

# Quality Enhancement Plan Committee

## Minutes of Meeting

CHAIRPERSON: Dwayne Ferguson		
MEETING DATE: 8/21/23	MEETING TIME: 1 p.m.	MEETING PLACE: Room 209 Gullette
RECORDER: Dwayne Ferguson		PREVIOUS MEETING: 10/4/22

### OTHERS PRESENT

P/N	Name and Title (list all members)	Name and Title (list others present)
P	Dwayne Ferguson, QEP Chair, Professor/Chair - Business	
P	Don Clinton - VP of Student Services	
P	Roberta Collinsworth, Professor - Mathematics	
P	Jason Cook - Programmer	
P	Cancee Lester, Director of Shelby County Operations	
N	Dr. Rebecca Morris, Professor - Education	
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	
N	Tryphena Walker – Director of Institutional Planning, Ex-officio member	

### AGENDA

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes	<ul style="list-style-type: none"> <li>Minutes approved, signed, and posted in the Panola College portal.</li> </ul>	
Old Business:	<ul style="list-style-type: none"> <li>Updated the qep_tracking_data file with F21 data</li> <li>Updated new TERMINAL CERTIFICATE and TRANSFER columns in the data file</li> <li>Changed dual credit students to full-time students in the data file when they have finished a certificate or degree</li> <li>Posted QEP Newsletter, Learning Framework QuickStats, and interactive tables/charts on the College website</li> <li>Reviewed and discussed SLO and SSG results for F21 and consolidated data</li> <li>Analyzed F21 performance of WELD and COSM students</li> </ul>	<p>Ferguson</p> <p>QEP Committee</p>

New Business:	<ul style="list-style-type: none"> <li>• Update the qep_tracking_data file to include F22 data</li> <li>• Analyze SLO and SSG results for F22 and consolidated data</li> <li>• Examine graduation rates and transfer rates for student in LF compared to PC students that don't take LF</li> <li>• Discuss changing the activity for SLO 3 to Assess Your Study Habits instead of just the Note Taking exercise</li> <li>• Discuss LF delivery method trends</li> <li>• Analyze performance of WELD and COSM students for LF in F22</li> <li>• Discuss impacts of the QEP on student learning and student success</li> <li>• Post QEP Newsletter, Learning Framework QuickStats, and interactive tables/charts on the College website showing F19-F22 data</li> </ul>	<p>Ferguson, Cook, Walker QEP Committee</p> <p>Ferguson, Texas Reardon</p>
Other:		

#### MINUTES

Key Discussion Points	Discussion
Old Business:	<p>The LF faculty submitted data from their F21 classes in December 2021. 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 2022.</p> <p>The new TERMINAL CERTIFICATE and TRANSFER columns were also updated in the data file. Students finishing a small certificate (15-17 SCH) that never intend to take 30 SCH were excluded from the SSG 3 calculation. For the F19-F21 cohorts, 61.2% of non-dual credit LF students attained 30 SCH; the result would have been 59.55% if the committee had not omitted the terminal certificates. This improved the SSG 3 results by 1.65%. This was the first time we asked for transfer data from the NSC since the students in the F19-F20 cohorts have now had enough time to graduate or transfer out. The transfer rate for F19 and F20 cohorts was 24.51%. For reference, PC transfer rates were 15.9% in 2019 and 22.2% in 2020.</p> <p>Dual credit students who finished a degree/certificate are now noted in DC AND NOW FULL-TIME column and their status has been changed to NO in the DUAL CREDIT STUDENT column.</p> <p>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.</p> <p>The Committee reviewed and discussed SLO and SSG results for F21, the trend toward more online delivery, the improved performance of WELD students, and the impact the QEP has had on students and the institution so far.</p>
New Business:	The meeting was called to order at 1 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.																																																																	
Update to QEP data	LF instructors submitted F22 performance data in December 2022. After Summer II ended, Jason Cook pulled SCH, degree/certificate completion, Pell, dual credit status, terminal certificate, and demographic data on LF students. In addition, Tryphena Walker and Jason Cook submitted LF student data to the National Student Clearinghouse in late summer. Dwayne Ferguson updated the qep_tracking_data database including the new TERMINAL CERTIFICATE and TRANSFER columns in the database. Student learning and student success data are now accurate as of the beginning of Fall 2023 and available for Panola College constituents to view on the website.																																																																	
Analyze F22 SLO and SSG results	<p>The committee analyzed and compared SLO and SSG results from F19-F22.</p> <table border="1" data-bbox="446 640 1404 840"> <thead> <tr> <th>STUDENT LEARNING</th> <th>GOAL</th> <th>F19</th> <th>F20</th> <th>F21</th> <th>F22</th> <th>19-22</th> </tr> </thead> <tbody> <tr> <td>SLO 1 (preferred learning style)</td> <td>70%</td> <td>96%</td> <td>93%</td> <td>94%</td> <td>89%</td> <td>93%</td> </tr> <tr> <td>SLO 2 (active listening)</td> <td>70%</td> <td>89%</td> <td>92%</td> <td>84%</td> <td>86%</td> <td>88%</td> </tr> <tr> <td>SLO 3 (assess study habits)</td> <td>70%</td> <td>72%</td> <td>81%</td> <td>73%</td> <td>88%</td> <td>79%</td> </tr> <tr> <td>Consolidated (66.5/90 points)</td> <td>70%</td> <td>72%</td> <td>77%</td> <td>75%</td> <td>77%</td> <td>77%</td> </tr> </tbody> </table> <table border="1" data-bbox="446 871 1242 1123"> <thead> <tr> <th>STUDENT SUCCESS</th> <th>GOAL</th> <th>2019</th> <th>2020</th> <th>19-22</th> </tr> </thead> <tbody> <tr> <td>SSG 1 (complete LF successfully)</td> <td>85%</td> <td>84%</td> <td>84%</td> <td>84%</td> </tr> <tr> <td>SSG 2 (15 SCH)</td> <td>42%</td> <td>83%</td> <td>80%</td> <td>79%</td> </tr> <tr> <td>SSG 3 (30 SCH)*</td> <td>30%</td> <td>69%</td> <td>64%</td> <td>61%</td> </tr> <tr> <td>SSG 4 (degree/certificate)**</td> <td>33%</td> <td>56%</td> <td>54%</td> <td>48%</td> </tr> <tr> <td>SSG 5 (transfer)</td> <td>16.5%</td> <td>32%</td> <td>30%</td> <td></td> </tr> </tbody> </table> <p>* Students finishing a small certificate (15-17 SCH) were excluded from the 30 SCH calculation  **60x30TX goal is 60% of students receive an award by 2030; state data shows 45% currently successful</p>	STUDENT LEARNING	GOAL	F19	F20	F21	F22	19-22	SLO 1 (preferred learning style)	70%	96%	93%	94%	89%	93%	SLO 2 (active listening)	70%	89%	92%	84%	86%	88%	SLO 3 (assess study habits)	70%	72%	81%	73%	88%	79%	Consolidated (66.5/90 points)	70%	72%	77%	75%	77%	77%	STUDENT SUCCESS	GOAL	2019	2020	19-22	SSG 1 (complete LF successfully)	85%	84%	84%	84%	SSG 2 (15 SCH)	42%	83%	80%	79%	SSG 3 (30 SCH)*	30%	69%	64%	61%	SSG 4 (degree/certificate)**	33%	56%	54%	48%	SSG 5 (transfer)	16.5%	32%	30%	
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Increase goals?	SSG 1 is the only goal we are not meeting at this point, but we are close enough to show success. Don Clinton suggested that we increase our SLO goals from 70%. The College has a minimum goal on SLOs for IE in all courses set to a 70% minimum and 80% preferred goal. Ferguson stated that we can change the goal but if we move it to 75%, for example, it really doesn't do much good since we are already above that percent on all three SLOs. Dr. Adams stated that since we put 70% as the goal in the response document to the visiting team, it might be best to just stay with 70% especially since we are so close to writing the Fifth-Year Report. We could just put in the report that from this point forward we will use 80% as the SLO goals in LF.																																																																	
Graduation and transfer rates for LF students	<p>Graduation and transfer rates continue to improve for LF students.</p> <table border="1" data-bbox="446 1606 1437 1743"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> <th>20-21</th> <th>21-22</th> </tr> </thead> <tbody> <tr> <td>Graduation rates for PC</td> <td>25%</td> <td>19%</td> <td>31%</td> <td>32%</td> </tr> <tr> <td>Graduation rates for LF cohorts</td> <td></td> <td>56%</td> <td>54%</td> <td>51%</td> </tr> </tbody> </table> <table border="1" data-bbox="446 1774 1291 1911"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Transfer rates for PC</td> <td>11.5%</td> <td>15.9%</td> <td>22.2%</td> </tr> <tr> <td>Transfer rates for LF cohorts</td> <td></td> <td>32%</td> <td>30%</td> </tr> </tbody> </table>		18-19	19-20	20-21	21-22	Graduation rates for PC	25%	19%	31%	32%	Graduation rates for LF cohorts		56%	54%	51%		18-19	19-20	20-21	Transfer rates for PC	11.5%	15.9%	22.2%	Transfer rates for LF cohorts		32%	30%																																						
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SLO 3 activity changed to Assess Your Study Habits

We have had **170** DC students finish a degree or certificate from F19-22 cohorts. Dual credit students who finish a degree/certificate are changed to a full-time PC student in the database which is indicated by NO in the DUAL CREDIT STUDENT column.

The assignment for SLO 3 has been revised to assess **multiple learning strategies** used in note taking, memorizing new material, preparing for tests, etc. Students are still required to complete the note taking exercise included in previous versions of Learning Framework. However, the SLO now also requires students to write a reflection on each learning strategy presented in the assignment. The SLO assignment was changed because students generally would skip over the note taking exercise which would adversely affect their overall grades and SLO mastery performance data. Cancee Lester stated that this would be beneficial for her LF classes. The committee agreed and the change will be tracked starting F23.

Delivery method continues to trend to online

The LF delivery method is still trending significantly toward online—completely flip-flopped from when we started offering the course.

LF DELIVERY METHOD	F19	F20	F21	F22
F2F	68%	62%	40%	36%
Online	32%	38%	60%	64%

Analyze performance of WELD and COSM students in LF

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

WELDING SUCCESS	GOAL	2019	2020	2021	2022
LF completion	85%	68%	64%	86%	63%
SLO success rate	70%	45%	49%	74%	37%

Sixteen WELD students enrolled in the course specifically for WELD students. Five of the 16 did not complete the course successfully and 14 of 16 did not complete the SLOs successfully. This group requires continuous monitoring and motivation to be successful. Dr. Morris will be the primary instructor for all WELD LF students beginning F23. COSM is stable at 79% on F22 LF completion and SLO success but could still improve.

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

**STUDENT LEARNING**

1. LF students mastered **77%** of academic skills taught in LF SLOs. Efforts to improve student learning have impacted overall **ACADEMIC PERFORMANCE** at the institution. 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 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	<b>39.5%</b>	<b>24.1%</b>	<b>12.7%</b>	<b>3.9%</b>	<b>8.0%</b>	<b>5.5%</b>	<b>88.2%</b>

2. LF has consistently had less than a 5% withdrawal rate. Higher retention in LF has had an impact on improved college RETENTION RATES and COMPLETERS.
3. **Improved WELD academic performance** by providing 8-week focused classes in F21. Both pass rate and SLO completion rate surpassed the goals for those areas. Regressed in 2022 so we'll have to focus more on this group in F23 and show impact here.

**STUDENT SUCCESS**

1. Comparison of PC 15 SCH, 30 SCH, degree/certificate, and transfer data from F19-F22 to LF performance can be used 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	50	11.5%	73%	16%	100	22%	86	19%
Texas	27,607	23.4%	28,322	25%	28,994	26%	28,301	27%
PC students in LF			478	32%	507	30%	518	?

4. **AVERAGE TIME AND SEMESTER CREDIT HOURS TO COMPLETE** a degree for non-dual credit students who take LF has declined.
  - a. Texas – 3.9 years, 82 SCH (2021 TPHE Almanac)
  - b. PC – 3.1 years, 75 SCH (2021 TPHE Almanac)
  - c. LF students – **2.93 years, 64 SCH** (2019 cohort)

Timeline for Impact Report

There are four parts to the Impact Report (no more than 10 pages). Ferguson has reviewed the instructions for writing the QEP and has read through several example Impact Reports. The timeline for completing the QEP and submitting PC's Impact Report is as follows:

- December 2023 – collect LF data
- July 2024 – update the qep\_tracking\_data file two weeks after Summer II ends
- 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

Publish newsletter and QuickStats

In Summer 2023, 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. In addition, current QEP data was reported to faculty, staff, and administrators during the Department Chairs meeting in F23.

Adjournment

The meeting was adjourned at 1:40 p.m.

Committee Decisions:

The following decisions were made at this meeting:

- Reexamine raising percent goals for SLOs.
- Change the assignment measuring SLO 3 to Assess Your Study Habits and monitor student performance in F23.
- Continue to track WELD and COSM performance in LF.

Other:	No date set for the next meeting.
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CHAIRPERSON SIGNATURE (or designee): Dwayne Ferguson <i>Dwayne Ferguson</i>	DATE: 8/21/23	NEXT MEETING: TBA
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