELD students. The motion was seconded by Tryphena Walker and passes. The schedule will contain a note below the two courses that reads RESERVED FOR WELDING AND COSMETOLOGY STUDENTS. One section will be offered the first 8 weeks and the other section will be online. The Committee will analyze the results for WELD and COSM students again after the Fall 2022 semester.</p>
Analyze F21 SLO and SSG data	<p>Mr. Ferguson asked if Jason Cook or Tryphena Walker could supply withdrawal data for F21; Mrs. Walker said she could provide that data. Not all LF instructors submitted the actual grade sheets that show withdrawals this time. This data will be used in the QEP Newsletter and the Learning Framework QuickStats document. Mrs. Morris asked that the Revisions section of the newsletter reflect that Career Coach and resumes are still being taught to welding students. Student success goals 2-5 will be updated in Summer 2022 in the newsletter and QuickStats.</p> <p>Mr. Ferguson showed the group a couple of instances in the grade distribution table where instructors had 17%-39% of students not successful (making D or F) on SLOs 2 and 3. Mrs. Morris will address the issue with LF instructors during the summer and at their Fall 2022 adjunct meeting.</p>
Average years and SCH to completion	As of 2020, a Panola College student completes a degree in 3.1 years on average. This is down from 3.5 years in 2019 and significantly under the 3.9 years it takes on average to get through a Texas community college. The same is true for semester credit hours to completion. Students at Panola College on average take 75 semester credit hours to finish a degree and in Texas, 82 SCH. The institution of the LF course and the work our instructors are doing with students is responsible for part of this impact. Of course, there are a number of other initiatives on campus that are also instrumental in reducing these numbers. Though years and SCH to completion are not measured for the QEP, the QEP has made a significant impact in this area.
Update SSG data and publish newsletter and QuickStats	Mr. Ferguson will update the SSG data in the newsletter and QuickStats after the spring semester is finished. All of this information will be posted on the College QEP web page before the fall semester so that data can be shared with College constituents. The interactive web page will be updated as well.

Adjournment	The meeting was adjourned at 2:30 p.m.
Committee Decisions:	<p>The following decisions were made at this meeting:</p> <ul style="list-style-type: none"> • Continue to offer focused LF courses face-to-face and online for WELD students. • Begin offering focused LF courses for COSM students. • Analyze WELD and COSM student performance at the end of F22 • Finish adding Fall 2021 data to the qep_tracking_data file in Summer 2022 and publish QEP Newsletter, LF QuickStats, and the interactive dashboard
Other:	No date set for the next meeting.

CHAIRPERSON SIGNATURE (or designee): Dwayne Ferguson 	DATE: 4/12/22	NEXT MEETING: TBA
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