

# Quality Enhancement Plan Committee

## Minutes of Meeting

CHAIRPERSON: Dwayne Ferguson		
MEETING DATE: 11/18/19	MEETING TIME: 3 p.m.	MEETING PLACE: Room 209 Gullette Technology Building
RECORDER: Dwayne Ferguson		PREVIOUS MEETING: 10/8/19

### 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 Collinsworth, 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 Oswald- Dean of Arts, Sciences & Technology Ex-officio member	
P	Tryphena Walker – Director of Institutional Planning Ex-officio	

### AGENDA

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes from Last Meeting		
Old Business:		
New Business:	<ul style="list-style-type: none"> <li>Review QEP recommendation from SACSCOC on-site team</li> <li>Decide how to proceed with response</li> </ul>	QEP Committee
Other:		

MINUTES

Key Discussion Points	Discussion
Old Business:	None
<p>New Business:</p> <p>Purpose of the meeting</p> <p>On-site recommendation</p> <p>QEP Committee response</p>	<p>The meeting was called to order at 3 p.m. by Dwayne Ferguson, chair of the QEP Committee.</p> <p>The purpose of today's meeting is to review and begin addressing the QEP recommendation made by the SACSCOC On-Site Committee in October.</p> <p>At the request of the On-Site Committee, the QEP Committee met on October 8 and reduced the student learning outcomes to three and provided examples of three concrete assessments. A revised copy of the assessment section of the QEP report and documentation was provided to the On-Site Committee. The on-site team indicated they were satisfied with the direction we were taking to revise the assessment section of the QEP. However, Standard 7.2 received the following recommendation from the On-Site Committee:</p> <p style="text-align: center;"><b>The Committee recommends the institution demonstrate its QEP assessment plan gathers and analyzes data of student achievement that aligns with institutional goals.</b></p> <p>The QEP Committee reviewed the recommendation and other suggestions made by the On-Site Committee and approved implementation their recommendation/suggestions in order to further focus the QEP on student learning and success. The following items will be included in the response:</p> <ul style="list-style-type: none"> <li>• <b>Revise student learning outcomes.</b> The on-site team was satisfied with the three revised student learning outcomes the QEP Committee presented to them at the site visit. The student learning outcomes will be revised in the QEP report as follows: <ul style="list-style-type: none"> <li>○ Identify and describe theories of learning, cognition, and motivation.</li> <li>○ Identify and describe factors that impact learning.</li> <li>○ Demonstrate and apply the use of various learning strategies (e.g., goal setting, time management, organization, and note-taking strategies).</li> </ul> </li> </ul> <p>The Committee will strengthen this section of the revised QEP Report and in the response. The response needs to include how student learning objectives are tied to institutional goals. Development of a rubric might be helpful here.</p> <ul style="list-style-type: none"> <li>• <b>Revise student success measures.</b> Student success measures will be revised in the QEP report to eliminate redundant goals and those not measurable by the institution.</li> <li>• <b>Develop more ambitious student success growth targets.</b> The on-site team suggested that the QEP Committee revisit the 3% and 2% goals for increasing student retention and completion respectively. The Committee agreed that each of the student success goals should be increased to 5%. Data from Fall 2019 LF courses will be used to set the course completion base percentage since the course was revised after the pilot year and this is the first offering of the new version of the course. This new percentage will give the QEP a more realistic percent to start from.</li> </ul>

Data collection


- **Do not include HSN majors in the QEP assessment.** Health sciences students (other than Medical Assisting) do not take the Learning Framework course; instead similar student learning goals are embedded in an orientation session or in the program’s curriculum. At the suggestion of the On-Site Committee, the health sciences programs that do not include Learning Frameworks will not be measured by the QEP in order to provide consistency of data. Instead, student learning will be measured by the individual health sciences programs, and results will not be included in the QEP Impact Report.
- **Do not include dual credit students in the QEP assessment.** The QEP will disaggregate data collected in the study identifying dual credit students. Dual credit students will not be included in data used toward student learning and success goals in the QEP study since some may choose colleges other than Panola College to continue their collegiate education or may not attend college at all.
- **Collect data for only fall cohorts.** Since the College will offer very few sections of LF in the spring and summer, the QEP Committee decided to measure only fall cohort data. Again, this method will focus the study on incoming first-semester/first-year students and will provide consistency to the data collection and reporting process each year.
- **Disaggregate the data further.** In order to see where more significant gains are needed, the data collected for the QEP will be disaggregated by delivery (face-to-face or online), gender, ethnicity, Pell, dual credit, and major. The Impact Report will include disaggregated data/charts and improvements resulting from the data.
- **Report to constituents.** The response needs to include information about how the institution will collect data and then report incremental results to its constituents. The QEP Director will report results at each fall convocation, send information to institutional employees through email, and post an annual report on the QEP web page so constituents will be continually informed with regard to the progress of the QEP and any changes that are made.

LF course revision

Mr. Ferguson will collect data from the Learning Framework instructors at the end of the fall semester. Data to be collected includes exported grade reports, final grade reports (showing dual credit students), and pre- and post-course surveys. Data will be entered in the qep\_tracking\_data.xlsx file and disaggregated by delivery (F2F or online), gender, ethnicity, Pell, dual credit, and major. Results for Fall 2019 will be presented to the institution and the community at the Spring 2020 convocation and on the College website.

Mrs. Morris, Mrs. Lester, and Mr. Ferguson stayed after this meeting dismissed to discuss revisions to the LF course. Mrs. Morris stated that activities that had two types of submissions (for example, an upload of a file and an essay reflection) resulted in a number of students only submitting half of the assignment. Mrs. Morris will revise the Learning Framework (LF) course so that students have to submit only one way per activity so that this will not be a barrier to them completing the assignment and will not negatively affect grades in the course. Mrs. Morris will also contact the other LF instructors in January to provide them with access to the revised LF course. Mr. Ferguson also asked Mrs. Morris to include the following four student satisfaction questions to the end of the post-course survey.

	<ul style="list-style-type: none"> <li>• Overall, I was satisfied with the Learning Framework course. (Yes/No or Strongly agree, Agree, Neutral, Disagree, Strongly disagree)</li> <li>• What did you find most valuable about the course?</li> <li>• If you could tell the next group of first-year college students one thing about how to be successful in college, what would that be?</li> <li>• What one change would you make to the Learning Framework course?</li> </ul> <p>Mr. Ferguson will begin work on revision of the QEP Report and a response to the On-Site Committee recommendation. Both documents with corresponding documentation will be submitted to Tryphena Walker in January 2020 for submission to SACSCOC in March 2020.</p> <p>The meeting was adjourned at 4 p.m.</p>
Committee Decisions:	<ul style="list-style-type: none"> <li>• Revise the QEP Report to include three student learning outcomes and a 5% increase for student success goals.</li> <li>• Submit revised QEP Report, response, and documentation to Tryphena Walker for submission to SACSCOC.</li> <li>• Revise the Learning Framework course.</li> <li>• Collect Fall 2019 LF data, analyze the results, and report to constituents.</li> </ul>
Other:	No date set for the next meeting.

CHAIRPERSON SIGNATURE (or designee): Dwayne Ferguson 	DATE: 11/18/19	NEXT MEETING: TBA
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