

Minutes
SACSCOC Quality Enhancement Plan (QEP)
March 24, 2023
12:00 pm in C-205

Members present for meeting included: Dr. Paul Fowler, Amanda Dunlap, Angela Greaud, Elizabeth Vidrine, Mark Richards, Dean Todd Dozier, Victoria Throop, Cassie Jobe-Ganucheau, Dr. Billy Fontenot, Dr. John Hamlin, Mae Simoneaux, Nikki May, Dr. Rob Jones, Symantha Jones, Travis Webb, Michelle Richard, and Debbie Seilhan as recorder.

Absent: Dr. Brandon Borill, Bettina Trumps, Chad Jones, Traquana Smith, and Dr. Nancee Sorenson,

Dr. Rob Jones made a motion to accept the minutes of 3/10/2023, and Angela Greaud seconded the motion, all in favor.

Advertising/Flyers/Signs

Dr. Fontenot pulled up the draft flyer pamphlet that will be front and back or a trifold. Travis Webb will make adjustments, including a brief introduction of what On TRACK is, who it is for, etc. Cassie has updated the words on the flyer per Dr. Fowler's recommendation. The flyers will be placed into every hand of incoming freshmen. Symantha helped by making the print bolder, changed some of the wording, and cleaned it up a little. Cassie is open to any suggestions. Dr. Jones made a motion to accept the flyer. Cassie handed over the flyer for Travis to fix and make adjustments. Instead of yard signs, maybe have flagpole signs for easier maintenance when cutting the grass. Discussion of flyers and trifold brochure—Travis and Cassie will work on this together. The design needs to be completed in two weeks. Cassie will present the brochure next Friday, March 31

Do we want a slogan, do we need a slogan – Start On Track – Stay On Track – Finish On Track. Painting paw tracks on the cement from the Bengal eye leading up to the library is a possibility. Ask the Chancellor and Cabinet about painting the paw prints. Painting the slogan on the Library windows was an idea, or make large window prints on the outside of the building that can be pulled off easily. This could be an issue due to the elements of the weather, but it is doable.

When the onsite Committee comes to campus, the first thing they do is walk around campus to all the buildings. For the last onsite visit, they were dropped off in front of the Acadian Center (now the Mumphrey Center), and that is where all the banners and flyers were to show that the students were being involved and informed.

Online Versions of Co-Reqs

English has begun converting the 0001 into the 0101. Dr. Fontenot has finished planning 0101 (what needs to be removed from the current 0001, what needs to be modified, what needs to be replaced). Dr. Alleman is doing the same thing with 1001 to work with the co-requisite. LSUO is now looking over these changes. For the online version, Dr. Fontenot is thinking that the co-requisite instructor will be added as a non-editing instructor to the credit-bearing course, and vice-versa, so both instructors definitely know what is going on in each section, the assignments, the deadlines, and so on. Even emails from one instructor to the class will be received by the other instructor. Ms. Dunlap and LSUO are in negotiations for the math courses. Math has material prepared, but there is a caveat: the more work

students are given in the co-req support course, the more overwhelmed they will feel. The information definitely will be there for them if they need it as a resource, but the amount of work is still being discussed. Dr. Fowler recommended to Math not to get too extravagant with too much information yet. Instructors will have to be very adaptable to the student needs.

CircleIn

Cassie is going to set up a meeting and demo CircleIn with the Chairs and the LSUO faculty regarding the adoption of Circle In – showing why she thinks this will be beneficial to the students and believes in it. Circle In would be a plugin to Moodle. It offers the students online tutoring and more. There are worksheets, and students can help each other out and get awards/rewards. The students can share their notes with each other. A drop-in can be set up for the students to join in, and the support instructor will have access to the students. Can it track how long they are using the program? Cassie will send out the link to whomever would like it, and she will ask the vendor any questions that we need answered. LSUE will pay for CircleIn; students will not be paying for it. CircleIn costs \$12 per person per semester. The plan is to start with online and hope it will be such a huge success that it can eventually be used in face-to-face classes. The credit-bearing course instructor is not in the program, but the support and tutor are in the program so that they can relay where the students are having the most difficult issues to the credit-bearing instructor. (CircleIn cannot be imported into Pearson online component.)

Face-to-face credit bearing and support sections are going to be working very closely together with day by day or week-by-week schedules. The online versions will work in the same way.

QEP Lead Evaluator

Dr. Fowler has contacted Dr. Desmond Lewis (all English) about being the co-req lead evaluator for the onsite committee. There may be a conflict of interest. Dr. Fowler has contacted SACSCOC to investigate: If Dr. Lewis is being paid by the Louisiana Board of Regents for the work he is doing with them, is it a conflict of interest? If he is getting paid, it is a conflict of interest. The other candidate is Dr. Saundra King (all Math), who was referred by our ATD sources. We had to send in two names, and both are available in October. Both Dr. Lewis and Dr. King have over ten years' experience developing, implementing, and supervising corequisite learning. Dr. Fowler has to get these names to SACSCOC today or over the weekend.

Article—Center for the Analysis of Secondary Readiness

Dr. Fowler read an article from October 2022 from the Center for the Analysis of Post-Secondary Readiness (Columbia University), “Five Principles for Development of Corequisite and Reforming Developmental Education.” Dr. Fowler said he is “pretty sure” we are doing most of what is discussed in the article. 2010-2021 data. Students who are placed in their first college math or English complete are more likely to complete them to some degree, with rates ranging from about 11%-16%. The study notes that students on the borderline are usually the students who benefit from corequisites. However, Dr. Fowler notes, the reality is that math and English success rates may increase between 4 percentage points-36 percentage points. The theory behind all of this is that it should increase graduation rates, but credentials earned will increase somewhere between 0%-9%. One institution was workforce credentials only, and they increased 33%. If you want to maintain these improvements, the changes must be made systemic from entry to graduation. Intrusive advising, goal-setting, guided pathways. Grant students access to college-level math and English. Provide targeted and tiered support. Equity: target the students who you know need help on their issues. Contextualize curriculum along with student centered pedagogy. Don't just do the same thing we've always done. What we as an institution cannot help with are

circumstances like helping students with car trouble, etc. Dr. Fowler can email the article summary to everyone. See the actual article on Teams called “Summary for Five Principles.”

Adjournment Motion to adjourn was made by Angela Greaud and seconded by Elizabeth Vidrine, all were in favor.