Quality Enhancement Plan Committee
Minutes of Meeting

CHAIRPERSON: Dwayne Ferguson		
MEETING DATE: 10/1/24	MEETING TIME: 2 p.m.	MEETING PLACE: Room 209 Gullette
RECORDER: Dwayne Ferguson		PREVIOUS MEETING: 8/21/23

OTHERS PRESENT

P/N	Name and Title (list all members)	Name and Title (list others present)
P	Dwayne Ferguson, Business/QEP Coordinator, Chair	
N	Don Clinton, Vice President of Student Services	
P	Roberta Collinsworth, Professor - Mathematics	
N	Jason Cook, Programmer	
P	Christine Dobbs, Chair, Preparatory Studies	
P	Cancee Lester, Director of Shelby County Operations	
N	TBA, Instructor, School of Energy	
P	Dr. Billy Adams, Vice President of Instruction Ex-officio member	
P	Dr. Rebecca Morris, Dean of Academic Transfer, Ex-officio member	
P	Natalie Oswalt, Dean of Career and Technical Programs, Ex-officio member	
P	Tryphena Walker, Director of Institutional Planning, Ex-officio member	

AGENDA

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes	• Minutes approved, signed, and posted in the Panola College portal.	
Old Business:	• Updated the qep_tracking_data file with F23 data • Posted QEP Newsletter, Learning Framework QuickStats, and results summary to the QEP page on the College website	Ferguson
New Business:	• SACSCOC process for writing the QEP Impact Report • Review of the Executive Summary • Review current progress on SLOs and SSGs, graduation rates, transfers, and time/SCH to degree	Ferguson

	• Examine WELD success rate in LF • Analyze disaggregated data • Institutional impacts to include in the Impact Report • Timeline for completing the Impact Report	
Other:		

MINUTES

Key Discussion Points	Discussion
Old Business:	The LF faculty submitted data from their F23 classes in December 2023. Dwayne Ferguson requested demographic data from Jason Cook from POISE and transfer data from Tryphena Walker through the National Student Clearinghouse (NSC). Ferguson used the data to update the qep_tracking_data file in Summer 2024. Ferguson and Texas Reardon posted the updated QEP Newsletter, Learning Framework QuickStats, and interactive tables/charts on the College website making them available to all College constituents.
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 are posted in the College's portal.
Process for writing the Impact Report	The committee reviewed the SACSCOC publication titled PROCESS FOR THE REVIEW OF THE QEP IMPACT REPORT. Mr. Ferguson explained that there are four sections that must be in the report and that it must not exceed 10 pages. The Committee reviewed the PC QEP Executive Summary to establish a solid foundation for drafting the QEP. A draft of the introduction has been completed, and the four sections have been setup in the report. Each section indicates the approximate number of pages required.
Update to QEP data	LF instructors submitted F23 performance data in December 2023. After the S24 semester ended, Jason Cook pulled SCH, degree/certificate completion, Pell, dual credit status, terminal certificate, and demographic data on LF students. Tryphena Walker submitted LF student data to the National Student Clearinghouse in late summer. Dwayne Ferguson updated the qep_tracking_data database. Student learning and student success data are now accurate as of August 2024 and available for Panola College constituents to view on the website.
Analyze SLO and SSG results	The committee analyzed and compared SLO and SSG results from F19-F23. | STUDENT LEARNING	GOAL	F19	F20	F21	F22	F23	19-23
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SLO 1 (preferred learning style)	80%	96%	93%	94%	89%	96%	94%
SLO 2 (active listening)	80%	89%	92%	84%	86%	85%	87%
SLO 3 (assess study habits)	80%	72%	81%	73%	88%	93%	82%
Consolidated (98/140 points)	80%	72%	77%	75%	77%	79%	79%	 All of the SLO goals have been updated from 70% to 80% which is the institutional preferred success goal for academic performance. The note taking assignment for SLO 3 was revised

in F21 to include multiple study strategies and the results have been positive. SLO 3 increases have also impacted the Consolidated scores. Students now see more value in the assignment and put out more effort even though it is assigned further into the semester. All SLOs are currently meeting the 80% goal and the consolidated percent is at 79%.

STUDENT SUCCESS	GOAL	2019	2020	2021	2022	2023	19-23
SSG 1 (complete LF successfully)	85%	84%	85%	85%	83%	85%	**84%**
SSG 2 (15 SCH)	42%	84%	83%	80%	77%	82%	**81%**
SSG 3 (30 SCH)*	30%	69%	68%	67%	66%	50%	**64%**
SSG 4 (degree/certificate)**	33%	57%	61%	56%	46%	22%	**49%**
SSG 5 (transfer)	16.5%	44%	37%	35%	27%		

Students finishing a small certificate (15-17 SCH) were excluded from the SSG 3 and SSG 5 calculations.
**60x30TX goal is 60% of students receive an award by 2030; state data shows 45% currently successful
Since LF students generally take 2.5 years or more to finish a degree, the results for SSG 2 through SSG 5
will continue to increase through the end of the study; final data will be calculated during Spring 2025.

The majority of SSGs are meeting their goal for the F19-F23 cohorts. Only SSG 1 is 1% short of the goal though it hit 85% in F23.

All SLO data above is complete. Ferguson will add F24 cohort and be finished with that section over Christmas break. The F19 SSG is complete. F20-F23 will increase after the F24 is finished. F24 data will only be helpful on SSG 1 & 2 probably. We should have good data from F19-F21 for SSG 4 & 5 as well.

Graduation and transfer rates for LF students

Graduation and transfer rates continue to improve for LF students.

	18-19	19-20	20-21	21-22
Graduation rates for PC	25%	19%	31%	32%
Graduation rates for LF cohorts		57%	61%	56%

	18-19	19-20	20-21	21-22
Transfer rates for PC	11.5%	15.9%	22.2%	19.1%
Transfer rates for LF cohorts		44%	37%	35%

Removed students that finished only a terminal certificate from SSG 3 and 5. This improved our transfer scores.

- F19 without terminal certificates = 139/318 = 44%
- F19 with terminal certificates = 145/396 = 37%

Also, we are including community colleges as transfer colleges so here are more accurate numbers.

- F19 without terminal certificates and to just universities = 101/318 = 32%

The pro for including transfers to other community colleges is that we had a number of students in F19 transfer with 15 SCH to Kilgore (9), TSTC (7), and TJC (6). The con would be it makes it harder to compare to our entire student population %.

Analyze performance of WELD students

Welding students still show a significant regression in finishing the LF course and SLO completion in F22.

WELD SUCCESS	GOAL	2019	2020	2021	2022	2023	F19-23
LF completion	85%	68%	64%	86%	63%	62%	68%
SLO success rate	70%	45%	49%	74%	33%	65%	55%

Disaggregated data

More analysis will have to be done to determine if LF is creating a barrier for WELD students to finish their degree/certificate. Ferguson and Cook will provide better data at the next meeting about what percent stopped out after failing LF.

Disaggregated LF data has shown that black males and females who have taken LF have not been as successful finishing a degree/certificate as other ethnicities at Panola.

SUCCESS BY RACIAL GROUP	2019	2020	2021	F19-21
White	60%	72%	61%	64%
Black	47%	48%	35%	43%
Hispanic	58%	78%	65%	66%

Black female = 73/176 = 41%
Black male = 32/67 = 48%

Ferguson and Walker will examine institutional data to see if this is institution-wide. If so, we will want to come up with an intervention plan to help this student population succeed.

What impact has the QEP had on student learning and student success so far?

STUDENT LEARNING

1. LF students mastered **79%** of academic skills taught in LF SLOs. Efforts to improve student learning have <u>impacted overall **ACADEMIC PERFORMANCE** at the institution</u>. Notice the improvement in grade distribution since PC began offering LF in Fall 2019.

PC GRADE DISTRIBUTION	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%
Fall 2020	34.0%	21.5%	14.7%	4.9%	10.0%	8.8%	85.1%
Spring 2021	37.6%	23.8%	13.8%	4.0%	9.3%	7.5%	86.8%
Fall 2021	35.8%	23.2%	13.0%	3.2%	8.9%	8.8%	84.2%
Spring 2022	36.8%	23.2%	13.6%	4.1%	8.8%	7.3%	86.6%
Fall 2022	37.9%	22.4%	13.2%	4.1%	9.1%	7.8%	86.8%
Spring 2023	39.5%	24.1%	12.7%	3.9%	8.0%	5.5%	88.2%
Fall 2023	38.9%	24.1%	13.6%	3.8%	7.0%	6.8%	88.0%
Spring 2024	39.9%	24.6%	13.3%	3.4%	6.6%	6.5%	88.4%

Some of the increase in academic performance is because we are now offering the LF class that 50% or more of the students make an A in. Ferguson will work with Cook to analyze three gateway courses (possibly MATH 1342, ENGL 1301, and HIST 1301) to see if there has been better academic performance in those classes.

2. LF has consistently had less than a 5% withdrawal rate. Higher retention in LF has had an impact on <u>improved college **RETENTION RATES**</u> and **COMPLETERS**.

	STUDENT SUCCESS
	1. Compare PC 15 SCH, 30 SCH, degree/certificate, and transfer data from F19-F23 to LF performance to show impact.
	2. **GRADUATION RATES** are higher for LF students than other PC students.
	3. **TRANSFER RATES** for LF students are higher than the entire PC student body and the average community college cohorts in the state.

	F18	F19	F20	F21
Panola College	11.5%	16%	22%	19%
Texas	23.4%	25%	26%	27%
PC students in LF		44%	37%	35%

4. **AVERAGE TIME AND SEMESTER CREDIT HOURS TO COMPLETE** a degree for non-dual credit students who take LF has declined.
   a. Texas – 3.7 years, 79 SCH (2023 THECB Almanac)
   b. PC – 2.8 years, 66 SCH (2023 THECB Almanac)
   c. LF students – **2.44 years, 65 SCH (2019 cohort)**

Timeline for Impact Report	The timeline for completing the QEP and submitting PC's Impact Report is as follows:
	• Fall 2024 – collect LF data and finalize SLO and SSG data for F19-F24 cohorts; create outline for Impact Report; committee will analyze data and begin writing a draft
	• Spring 2025 – write and publish the Impact Report
	• September 2025 - submit the Impact Report to SACSCOC as part of the institution's Fifth-Year Report
Adjournment	The meeting was adjourned at 3:15 p.m.
Committee Decisions:	The following decisions were made at this meeting:
	• Start draft of the QEP Impact Report.
	• Reevaluate if LF is a barrier to WELD students
	• Examine barriers to finishing a degree/certificate for racial groups
	• Analyze academic performance in three gateway courses
	• Collect LF data through F24
Other:	No date set for the next meeting.

CHAIRPERSON SIGNATURE (or designee): Dwayne Ferguson	DATE: 10/1/24	NEXT MEETING: TBA
Dwayne Ferguson		