



NAVIGATE

YOUR FUTURE

Create Your Own Adventure!



Quality Enhancement Plan 2016



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I. EXECUTIVE SUMMARY

“**Navigate Your Future: Create Your Own Adventure**” is grounded in the belief that successful higher education is a partnership between students and educators in which students play an active role in charting their future. The Lee College Quality Enhancement Plan (QEP) is designed to help students develop the skills they need to navigate the educational process as well as set and achieve their educational and career goals in the modern world.

The target population is students most likely to be adrift at the beginning of their college career – those declaring **General Studies or Undecided majors**. While their educational route is guided by student support services currently in place, there is no intentional plan to incrementally engage students in the development of their way-finding skills with the ultimate goal of navigating the uncharted career waters in their future. To achieve this, Lee College will implement changes that convert disparate college systems into a unified process serving as a compass for students on their educational journey.

First, an **electronic portfolio** will serve as the foundation for systematically developing student engagement in their educational adventure. Students will document their progress in career exploration, goal setting, educational planning, course completion, and skill acquisition specific to their educational destination. Students, advisors, counselors, and faculty will work together to develop the students’ abilities to navigate college processes, support systems, and opportunities for personal growth related to their chosen goals. Documentation of achievement of their milestones in an e-portfolio will enable students to track their own progress and prepare for transfer or employment by demonstrating how the skills and knowledge they have gained will help them navigate to their chosen destination.

Second, **mandatory enrollment in a Lee College student success course** will be required of the target student population. This structured learning environment requires self-reflection, career exploration, goal clarification, academic program selection, and academic planning, along with the development of other student behaviors that lead to student persistence. These students will be tracked as a cohort beginning with their student success course. Student support services will provide navigational markers to keep these students on course via existing services such as new student orientation, case management advising, and freshman follow-up.

Third, **team advising with Civitas Inspire for Advisors** predictive analytics will allow continuous tracking of student risk factors for success, based upon predictive analytics, allowing faculty, advisors, and counselors the ability to keep students on course. Finally, supporting these changes will require enhanced **professional development** that targets assessment of academic and career planning, effective use of e-portfolios, and faculty training in Civitas Inspire for Advisors.

II. INSTITUTIONAL SELF-ASSESSMENT AND TOPIC IDENTIFICATION

The Lee College QEP Steering Team purposefully designed the topic identification process to include broad engagement of stakeholders from diverse college and community groups. The QEP Steering Team members are listed below.

NAME	TITLE	DEPARTMENT
Allen, Paul	Chair	Huntsville Center
Bijou, Cody	Student	-
Branch, Lakeisha	Librarian	Lee College Library
Byal, Dana	Faculty	Drafting
Diamond, Kyle	Student	-
Dobbs, Reagan	Student	-
Elliott, John	Faculty	Welding
Ganakos, Joe	Faculty	Speech
Griffith, DeDe	Director	Student Success
Hartley, Mark	Faculty	Pipefitting
Hernandez-Perez, Michelle	Coordinator	Assessment
James, Nora	Faculty	Vocational Nursing
Kemper-Pelle, Cathy	Vice President	Instruction
Lightfoot, Carolyn	CIO	Institutional Technology
Moreno, Marissa	Lead Counselor	Student Affairs
Mustafa, Ehab	Counselor	Veterans Affairs
Rodriguez, Jodi	Staff	Instruction

QEP topic identification involved a systematic process of data collection, institutional self-assessment, issues identification, solutions identification, and final topic selection. The process was designed to engage a broad audience within the college and also in the college service area with the ultimate goal of identifying a key issue related to learning outcomes or the environment supporting learning outcomes. A single key issue was selected and possible solutions were solicited from the college community, focusing on how this solution would enhance student learning and the accomplishment of the college mission and vision.

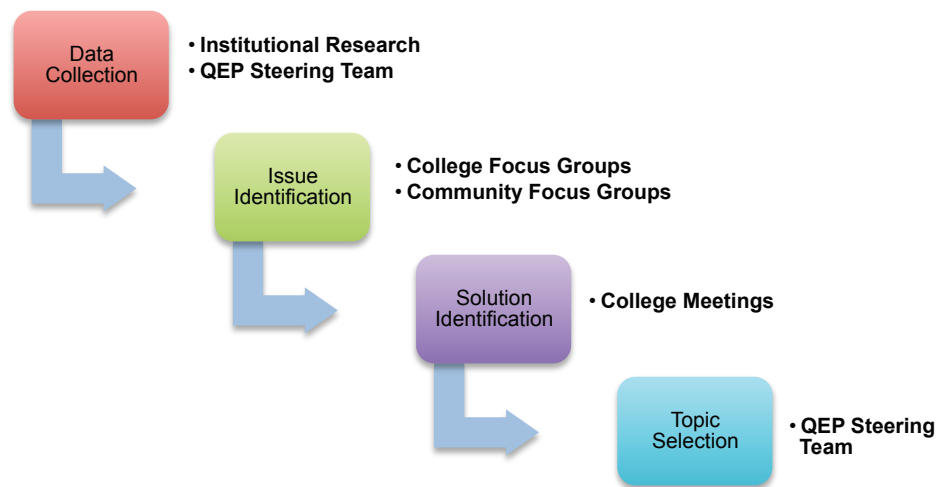
Mission:

Lee College serves as a focal point for the development of educated, gainfully employed, and socially aware residents of our local community.

Vision:

Providing knowledge and skills to successfully navigate in the modern world.

III. Topic Identification Process



Data Collection

The Lee College Office of Institutional Research, Effectiveness and Planning, in collaboration with the QEP Steering Team, selected three areas considered the assessment trifecta for higher education: access, affordability, and student success outcomes (Kuh, Cruce, Shoup & Kinzie, 2008). Quantitative data was collected and analyzed for each of these areas, and a summary of QEP Key Data Points (Appendix 1) was prepared to share with focus groups as a means of generating meaningful discussion about challenges facing Lee College students.

This data summary included enrollment trends disaggregated by race/ethnicity, percentage of high school students entering Lee College from the surrounding service area, percentage of students receiving financial aid, percentage of part-time students, certificate and degree completion data, student persistence fall to the next fall, and time to graduation. In addition, the gateway course outcome trends were identified for our 6 most challenging courses as well as online delivery of any courses offered at Lee College.

Issue Identification

A total of 19 focus groups were conducted between March and August 2014. These groups included students, faculty, student affairs staff, administrators, instructional support staff, trustees, business/industry leaders, community minority leaders, and school district leaders. A total of **440 stakeholders** were engaged in review of the QEP Key Data Points and follow-up focus group discussions about the meaning of the data, how it impacts student success and completion at Lee College, and what key issues must be addressed.

Date Completed	QEP Focus Group	Participants	Number of Participants
Apr 2014	Hispanic Educational Access & Completion Committee (HEACC)	Trustees, Student Affairs Staff, Community Leaders, School District Personnel	8
Apr 2014	Software Applications Evening Course	Evening Students	9
Apr 2014	Huntsville-Eastham Business Management	Students	16
Apr 2014	Vocational Nursing	Students	32
May 2014	Instruction	Faculty	35
May 2014	Pipefitting	Students	10
May 2014	Student Survey	Day/Evening Students	159
May 2014	Speech Communications Mini-term Course	Afternoon and Evening Students (2 classes)	26
Jun 2014	Instruction	Academic Faculty	22
Jun 2014	Instruction	Faculty	6
Jul 2014	Administrative Assembly	Mid-Level Administrators, Support Staff	11
Jul 2014	Student Affairs	Mid-Level Administrators, Counselors, Advisors, Support Staff	12
Jul 2014	GCCISD	School District Leaders	9
Jul 2014	Staff Assembly	Support Staff	10
Jul 2014	Student Success Alliance	Student Affairs Staff, Mid- and Upper-Level Administrators, Support Staff, Faculty, BEACC and HEACC leaders	12
Aug 2014	Huntsville-Ellis Marketing	Students	33
Aug 2014	Industry Partners	Petrochemical Industry Management	15
Aug 2014	Huntsville Center	Technical Faculty	15
TOTAL			440

Focus Group Procedures

Each QEP Steering Team member participated in focus group training (Appendix 2) to ensure that all qualitative data was collected in a similar way. The data summary was distributed at the beginning of each focus group, and participants were encouraged to read it and ask for clarification where needed. Next, the facilitators asked 2 questions:

1. What are your first impressions about the data?
2. What data stand out to you and why?

After open discussion and clarification of the data, participants were asked to respond to the following three questions formulated by the QEP Steering Team based upon the community college evaluation areas of access, affordability, and student success outcomes:

1. Why don't more students go to college?
2. How can we make college more affordable?
3. How can we help students be more successful in college?

Focus group participants wrote their responses on sticky notes and posted them under the appropriate question. Responses were then transferred to a summary sheet and discussed for clarification. Finally, participants were asked to vote for the key issue(s) they thought needed a priority response.

Student Survey

In order to elicit additional feedback from students across multiple disciplines, locations, and days/times of attendance, the QEP Steering Team coordinated with the Student Government Association to distribute a survey to 159 students (Appendix 3). The purpose of the survey was to help identify students' perceptions of access, affordability and student success. Results of the survey were combined with focus group results to create a picture of the most significant barriers facing current Lee College students.

Focus Group Results and Selection of the Topic

The results of each focus group were reported in a standard format to the QEP Steering Team (Appendix 4). After all focus groups were completed, the results were aggregated, including student survey data, and presented to the college for feedback (Appendix 5). At Professional Development Day in August 2014, college employees were asked to review the findings and propose solutions to the top issues identified in the focus groups. A college-wide survey was then distributed to allow additional feedback in the selection process of a QEP topic. The results of the survey indicated overwhelming support for student career exploration and college/career counseling to ensure students are on a clear pathway to success. Complete results are documented in Appendix 6.

Responses	Number of Repeat Responses
Improve counseling/advising and career counseling	49
Create a mentorship program	28
Simplify processes & educate students about access & availability of financial assistance other than scholarships	26
Create a family involvement program	20
Create a comprehensive communication plan	19
Provide tuition discount incentives for early registration, good grades, family enrollments, etc.	11

Selection of the Target Population

The QEP Steering Team used Lee College data to determine what group of students would be a reasonable target, enabling the College to develop processes that could later be scaled to a larger population of students. After reviewing the data, the team agreed that the student group most in need of career exploration and college/career counseling was the cohort of first-time-in-college students with General Studies or Undecided as their selected major. The data indicated that these students frequently never change their major and have low completion and transfer rates (Appendix 7). The number of students in this target population is manageable, and will provide an excellent foundation on which to build similar support mechanisms throughout the student population. The Lee College QEP Implementation Team will include a diverse population of college employees, college students, school district representatives, and business/industry mentors. This team will work in concert with the QEP Director to guide the implementation and assessment of *Navigate Your Future: Create Your Own Adventure!*

NAME	TITLE	SUB-TEAM
LeAnn Allison	QEP Director	All
Griffith, DeDe	Director, Success	Assessment
Hernandez-Perez, Michelle	Coordinator	Assessment
Kemper-Pelle, Cathy	Vice President	Assessment
Rodriguez, Jodi	Staff	Assessment
Vaughan, Rick	Data Analyst	Assessment
Byal, Dana	Faculty	E-Portfolio
Childress, Layton	Dean	E-Portfolio
Diamond, Kyle	Student	E-Portfolio
Ganakos, Joe	Faculty	E-Portfolio
James, Nora	Faculty	E-Portfolio
Lightfoot, Carolyn	CIO	E-Portfolio
Martin, Kim	Faculty	E-Portfolio
Yepez, Lena	Coordinator	E-Portfolio
Coats, Chris	Public Relations	Marketing

Covington, Marti	Public Relations	Marketing
Crutchfield, Randy	Industry/Student	Marketing
Ponce, Christie	Vice President	Marketing
Smith, Lorrent	Graphic Designer	Marketing
MRKG 1311	Students	Marketing
Camp, James	Faculty	Professional Development
Hernandez-Perez, Michelle	Coordinator	Professional Development
Suchon, Donnetta	Vice President	Professional Development
Willis, Daria	Dean	Professional Development
Askey, Treva	Division Chair	Student Success Course
Branch, Lakeisha	Librarian	Student Success Course
Dillon, Renea	GCCISD	Student Success Course
Reyes, Laura	GCCISD Principal	Student Success Course
Weaver, Julie	Adm. Secretary	Student Success Course
Allen, Paul	Division Chair	Team Advising
Byal, Dana	Faculty	Team Advising
Elliott, John	Faculty	Team Advising
Marron, Victoria	Weekend Director	Team Advising
Moreno, Marissa	Lead Counselor	Team Advising
Woods, Dana	Counselor	Team Advising

IV. EXPECTED STUDENT LEARNING OUTCOMES

Review of the focus group comments associated with the identification of the QEP topic led the steering team to develop three college goals and three student learning outcomes.

Lee College will:

1. Help students clarify their career and transfer goals.
2. Assist students in developing and implementing an educational plan.
3. Equip students for their transition (transfer or career) through the development of self-assessment strategies that enable them to determine their progress toward transfer or employment.

Students will:

1. Be able to articulate how an education in their selected major provides a foundation for their future career or transfer success (Goals 1 and 2).
2. Be able to identify the steps to achieve their goal and assess their progress along that pathway to achieve their career or transfer success (Goals 1 and 2).
3. Be able to apply and demonstrate their skills and knowledge gained throughout their major course of study (Goals 2 and 3).



In order to achieve these college goals and student learning outcomes, the QEP Steering Team developed four strategies that incorporate existing high impact practices with new high impact practices for promoting student success and completion.

Strategy I: The E-Portfolio

Beginning in Fall 2016, first-time-in-college students who have General Studies or Undecided as their major will be tracked as a cohort and experience the *Navigate Your Future* interventions to begin creating their own career-directed adventure. Students will receive support in the selection of coursework artifacts and out-of-class activities for inclusion in an e-portfolio to establish their baseline abilities and demonstrate academic and personal growth during their education at Lee College. The e-portfolio will also include the creation of a personal video early in the first semester where each student responds to prompts regarding how they learn and how they apply their learning. Students will learn how to continue the development of the e-portfolio throughout their academic career, documenting their college learning experiences and linking them to transfer or career goals (Appendix 8).

Strategy II: The Mandatory Student Success Course

First-time-in-college students who have General Studies or Undecided as their major will be required to enroll in a student success course (EDUC 1200 or LSSS 300, based upon college readiness) in their first semester. Students will work with faculty and advisors on career exploration, academic major selection, academic planning, transfer or career planning, and introductory resume writing (Appendix 9 and 10). They will also receive instruction on the use of the e-portfolio, and begin building their content while exploring possibilities and learning to self-assess progress toward their goals. Students will also be required to participate in out-of-class activities that link their learning in the student success course to the development of navigational tools for completion of their educational journey.

Strategy III: Team Advising With Civitas Inspire for Advisors

Students in the target group will receive support from faculty advisors once they have selected a major. Faculty advisors will work with Student Affairs counselors/advisors to collaboratively support student progress in the degree plan and the development of their e-portfolio beyond the student success course. This extended case management system will help students focus on the skills and attitudes necessary to be successful in their chosen transfer program or career. Both faculty advisors and counselors/advisors will use Civitas Inspire for Advisors predictive analytics to track student progress in real time, allowing them to help students address barriers early and develop personal skills to navigate rough waters successfully. Team advising will enhance student engagement through personalized learner support.

Strategy IV: Professional Development

Advising team members will participate in professional development activities to help them facilitate student use of e-portfolios to document academic and personal growth along their educational journey. Faculty teaching the student success courses, EDUC 1200 and LSSS 300, will receive similar training on e-portfolios. All student success course faculty and Student Affairs counselors/advisors will be trained in the use of career exploration software in order to effectively support student career exploration and implement the results in their decision-making process. Finally, all faculty advisors and Student Affairs counselors/advisors will be trained in the effective use of Civitas Inspire for Advisors to support student progress through their degree plan to successful completion and graduation. College-wide professional development opportunities will help faculty continue to refine and expand existing high-impact practices that promote student engagement through accessible and relevant experiences. These instructors will be able to provide opportunities for students to continue the development of their e-portfolios beyond their first year of coursework.

V. LITERATURE REVIEW AND BEST PRACTICES

Since 2012, Lee College has demonstrated a focus on the development of a learning-centered philosophy that responds to student and community needs (Lee College, 2012). This came in response to research data indicating the need for post-secondary education to maintain the economic and social health of our local communities (Hughes, 2012). In 2014, the College reviewed this planning document and renewed its focus on enabling all learners to succeed as the primary goal of the College. The strategic outcomes supporting this goal are:

1. Improve persistence of all students to completion of their educational intent.
2. Enrich learning through accessible and relevant experiences.
3. Enhance student engagement through learner support.

Continuation of the college focus on student success and completion aligns with the results of a recent report from the American Association of Community Colleges entitled *Community College Completion: Progress Toward Goal of 50% Increase* (American Association of Community Colleges [AACC], 2015). It concludes “the [completion] trajectory suggests that [community colleges] may be able to meet the goal of 50% more awards if their rate of increase in production of credentials continues (AACC, p.22). “This college focus on student success and completion also aligns with the Texas Higher Education Coordinating Board 60X30 TX strategic plan for higher education, a plan that sets a bold higher education attainment goal for Texas that 60% of “Generation Texas” will have a post-secondary credential by 2030 (Texas Higher Education Coordinating Board [THECB], 2015). Key features of 60X30TX that align with this QEP include:

- **Attainment** – This plan will guide students in identifying a clear pathway to completion of a credential or degree early in their college career.
- **Completion** – By helping students clarify their goals, identify a major, and embark on a clear academic pathway, completion and transfer rates will increase.
- **Marketable Skills** – Through career exploration students will identify the marketable skills developed in the program of their choice and receive support in developing those skills.
- **Student Debt**- Early identification of a major creates a clear pathway to employment where completion leads to reduced college loan debt.

The College mission states, *Lee College serves as a focal point for the development of educated, gainfully employed, and socially aware residents of our local community.* 2014 data from the Texas comptroller’s office indicate that jobs are plentiful in Texas, if applicants have the post-secondary education (certificates, associate degrees or baccalaureate degrees) to qualify for them (Combs, 2014).

The QEP aligns with the College vision of *Providing knowledge and skills to successfully navigate in the modern world* by providing students with self-efficacy, enabling them to chart their own course through their education and into their transfer or career future. Self-efficacy theory is an integral part of human motivation and goal attainment, and it is a learned skill that is built upon a scaffold of relationships and successful experiences (Bandura, 1986), all components of the QEP design.

Lee College elected to implement four strategies that are grounded in research and considered high-impact practices for improving student success and completion of their educational intent. These strategies will provide students with the tools and experience they need to establish and begin navigating their educational and career pathway.

Strategy I: E-Portfolio

The implementation of e-portfolios, when done effectively, has the potential to create deep learning experiences for students. In a report by Miller and Morgaine (2009) it states,

Reflection on work saved in e-portfolios can

- build learners' personal and academic identities as they complete complex projects and reflect on their capabilities and progress,
- facilitate the integration of learning as students connect learning across courses and time,
- be focused on developing self-assessment abilities in which students judge the quality of work using the same criteria experts use,
- help students plan their own academic pathways as they come to understand what they know and are able to do and what they still need to learn (pp. 8-9).

The use of e-portfolios complements the subsequent strategies in the QEP by providing a place for reflection upon the experiences of students in their success course, career exploration, academic planning, academic courses, resume development, and extra co-curricular activities.

Dr. John N. Gardner is perhaps the most notable author on the subject of the first year college experience. Founder of the John N. Gardner Institute for Excellence in Undergraduate Education, his research has helped create a model (Foundational Institutions) through which higher education can improve student success by intentionally improving the experiences of their students in the first year of college. Specifically, his model states, "Foundational Institutions deliver intentional curricular and co-curricular learning experiences that engage students in order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution's philosophy and mission." (Alexander & Gardner, 2009, p. 22). Use of e-portfolios in the first year of college promotes student engagement and reflective practice, the foundation

for documentation of personal growth and skills development. Continued use of e-portfolios beyond the first year promotes the continued engagement of students in relevant learning adventures.

Strategy II: Mandatory Student Success Course

Student success courses have been identified as a high impact practice by the Center for Community College Student Engagement (CCCSE). Community college survey results reported in *A Matter of Degrees: Engaging Practices, Engaging Students* indicated a positive correlation between student participation in a student success course and a positive perception of support for learners at their institution (CCCSE, 2013). Other research also indicates that when student personal and social competence is an outcome of instruction, such as in a student success course, student ratings of institutional support are high, and their probability of persistence and completion are increased (Reason, Terenzini & Domingo, 2007). Self-efficacy theory indicates that people who have self-efficacy are goal setters and goal achievers. Development of self-efficacy in students requires providing them with support, role models, self-management techniques, and opportunities to succeed (Bandura, 1986). All of these are integral to the curriculum of the student success courses.

Research by Dr. Vincent Tinto indicates that students who are both academically and socially integrated into the college culture are more likely to persist and complete (Tinto, 1993). Additionally, research indicates that the development of students' social and personal competence is shaped not only by extra co-curricular activities, but also by the courses they take and the experiences they have in those courses with instructors and other students (Reason et al., 2007). Student success courses provide students with the tools they need to experience success early in their college journey and cope with challenges. They also encourage students to participate in co-curricular activities by requiring out-of-class experiences such as many of the high impact practices already in place at Lee College (honors, service learning, internships, practicums, international education, student clubs, student government, and others).

The Center for Community College Student Engagement survey on entering student engagement (SENSE) has identified six benchmarks for improving student engagement and persistence (CCCSE, 2015). All six of these benchmarks are developed in Lee College student success courses.

- Early Connections
- High Expectations and Aspirations
- Clear Academic Plan and Pathway
- Effective Track to College Readiness
- Engaged Learning
- Academic and Social Support Network

Career exploration has been demonstrated to be an effective tool to help students connect their strengths and interests with a career pathway. In *Using Career Interest Inventories to Inform Career Planning*, the National Collaborative on Workforce and Disability for Youth (NCWD) identified innovative strategies for successful career exploration. Self-exploration must be a component of the career exploration process, starting with identification of personal skills, interests and values. This allows students to make informed choices about possible career pathways and helps them make relevant connections between their personal traits and the educational pathways that will connect them to their chosen career. While there are many career exploration tools available, the most successful tools start with self-exploration (NCWD, 2011). However, the Texas Higher Education Coordinating Board (THECB) indicates that the State of Texas is facing a skills deficit, and helping students find educational pathways that offer them flexibility in career choices will enhance their ability to find gainful employment after graduation (THECB, 2015).

Academic planning includes not only the selection of a major, but also the development of student responsibility for knowing their educational pathway and tracking their progress along this pathway, whether their destination is transfer to a four-year university or transition directly into the workplace. The Center for Community College Student Engagement has identified the development of a clear academic plan and pathway as one of five benchmarks that lead to student success and completion. Students with a clear academic pathway have a valuable tool for setting goals (CCCSE, 2014).

Resume development is important in the first year of college. Students often perceive this as unnecessary until graduation; however, students need resumes to apply for part-time jobs, internships, college transfer, and scholarships. Early exposure to resume writing promotes self-assessment and progress toward academic and social development in terms that translate into employment. Alverno College students are provided access to an in-depth resume-building guide that walks them through multiple dimensions of self-assessment throughout their college career, resulting in a strong resume at graduation that demonstrates clear connections between their experiences, challenges, activities, actions, and accomplishments (Alverno College, 2015).

Co-curricular activities are critical to the social development of a student. Both Alexander & Gardner (2009) and Tinto (1993) have produced research linking student persistence to out-of-class experiences that help students build connections with other students and with faculty. When these experiences are tied to academic program content, students also build their academic skills and find relevancy in coursework. “When students are required to take responsibility for activities that require daily decisions and tasks, they become invested in the activity and more committed to the college and their studies (Kuh et al., 2008, p. 557).” This has significance for both in-class and out-of-class experiences.

Student assessment-as-learning is an integral part of the assessment process at Alverno College whereby students begin to self-assess in their first semester in order to develop self-efficacy and the ability to demonstrate mastery of abilities required for graduation. It is considered integral to the student learning process, is based on public criteria, provides feedback for improvement, and documents student achievement. Students are required to include assessment-as-learning in their individual e-portfolios, including videos at the beginning and end of their college career at Alverno in which they address the competencies required for graduation (Alverno College, 2015).

Strategy III: Team Advising with Civitas Inspire for Advisors

Community college advising is a continuous and significant task that involves more than helping students enroll in their classes. Today's advisors guide students through career and academic planning as well as personal and academic problem solving. Skills needed to assist students in career advising include:

- Knowledge of how students develop vocationally;
- Career information resources relative to the academic area they are advising;
- Ability to recognize career-related problems;
- Ability to help students gather and process relevant information;
- Proficiency in referring students to career-related resources (Gordon, 2005).

Community college students are frequently first generation college students. As a result, they look to faculty as authority figures, mentors and role models regarding their post-secondary education. The participation of faculty in high-quality academic advising can be the strongest positive influence in student persistence and completion (McArthur, 2005). Since faculty advisors have both education and expertise in the field they teach, they can provide valuable insights as students select career and academic pathways.

According to community college research by Karp (2011), early warning systems, that enable proactive contact by a counselor or advisor is the key to persistence. "Find ways to reach out to students before they are in dire need of help—before they even realize they need help themselves—and offer proactive assistance (p. 26)." Civitas Inspire for Advisors provides the advising team with tools to monitor student risk factors and intervene proactively to provide guidance and support. Since the risk predictions are updated daily, the team has the ability to personalize their approach with each student. Three case studies indicate that student persistence increases significantly when the advising team has access to predictive analytics for each student (Milliron, Malcolm & Kil, 2014).

By combining the human touch with predictive analytics that address possible student risk factors, the advising team approach provides strong support for students developing the skills to chart a course to their career destination.

Strategy IV: Support Through Employee Professional Development

Professional development will be a cornerstone of the Lee College QEP in which faculty, staff, and administrators will develop the skills and attitudes necessary for successful QEP implementation.

Participation by faculty and counselors/advisors in national, state, and regional professional development will help them create networks with other institutions and identify best practices. In addition, assessment training will provide a strong foundation in which roles, goals, outcomes, and measures are clarified and tracked (Workman, Farr, Frobish & Almeda, 2013). Career counseling skills will also be beneficial to support student career exploration and major selection (Gordon, 2005).

Technology training is necessary to implement new software strategies and integral to modern implementation of the *Seven Principles for Good Practice in Higher Education* first published by Chickering and Gamson in 1987. Technology can now be used as a lever to implement these seven principles (Chickering & Ehrmann, 1996).

1. Promote contact between students and faculty
2. Develop reciprocity and cooperation among students
3. Employ active learning techniques
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

Continued professional development of faculty targeting the expanded use of existing high impact practices in student engagement will encourage opportunities for students to add these experiences to their educational adventure and document them in their e-portfolios throughout their educational journey at Lee College. High impact practices such as service learning, honors, undergraduate research, international education, and internships are effective because they successfully engage students in 1) committing significant time to a task that requires deeper thinking, and 2) requiring them to interact with faculty and other students about this task over a period of time (Kuh et al., 2008).

VI. ACTIONS TO BE IMPLEMENTED

Throughout the topic identification process, the QEP Steering Team heard from all constituents that there was a need to improve counseling and advising processes. The primary reoccurring theme was connecting students to a career or transfer pathway. A second reoccurring theme was building a team approach where counselors/advisors and faculty are working as a team to support students and connect advising to what happens beyond Lee College either in the workplace or at a transfer institution.

Navigate Your Future: Create Your Own Adventure! is designed to help students develop the skills they need to navigate the educational process, explore possible career destinations, and successfully arrive at their educational and career goals. The target population is students who have not charted a clear destination, selecting Undecided or General Studies as their majors. Lee College will implement actions that incrementally engage targeted students in the development of their navigational skills, using existing and new support systems and engagement strategies to create a unified process serving as a compass for students on their educational and career journeys (Appendix 11).

E-Portfolio

Lee College currently has access to two e-portfolio systems that are under-utilized. In Year 0 both systems will be piloted with a small group of students, and their feedback, along with the feedback of their counselors/advisors and faculty, will be used to determine if either is sufficient for the QEP. Simultaneously, other e-portfolio systems will be explored, and a final selection will be based on user feedback. Use of the e-portfolio will be embedded in the curriculum of the student success courses serving the target student cohort.

Once implemented in Year 1, target cohort students enrolled in success courses (LSSS/EDUC) will use the e-portfolio as a repository for in-class and out-of-class assignments. Students will also create a baseline personal video in which they respond to guiding questions about their career goals and aspirations. This video will be archived in their e-portfolio. Throughout their college career they will be encouraged to build content and reflect on their educational progress and personal growth leading to transfer or employment. Once students reach 75% course completion in their academic programs, they will create a second personal video in which they respond again to guiding questions about their career goals and aspirations as well as their personal growth at Lee College. This second video will also be archived in the e-portfolio, and the students' advising teams will assess the videos using a standard rubric developed and agreed upon by all advising teams.

Other documentation expected in the e-portfolio includes artifacts from career explorations and other activities in the student success courses, academic plans, evidence of participation in career development workshops, self-assessments

conducted in classes or team advising sessions, resume development, participation in high impact educational practices (honors, service learning, undergraduate research, international education, internships, etc.), participation in student organizations, and other artifacts relevant to preparation for transfer or career entry.

The primary purpose of the e-portfolio is to encourage students to reflect upon their archived work so that they can connect their learning across courses and semesters, develop self-assessment skills, build a personal academic identity/resume, create and track personal and academic goals, and document successful college and work experiences. Each of these skills helps students become the navigators of their own journey to success beyond Lee College, and the e-portfolio can travel with them on their new adventures.

Mandatory Student Success Course

All first-time-in-college students declaring General Studies or Undecided majors will become part of the QEP cohort and required to enroll in a study skills class in their first semester. The purpose of the course is to create a structured learning environment in which students develop skills needed to be successful in college and chart their own future. These skills include self-reflection, career exploration, goal clarification, academic program selection, academic planning, resume development, time management, financial literacy, and others.

The primary focus of a student success course is to build relationships while building student success skills. Students in this cohort will receive team support from their student success course instructor, developmental education counselor (if applicable), and academic advisor. They will also be required to work in teams and develop peer networks within their cohort. In addition, the student success course requires participation in co-curricular activities that will expose students to other networking opportunities across campus and within the service area. These intentional curricular and co-curricular activities engage students and develop successful student behaviors that lead not only to college persistence and completion but also to long-term goal attainment.

Lee College offers two student success courses based upon college readiness. LSSS 300, Learning Strategies for Student Success (Appendix 9), is designed for students who are not college-ready in reading and writing. It is based upon the Skip Downing “On-Course” curriculum and addresses 11 objectives.

The second student success course, EDUC 1200, Learning Frameworks (Appendix 10), is designed for students who are college ready in reading and writing. It used a different curriculum to address similar learning outcomes.



An important component in each course is a career exploration assignment (Appendix 12) where students participate in job shadowing and record their experiences in their e-portfolio. In addition, the student benchmark video and a self-reflection paper will be assigned during the student success courses.

Team Advising With Civitas Inspire for Advisors

A team advising approach will be used to create wrap-around services and a positive learning environment in which students receive guidance and direction from assigned counselors/advisors as well as faculty advisors. Through an intentional sequence of activities, this team will complement and extend learning in the student success courses with the ultimate goals of helping students learn to navigate educational processes, monitor their own academic progress, and persist to completion of their educational goals.

First-time-in-college Undecided and General Studies majors will be assigned counselors/advisors and assigned to a student success course before their first semester begins. These students will be provided access to a range of co-curricular student success workshops and career explorations, and they will be required to participate in Freshman Follow-Up, a session with their assigned

advisor in which they discuss progress toward career identification and academic program selection. At this time, students will also complete a checklist of their e-portfolio contents and discuss options for future e-portfolio content expansion and improvement. Students cannot enroll for classes in the next semester without participating in Freshman Follow-Up.

Once target students have selected a major, they will be assigned to advising teams composed of a counselor/advisor and a faculty advisor. Those who do not select a major will continue career exploration activities and be assigned to an advising team once a career and academic pathway are selected. As students progress beyond their first semester, the advising team will assist them in continued use of the e-portfolio to document their academic and co-curricular activities. These students will also be connected with faculty mentors who can assist them with preparation for careers or transfer through experiential learning such as honors, service learning, internships, undergraduate research, and international studies. All of these co-curricular experiences can be documented in the e-portfolio and connected to academic and career goals.

Civitas Inspire for Advisors will be used by the advising teams to track student progress via predictive analytics that can be used as an early alert system. By monitoring student risk factors, advising teams can intervene early when students appear to be adrift or off their charted course for success. Timely assistance will increase student likelihood of reaching their career or transfer destination in a timely manner without jeopardizing financial resources.

Employee Professional Development

E-Portfolios

Some of the actions to be implemented involve new technology that will require employee training. Prior to making a decision on the selection of e-portfolio software, a team of faculty and advisors will be trained in the use of the two existing systems and explore the available functionality of other systems. Once the system is selected, expanded training will be required for all advising team members and student success course faculty. Additional training will be offered to interested faculty. These trained employees will be responsible for providing student training in e-portfolio use.

Videos and Video Assessment

Employee training will be required to support student creation of benchmark and final videos. Ultimately, employees can train a team of students who can provide peer support to students creating their benchmark and final videos. Advising teams and faculty will participate in professional development with the Assessment Coordinator to create an assessment rubric for evaluation of student growth demonstrated by comparing the two videos in their e-portfolio.

Civitas Inspire for Advisors

Advising team members will be required to complete training in the ethical and functional use of predictive analytics to monitor student progress and risk factors. In addition, these team members will participate in professional development designed to inform them of best practices in team advising, fostering student persistence, and linking students to career and academic pathways.

Assessment

All employees actively engaged in the QEP will be required to participate in assessment training, exposing them to best practices that can be modeled. Examples of formative assessment training include the use of rubrics to assess e-portfolios, student videos, and student reflection papers. Examples of summative assessment training include use of Civitas data and institutional data (reported to the state) to track cohort progress and determine effectiveness of selected interventions.

QEP Impact Report

The college liaison to SACSCOC, QEP Director, and Assessment Coordinator will be required to attend training at the SACSCOC Institute on Quality Enhancement for Accreditation and/or Annual Meeting in the first year of QEP implementation to ensure the College is implementing and assessing the QEP according to the accreditor's expectations. Other key members of the implementation team will also be required to attend these meetings prior to submission of the QEP Impact Report.

VII. TIMELINE FOR IMPLEMENTATION

(AY = academic year; Y0 = year zero; Fa = Fall; Sp = Spring; Su = Summer)

Year	Sem	Objective	Activity	Progress Indicator	Professional Development
AY 2016 (Y0)	Fa	Make EDUC 1200 compulsory in General Education major	Proposal to curriculum committee	Successful passage by curriculum committee	None
AY 2016 (Y0)	Fa Sp	Proper placement of students in LSSS/EDUC	Advisor/Counselor training	Training completion Proper placement	Workshops for advisors/counselors
AY 2016 (Y0)	Fa Sp	Communicate QEP progress to Stakeholders	Develop ongoing communication plan	Detailed Plan Website available Marketing materials in place	Implementation Team reviews best practices
AY 2016 (Y0)	Fa Sp	Determine viability of existing e-portfolio systems	Pilot both systems with Men of Color cohort	Conduct student surveys with Men of Color cohort	Train Men of Color faculty and advisors on both systems
AY 2016 (Y0)	Sp	Select e-portfolio system	Review surveys and other available products	Commitment to e-portfolio system	
AY 2016 (Y0)	Fa Sp	Prepare faculty and advisors/counselors to conduct student workshops	Require workshops in target cohort EDUC/LSSS courses	Student completion of workshops	Train faculty and counselors/advisors in how to run effective workshops
AY 2016 (Y0)	Fa Sp	Prepare for target cohort use of career exploration software	Require student use of career exploration software in target cohort EDUC/LSSS courses	Student use of career exploration software	Train faculty and counselors/advisors in how to use career exploration software
AY 2016 (Y0)	Su	Prepare for target cohort use of e-portfolio	Embed e-portfolio in target cohort EDUC/LSSS courses and advising practices	Completed lesson plans using e-portfolio and completed advising protocols	Train faculty and counselors/advisors in e-portfolio use and Civitas Inspire
AY 2017 (Y1)	Fa	Student cohort #1 timeline	General Education and Undecided majors		
AY 2017 (Y1)	Fa	Student cohort #1 enrolled in LSSS/EDUC	LSSS/EDUC faculty mentoring	Faculty tracking of student use of e-portfolio in class	

Year	Sem	Objective	Activity	Progress Indicator	Professional Development
AY 2017 (Y1)	Fa	Students begin using e-portfolio	Students receive training in EDUC/LSSS and workshops	Participation rates in training & evidence of artifacts in e-portfolio	
AY 2017 (Y1)	Fa	Students create foundational student goals benchmark	Students create videos responding to leading questions	Number of students completing benchmark videos	EDUC/LSSS Faculty/student development in creating videos
AY 2017 (Y1)	Fa	Students self-assess progress with advisor assistance	Freshman Follow-Up and E-Portfolio content check	Number of student self-assessments completed and reviewed with counselor/advisor	Faculty, counselors/ advisors training in assessment
AY 2017 (Y1)	Fa	Demonstration of critical thinking and self-reflection	Reflection paper for LSSS/EDUC	Completion of final paper for LSSS/EDUC	
AY 2017 (Y1)	Fa	Career goal established early	Career exploration in LSSS/EDUC	Number of students selecting an academic pathway	
AY 2017 (Y1)	Fa Sp	Continued career exploration for students without a major	Career exploration in extra-curricular workshops	Participation rates Number of students selecting an academic pathway	
AY 2017 (Y1)	Sp	Maintain student connections to faculty and counselor/advisor	Create faculty and advisor/counselor advising teams	Number of students meeting with advising team	Advising team role clarification and training
AY 2017 (Y1)	Sp	Exploration of employer expectations	Career Workshops	Student participation and e-portfolio artifacts	Exploration of best practices in career expectation workshops
AY 2017 (Y1)	Sp	Resume development	Resume workshops target transfer/career pathways	Student participation and e-portfolio artifacts	

Year	Sem	Objective	Activity	Progress Indicator	Professional Development
AY 2017 (Y1)	Su	Monitoring student progress and QEP Impact	Data analysis and closing assessment loop	Action on results created from data analysis	
AY 2017 (Y1)	Su	Maintain continuous enrollment	Activate robust retention strategies to keep students engaged	Ongoing student use of e-portfolio for academic and co-curricular activities	Train faculty and counselors/ advisors in e-portfolio use and Civitas Inspire
AY 2018 (Y2)	Fa Sp	1 st cohort encouraged to continue e-portfolio development	Team advising Extra-curricular workshops Faculty mentoring	Ongoing student use of e-portfolio for academic and co-curricular activities	
AY 2018 (Y2)	Sp	1 st cohort members may approach 75% completion of program	Student videos responding to leading questions	Compared to benchmark video made at beginning of their cohort experience	Rubric assessment of paired videos by faculty and counselors/ advisor
AY 2018 (Y2)	Sp	Incentivize use of portfolios	Competition for best academic transfer and technical e-portfolios	Assessment rubric for e-portfolios Monetary or scholarship awards made	Training for judges on development and use of assessment rubric
AY 2018 (Y2)	Su End	Engagement of 1 st cohort members not reaching 75% completion of program	Team advising Extra-curricular workshops Faculty mentoring	Ongoing student use of e-portfolio for academic and co-curricular activities	Train faculty and counselors/ advisors in e-portfolio use and Civitas Inspire
AY 2018 (Y2)	Su	College reflection on QEP implementation and student progress	QEP retreat to analyze annual assessment data and close assessment loop	Action on results of assessment data analysis	Best practices in assessment of activities included in QEP
AY 2018 (Y2)	Fa Sp Su	2 nd cohort of students begin LSSS/EDUC	Experience same activities sequence as activities as previous cohort	Progress indicators same as previous cohort	As needed for new faculty advisors and advisors/ counselors
AY 2018 (Y2)	Su	College reflection on QEP implementation and student progress	QEP retreat to analyze annual assessment data and close assessment loop	Action on results of assessment data analysis	Best practices in assessment of activities included in QEP

Year	Sem	Objective	Activity	Progress Indicator	Professional Development
AY 2019 (Y3)	Fa Sp Su	3 rd cohort of students begin LSSS/EDUC	Experience same activities sequence as activities as previous cohort	Progress indicators same as previous cohort	As needed for new faculty advisors and advisors/counselors
AY 2019 (Y3)	Su	College reflection on QEP implementation and student progress	QEP retreat to analyze annual assessment data and close assessment loop	Action on results of assessment data analysis	Best practices in assessment of activities included in QEP
AY 2020 (Y4)	Fa Sp Su	4 th cohort of students begins LSSS/EDUC	Experience same activities sequence as activities as previous cohort	Progress indicators same as previous cohort	As needed for new faculty advisors and advisors/counselors
AY 2020 (Y4)	Su	College reflection on QEP implementation and student progress	QEP retreat to analyze annual assessment data and close assessment loop	Action on results of assessment data analysis	Best practices in assessment of activities included in QEP
AY 2021 (Y5)	Fa Sp Su	5 th cohort of students begins LSSS/EDUC	Experience same activities sequence as activities as previous cohort	Progress indicators same as previous cohort	As needed for new faculty advisors and advisors/counselors
AY 2021 (Y5)	Su	College reflection on QEP implementation and student progress	QEP retreat to analyze annual assessment data and close assessment loop	Action on results of assessment data analysis	Best practices in assessment of activities included in QEP

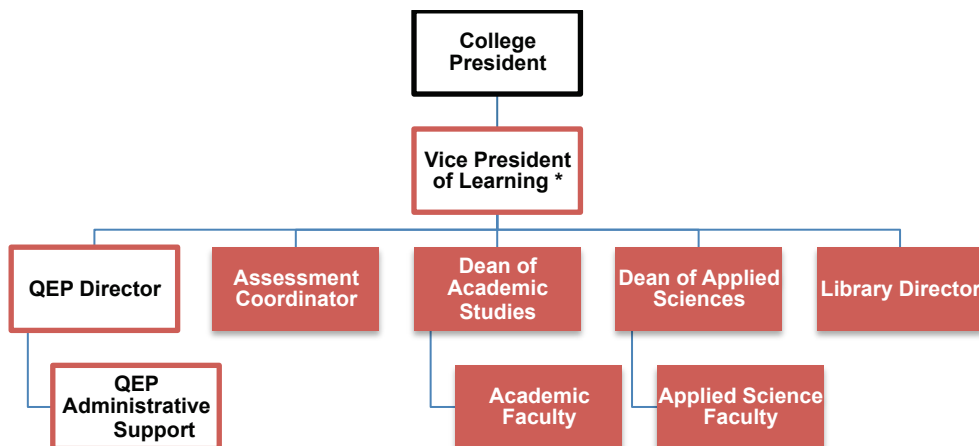
VIII. ORGANIZATIONAL STRUCTURE

The Director of the Quality Enhancement Plan (QEP Director) is responsible for the development, implementation, and institutionalization of the QEP as part of the college reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Essential duties include ensuring broad-based involvement in development of the QEP topic and ensuring successful implementation that is sustainable and has direct input from students, faculty, staff, and administration.

The QEP Director reports to the Vice President of Learning, who also serves as the liaison* to SACSCOC. This reporting line ensures that QEP activities will remain in compliance with expected accreditation standards and policies. Since faculty are involved in a majority of the activities to be implemented, having the QEP Director reporting to the chief academic officer promotes faculty involvement and commitment to the QEP.

The QEP Implementation Team is composed of students, faculty, staff, administration, and community members and, under the leadership of the QEP Director, will guide the direction of the QEP from implementation to institutionalization. The makeup of this team will be reviewed annually, and new members may be added as needed.

The QEP Director job description (Appendix 13) was created by the members of the QEP Steering Team and approved by the Lee College Human Resources Office. The director was hired in August 2015, and will guide the Year 0 pilot activities in preparation for the Fall 2016 launch of *Navigate Your Future: Create Your Own Adventure!*



IX. RESOURCES**Budget Estimate for Implementation of the QEP**

	AY2016	AY2017	AY2018	AY2019	AY2020	AY2021	Total
Director Salary Full-Time	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$450,000
Support Staff PT Salary	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$72,000
Other Contract Services	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Computer Software	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$120,000
Computer Hardware/ Media	\$7,000	\$8,000	\$0	\$0	\$0	\$0	\$15,000
Professional Development Travel	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$72,000
Professional Development In-House	\$3,000	\$3,000	\$1,200	\$1,200	\$1,200	\$1,200	\$10,800
Copier Expenses	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$6,000
In-District Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$6,000
Printing Expenses	\$4,500	\$3,000	\$3,000	\$3,000	\$2,000	\$2,000	\$17,500
Postage Expenses	\$100	\$100	\$100	\$50	\$50	\$100	\$500
Promotional Activities	\$5,000	\$3,000	\$3,000	\$3,000	\$500	\$500	\$15,000
QEP Evaluator	\$4,000	\$0	\$0	\$0	\$0	\$0	\$4,000
TOTAL	\$144,600	\$143,100	\$133,300	\$133,250	\$129,750	\$129,800	\$813,800

X. ASSESSMENT

ASSESSMENT PLAN

The goal of *Navigate Your Future: Create Your Own Adventure* is to help students develop the skills they need to navigate the educational process as well as set and achieve their educational and career goals in the modern world. The assessment plan includes process monitoring, professional outcomes, formative assessment for students, student satisfaction assessment, and summative performance outcome assessment.

Navigate Your Future: Create Your Own Adventure has three student learning outcomes (SLOs). Each of the learning outcomes is supported by a series of training events in which advisors, counselors, and faculty engage in professional development. The professional performance outcomes (PPOs) derive from the needs of the students at Lee College and the planned interactions they will have with our professionals.

Process Monitoring

Navigate Your Future: Create Your Own Adventure integrates a series of services and initiatives already in use at Lee College with new tools and procedures. Process monitoring will focus on the timely implementation of procedures and training of professionals in the use of new software.

Professional Outcomes

Professionals (i.e., faculty, counselors/advisors) will be able to incorporate information from various sources and provide feedback to individual students in the development of their career and academic map.

- Professionals will complete in-house training in career exploration software.
- Professionals will complete in-house training in workshop development and delivery.

Professionals will be able to identify challenges and possibilities within the student career and academic map and communicate them to the student.

- Professionals will complete in-house training in e-portfolio software.
- Professionals will complete norming sessions on e-portfolio evaluation.

Professionals will be able to monitor student use of the skills and knowledge gained through the course of study.

- Professionals will complete training in video support.
- Professionals will complete norming sessions in video evaluation.

Student Learning Outcome 1

Students will be able to articulate how an education in their selected major provides a foundation for their future career or transfer success.

- Students will have a career and academic plan by the end of their second semester.
- Students will make timely progress towards completion.

Student Learning Outcome 2

Students will be able to identify the steps to achieve their goal and assess their progress along that pathway to achieve their career or transfer success.

- Students will have an e-Portfolio.
- Students will make timely progress towards completion.

Student Learning Outcome 3

Students will be able to apply and demonstrate their skills and knowledge gained throughout their major course of study.

- Students will maintain continuous enrollment.
- Students will have a video within their e-portfolio in which they will express their career and academic plan, the challenges they have identified, and the plan they have developed to overcome them.

Student Satisfaction

Workshops and student interactions with professionals will be immediately followed with satisfaction surveys. The results will be used for formative assessment.

Performance Outcomes

Set by the Texas Higher Education Coordinating Board (THECB), the Texas community college Success Points will be used for summative assessment. The effect of the Quality Enhancement Plan will be determined by student completion of College Ready courses, completion of 15 semester credit hours, completion of 30 semester college credit hours, transfer to a university after completion of 15/30 semester credit hours, and completion of a degree or certificate. In addition, Lee College will also analyze hours beyond award and time to completion.

Each measure will be tracked annually. Cohort 1 will be compared to the pilot study results in the summer of 2017. Cohort 2 will be compared to cohort 1 in the summer of 2018, and so on. Trend analyses will be conducted before the Five-Year Report. Based on the results positive initiatives will become institutionalized.

Evidence of Process Monitoring and Professional Outcomes

PROCESS OUTCOMES	MEASURE	RESPONSIBLE PARTY	USE OF RESULTS
1. QEP Implementation Team reviews best practices	All training and discussions follow the Timeline for Implementation	See Timeline for Implementation	QEP Implementation Team reviews evidence of implementation and adjusts as needed
2. Select e-portfolio system	The expectation is that all EDUC/LSSS faculty and counselors/ advisors will complete training by the end of the 2016 summer term.		The Director of the QEP will monitor progress monthly
3. Train faculty and counselors/ advisors in e-portfolio use and Civitas Inspire			
4. EDUC/LSSS Faculty/student development in creating videos			
5. Faculty, counselors/ advisors training in student self-assessment			
6. Advising team role clarification and training			
7. Best practices in career expectation workshops			
8. Training for judges on development and use of assessment rubric			
9. College reflection on QEP implementation and student progress			

Evidence of Formative Student Learning Outcomes Assessment 1

FORMATIVE OUTCOMES	MEASURE	RESPONSIBLE PARTY	USE OF RESULTS
Students will be able to articulate how an education in their selected major provides a foundation for their future career or transfer success.			
1. Students will have an academic plan by the end of their second semester	Percent of cohort students with an academic plan in their e-portfolio The expectation is to have an increase with every cohort	Counselors/ Advisors	Counselors/ Advisors meet with students for additional discussion of major selection Analyzed every summer
2. Students will have a career plan by the end of their second semester	Percent of cohort students with a career plan in their e-portfolio The expectation is to have an increase with every cohort	Counselors/ Advisors	QEP Director schedules additional career exploration workshops Analyzed every summer
3. Students will make timely progress towards completion	Degree Audit (showing student's progress on specific degree plan completion) The expectation is to have an increase with every cohort	Counselors/ Advisors	QEP Implementation Team looks at the percentage of attainment and adjusts engagement and workshops as needed Analyzed every semester

Evidence of Formative Student Learning Outcomes Assessment 2

FORMATIVE OUTCOMES	MEASURE	RESPONSIBLE PARTY	USE OF RESULTS
Students will be able to identify the steps to achieve their goal and assess their progress along that pathway to achieve their career or transfer success.			
1. Students will have an e-Portfolio	e-Portfolio usage logs, amount of time spent using the tool, properties modified	Director of QEP	QEP Implementation Team looks at the percentage of students at or above proficient in the rubric and adjusts engagement and workshops as needed
	Attendance at e-Portfolio workshops	Director of QEP	
	Joan Vandervelde's e-Portfolio rubric on: <ul style="list-style-type: none"> ➤ Selection of artifacts ➤ Descriptive Text ➤ Reflective Summary ➤ Citations ➤ Navigation ➤ Usability and Accessibility ➤ Writing Conventions ➤ Multimedia elements 	Faculty Counselors/ Advisors	Analyzed every summer
2. Students will make timely progress towards completion	Degree Audit (showing student's progress on specific degree plan completion)	Counselors/ Advisors	QEP Implementation Committee looks at the percentage of attainment and adjusts engagement and workshops as needed
	The expectation is to have an increase with every cohort		Analyzed every summer

Evidence of Formative Student Learning Outcomes Assessment 3

FORMATIVE OUTCOMES	MEASURE	RESPONSIBLE PARTY	USE OF RESULTS
Students will be able to apply and demonstrate their skills and knowledge gained throughout their major course of study.			
1. Students will maintain continuous enrollment	Percent of students changing majors after a career plan has been established The expectation is to have a decrease with every cohort	Counselors/ Advisors	1-2 QEP Implementation Committee looks at the percentage and adjusts engagement as needed Enrollment monitored every semester
2. Students will have a video within their e-portfolio in which they will express their career and academic plan	Oral Communication LEAP Rubric assessment of pre/post videos The expectation is that students will improve on the details, vocabulary, and organization of their career and academic plans from their first semester to their last semester	Faculty Counselors/ Advisors	Pre-Post video comparison the summer of graduation
3. Students will have a video within their e-portfolio in which they will express the challenges they have identified	Oral Communication LEAP Rubric assessment of pre/post videos The expectation is that the number of students that clearly identify obstacles will increase with every cohort	Faculty Counselors/ Advisors	3-4 Counselors/ Advisors look at the percentage of students able to identify obstacles and strategies and adjust engagement as needed Pre-Post comparison the summer of graduation
4. Students will have a video within their e-portfolio in which they will express the plan they have developed to overcome their challenges	Oral Communication LEAP Rubric assessment of pre/post videos The expectation is that the number of students that can describe a possible strategy will increase with every cohort	Faculty Counselors/ Advisors	

Evidence of Student Satisfaction

PERFORMANCE OUTCOMES	MEASURE	RESPONSIBLE PARTY	USE OF RESULTS
1. Counseling/ Advising wait time	1-3 Advising/ Counseling Satisfaction Survey	1-3 Counselors/ Advisors	1-5 QEP Implementation Committee monitors student satisfaction surveys in the beginning of every summer and adjusts implementation as needed
2. Counseling/ Advising space, privacy, and physical layout			
3. Online resources (including e-Portfolio) ease of access and user friendly			
4. Career exploration workshops	Workshop Satisfaction Feedback	4-5 Director of the QEP	
5. Overall satisfaction with QEP experience	Post video within e-Portfolio		

Evidence of Performance Outcomes

PERFORMANCE OUTCOMES	MEASURE	RESPONSIBLE PARTY	USE OF RESULTS
1. Student completion of College Ready courses	1-5 THECB data The expectation is that rates will increase with every cohort	1-7 Office of Institutional Research, Effectiveness, and Planning	1-5 QEP Implementation Committee monitors the data and makes suggestions to the Director of the QEP annually
2. Completion of 15 semester credit hours			
3. Completion of 30 semester college credit hours			
4. Transfer to a university after completion of 15/30 semester credit hours			
5. Completion of a degree or certificate			
6. Hours beyond award	Calculated from student data based on courses taken above course credit hours required for award. The expectation is to have a decrease in hours with every cohort.		6-7 QEP Implementation Committee evaluates the success of the QEP prior to college-wide implementation Analyzed annually every summer starting on year two.
7. Time to completion	Calculated from student data based on months lapsing from first enrollment to award. The expectation is to have a decrease in time with every cohort.		

Student Satisfaction Survey – Workshops

Workshop Title _____

Lee College is committed to providing students with career exploration opportunities. Please help us improve our services by answering the following questions about today’s workshop.

Overall, I felt the workshop was	Excellent	Good	Average	Poor
I have a better understanding of the careers/field of study discussed because of this workshop.	Strongly Agree	Agree	Disagree	Strongly Disagree
The presenter was organized.	Strongly Agree	Agree	Disagree	Strongly Disagree
The presenter effectively answered all the questions the audience asked.	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel events like this can help students clarify their academic path.	Strongly Agree	Agree	Disagree	Strongly Disagree
I will attend future QEP workshops.	Strongly Agree	Agree	Disagree	Strongly Disagree
I would recommend QEP workshops to other students undecided about their future careers.	Strongly Agree	Agree	Disagree	Strongly Disagree
I am taking or have taken EDUC 1200 or LSSS 300 within the last year.	Yes	No		
Your participation was	Voluntary	Required	Optional for course value	

Suggest additional topics for the workshops below:

Pre/Post Video

Students will complete a video interview during their first semester at Lee College and then again during their last semester. Faculty will use a rubric developed by the assessment coordinator to analyze the videos. The results will be used to assess:

- Value Added
 - Students’ ability to identify a goal
 - Students’ ability to describe an academic and career path to their goal
 - Students’ ability to identify personal challenges and strategies to overcome them
 - Students’ ability to identify representative samples of their work
 - Students’ communication skills
- Student satisfaction with the Quality Enhancement Plan

The first video will be used as formative assessment to inform the QEP Implementation Committee on where students are as they arrive at Lee College. The second video will be used for summative assessment to determine the effectiveness of the initiatives developed at Lee College. Both videos will be completed before students attend meetings with their counselor/advisor for that semester. Students within the Speech Program will conduct the interviews and control the equipment at various rooms around campus equipped with cameras, noise cancelling, and microphones. The same set of questions will be asked on both occasions.

Prompt Question	Student Learning Outcome
<ul style="list-style-type: none"> ➤ What are your career goals? ➤ What knowledge, skills, and/or attitudes do you expect to learn or have learned in the courses at Lee College that will help you achieve your goals? 	<p>Students will be able to articulate how an education in their selected major provides a foundation for their future career or transfer success.</p>
<ul style="list-style-type: none"> ➤ What steps have you identified in the path to reach your career goals? ➤ Where are you in the pathway? ➤ What challenges have you encountered or expect to encounter in the pathway to your goal? ➤ What are you doing to surmount these challenges or what could you do to surmount these challenges? 	<p>Students will be able to identify the steps to achieve their goal and assess their progress along that pathway to achieve their career or transfer success.</p>

Prompt Question	Student Learning Outcome
<ul style="list-style-type: none">➤ How have you applied what you learned in college-sponsored out-of-class activities in the courses you have taken at Lee College?➤ Describe your experience and use of the e-Portfolio.➤ Talk about one sample of your work that you have included in the E-portfolio. What course was it developed for? Why did you select this particular work? What do you expect to convey to a future employer with this sample?	Students will be able to apply and demonstrate their skills and knowledge gained throughout their major course of study.

Pre/Post Video Rubric

	4	3	2	1
Knowledge	Demonstrates knowledge of the topic	Demonstrates knowledge of the topic	Demonstrates knowledge of the topic	Demonstrates lack of understanding of the topic. Provides little or no evidence. Mentions ideas unrelated to the topic.
	Uses appropriate evidence to support statements	Uses appropriate evidence to support statements	Uses marginally appropriate evidence to support statements	
	Combines various ideas	Combines various ideas	Combines various ideas	Demonstrates lack of knowledge of the topic
	Evaluates various ideas			Provides little or no evidence to support statements Mentions related ideas
Communication	Uses rich and varied vocabulary	Uses correct vocabulary	Uses limited vocabulary	Uses slang
	Vocabulary is appropriate for the context	Vocabulary is appropriate for the context	Some vocabulary is inappropriate for the context	Extensive use of inappropriate vocabulary for the context
	Uses excellent grammar/ syntax	Uses correct grammar/ syntax	Excellent grammar/ syntax	Poor grammar/ syntax

Key

Exemplary = 4 Proficient = 3 Emerging = 2 Unsatisfactory = 1

Pre/Post Video Rubric

	4	3	2	1
Delivery	Exposition shows extensive use of: Eye contact Gestures Good posture Dynamism	Exposition shows appropriate use of: Eye contact Gestures Good posture Dynamism	Exposition shows some use of: Poor eye contact Lack of gestures or over gesturing Poor posture Lack of dynamism	Exposition shows extensive use of: Poor eye contact Lack of gestures or over gesturing Poor posture Lack of dynamism
	Articulation and pronunciation are clear	Articulation and pronunciation are clear	Articulation and pronunciation are sloppy	Articulation and pronunciation are sloppy and inappropriate

Key

Exemplary = 4 Proficient = 3 Emerging = 2 Unsatisfactory = 1

Vandervelde's E-Portfolio Rubric

Criteria	Unsatisfactory	Emerging	Proficient	Exemplary
Selection of Artifacts	The artifacts and work samples do not relate to the purpose of the eportfolio.	Some of the artifacts and work samples are related to the purpose of the eportfolio.	Most artifacts and work samples are related to the purpose of the eportfolio.	All artifacts and work samples are clearly and directly related to the purpose of the eportfolio. A wide variety of artifacts is included.
Descriptive Text	No artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date.	All artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.
Reflective Commentary	The reflections do not explain growth or include goals for continued learning.	A few of the reflections explain growth and include goals for continued learning.	Most of the reflections explain growth and include goals for continued learning.	All reflections clearly explain how the artifact demonstrates growth, competencies, accomplishments, and include goals for continued learning (long and short term).
	The reflections do not illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.	A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.
Citations	No images, media or text created by others are cited with accurate, properly formatted citations.	Some of the images, media or text created by others are not cited with accurate, properly formatted citations.	Most images, media or text created by others are cited with accurate, properly formatted citations.	All images, media or text created by others are cited with accurate, properly formatted citations.

Key

Unsatisfactory = 1 Emerging = 2 Proficient = 3 Exemplary = 4

Vandervelde's E-Portfolio Rubric

Criteria	Unsatisfactory	Emerging	Proficient	Exemplary
Navigation	The navigation links are confusing, and it is difficult to locate artifacts and move to related pages or a different section. There are significant problems with pages connecting to preceding pages or the navigation menu. Many of the external links do not connect to the appropriate website or file.	The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the navigation menu, but in other places the links do not connect to preceding pages or to the navigation menu. Some of the external links do not connect to the appropriate website or file.	The navigation links generally function well, but it is not always clear how to locate an artifact or move to related pages or different section. Most of the pages connect to the navigation menu. Most of the external links connect to the appropriate website or file.	The navigation links are intuitive. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the navigation menu, and all external links connect to the appropriate website or file.
Usability and Accessibility:	The eportfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline).	The portfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings, text or long paragraphs.	The eportfolio is generally easy to read. Fonts and type size vary appropriately for headings, sub-headings and text.	The eportfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text.
Text Elements, Layout, and Color	Lack of paragraphing impedes scanning	Inconsistent use of font styles (italic, bold, underline) distracts the reader.	In general, use of headings, sub-headings and paragraphs promotes easy scanning.	Use of headings, sub-headings and paragraphs promotes easy scanning.
	Many formatting tools are under or over-utilized and decrease the reader accessibility to the content.	Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content.	Use of font styles (italic, bold, underline) is generally consistent.	Use of font styles (italic, bold, underline) is consistent and improves readability.
	Horizontal and vertical white space alignment are used inappropriately, and the content appears disorganized and cluttered.	Horizontal and vertical white space alignment are sometimes used inappropriately to organize content.	Horizontal and vertical white space alignment are generally used appropriately to organize content.	Horizontal and vertical white space alignment are used appropriately to organize content.

Key

Unsatisfactory = 1 Emerging = 2 Proficient = 3 Exemplary = 4

Vandervelde’s E-Portfolio Rubric

Criteria	Unsatisfactory	Emerging	Proficient	Exemplary
	Color of background, fonts, and links decrease the readability of the text, are distracting and used inconsistently throughout the eportfolio.	Color of background, fonts, and links generally enhance the read-ability of the text, and are generally used consistently throughout the eportfolio.	Color of background, fonts, and links generally enhance the read-ability of the text, and are generally used consistently throughout the eportfolio.	Color of background, fonts, and links enhance the readability and aesthetic quality, and are used consistently throughout the eportfolio.
Writing Conventions	There are more than 6 errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.	There are 4 or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	There are no errors in grammar, capitalization, punctuation, and spelling.
Multimedia Elements (Optional)	The graphic elements or multimedia do not contribute to understanding concepts, ideas and relationships. The inappropriate use of multimedia detracts from the content.	Some of the graphic elements and multimedia do not contribute to understanding concepts, ideas and relationships.	Most of the graphic elements and multimedia contribute to understanding concepts, ideas and relationships, enhance the written material and create interest.	All of the photographs, concept maps, spreadsheets, graphics, audio and/or video files effectively enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose.
	The graphics do not include alternate text in web-based portfolios.	Some of the graphics include alternate text in web-based portfolios.	Most of the graphics include alternate text in web-based portfolios.	Accessibility requirements using alternate text for graphics are included in web-based portfolios.
	Audio and/or video artifacts are not edited or exhibit inconsistent clarity or sound (too loud/too soft/garbled).	A few of the audio and/or video artifacts are edited with inconsistent clarity or sound (too loud/too soft/garbled).	Most of the audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.	All audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.

Key

Unsatisfactory = 1 Emerging = 2 Proficient = 3 Exemplary = 4

XI. APPENDICES

Appendix 1	Summary of QEP Key Data Points
Appendix 2	Focus Group Procedures
Appendix 3	SGA Student Survey
Appendix 4	Example Focus Group Report
Appendix 5	Phase I Focus Group Summary
Appendix 6	Phase II Issue Identification Summary
Appendix 7	General Studies Student Data
Appendix 8	E-Portfolio Diagram
Appendix 9	Course Syllabus – LSSS 300
Appendix 10	Course Syllabus – EDUC 1200
Appendix 11	Action Model for the QEP
Appendix 12	Job Shadowing Assignment
Appendix 13	QEP Director Job Description

QEP Key Data Points

Three areas for community college evaluation are

- **Access**, such as percentage of students receiving Pell grants;
- **Affordability**, such as average tuition, scholarships, and loan debt; and
- **Outcomes**, such as *graduation and transfer rates, graduate earnings, and advanced degrees of college graduates.*

Access

Lee College Hispanic enrollment continues to approach equilibrium with service area demographics. Since 2010, Hispanic fall enrollments are up 300 students while African-American is down 300 and white is down 600.

	Fall Semesters			
	2010	2011	2012	2013
Hispanic	2044	2066	2116	2262
White	3104	2882	2687	2486
African-American	1236	1172	944	888
Asian	98	89	106	92
Other	167	161	137	124
	6,649	6,370	5,990	5,852

<http://www.txhighereddata.org/Interactive/accountability/InteractiveGenerate.cfm>

GCCISD graduates increased to 1,255 in 2012, up from 1,179 in 2010, but the number of students entering Lee College from GCCISD in fall semester after graduation has declined from 505 in Fall 2010 to 367 in Fall 2012.

	Fall Semesters			
	2010	2011	2012	2013
Goose Creek				
Lee College	34%	30%	29%	
No Data	48%	48%	51%	
Other College	18%	22%	20%	
Total Grads	1,179	1,265	1,255	

Texas High School Graduates Enrolled in Texas Higher Education by District

Affordability

Lee College maintains an average annual total academic cost for resident undergraduate students taking 30 SCH in FY 2014 among our Texas community college peer group average in in-district and out-of-district total academic costs.

The percentage of students receiving Federal (Pell) Grant is 44% in FY 2012 (36% peer group average) and 57% of students receive federal, state, institutional or other aid (48% peer group).

More than 70% of Lee College students enroll in less than 12 credit hours (part-time).

Outcomes

Lee College awards three times the number of Level 1 certificates (1,053) as colleges in our medium sized community college group. Lee College awarded 40% more (728) associate degrees in FY 2013 than our comparable Texas colleges.

The 71% of Lee College students enroll in the next semester while 45% of fall students return next the fall.

The Lee College graduation rate of first-time, full-time credential seeking students has averaged a 2% annual increase since 2003: in 3-years (18%), in 4-years (28%), and in 6-years (38%).

Gateway Course Outcomes

	Academic Year			Trend
	2011	2012	2013	
BIOL 1406				
Successful Student Completions (A -->C)	248	311	298	
Student Course Completers (A -->F)	276	337	355	
Students enrolled in course	346	422	392	
Students that withdrew	71	79	39	
ENGL 1301				
Successful Student Completions (A -->C)	1104	1116	1107	
Student Course Completers (A -->F)	1368	1363	1459	
Students enrolled in course	1774	1723	1720	
Students that withdrew	422	363	252	
GOVT 2301				
Successful Student Completions (A -->C)	507	522	581	
Student Course Completers (A -->F)	720	751	805	
Students enrolled in course	924	939	963	
Students that withdrew	208	169	132	
HIST 1301				
Successful Student Completions (A -->C)	558	550	664	
Student Course Completers (A -->F)	749	749	886	
Students enrolled in course	972	933	1060	
Students that withdrew	231	167	151	
MATH 1314 (1414)				
Successful Student Completions (A -->C)	390	376	390	
Student Course Completers (A -->F)	524	487	529	
Students enrolled in course	670	611	636	
Students that withdrew	150	125	106	
PSYC 2301				
Successful Student Completions (A -->C)	549	642	496	
Student Course Completers (A -->F)	750	806	677	
Students enrolled in course	908	957	786	
Students that withdrew	164	148	108	
Online				
Successful Student Completions (A -->C)	2860	2543	2215	
Student Course Completers (A -->F)	3913	3542	3164	
Students enrolled in course	5410	4747	3985	

Lee College QEP Focus Group Procedures

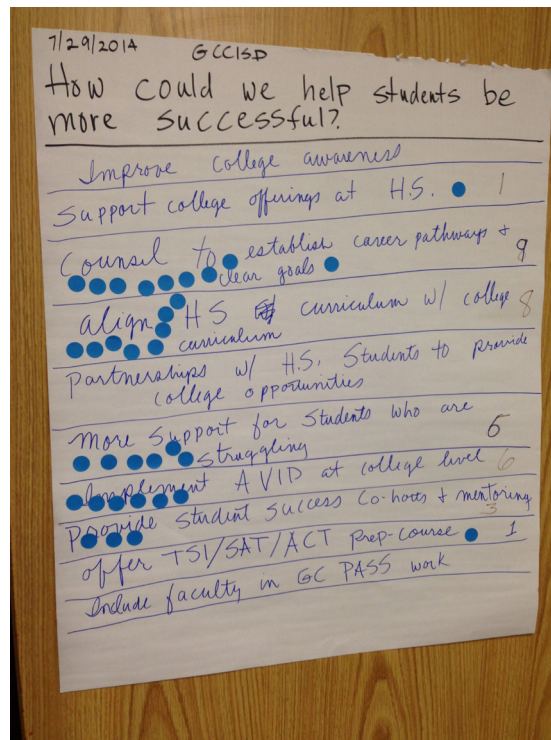
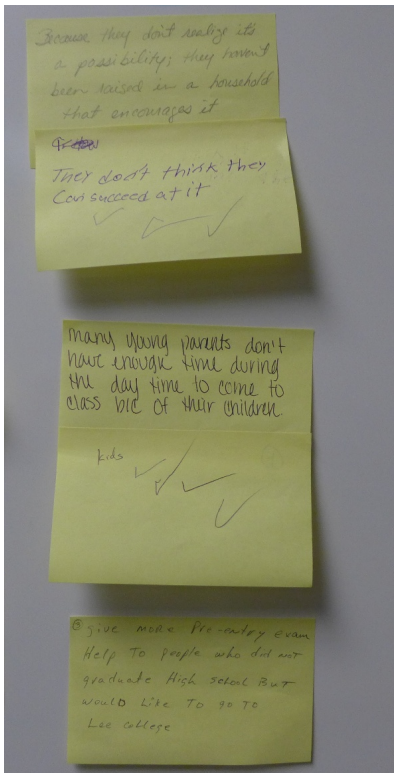
1. Materials Needed
 - a. Sign-in sheet
 - b. Data sheet
 - c. Large easel pad with at least 10 pages (self-sticking)
 - d. Multicolored sticky notes – one pad per person
 - e. Writing pens – one per person
 - f. Colored dots – ten per person
2. Refreshments
3. Facilitator and scribe
4. Camera/video

Procedure

1. Facilitator: Welcome participants. Introduce yourself. Give a VERY brief explanation of QEP and the importance/appreciation of their input; ask them to help themselves to refreshments and be sure to sign in. Let them know that what is said in room during discussion will not be scribed. Only information written on the board will be recorded.
2. Hand out a data sheet to every individual, and ask each to review it front and back. Give a quick explanation of what they are looking at. Give 10 minutes for them to review it. Statement: “If you would, please spend a few minutes reviewing this data by yourself and then we will discuss it together.”
3. Leading questions:
 - a. “What are your first impressions about the data?”
 - b. “What data stand out to you and why?”*Scribe will note any comments about the data including its format, requests for additional data, inconsistencies, follow-up inquiries.
4. Place 3 large sheets on the whiteboard, each with one of the following questions at the top:
 - a. “Why don’t more people go to college?”
 - b. “How could college be made more affordable?”
 - c. “How could we help students be more successful?”
5. Ask the participants, “Considering the data that we have just looked at, please use your sticky notes to write your answers to these 3 questions – one per sticky note, and place them on the appropriate easel sheet. This will take about 10 minutes.
6. Place 3 blank sheets beside each of the 3 sheets already on the board.
7. Facilitator will begin writing on the first blank sheet a summary of all of the sticky note responses until all of the first sheet is done. Once transcribed, remove the one that has the sticky notes from the board. Read each of the responses and perhaps ask some clarifying questions. Ask if they have anything else to add to this question. While this is happening, the Scribe will be

- transferring the sticky note responses from the other 2 questions onto the sheets with a marker.
8. Repeat Step 7 for the next 2 questions.
 9. Draw a line in between each of the responses on the paper prior to the next step to form categories.
 10. Ask participants to cast 10 votes (colored dots) for the issues they think are top priority. They may cast all 10 for one issue or distribute their votes among multiple issues. Tally the votes and record on the paper.
 11. Finally **thank participants** for their responses
 12. Transfer the data into the agreed-upon reporting document and submit to the QEP Steering Team.

Sample Images from Focus Groups





Course Evaluation Results

Dear Mr./Dear Ms Instructional,

This email contains evaluation results for Student Survey for Identifying a New QEP topic / 2142:

The overall course score is listed first, followed by the averages of the question categories, followed by the individual question scores, consisting of the following topics:

Comments (if applicable) are shown last.

Your Class Climate Administrator

Instructional, Student Survey for Identifying a New QEP topic

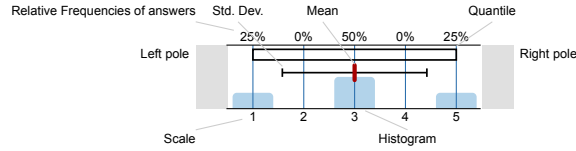
Instructional
 Student Survey for Identifying a New QEP topic (2142 Spring 2014)
 No. of responses = 159



Survey Results

Legend

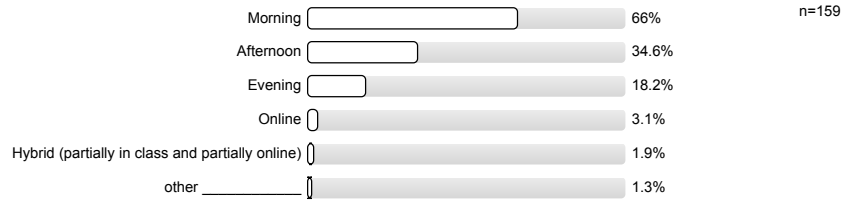
Question text



n=No. of responses
 av.=Mean
 dev.=Std. Dev.
 ab.=Abstention

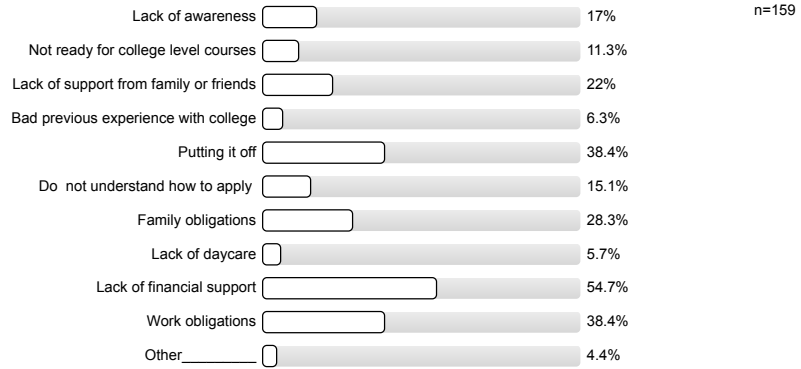
1. What time of day do you take most of your classes?

1.1)



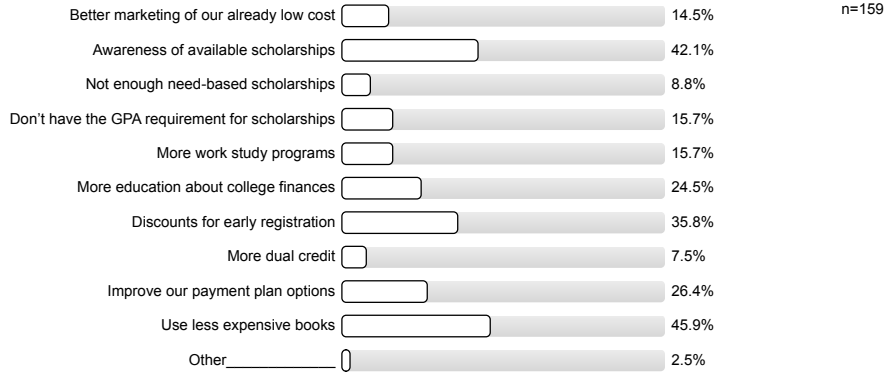
2. Why don't more students go to college?

2.1)



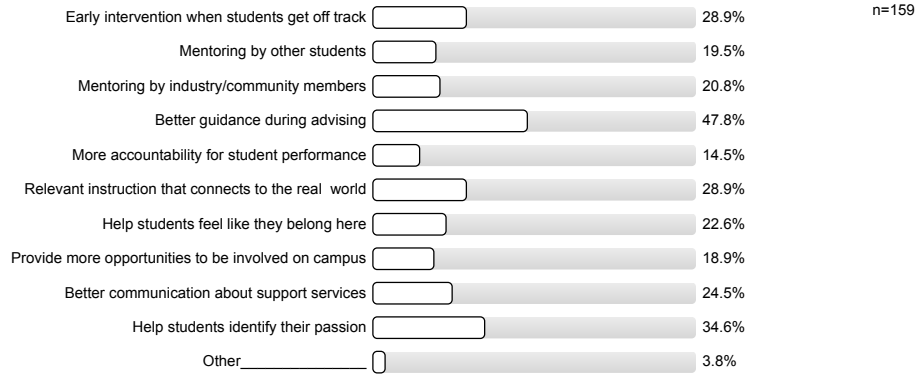
3. How can we make College more affordable?

3.1)



4. How can we help students be more successful?

4.1)





Profile

Subunit: Instructional
Name of the instructor: Instructional
Name of the course: Student Survey for Identifying a New QEP topic
(Name of the survey)

Values used in the profile line: Mean



VN Students 4/30/2014 N=32

Why Don't More People Go To College?		
<p>Books too expensive Money More people starting family early & must work Not affordable Can't afford Housing Afraid to spend the money & fail</p> <p>Working No one to watch kids</p>		
<p>Finances 31</p>	<p>Lack of Support 30</p>	<p>Employment Vs. College 2</p>
<p>Books too expensive Out of district fees No money/lack of funds Afraid to spend the money & fail Money Not affordable Can't afford housing</p>	<p>No one to watch kids</p>	<p>must work to support family Working</p>
How can we make College more affordable?		
<p>Finances 128</p>	<p>Housing 4</p>	
<p>More Scholarships/grants Awareness/Education Better payment plan Stop out of district fees</p>	<p>Provide dorms or discounted apartments</p>	
<p>Discounted housing</p>		
How can we help students be more successful?		
<p>Tutoring 87</p>	<p>Mentoring/Encouragement 18</p>	<p>Flexible/Smaller classes 8</p>
<p>Instructor tutoring Tutoring r/t test taking skills</p>	<p>Family support Mentoring</p>	<p>More classes "Flex" classes for working students Smaller classes</p>
<p>Extra credit 10</p>	<p>Financial Aid 2</p>	
<p>More oportunities for extra credit Interactive teaching</p>	<p>More grants/scholarships</p>	

Lee College QEP Topic Identification					
Phase I Focus Group Summary					
8/18/14					
ACCESS		AFFORDABILITY		COMPLETION	
<i>Why don't more people go to college?</i>		<i>How can we make college more affordable?</i>		<i>How can we help students be more successful?</i>	
Comments	# Votes	Comments	# Votes	Comments	# Votes
Lack of family and other support	203	More awareness and availability of scholarships	230	Improved counseling/advising and career counseling	237
Choosing jobs over college	171	More financial assistance	227	Tutoring	136
Lack of awareness of opportunities	159	Less expensive textbooks with alternatives	178	Provide mentors	124
Lack of college preparedness	75	More payment options/loans	145	Improved curriculum & instruction	75
Self efficacy	60	Restructure tuition & fees	71	Improve awareness & access to resources	66
Finances	57	Financial literacy	55	Provide interventions for students who are struggling	58
Bad previous experience with college	10	Work study programs	31	Increase accountability for students	54
Lack of evening & online courses	7	More childcare	24	Provide more flexible & smaller classes	42
Undocumented status	3	Expand tax base to include service area	18	Expand campus activities & support groups	36
Transportation	1	Offer "working adult" degrees	13	Create college-going culture	35
Disability	1	Seek industry assistance for students	9	Improved technology & computer labs	35
		Student housing	4	Expand professional development for employees	23
		Expand dual credit offerings	3	Create a more student/user-friendly website	17
		Offer incentives to reduce costs in departments and make funds available to students for assistance	1	Improve college readiness upon entry	16
		Revise organizational structure to save money and make funds available to students for assistance	1	Address diversity (feeling of belonging)	13
				Improve customer service	13
				Improve awareness of career placement	12
				Make success course mandatory	12
				Consistently apply policy and procedures	10
				Get student feedback	10
				Develop more parent involvement	8
				Offer AVID at the college level	6
				Develop more study groups/learning communities	3
				Expand satellite locations	2
				Provide preparation courses for college testing	1
				Provide better student access to college personnel	1

Lee College QEP Topic Identification	
Phase II Focus Group Summary: FT Faculty (108)	
8/19/14	
FT FACULTY FOCUS GROUP: TUESDAY, AUG. 19, 2014	
RESPONSES	# Repeats
Improve counseling and advising and career counseling (college and K-12)	49
...more dialogue between counselors and faculty	
...develop advising app	
...vertical alignment between faculty, administration, student support, service	
...advising and career counseling-direct student to TCCTA Texas Network site	
...combination of instructor/student input on class schedules and advising	
...advisors assigned to each Division to assist students (special services)	
...program advising with counselors and advisors	
...make it mandatory to visit a counselor before each semester	
...Division/department counseling day each semester during in-service week	
...counseling has gotten better with assigned advisor; however, communication is still non-existing	
...provide division counseling for stuents before registration closes each semester and publicize this opportunity ahead of time	
...integrate students' advising on topics that help students persist in class instruction	
...comprehensive career and academic advising from faculty advisor paired with each advisor/counselor	
...early awareness before high school	
...more comprehensive student orientation (mandatory)	
...counseling: resurrect the Lee College RV and go to malls to register and distribute scholarships	
...counselors: it worries me that we hire lots of advisors to help the first-year students rather than fully qualified counselors. Perhaps we could put our resources toward that.	
...provide a more accessible degree plan format (I get sick of printing this out for students)	
...dedicate counselors for specific disciplines with overall knowledge of the degree plans and their components.	
...more accessible catalogue and schedule	
...have one counselor/advisor that a student sees throughout college	
...improved counseling/advising	
...improved holistic counseling: college readiness and college/career planning and financial planning	
...partner with programs	
...fix counseling: all students need to see counselor every semester to register; counselors will identify student life commitment, steer students toward correct load	
...develop cohorts so all students immediately "belong" and address all "helps" using cohorts	
...require each "first semester" student to meet with one of his/her instructors 1:1 for a career path discussion; instructor could sign off online for student to then register for next semester	
...first year advisory program: groups of students are assigned a faculty advisor and a student (peer) advisor; first time students must meet with faculty advisor twice in first semester; student advisor reminds students about setting up meetings	
...devote more resources, human and technological, to career counseling and advising	
...make sure they take the classes they really need!	
...expand faculty advising for majors, then develop student mentoring for continual support	
...single counselor for entire college career	
...make their semester by semester plan with them; group certain classes; have the two-year plan again	
...counseling: divisional and departmental outreach	
...online counseling for students	
...build personal relationships and make counselor follow the student they meet with	
...onsite registration including student advising by faculty	
...provide division/discipline level counseling/academic advising with EVERY faculty member helping share the load	
...advise students for both their goals at Lee College and after Lee College	
...forbid public school counselors telling students that they suck	
...continue and expand outreach programs for all service area schools	
...middle school outreach to show excitement of various careers	
...community outreach through speakers to churches about realities of attending college	
...lack of understanding by high school counseling about technical programs	
...student ambassador outreach in high schools and community	
...make students better aware of future/coming employment trends and how to take advantage of them	
...include scholarship information with counseling/advising sessions	
...increase counseling and advising staff	
...all departments show the value of an education (certificate, degree) through lifetime salary, job options. In-class campaigns and former students' success stories	
Create a mentorship program	28
...develop student mentoring program for continued support	
...create a mentor program	
...community mentors	
...maintain a contact person for each area of support (family, someone inside college, someone outside college, and other and then develop FAQ to address each using flow chart to guide student	

...completion and access to college: mentors and partners for resource	
...student-led support group "buddy system" in student's discipline	
...student support group (students supporting students)	
...Lee College Alumni Mentor Program: alumni mentor incoming freshmen at Lee College	
...student and faculty mentorship	
...create a mentor program with second year students mentoring first year students	
...mentoring program on campus and in the community	
...peer, faculty and staff mentoring of students	
...use mentors as family substitutes	
...support groups	
...mentorship	
...peer counseling and support in student lounges (in each building)	
...mentoring by peers, faculty, staff, and community of available resources for not only students but family (life skills, immigration, training, continuing education)	
...mentorship program faculty based and student based	
...mentors to students in industry	
...mentoring: community leaders, business leaders, alumni	
...alumni, community and local business mentoring of students	
...preceptor or mentorship program	
...mentor program: peers, faculty, graduates	
...peer mentoring: upper class mentors entering class	
...programming to get students connected with funding; community partnerships; mentoring and monitoring progress	
...mentoring by all Lee College employees	
...mentor program	
...mentors	
Simplify processes and educate students about access and availability of financial assistance other than scholarships	26
...ABCs of obtaining finances	
...improve financial aid; Sharon is very knowledgeable but does not communicate with her office	
...establish a comprehensive list of available scholarships based on broad disciplines	
...advertising of available funding: more employee/community contributions to fund scholarships/grants	
...create improved communication system for awareness of financial and scholarship opportunities	
...there is plenty of financial assistance available; they just have to make the effort to do something	
...financial aid tutorials and/or programs about resources available	
...financial aid educationa programs	
...scholarships are too restrictive as to who qualifies; put GPA and load only. Disregard race, sex, religion, career path.	
...better/more efficient distribution of scholarship funds-no duplication	
...one scholarship link on website that auto enroll student into all scholarships they are eligible for	
...one online application for all scholarships	
...one application for all scholarships	
...one application for all financial needs scholarships/grants	
...financial assistance: one application for all	
...put documents in more "lay" terms and make easier to where if one thing missed it doesn't void out	
...simplify system-create a website dedicated to financial assistance/loans	
...provide a link on LC website to connect to multiple scholarship websites/URLs	
...positive experiences on financial aid with advertising of grants & scholarships (on web too); personal attention with knowledgeable people	
...let them change degree if they need to on financial aid (ideas/goals change)	
...target high school seniors and give scholarship packets that they can apply for with due dates and application guidelines	
...financial aid workshops	
...community outreach: financial planning/advising for families of high school students in the area	
...web page on LC site to announce scholarship opportunities	
...monthly newsletter of campus activities in service area; inform, educate, announce	
...simplify the process!! Student meet too much resistance.	
Create a family involvement program	20
...meals, laundry transportation, family counseling	
...emphasize the important of education by creating opportunities to include family in orientation, educational, and informational settings.	
...start a family center on campus	
...encourage a family association to generate a sense of voice/participation; platicas-conversations/focus groups	
...invite families to college orientation so they understand workload/importance	
...family activity/open house; show films of program	
...include parents/family members in focus groups	
...improve family support through making family members aware of benefits of degrees, programs, etc. (family nights?)	
...advertising and family activities at Lee	
...family orientation to Lee College with focus on support services and program-specific	
...family involvement/invitation to orientation and ability to have family experience at college	
...better communication of opportunities from education that would benefit families	
...find a way (in community, church, etc.) to encourage people to start such a "family legacy"	
...community/family outreach to educate or raise awareness of college and sources of college support	
...find out why the families do not support a college education; use successful grads as examples	
...publicize resources available; have college events for families at beginning of each semester (attend "sample" classes)	



...college day (visit to campus)	
...family orientation/family based center	
...family recruiting	
...community outreach-financial planning/advising for families of high school students in the area	
Comprehensive Communication Plan	19
...monthly, better distribution of notices on activities on campus (inexpensively printed) every household in service area	
...improve community outreach: mailouts, monthly newsletter of campus activities in service area (educate, inform, announce)	
...mail out a newsletter monthly to every household in the area with information about extracurricular activities available to students & community	
...media attention to scholarships and process	
...communicate through social media (Twitter, Instagram, Facebook) about ways to finance college	
...build a comprehensive outreach plan for increasing awareness and availability of scholarships	
...advertise availability of scholarships on every media source possible and affordable	
...scholarship information with orientation/registration packets	
...send out emails/texts to students letting them know what scholarships are available	
...better publicity to the community regarding scholarship opportunities; more emphasis on the high schools	
...publicize	
...increase advertising of available scholarships with criteria	
...post available scholarships in all college buildings and send email blasts to students	
...train faculty in financial resources available on campus and empower faculty to help students find the resources they need	
...improve web site for scholarships/use online chat	
...advertise scholarships in local radio/TV adds	
...provide better training for faculty on financial aid restrictions	
...widespread outreach plan	
...ReACH (Resources, Access, Change, Happens)	
Provide tuition discount incentives for early registration, good grades, family enrollments, etc.	11
...rebate or supplement for completion within a time frame-some kind of upfront "savings" account that they do not pay back if successful	
...look into opportunities to reduce costs for students (out-of-pocket)	
...early registration discounts	
...relative that graduated from Lee College: get a discount of 10%, 20%	
...good grades = reduction in tuition	
...early registration discounts	
...lottery scholarship ticket	
...scholarships-give at younger ages	
...scholarship lottery	
...GPA forgiveness for first semester new students	
...get a reduction on tuition if you get good grades	
Campaign for larger scholarship donations from the community	7
...seek donations from wealthy community members and give recognition at in-service for those who contribute	
...Alumni Association development to provide additional resources	
...find donations and give them recognition	
...use students to call parent and ask for donations	
...campaign for largers donations from wealthy individuals in the community. Then give special public recognition to donors.	
...partner with local businesses and organizations to create scholarships, internships and apprenticeships	
...generate community and alumni support	
Provide daycare	6
...childcare center on campus subsidized for students	
...provide affordable childcare for students while in class	
...create and fund in house daycare program on Lee College campus; could be part of Child Development Program.	
...more affordable college supported daycare/nightcare of children	
...have daycare available for (working) students with kids	
...full service childcare for all time periods of class	
Increase student employment opportunities	5
...provide an increase to student employment opportunity with a nexus of community partners willing to accommodate student schedules	
...students need to be aware of employment opportunities on campus as well as networking with local businesses that could use students for help	
...jobs on campus	
...more on-campus jobs for students; this will teach work ethic and job skills and further their education	
...more student workers	
Create cultural campus communities	5
...develop a sense of community on campus	
...focus on community education (food, culturally specific relevance) through open houses	
...form support groups (clubs) for students, especially for cultures that may not traditionally support education	
...increase college student support programs such as LeeWay; set up ways students can support each other	
...create a series of learning communities for students that promote major-driven cohorts to help build a sense of community	
Reduce textbook costs	4
...less expensive textbooks	
...open source materials (free PDFs, free online study materials)	



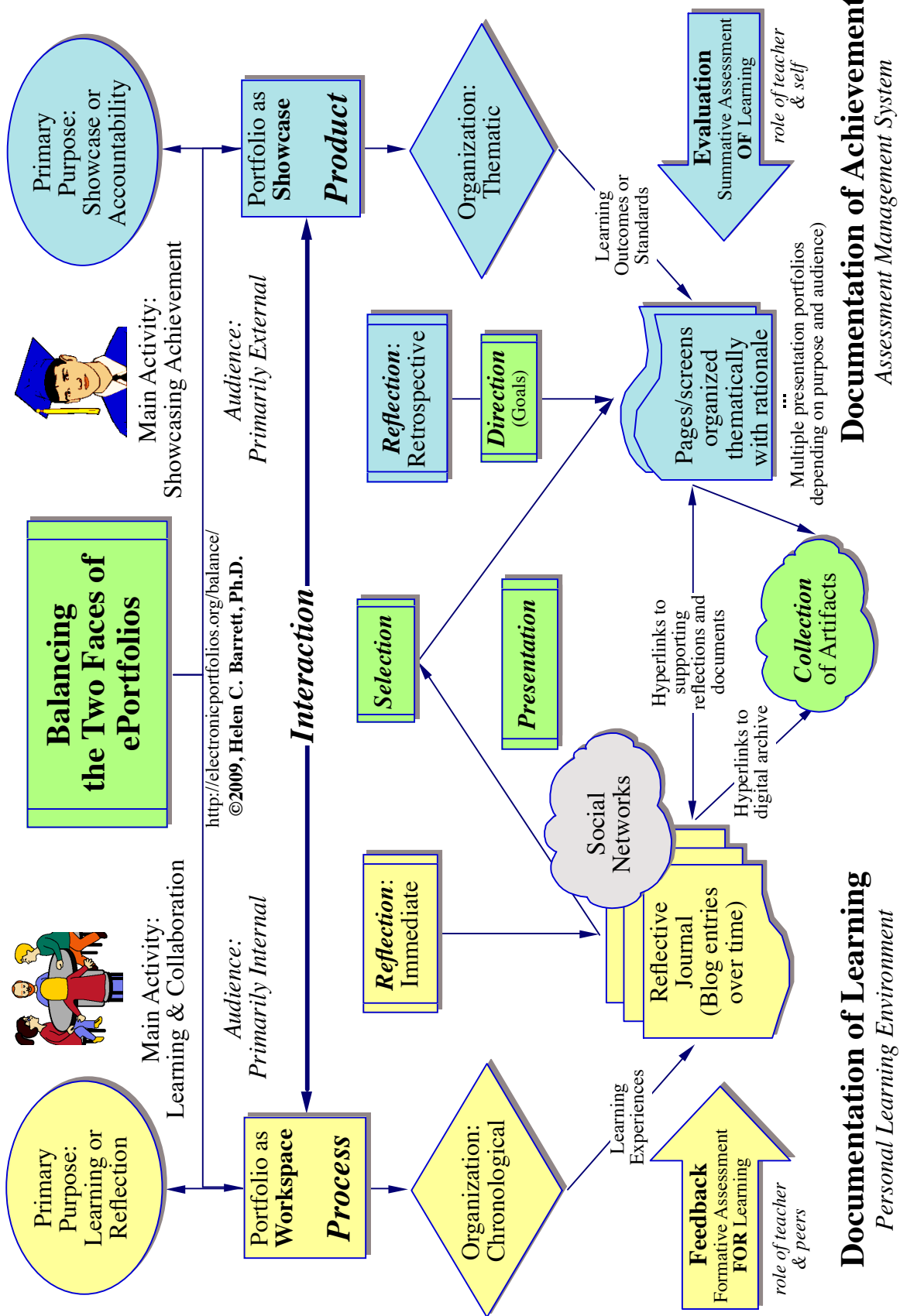
...student book swap program (online bulletin board with ads); swap history book for needed English book	
...utilize technology to reduce textbook costs	
Make tutoring and supplemental instruction more readily available	4
...make it easier to get tutors; instructors have to jump too many hurdles and sometimes takes weeks	
...tutors available for all classes and low performers required to attend	
...create study halls/tutors/campus life	
...adjunct supplemental instructors	
Use technology to improve access to assistance	4
...train students in Blackboard so that they are prepared to take online course which is more flexible	
...online support link on Lee College website	
...communicate with students via social media (Facebook, Twitter, Instagram) about advising and career planning	
...use online chat	
Hold mandatory student seminars/courses	4
...make success course mandatory	
...have workshops for student on managing time, finances, career choices	
...mandatory financial planning seminar for all incoming students and improved financial counseling periodically thereafter	
...weekend FAFSA workshops	
Restrict financial aid access and spread the wealth	2
...limit the amount of financial aid to tuition, fees, and books. Some students have multiple scholarships and use extra money as income.	
...make them earn the financial assistance	
Provide professional development	2
...professional development training from leading experts in the field	
...we need a college knowledge course for faculty, staff and students	
Expand tax base/rainy day fund	2
...expand the tax base throughout the service area	
...use rainy day fund in Texas to provide tuition for academic/technical in community colleges	
Use technology to improve communication	2
...develop scholarship search app	
...web access to scholarship and financial aid information	
Create a literacy initiative	1
...think HUGE: declare, in cooperation with city and industry, literacy initiative with free year of college...absolutely zero cost	
Adopt-a-Student Program	1
...have secret benefactor program where benefactor writes to student encouraging letters and supports them financially. Make it more personal	
...have a ceremony at the end to reveal the secret donor	
Create a Freshman Experience Program	4
...create on-campus communities of support for first-time-in-college students (different levels: classroom, program/field of study, college-wide)	
...create a Freshman Experience orientation with an information session on scholarships and traditional financial aid	
...help them become more self sufficient	
...comprehensive first year experience	

GS4 Students

	FL12	FL12 FTIC	FL13	FL13 FTIC	FL14	FL14 FTIC	3YR AVG	3YR AVG FTIC
N	870	171	1,367	226	1,642	231	1,293	209
%FT	14%	33%	8%	18%	13%	31%	12%	27%
%Female	65%	58%	64%	63%	65%	64%	65%	62%
%<2.5	40%	46%	36%	61%	39%	56%	38%	54%
%<2.0	30%	34%	23%	39%	26%	44%	26%	39%
%GRAD	14%	9%	5%	0.44%			10%	5%
%GRAD_GS4	0.3%	0%	2%	0%			1%	0%
%retSPR	74%	80%	77%	79%			76%	79%
%ret2YR	54%	61%	49%	65%			52%	63%
%ChangedPlan_1stYR	57%	82%	11%	14%			34%	48%
%TRANS4YR	6%	5%	7%	6%			7%	5%
%PELL	23%	36%	25%	42%	24%	31%	24%	36%
%ONLINE	29%	26%	26%	16%			28%	21%
%DEV_ED	17%	54%	15%	53%			16%	54%
AVG AGE	21	20	20	19	20	19	20	19
%DUAL	43%	1%	49%	0.9%	43%	5%	45%	2%
AFRAM	10%	9%	11%	15%	14%	14%	12%	13%
AMIND	0.3%	1%	1%		0.2%	0.4%	0.4%	0.3%
ASIAN	1%	1%	2%	1%	1%	2%	1%	1%
HISP	29%	32%	33%	43%	34%	42%	32%	39%
INTL	1%	2%	1%		1%	1%	1%	1%
MULTI	1%	2%	2%	2%	2%	4%	2%	2%
NSPEC	1%	1%	1%	0%	2%	1%	2%	1%
PACIF	0.5%	1%		0.4%	0.1%		0.2%	0.3%
WHITE	55%	52%	48%	38%	46%	37%	50%	42%

First Time Students 2010-2012 cohorts

	AVG #	AVG Fall to Spring Persistence	AVG Fall to Fall Persistence	AVG Graduation %	AVG DEV #	DEV AVG Fall to Spring Persistence	DEV AVG Fall to Fall Persistence	DEV AVG Graduation %
Technical	637	72.5	47.3	22.9	245	89.8	66	15.4
Transfer	442	79.1	61	12.7	266	90.2	70.8	12.3
Female	480	79.9	59.8	13.4	296	90.2	71.3	10.9
Male	614	68.7	47.1	22.5	223	89.1	63.5	17.1





Course Syllabus

EDUC 1200: Learning Frameworks

Instructor Contact Information

Instructor:	<u>Treva Brown-Askey</u>	Office/Additional Phone:	<u>832 556-4021</u>
Office:	<u>Old Gym 104</u>	Office Hours:	<u>Mon-Thur 7:30-8:30</u> <u>M,W 1:30-2:00</u>
E-mail:	<u>taskey@lee.edu</u>	(or hours of availability)	<u></u>
Chair:	<u>Treva Brown-Askey 832-556-4021</u>	Website/Alternative Contact:	<u></u>
Secretary:	<u>Gale Collins 832-556-4003</u>		
Dean:	<u>Dr. Daria Willis 281-425-6400</u>		

Welcome to

Course Title:	<u>Learning Frameworks</u>	Term:	<u>Fall 2015/2160</u>
Course Subject:	<u>EDUC 1200</u>	Year:	<u>2015</u>
Course Section:	<u></u>	Class Days:	<u></u>
Credit Hours:	<u>2 Lecture, 1 Lab =3 Total</u>	Class Times:	<u></u>
Classroom Location:	<u></u>		

Course Overview/ Catalog Description:

This course studies the psychology of learning and success. It will examine factors that underlie learning, success, and personal development in higher education. Topics covered include using strategies to retrieve information from memory, self-regulation, goal setting, educational planning and learning styles. Techniques of study such as organizing class notes, preparing for examinations, sampling software and utilizing learning resources are covered.

Student Learning Outcomes:

Upon successful completion of this course, students will:

SLO#1: Construct a personal learning system informed by the research and theory in the psychology of learning, cognition, and motivation.

- Demonstrate knowledge of chapter research studies through journaling.
- Make Personal Connections with peers, instructors, and other campus support personnel.
- Locate and use support center services.
- Learn and apply strategies of self-assessment inventories included in the text and delivered via MindTap College Success:
 - Self-Assessment of Your Self-Regulation
 - Self-Efficacy for Learning Form
 - Basic Needs Scale
 - Gardner's Multiple Intelligences
 - Hope Scale
 - Personality Inventory

SLO #2: Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.

- Set, monitor and adjust long-term personal, professional, academic and social goals.

- Maintain motivation by focusing on controllable academic behaviors and strategies that used to monitor and manage attitudes, emotions, and thoughts when facing challenging tasks or academic setbacks.
- Demonstrate a process for replacing negative, self-defeating habits with positive habits.

SLO #3: Use technological tools and library resources to acquire information, solve problems and communicate effectively

- Demonstrate understanding of learning technology
- Apply critical thinking skills when approaching challenging tasks.
- Demonstrate organization and management of time and study materials.
- Describe how to store and retrieve information from memory.
- Analyze effective reading and note-taking strategies that enhance retention and comprehension.
- Identify and apply effective strategies to use before, during, and after taking an exam.
- Demonstrate written and oral communication that is appropriate to context and that effectively conveys meaning and logic.

SLO #4: Develop an educational and career plan based on individual assessments and exploration of options.

- Identify goals of future college and career pathways through engaging in self-regulation and reflection, monitoring goal progress and making changes as needed.

In our efforts to prepare students for a changing world, students may be expected to utilize computer technology while enrolled in classes, certificate, and/or degree programs within Lee College. The specific requirements are listed below:

Blackboard Usage

You will need to check your grades regularly in Blackboard. To log in: use your Lee College login and password. Click on the course, then “My Grades”. Use Mozilla Firefox or Google Chrome to access your courses.

Mindtap Usage

Access Mindtap and use for activities within the course.

ePortfolio

Become familiar with ePortfolios and uses.

Getting ready

Prerequisites:	<u>ENRD 402 or equivalent</u>
Required Material:	<u>Harrington, C. (2016). <i>Student Success in College: Doing What Works (2nd)</i>. Cengage Learning.</u>
	<u>You must purchase Cengage MindTap for the Textbook</u>
	<u>ISBN: 10: 1-285-85217-6 ISBN: 13: 978-1-285-85217-1</u>

Instructor Guidelines and Policies

Attendance:	After three absences from class, a student will receive a grade of “F.” Excessive tardiness and leaving early will be counted as absences. http://www.lee.edu/classes/
Assignments:	All assignments must be taken by the due dates. Make-up assignments must be scheduled prior to the due date or student will not be allowed to make up work.
Make-up Quizzes:	All quizzes must be taken by the due dates. Make-up quizzes must be scheduled prior to the due date or student will not be

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Cell phones and Computers:

allowed to make up work.

Cell Phones & Technology in Class: Out of courtesy to the instructor and your colleagues, please turn off your cell phone and put it out of sight. Unless otherwise approved or allowed by the instructor. Please do not text nor answer calls while in class. If you must send a message, answer a call, or make a call, please step out of the classroom. Posting to social media, texting, and using technology for non-course related items during class time is disrespectful and detracts from the learning environment.

GRADE DETERMINATION--

Your grade will be determined by the following	Details	Percent of Final Average
Discussion/Activities/ Attendance/ Participation/Quizzes	<p>Discussion, activities, attendance, quizzes, and participation This component involves regular class attendance, class preparedness and active class participation with consideration for others. When students participate actively in class and online discussions, learning is enhanced. To be able to participate actively and with relevance to the course subject matter, it is important that you complete reading assignments prior to each class session. It is the student's responsibility, whether present or absent, to keep abreast of assignments.</p>	30%

<p>Written Assignment & Presentation: <i>Getting to Know Yourself</i></p>	<p>This assignment is comprised of two components. The first component involves writing a summary about what you learned about yourself through completing the Self-Assessment of Your Self-Regulation, Self-Efficacy for Learning Form, Basic Needs Scale, Gardner's Multiple Intelligences, Hope Scale, Personality Inventory. This requires that you not only complete each of these exercises (some of which will be done in class), but that you also think about how you can use this information as an individual, a student, and a worker. How does knowing this information assist you in being successful in every area of your life? What are some ways you can use this information to become a better student?</p>	<p>20%</p>
<p>Service Learning Project or 2 Enrichment Activities</p>	<p>You must complete one service learning project, attain leader verification of service hours, and write an essay on the experience OR you must attend/participate in 2 college Enrichment Activities and complete an essay on each. These activities are scheduled outside of regular class time. A service learning project involves engaging in volunteer activities for several hours where the volunteerism benefits an organization, church, or school. Please discuss the service learning activity with the instructor prior to conducting the activity. Examples of College Enrichment Activities include: attending a play at Lee College, taking a college campus tour, and attending a college basketball or volleyball game.</p>	<p>20%</p>

Career Project	<p>The Career Project will be completed in three parts: a job shadow (10%), an annotated bibliography identifying key research about your chosen career (10%), and an in-class presentation (10%). For this assignment, you will research a career in which you have an interest. You will examine the education needed to obtain the career, the geographic locations where the job occurs, at least three post-secondary institutions where you can obtain the education, certification, or training for that career, the potential earnings, potential employers, the job growth rate of the career, and how this type of career aligns with your learning style, multiple intelligences, and interest areas. You will shadow or interview someone who works within this field.</p> <p>Products for Presentation: A presentation that includes the above referenced information, including the name of the person you job shadowed and information about the experience.</p> <p>Products for submission to instructor: An Annotated Bibliography with at least three sources and the name and contact information for the person you job shadowed or interviewed for verification of the job shadow/interview.</p>	30%
Total:		100%

LETTER GRADE ASSIGNMENT:

Letter Grade	Final Average in Percent
A	89.5 – 100
B	79.5 – 89.4
C	69.5 – 79.4
D	59.5 – 69.4
F	< 59.5

Tentative Instructional Outline:

Instructor reserves the right to modify this syllabus as needed during the course.

Week Number	Activities and Assignment	Objectives and Details
1 8/24-8/27	1. Read Chapter 1 2. College Expectations: Being a Critical Thinker-Due Sept. 8th at 11pm.	1. Chapter 1-College Expectations: Being a Critical Thinker 2. Introductions 3. Review Course Syllabus 4. Expectations 5. College Resources
2 8/31-9/3	1. Review Chapter 1 2. CSFI Assignment Due Sept 8 th at 7am 3. Chapter 1-Assignment due Sept 8 th @11pm 4. Chapter 1 Quiz Due Sept 8 th at 11pm	1. Continue Chapter 1 2. Library/Writing Center Tour

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Week Number	Activities and Assignment	Objectives and Details
3 9/7-9/10	<ol style="list-style-type: none"> 1. Read Chapter 2 2. Chapter 2 Questions Due Sept 13th at 11pm 	<ol style="list-style-type: none"> 1. Labor Day Holiday on Monday 2. Chapter 2-Skills You Need: Memory, Note Taking, and Studying Techniques 3. Comparing Note Taking Apps
4 9/14-9/17	<ol style="list-style-type: none"> 1. Read Chapter 2 Continued 2. Chapter 2 Quiz Due Sept 20th at 11pm 3. Chapter 2 Assignment due Sept 18th @ 11pm 	<ol style="list-style-type: none"> 1. Chapter 2 Continued 2. HSI Stem Week-Students are encouraged to attend presentations. These events can serve as Enrichment Activities
5 9/21-9/24	<ol style="list-style-type: none"> 1. Read Chapter 3 	<ol style="list-style-type: none"> 1. Chapter 3-Setting Effective Goals and Making the Most of your Time 2. Studying Approaches 3. Time Management
6 9/28-10/1	<ol style="list-style-type: none"> 1. Review Chapter 3 2. Chapter 3 Assignment due Oct 2nd @ 11pm 3. Chapter 3 Quiz due Oct 2nd @ 11pm 	<ol style="list-style-type: none"> 1. Chapter 3 Continued 2. Career Package Distribution and Explanation 3. Organizational Tools 4. Counseling and Career Center Services Presentation
7 10/5-10/8	<ol style="list-style-type: none"> 1. Read Chapter 4 	<ol style="list-style-type: none"> 1. Chapter 4-It's Show Time: Papers, Presentations, and Tests 2. Academic Integrity 3. Test Taking Strategies
8 10/12-10/15	<ol style="list-style-type: none"> 1. Review Chapter 4 2. Chapter 4 Assignment due Oct 16th @ 11pm 3. Chapter 4 Quiz due Oct 16th @11pm 	<ol style="list-style-type: none"> 1. Continue Chapter 4 2. Group Projects
9 10/19-10/22	<ol style="list-style-type: none"> 1. Read Chapter 5 	<ol style="list-style-type: none"> 1. Chapter 5-Motivation, Resilience, and Stress Management: Strategies for When College and Life Get Challenging 2.
10 10/26-10/29	<ol style="list-style-type: none"> 1. Review Chapter 5 2. 1st Career Project Check-in 3. Chapter 5 Assignment due Oct 30th @11pm 4. Chapter 5 Quiz due Oct 30th @11pm 	<ol style="list-style-type: none"> 1. Continue Chapter 5 2.
11 11/2-11/5	<ol style="list-style-type: none"> 1. Read Chapter 6 2. Annotated Bibliography Due 	<ol style="list-style-type: none"> 1. Chapter 6-How Are You Doing? Maximizing Learning via Self-Reflection 2. Self-Reflection Techniques

Week Number	Activities and Assignment	Objectives and Details
12 11/9-11/12	<ol style="list-style-type: none"> 1. Review Chapter 6 2. Getting to Know Yourself Due-Final Submission Nov 13@ 11pm 3. Chapter 6 Assignment due Nov 13th @11pm 4. Chapter 6 Quiz due Nov 13th @11pm 	<ol style="list-style-type: none"> 1. Continue Chapter 6
13 11/16-11/19	<ol style="list-style-type: none"> 1. Read Chapter 7 2. Service Learning Project/2Enrichment Activities Due Nov 20th @11pm 	<ol style="list-style-type: none"> 1. Chapter 7-Making Good Academic, Career, and Financial Decisions 2. Financial Literacy Speaker 3. Financial Decisions
14 11/23-11/25	<ol style="list-style-type: none"> 1. Review Chapter 7 2. Career Packet Materials Due-Final Submission 3. Chapter 7 Assignment due Nov 26th @11pm 4. Chapter 7 Quiz due 26th @11pm 	<ol style="list-style-type: none"> 1. Thanksgiving Holidays 2. Academic Options 3. Career Decision Making 4. Long Term Goals
15 11/30-12/3	<ol style="list-style-type: none"> 1. Career Project Presentations 	<ol style="list-style-type: none"> 1. Career Project Presentations
16 12/7-12/10	<ol style="list-style-type: none"> 1. Career Project Presentations 	<ol style="list-style-type: none"> 1. Finals Week 2. Career Project Presentations Continued

Lee College is Committed to Your Success

Your success is our primary concern! Lee College is dedicated to providing quality instruction and services to all of the students enrolled. Students who are having difficulty with classes, with student services, with other students, or are considering withdrawing from the college for other reasons are urged to speak with a counselor or advisor before dropping a class or failing to attend classes on a regular basis. We can provide assistance with academic needs, ADA accommodations, classroom difficulties, financial concerns, and other issues.

The Information Technology Help Desk

The Information Technology Help Desk (IT Help Desk) is your first point of contact when in need of urgent computer assistance. Contact the Help Desk at 281-425-6952 or email helpdesk@lee.edu.

Library

The Lee College Library extends its facilities and resources to students, faculty, staff, and community members. Located on the first floor of the Advanced Technology Center (ATC). Library hours are posted on the front door and on the library's website www.lee.edu/library/ 281.425.6584.

The Writing Center: BH 225

The college provides a writing lab staffed by paraprofessionals and peer tutors for students enrolled in all Lee College courses. Students are encouraged to visit the lab to obtain help with reading and writing assignments. Call 281.425.6534 for hours.

ATC Open Computer Lab: ATC, 208

The college provides computer access and support to all college students, faculty and staff, providing adequate access to up-to-date computing resources and services. The open computer lab offers 25 networked computers (Windows 7) with a variety of campus software, including, Microsoft Office Suite 2010. The open lab also offers printing and quick scanners for student use. Lab assistants are always on duty to help. Call 281.425.6493 for updated lab hours each semester.

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Math Lab: BH 113

The college provides a math lab staffed by peer tutors and paraprofessionals for students enrolled in math classes, both developmental and college credit. Students are encouraged to visit the lab to obtain help with their course assignments. Students enrolled in developmental math classes may work independently at the computer work stations by utilizing the computer software and video lessons which accompany their textbook. Call 281.425.6891 for hours.

Counseling Center, Rundell Hall

Lee College employs a staff of professional counselors and advisors whose major tasks include helping students select courses in which they can succeed and that lead to the realization of their educational and career goals. Call 281-425-6384, <http://www.lee.edu/counseling/>

Incomplete Grades

A grade of “I” indicates incomplete work resulting from illness or other unavoidable circumstances. To be eligible to receive an “I” students must have completed at least 75 percent of the work required for the course in question during the original term of enrollment. To receive an “I,” a student must enter into a contract with the instructor of the course regarding the work that is to be completed and the grade the student will receive in the event that the work is not completed. The remaining work must be completed within one semester unless extenuating circumstances require a longer period for completion. Instructors have the right to submit any grade at any time to replace an “I” grade, with a grade of “F.”

Communication

Lee College email is the official form of communication between the college and its students. For information on how to forward myLC email to a personal email account, see the college website <http://www.lee.edu/it/files/2012/03/forwarding-email.pdf>.

Academic Honesty

Academic honesty is essential to the maintenance of an environment where teaching and learning take place. It is also the foundation upon which students build personal integrity and establish standards of personal behavior. Lee College expects and encourages all students to contribute to such an environment by observing the principles of academic honesty outlined in the College’s Academic Honesty Code which is detailed in Chapter Three of the Lee College Catalog under Academic Honesty. It is the student’s responsibility to understand and comply with this code. Please refer to the Academic Honesty Code online at <http://www.lee.edu/academic-honesty-code/> for more information.

Copyright and Intellectual Property

Lee College students must adhere to federal copyright law in the use of others’ works and should follow “fair use” guidelines. Student works created as part of instruction are protected under these laws. For assistance interpreting college policies CT Legal and CT Local (<http://pol.tasb.org/Policy/Search/579?filter=copyright>), please contact the Lee College library.

Americans with Disabilities Act (ADA)

Lee College is committed to providing all students equal access to learning opportunities. The Access Center: Office for Students with Disabilities is the campus unit that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with the Access Center, who have a letter requesting accommodations, are encouraged to contact the professor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attention, learning, vision, physical, or systemic), are invited to contact K-leigh Low for a confidential discussion at 832-556-4069 or at klow@lee.edu. The Access Center is located in Rundell Hall 106. Additional information is available on the Students with Disabilities website at <http://www.lee.edu/counseling/disabilities/>

Dropping the Class

It is your responsibility to understand the College’s procedure for dropping a class. If you stop attending this class and do not follow proper procedures for dropping the class, you will receive a failing grade. To drop a class, you must go to the Registrar’s office to complete and turn in a drop slip. Failure to properly withdraw from classes will have a detrimental effect on your grade point average.

Withdrawal Policy

Withdrawal from the course after the official day of record and prior to “W” Day will result in a final grade of “W” on your transcript. No credit will be awarded for a course earning a “W.” If you stop attending class, you must withdraw at the registration office prior to “W” day. If you stop attending class and do not officially withdraw by **November 13, 2015**, you will receive an “F” for the course.

Additional College Policies and Procedures

Students are expected to refer to the current college catalog at <http://www.lee.edu/catalog> for policies and procedures related to admission, registration, enrollment, tuition, fees, financial aid, student life, student rights, and student services.

Six Drop Rule

Students who enrolled in Texas public institutions of higher education as first-time college students during the Fall 2007 term or later are subject to section 51.907 of the Texas Education Code, which states that an institution of higher education may not permit a student to drop (withdraw with a grade of “W”) from more than six courses, including courses that a transfer student has previously dropped at other Texas public institutions of higher education that have already been counted against their six drop limit. Each student should fully understand this drop limit before you drop any course. Please see a Counselor or Advisor in our Student Services area for additional information and assistance. **This policy does not affect developmental or ESOL students.**

FERPA

The academic, financial, and non-directory information on your student account is confidential and protected by the Family Educational Rights & Privacy Act (FERPA). Lee College cannot release certain information to another person without your written authorization.

Student Behavior Expectations

Students are expected to conduct themselves appropriately while on College property or in an online environment. Students may receive disciplinary action up to and including suspension, if they violate System or College rules, disrupt classes, or interfere with the opportunity of others to obtain an education. Students who pose a threat to the safety of others will be subject to immediate withdrawal from the classroom, campus environment, and/or online environment, as well as face subsequent criminal charges, as appropriate.

Internet and E-mail

Lee College provides computing and network resources. You are encouraged to use the computers, software packages, and electronic mail (e-mail) for educational activities and to facilitate the efficient exchange of useful information. The equipment, software, and network capacities provided are the property of the College. Use of the equipment and networks is to comport with the policies and procedures, and access may be denied to any student who fails to comply with the stated policies and procedures regarding its use.

Access to the College’s e-mail and similar electronic communications systems are a privilege and certain responsibilities accompany that privilege. All users are expected to demonstrate the same level of ethical and professional manner, as is required in face-to-face or written communications. Threatening, anonymous, or forged messages will be treated as a violation of this policy. Please refer to the Acceptable Use Policy online at <http://www.lee.edu/it/acceptable-use-policy/> for additional information.

Evaluation of Instruction

Lee College is committed to student success. As part of its’ institutional effectiveness efforts, our instructors are assessed in several ways. For the continuous improvement of our instruction, all students are encouraged to provide input for each course they take each semester using the Course Evaluations Questionnaire, which can be accessed online or face-to-face for each course. This occurs approximately half way through your course and your instructor will provide you more information on this process. The department chairs and deans review these evaluations each semester.

Security**On Campus**

Ext. 6475: Regular business hours

Off Campus

Campus Security: 281.683.1449

Revised 8/5/2015

Ext. 6888 or 9.281.683.1449: 24 hours
Red phone in hall of each building.
Pick up receiver and wait for a security officer to answer.
Local Emergency: Dial 9.911 (for fire, police, ambulance)

Local Emergency: 911



Course Syllabus

LEARNING STRATEGIES FOR STUDENT SUCCESS 300

Instructor Contact Information

Instructor: <u>Treva Brown-Askey</u>	Office/Additional Phone: <u>832 385-4966</u>
Office: <u>Old Gym 104</u>	Office Hours: <u>Mon-Thur 7:30-8:30</u> <u>M, W 1:30-2:00</u>
E-mail: <u>taskey@lee.edu</u>	(or hours of availability) _____
Chair: <u>Treva Brown-Askey 832-556-4021</u>	Website/Alternative Contact: _____
Secretary: <u>Gale Collins 832-556-4003</u>	
Dean: <u>Dr. Daria Willis 281-425-6400</u>	

Welcome to

Course Title: <u>Learning Strategies for Student Success</u>	Term: <u>Fall 2015/2160</u>
Course Subject: <u>LSSS300</u>	Year: <u>2015</u>
Course Section: _____	Class Days: _____
Credit Hours: <u>3</u>	Class Times: _____
Classroom Location: <u>ATC 332</u>	

Course Overview/ Catalog Description:

This course prepares students to develop their own plan for academic, personal and professional success through self-evaluation, application of specific strategies, discussions, journaling, and classroom exercises. These activities help students acquire effective study strategies, stimulate critical thinking, practice oral and written expression, establish goals, encourage meaningful relationships with instructors and classmates, and choose behaviors leading to a more successful academic experience.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- | | |
|-------------------------------------|--|
| 1. Take charge of your life | 7. Raise your self-esteem |
| 2. Increase self-motivation | 8. Write more effectively |
| 3. Improve personal self-management | 9. Improve creative and critical thinking skills |
| 4. Develop interdependence | 10. Master effective study skills |
| 5. Maximize your learning | 11. Manage your money |
| 6. Develop emotional intelligence | |

In our efforts to prepare students for a changing world, students may be expected to utilize computer technology while enrolled in classes, certificate, and/or degree programs within Lee College. The specific requirements are listed below:

Blackboard Usage

You will need to check your grades regularly in Blackboard. To log in: use your Lee College login and password. Click on the course, then “My Grades”. Use Mozilla Firefox or Google Chrome to access your courses.

ePortfolio

Become familiar with ePortfolios and uses.

Getting ready

Prerequisites:

Required Material: On Course: Study Skills Plus, Second Edition by Skip Downing (ISBN # 978-1-133-30974-1)

Instructor Guidelines and Policies

Attendance:

Since this is a skills course, it is essential that you attend class regularly. If you miss a class it is your responsibility to find out what material was covered and you are still responsible for submitting any assignments that were due. ***You will be dropped from the course if you miss 4 classes. This means that you will earn a "F" in the course.*** College does not distinguish between excused and unexcused absences. According to Lee College policy, missing more than three class periods may result in your being dropped from the course, I will drop after the fourth absence.

Assignments:

All assignments must be taken by the due dates. Make-up assignments must be scheduled **prior** to the due date or student will not be allowed to make up work.

Make-up Quizzes:

All quizzes must be taken by the due dates. Make-up quizzes must be scheduled **prior** to the due date or student will not be allowed to make up work.

Cell phones and Computers:

Cell Phones & Technology in Class: Out of courtesy to the instructor and your colleagues, please turn off your cell phone and put it out of sight. Unless otherwise approved or allowed by the instructor. Please do not text nor answer calls while in class. If you must send a message, answer a call, or make a call, please step out of the classroom. Posting to social media, texting, and using technology for non-course related items during class time is disrespectful and detracts from the learning environment.

GRADE DETERMINATION--

Your grade will be determined by the following	Details	Percent of Final Average

<p>8 Success Journals (20 points each)</p>	<p>Your Success Journal provides an opportunity to explore your thoughts and feelings as you experiment with the success strategies presented in <i>On Course</i>. Although I will be reading your journal entries, write your journal for yourself, not for me. Please bring your textbook, notebook and pen to every class.</p> <p>Each journal entry will be awarded up to 20 points. Thus, eight journals (#'s 3, 7, 10, 13, 19, 24, 26, movie response) will be worth a possible total of 160 points. A journal entry will be awarded the maximum of 20 points if it fulfills the following four criteria:</p> <ol style="list-style-type: none"> 1. The entry is submitted through Blackboard by 5pm on the due date. 2. The entry is complete (all steps in the journal directions have a response). 3. The entry is written with high standards (use of Standard English & consideration of rubric elements). 4. The boldface question is typed before each response. Handwritten, emailed, or late entry journals will not be accepted for grading. 	<p>160 points</p>
<p>4 Study Skills Plans (10 points each)</p>	<p>You will complete a personal Study Skills Plan for the following four topics: Reading (Ch. 2), Rehearsing and Memorizing Study Materials (Ch. 5), Taking Tests (Ch. 6), and Writing (Ch. 7). Each of your personalized Study Skills Plans can earn up to 10 points; thus, all four Plans will be worth a possible total of 40 points. To complete each Plan, simply follow the six-step process that you will find explained in each chapter. Study Skills Plans must be typed and submitted through Blackboard.</p>	<p>40 points</p>
<p>Quizzes (10 points each)</p>	<p>This is a course for students who wish to be successful in college and in life. To encourage and reward your preparation for active discussions in every class, quizzes on the chapters will be given. Quizzes will be given through Blackboard and must be taken by the due date and time, there is no make-up on quizzes.</p>	<p>70 points</p>
<p>Participation</p>	<p>One of the most important factors of success in any endeavor is consistent and active participation. These points will be awarded for such skills as <i>your observed attitude towards the learning process, your demonstrated respect for other students and your instructor, your attendance which includes being on time to class and your thoughtful participation in both class discussions and activities.</i></p>	<p>80 points</p>
<p>Visit Dana Woods, Counselor</p>	<p>You will be required to make an appointment to visit with the Developmental Education Division counselor at least once during the semester. Her office is located in Bonner Hall, # 231. This visit is to review your degree plan and discuss your educational goals and other issues pertaining to your college program. Ms. Woods will also be able to provide you with information about the campus that will ensure your success. This visit will take place during Monday/Wednesday classes between September 1 –September 24; Tuesday/Thursday between October 15-November 10. Due to the number of students that will need to see Ms. Woods there is a schedule with a deadline for this assignment. In order for you to receive the points for this requirement, you will need to make an appointment during a designated timeframe (see contact info at top of syllabus).</p>	<p>20 points</p>

Attend 2 Campus Activities (20 points each)	Lee College offers a wide variety of events during the semester; attendance to most all campus sponsored events would full-fill this requirement. Such activities as ball games, concerts, drama productions, counseling workshops, campus speakers, focus group sessions, recitals, etc. would be acceptable activities for this requirement. Students would need to clear the activity with the instructor, provide a signed document that ensured their attendance, a brochure, program or handouts received at the activity.	40 points
Visit with Instructor	You will be required to make an appointment for an office visit with your Instructor at mid-term. The Instructor will give the details of when and where the meeting will take place. If you fail to make your appointment, your rescheduled appointment will be worth 15 possible points. If you call in advance to let me know you will not be able to make your appointment, your rescheduled appointment will be worth the full 30 possible points. In order for you to receive the points for this requirement, you will be required to set an appointment with your instructor.	30 points
Tutoring in Writing Center for Final Essay	Listed below is the writing prompt for your final project, which is a three to four page essay. Once you have written your rough draft you are required to attend a tutorial session with a writing center tutor to receive these points. The tutors will help you with content and grammar/punctuation issues. It is possible that more than one session with a tutor will be needed to produce a college level essay, so please take advantage of that opportunity.	20 points
Final Essay – required to pass course	<p>As your final project, you will write an essay on your personal philosophy for success that was developed from taking this course. This essay is a requirement to pass the course; therefore, if the essay is not submitted you will not pass the course regardless of the accumulated points in the other areas.</p> <p>In this essay, you will present your own personal philosophy of success, identifying the three <i>On Course</i> success strategies that you will use for years to come. This essay is your opportunity to write the script that will keep you on course to a rich, personally fulfilling life! You will need to relate a story of how you used three specific strategies to overcome an obstacle to your success in college this semester. Any of your claims need to be supported with specific details and/or illustrations.</p> <p>An “A” paper will:</p> <ol style="list-style-type: none"> 1. Offer the writer’s personal definition of success. 2. Demonstrate the writer’s careful consideration of three or more <i>On Course</i> success strategies that he or she will use to achieve success. 3. Contain extensive support (examples, experiences, evidence, and/or explanation) for each strategy. 4. Show a commitment to excellence in preparation, including professional appearance (paper is typed and follows MLA format) and have no spelling or punctuation errors. 5. Followed the elements for excellence given in the rubric for the final essay. 	100 points
Total:		560

LETTER GRADE ASSIGNMENT:

Letter Grade	Final Average in Percent	Total Points
A	89.5 – 100	504-560
B	79.5 – 89.4	448-503
C	69.5 – 79.4	392-447
D	59.5 – 69.4	336-391
F	< 59.5	0-335

Tentative Instructional Outline:

Instructor reserves the right to modify this syllabus as needed during the course.

Week Number	Activities and Assignment	Objectives and Details
1 8/24-8/27	Purchase a text; Read pp. 21-55 Make appt. w/Dana Woods	Introduction: Chapter 1, pp. 2-21 Personality and Learning Style Survey Presentation
2 8/31-9/3	Complete Journal # 3, p. 27 Complete Quiz for Chapter 8 Study Plan due	Writing Center Presentation Ch. 8 Developing Emotional Intelligence
3 9/7-9/10	Labor Day Holiday Complete Journal # 7, p. 59	Chapter 2, Adopting a Creator Mindset; Mastering Creator Language Chapter 2, Adopting a Creator Mindset; Mastering Creator Language
4 9/14-9/17	Complete Quiz for Chapter 2 Complete Skills Plan for Reading, pp. 69-89 Complete Quiz for Chapter 3	Chapter 2, Making Wise Decisions; Believing in Yourself: Change Your Inner Conversation Chapter 3, Creating Inner Motivation; Designing a Compelling Life Plan
5 9/21-9/24	Complete Journal #10, p. 105 Complete Quiz for Chapter 4	Chapter 4, Mastering Self-Management Committing to Your Goals & Dreams, Personal Affirmations, Wise Choices in College: Taking Notes
6 9/28-10/1	Complete Journal # 13, p. 144 Sign up for an instructor conference in my office	Creating a Leak- Proof Self-Mgmt Develop Self-Discipline Develop Self-Confidence
7 10/5-10/8	Complete Skills Plan for Rehearsing & memorizing, pp. 219- 233 Complete Journal # 19, p. 210	Wise Choices in College: Organizing Study Materials Ch. 5, Wise Choices in College; Creating a Support System
8 10/12-10/15	Complete Quiz for chapter 6 Sign up for an instructor conference in my office	Strengthening Relationships w/Active Listening; Respecting Culture Differences

Week Number	Activities and Assignment	Objectives and Details
9 10/19-10/22	Complete Quiz for chapter 6 Complete & submit Academic Study Plan for Test Taking (p. 259-279)	Believing in Yourself: Be Assertive Chapter 6 Gaining Self-Awareness
10 10/26-10/29	Complete Journal # 24, p. 257 Complete Quiz for Chapter 7	Rewriting Your Outdated Scripts Believing in Yourself: Write Your Own Rules Chapter 7 Adopting Lifelong Learning
11 11/2-11/5	Complete Academic Skills Plan for Writing, p. 310 Complete Journal #26 p. 296	Discovering Your Preferred Ways of Learning Employing Critical Thinking; Believe in Yourself: Develop Self-Respect Discussion on Final Essay
12 11/9-11/12	Begin writing the rough draft for final essay.	Discussion on Final Essay
13 11/16-11/19	Rough draft due	Movie
14 11/23-11/25	Begin Revisions on final essay. Make an appointment w/tutor in Writing Center Complete & submit journal entry for response to movie	Discussion of movie & Final Essay
15 11/30-12/3	Continue with revisions to final Essay Complete Movie Journal	Ch. 9 Staying on Course to Your Success
16 12/7-12/10	Complete & submit final essay. Essays will NOT be accepted after 11:59 pm on due Date.	Last Class Meetings

Lee College is Committed to Your Success

Your success is our primary concern! Lee College is dedicated to providing quality instruction and services to all of the students enrolled. Students who are having difficulty with classes, with student services, with other students, or are considering withdrawing from the college for other reasons are urged to speak with a counselor or advisor before dropping a class or failing to attend classes on a regular basis. We can provide assistance with academic needs, ADA accommodations, classroom difficulties, financial concerns, and other issues.

Revised 8/5/2015

The Information Technology Help Desk

The Information Technology Help Desk (IT Help Desk) is your first point of contact when in need of urgent computer assistance. Contact the Help Desk at 281-425-6952 or email helpdesk@lee.edu.

Library

The Lee College Library extends its facilities and resources to students, faculty, staff, and community members. Located on the first floor of the Advanced Technology Center (ATC). Library hours are posted on the front door and on the library's website www.lee.edu/library/ 281.425.6584.

The Writing Center: BH 225

The college provides a writing lab staffed by paraprofessionals and peer tutors for students enrolled in all Lee College courses. Students are encouraged to visit the lab to obtain help with reading and writing assignments. Call 281.425.6534 for hours.

ATC Open Computer Lab: ATC, 208

The college provides computer access and support to all college students, faculty and staff, providing adequate access to up-to-date computing resources and services. The open computer lab offers 25 networked computers (Windows 7) with a variety of campus software, including, Microsoft Office Suite 2010. The open lab also offers printing and quick scanners for student use. Lab assistants are always on duty to help. Call 281.425.6493 for updated lab hours each semester.

Math Lab: BH 113

The college provides a math lab staffed by peer tutors and paraprofessionals for students enrolled in math classes, both developmental and college credit. Students are encouraged to visit the lab to obtain help with their course assignments. Students enrolled in developmental math classes may work independently at the computer work stations by utilizing the computer software and video lessons which accompany their textbook. Call 281.425.6891 for hours.

Counseling Center, Rundell Hall

Lee College employs a staff of professional counselors and advisors whose major tasks include helping students select courses in which they can succeed and that lead to the realization of their educational and career goals. Call 281-425-6384, <http://www.lee.edu/counseling/>

Incomplete Grades

A grade of "I" indicates incomplete work resulting from illness or other unavoidable circumstances. To be eligible to receive an "I" students must have completed at least 75 percent of the work required for the course in question during the original term of enrollment. To receive an "I," a student must enter into a contract with the instructor of the course regarding the work that is to be completed and the grade the student will receive in the event that the work is not completed. The remaining work must be completed within one semester unless extenuating circumstances require a longer period for completion. Instructors have the right to submit any grade at any time to replace an "I" grade, with a grade of "F."

Communication

Lee College email is the official form of communication between the college and its students. For information on how to forward myLC email to a personal email account, see the college website <http://www.lee.edu/it/files/2012/03/forwarding-email.pdf>.

Academic Honesty

Academic honesty is essential to the maintenance of an environment where teaching and learning take place. It is also the foundation upon which students build personal integrity and establish standards of personal behavior. Lee College expects and encourages all students to contribute to such an environment by observing the principles of academic honesty outlined in the College's Academic Honesty Code which is detailed in Chapter Three of the Lee College Catalog under Academic Honesty. It is the student's responsibility to understand and comply with this code. Please refer to the Academic Honesty Code online at <http://www.lee.edu/academic-honesty-code/> for more information.

Copyright and Intellectual Property

Revised 8/5/2015

Lee College students must adhere to federal copyright law in the use of others' works and should follow "fair use" guidelines. Student works created as part of instruction are protected under these laws. For assistance interpreting college policies CT Legal and CT Local (<http://pol.tasb.org/Policy/Search/579?filter=copyright>), please contact the Lee College library.

Americans with Disabilities Act (ADA)

Lee College is committed to providing all students equal access to learning opportunities. The Access Center: Office for Students with Disabilities is the campus unit that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with the Access Center, who have a letter requesting accommodations, are encouraged to contact the professor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attention, learning, vision, physical, or systemic), are invited to contact K-leigh Low for a confidential discussion at 832-556-4069 or at klow@lee.edu. The Access Center is located in Rundell Hall 106. Additional information is available on the Students with Disabilities website at <http://www.lee.edu/counseling/disabilities/>

Dropping the Class

It is your responsibility to understand the College's procedure for dropping a class. If you stop attending this class and do not follow proper procedures for dropping the class, you will receive a failing grade. To drop a class, you must go to the Registrar's office to complete and turn in a drop slip. Failure to properly withdraw from classes will have a detrimental effect on your grade point average.

Withdrawal Policy

Withdrawal from the course after the official day of record and prior to "W" Day will result in a final grade of "W" on your transcript. No credit will be awarded for a course earning a "W." If you stop attending class, you must withdraw at the registration office prior to "W" day. If you stop attending class and do not officially withdraw by **November 13, 2015**, you will receive an "F" for the course.

Additional College Policies and Procedures

Students are expected to refer to the current college catalog at <http://www.lee.edu/catalog> for policies and procedures related to admission, registration, enrollment, tuition, fees, financial aid, student life, student rights, and student services.

Six Drop Rule

Students who enrolled in Texas public institutions of higher education as first-time college students during the Fall 2007 term or later are subject to section 51.907 of the Texas Education Code, which states that an institution of higher education may not permit a student to drop (withdraw with a grade of "W") from more than six courses, including courses that a transfer student has previously dropped at other Texas public institutions of higher education that have already been counted against their six drop limit. Each student should fully understand this drop limit before you drop any course. Please see a Counselor or Advisor in our Student Services area for additional information and assistance. **This policy does not affect developmental or ESOL students.**

FERPA

The academic, financial, and non-directory information on your student account is confidential and protected by the Family Educational Rights & Privacy Act (FERPA). Lee College cannot release certain information to another person without your written authorization.

Student Behavior Expectations

Students are expected to conduct themselves appropriately while on College property or in an online environment. Students may receive disciplinary action up to and including suspension, if they violate System or College rules, disrupt classes, or interfere with the opportunity of others to obtain an education. Students who pose a threat to the safety of others will be subject to immediate withdrawal from the classroom, campus environment, and/or online environment, as well as face subsequent criminal charges, as appropriate.

Internet and E-mail

Lee College provides computing and network resources. You are encouraged to use the computers, software packages, and electronic mail (e-mail) for educational activities and to facilitate the efficient exchange of useful information. The

Revised 8/5/2015

equipment, software, and network capacities provided are the property of the College. Use of the equipment and networks is to comport with the policies and procedures, and access may be denied to any student who fails to comply with the stated policies and procedures regarding its use.

Access to the College’s e-mail and similar electronic communications systems are a privilege and certain responsibilities accompany that privilege. All users are expected to demonstrate the same level of ethical and professional manner, as is required in face-to-face or written communications. Threatening, anonymous, or forged messages will be treated as a violation of this policy. Please refer to the Acceptable Use Policy online at <http://www.lee.edu/it/acceptable-use-policy/> for additional information.

Evaluation of Instruction

Lee College is committed to student success. As part of its’ institutional effectiveness efforts, our instructors are assessed in several ways. For the continuous improvement of our instruction, all students are encouraged to provide input for each course they take each semester using the Course Evaluations Questionnaire, which can be accessed online or face-to-face for each course. This occurs approximately half way through your course and your instructor will provide you more information on this process. The department chairs and deans review these evaluations each semester.

Security

On Campus

Ext. 6475: Regular business hours
Ext. 6888 or 9.281.683.1449: 24 hours
Red phone in hall of each building.
Pick up receiver and wait for a security officer to answer.
Local Emergency: Dial 9.911 (for fire, police, ambulance)

Off Campus

Campus Security: 281.683.1449
Local Emergency: 911



Career Project

Education 1200

The Career Project will be completed in three parts: a job shadow interview, an annotated bibliography identifying key research about your chosen career, and an in-class presentation outlining what you will have to do to achieve your goal of working in your chosen career path.

For this assignment, you will research a career in which you have an interest. You will examine the education needed to obtain the career, the geographic locations where the job occurs, at least three post-secondary institutions where you can obtain the education, certification, or training for that career, the potential earnings, potential employers, the job growth rate of the career, and how this type of career aligns with your learning style, multiple intelligences, and interest areas. You will shadow or interview someone who works within this field.

Products for Presentation: A presentation that includes the above referenced information, including the name of the person you job shadowed and information about the experience.

When presenting in class you must have some type of visual aide. It can be brochures, a PowerPoint presentation, posters, photos, or video.

Products for submission to instructor: An Annotated Bibliography with at least three sources and the name and contact information for the person you job shadowed or interviewed for verification of the job shadow/interview. You are responsible for finding your individual person. You can use family members and instructors here on our campus or other colleges or universities.

This project is worth 30% of your Final Grade and must be completed in order to receive a final grade. In addition to this project a Journal Reflective Essay will also be submitted for grading. The reflective essay will be a printed copy of your findings and experience.

The following pages will help you to complete this project.



Contact Information Worksheet

Student Name: _____

Date: _____

Teacher _____

Class Time/Days _____

1. How will this interview be completed?

- a. job site b. phone interview c. in person interview d. skype

2. Please give the contact information of the person you are interviewing.

Name: _____

Name of Company: _____

Job Title: _____

Contact Number: _____

Email Address: _____

Date Interview/Job Shadow will take place _____

This page due date: apr.2 _____

Instructor Comments/Approval Clearance: _____

Interview Questions

Name_____

Date_____

Teacher_____

Class Time/Days_____

Here are some suggested interview questions. Students may create their own questions are use these as a guide when interviewing the person they have chosen.

1. What is your job title?
2. What are your responsibilities?
3. What is a typical day like for you?
4. What do you like most about your job?
5. What do you like least about your job?
6. Why did you select this type of work?
7. How much education did/do you need for this job?
8. Did you need more job training after you completed your education? What type of training?
9. Do you use reading on the job? Technical/formal?

Sample Interview Questions continued

Name _____

Date _____

Teacher _____

Class Time/Days _____

10. Are you required to use writing skills on the job?

11. Is Math important on your job? How is it used on the job?

12. Do you need good listening skills for your job?

13. When and how often do you need to use speaking skills to get the job completed successfully?

14. Do you ever have to work in teams for the job?

15. Do you supervise others?

16. How often do you use a computer? Internet? Email? Skype? Other Social Media?

17. What kinds of problems do you solve on the job?

18. What skills do you need to solve those problems?

19. What did you learn in school that has helped you most on the job?

20. What do you wish you had studied more of in school?

21. What types of Benefits does your job have? Circle the ones that they may receive and add any that are not listed.

A. health care

B. dental plan

C. retirement plan

D. disability insurance

E. reimbursement for more education

F. advanced training for job skills

G. other (car , dry cleaning, health club, etc.)

21. What type of attire do you have to wear for work?

22. Can you describe your workspace?

23. What type of technology do you use in your workplace? Example: Desktop, laptops, pads, smartphones

24. What other equipment is used at the workplace?

25. Do you have a lunch/break room?

Ask any additional questions you feel will help you to get a clear picture of what this job requires. Thank the individual for taking the time to assist you with your Career Project. Follow up with an email, thank you card, or phone call.

Journal/Reflections Essay**Due Date: __4/23 Thur_____**

Answer the following questions after completing your job shadowing experience. How might what you observed affect your future and career choices?

1. Which parts of the job interested you the most?
2. Which parts of the job would you find boring?
3. Would you consider a career in this field? Why or Why not?
4. What surprised you most about what you learned, heard or observed?
5. What knowledge and /or skills are you learning in school that will be used in the career you wish to pursue?
6. What knowledge and/or skills do you need to strengthen to be successful at the job you wish to pursue?
7. Did any other careers come to mind after your job shadowing experience?
8. Please answer this honestly: was this job shadowing experience useful for you? Why or Why not?

These questions must be answered completely with deep thought placed on your answer. Please type in MLA format using 12 pts font and Times Roman Essay form.



Director of Quality Enhancement Plan (QEP)

Posting Details

Position Information

To create a Posting, first complete the information on this screen, then click the **Next** button or select the page in the dropdown menu and click **GO**. Proceed through all sections completing all necessary information. To submit the Posting to the next approver, you must go to the **Posting Summary Page** by clicking on the **Next** button until you reach the Posting summary Page or select Posting Summary Page from the menu and clicking **GO**. Once a summary page appears, you may enter a comment to the posting (if applicable) and select the **Submit** button.

Posting Number: 0000525

Job Title: Director of Quality Enhancement Plan (QEP)

Position Title: Director of Quality Enhancement Plan (QEP)

PS Position#: 00001159

Position Status: Full-Time

FLSA: Exempt

Salary: Starting salary range of \$62,899 - \$69,189 is based on the Lee College Administrative/Administrative Support Salary Scale, D62. Placement on scale is commensurate with education and experience.

Classification: Administrative

Department Information

Department: VP of Learning

Hiring Managers with Access: (Inactive)

Contact(s): Kemper,Cathy Vice President of Learning

Contact Email: ckemper@lee.edu

Contact Phone/Extension: (281)425-6867

Supervisor's Name: Dr. Cathy Kemper

Supervisor's Title: Vice President of Learning

POSTING TEXT

Job Summary/Basic Function: The Director of Quality Enhancement Plan (QEP) reports directly to the Vice President of Learning and is responsible for the development, implementation, and institutionalization of the Quality Enhancement Plan (QEP) as part of the college reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Essential duties and responsibilities include, but or not limited to:

- Ensure the QEP has broad-based involvement within and outside of Lee College.
- Ensure the QEP implementation is successful, sustainable, and has direct input and participation from students, faculty, staff, and administration.

- Work with the Executive Director of Institutional Research, Effectiveness & Planning, as well as the Assessment Coordinator to
- Work with Director of Marketing & Public Affairs to communicate the purpose and progress of the QEP to all institutional stakeholders
- Perform other duties as assigned.

Excellent benefits are available with this full-time position. This is a security sensitive position.

Lee College does not discriminate on the basis of gender, disability, race, color, age, religion, national origin, or veteran status.

Minimum Qualifications:

- Master’s degree
- Minimum of five (5) years of higher education administrative or project leadership
- Excellent oral and written communication, interpersonal, and administrative skills
- Knowledge and understanding of community college organization, goals and objectives, policies and procedures
- Demonstrated ability to work in a multi-ethnic and multi-cultural environment with students, faculty, and staff
- Demonstrated ability to develop cooperative relationships among faculty, staff, and administrators
- Demonstrated ability to build teams to achieve goals
- General understanding of SACSCOC requirements and accreditation
- Must be available to work evenings and weekends when needed

Preferred Qualifications:

Campus/Location: Main Campus - Baytown, TX

If other, provide location.

Posting Date: 06/17/2015

Close Date:

Open Until Filled Yes

Special Instructions to Applicants: This position requires applicants to attach the following documents: resume, cover letter, and copies of transcripts for all completed courses *(required upon employment.)*

In addition, applicants must include a minimum of three (3) professional references on the online application.

Please do not mail, email, fax, or deliver any documents outside of the electronic application process.

Posting Detail Information

Pass Message: Thank you for your interest in this position. The screening and selection process is currently underway and will continue until a successful candidate is identified. If your qualifications result in a decision to pursue your candidacy, you will be contacted.



Budget Information

Budget Information

Budget/Department #: 3100000000
This field requires a 10-digit number.

Percentage %: 100

Comments:

Posting Documents

No documents have been attached.

XII. REFERENCES

- Alexander, J. & J. Gardner. (2009). Beyond retention: A comprehensive approach to the first college year." *About Campus*, 14, p. 18-26.
DOI:10.1002/abc.285
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- American Association of Community Colleges. (2015). *Community college completion: Progress towards goal of 50% increase*, Washington, D.C. Retrieved from <http://aacc.nche.edu/Publications/datapoints/Documents/DPmayf.pdf>
- Bandura, A. (1986). *The social foundations of thought and action*. Englewood Cliff, NH: Prentice-Hall.
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