

Minutes
SACSCOC Quality Enhance Plan (QEP)
Minutes
September 30, 2022
12:00 pm. – C205

Members present: Dr. Paul Fowler, Dr. Brandon Borill, Angela Greaud, Dr. Billy Fontenot, Mark Richards, Felicia May, Victoria Throop, Amanda Dunlap, Cassie Jobe-Ganucheau, Bettina Trumps, Michelle Richard, and Debbie Seilhan, recorders.

Members Excused: Brent Swann, Chad Jones, Traquana Smith, Chancellor Nancee Sorenson, Dr. John Hamlin and Mae Simoneaux

Dr. Fontenot opened the meeting. Angela Greaud made a motion to adopt the minutes from the September 16, 2022, meeting. Victoria Throop seconded the motion.

Dr. Fowler presented the updated survey data results. Return rates were 10% of students and 50% of faculty and staff completing the survey. Dual Enrollment students were not surveyed. The first four most selected items across the board were

1. Improvement of Engagement of First Year Students
2. Online Learning
3. Academic Advising
4. Support of Math and English.

All four of these items are interrelated, and discussion ensued about choosing the QEP that could possibly address several of these items.

Dr. Fowler reviewed drop success rates data on Math and English, Developmental Education, and certain Math courses, including Math 1015 and Math 1021 in the past ten and eleven years: performance rates, success rates, overall withdrawal rates, and performance gaps. If students were enrolled in the class on the 14th day of the fall or spring 21-22 semester, they were included in this data. If they withdrew, they were still included. Those students that came in at the second half of the semester were not included in the data. Several areas were covered, including gender, Pell recipients, etc. Drop rates in success in Math and English Development Education from previous 10-11 years were discussed. First year courses were looked at, focusing on the highs and lows of the success and retention rates back to 2011. The rates dropped and stabilized, possibly because of the Pass & Fail option, and didn't fall that much because of Cassie Ganucheau and the Success Center reaching out to students. Pell eligibility students have a tendency to have a lower performance rate. Non-Pell grant recipients tend to do better. Performance gaps with ethnicity were also reviewed. We are already trying to work on closing those gaps.

Discussion of Early Momentum Metrics—The more credits the students take the first year, the more likely they are to graduate. Dr. Fowler also said that not all students can handle a heavy course load, but for those who can, if we could encourage them to take 15 to 18 credit hours their first year, this could improve graduation rate Fall 2023. Developmental math and English will disappear as per Board of Regents, and co-requisite math and English will be implemented. The priority is to try and get success and retention rates up.

Discussion about the topic of the QEP began. Ms. Greaud discussed the corequisite for Math and English model for the QEP. Using the Co-requisite English and Math model could improve several issues, like first year student engagement, advising, tutoring and possibly online learning, depending on how we build the model. Dr. Fontenot talked about streamlining and standardization in English. Faculty could all be on the same page, which would improve tutoring. Discussion ensued about different models for the co-

requisite English and Math. Ideas were discussed about how different variations could possibly work. One option was to create a cohort of ENGL for the first 8 weeks and MATH the second 8 weeks of the semester, but University Studies would run the whole 16-week semester for those that needed it. For those that do not need both English and Mathematics co-req, they have an option to take an elective.

Whether the co-requisites should be the sole topic of the QEP or just a big part of it was discussed. Dr. Fontenot opened up the discussion for any other ideas. Dr. Fowler said that we have to narrow our QEP using data and rationale. Nikki May said that first four items of concern are already being addressed by centralizing everything in the library. Dr. Borill said that having success with the co-requisite English and Math could lead to future success in all subject areas. Student representative Bettina Trumps suggested that improving advising should be considered in order to ensure that students are advised correctly.

Dr. Fowler suggested that the topic be brought to the Faculty Senate on Monday, October 3, 2022, to ask Faculty Senate if they would endorse the co-requisite English and Mathematics as a possible QEP topic, with other aspects folded in.

Amanda Dunlap felt we need to have other things in the QEP. Other topics will help rebuild the Pathways Program to support the new co-requisites. Dr. Fowler said that we will need additional faculty to place on the committee if we use the corequisites as the QEP to include their expertise.

Dr. Fontenot proposed that committee members who are not leaning towards the co-requisites being the QEP should come up with other ideas be prepared to argue their case at the next meeting. Perhaps we could possibly vote at the next meeting.

Victoria Throop motioned to adjourn the meeting. Dr. Brandon Borill seconded the motion to adjourn. The meeting adjourned at 1:00.