STUDENTS TAKING EDUCATION PERSONALLY

A Quality Enhancement Plan

Lamar Institute of Technology
Member **The Texas State University System**®

Date of Onsite Visit: October 7-9, 2014

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Table of Contents

Revised March 9, 2015

Revised March 9, 2015

Students Taking Education Personally

Introduction

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires educational institutions to submit a Quality Enhancement Plan (QEP) to assure the institution is committed to increasing the quality of education and improvement of student learning. The Quality Enhancement Plan provides an opportunity for Lamar Institute of Technology (LIT) to improve the student learning environment and academic success while accomplishing the mission of the institution. The first sentence in LIT's Mission Statement reads, "Lamar Institute of Technology provides quality education and training that *enable a diverse student population to achieve its educational goals.*"

Executive Summary

Lamar Institute of Technology is committed to increasing the quality of education and improving student learning. To advance that commitment, LIT chose a Quality Enhancement Plan (QEP) that will improve the student learning environment and persistence in select programs on campus. Effective learning occurs when various strategies are integrated with precision into a seamless whole where each strategy reinforces the others. For the purposes of the QEP, LIT defines the student learning environment as the establishment of an integrated support system bringing together an intrusive advising model, specific tutoring and/or supplemental instruction in gatekeeper courses and an implementation of an early alert monitoring system, all to strengthen academic performance. The QEP, christened 'Students Taking Education Personally' (STEP Project), was designed to enhance the student learning environment and persistence among a select group of at-risk students.

Selecting the focus of the QEP was a campus-wide effort that included full-time and part-time faculty, staff, students, and community advisory committee members. Initial discussions began with a review of institutional and survey data collected via a campus-wide survey conducted in April 2013. Institutional data indicated that only 18.1% (Higher Education Coordinating Board Accountability System) of the FY2011 cohort of first-time, full-time, credential-seeking students graduated within three years. In FY2013, the percentage declined to 16.3% of first time, full-time, credential-seeking students graduated, however, when ethnic subgroups are

examined the data indicates that first time, full-time Caucasian students graduate at a rate of twice that of first time, full-time African-American students for the same time period.

The STEP Project will include intrusive holistic academic advising, supplemental instruction, tutoring, study groups, financial literacy information, financial aid guidance, soft skill development, discipline specific guest speakers, transfer information and other topics to assist and support participants. The elements within the STEP Project will be managed by a coordinator who will provide oversight and organization of the project. The STEP Project will have a dedicated space on campus that includes office space for the coordinator, study space, computers for student use, printers, projection equipment, and general office equipment.

The STEP Project participants will be selected following an application process that includes the following: completion of an application, a letter of commitment, enrollment in an instructional program leading to a certificate, degree, or transfer, and have one or more at-risk criteria. LIT has chosen to offer the STEP Project in the Fall 2014 Semester as a pilot project. Candidates in the pilot program will be limited to LIT's two largest programs, the Process Operating Program and the Instrumentation Program. Limiting the participants to the largest programs assure adequate numbers of qualified applicants and ultimately, the success of the project. A cohort of thirty (30) students will be selected for the Fall 2014 Semester and a second cohort will begin in the Fall 2015 Semester.

The STEP Project was designed to enhance the student learning environment and persistence. LIT is committed to providing resources to support the STEP Project and there is an expectation participants must also commit to fully participate in the STEP Project. With the strong commitment of LIT and participating students, an improved student learning environment and persistence is expected.

Selecting a Quality Enhancement Plan

Literature Review

A review of current literature was conducted searching the words success strategies and at-risk students. Numerous programs exist at colleges across the nation with the intention of increasing student success, while many programs are seeing statistically significant increases in retention and graduation rates, interventions are not always successful (Hoyt & Lundell, 2013; Myers, 2003). Comprehensive advising programs and first year experiences are prevalent in the literature with varying success (Bahr, 2008; Potts & Schultz, 2008; Heisserer & Parette, 2002;

Revised March 9, 2015

Hossler, Ziskin, & Gross, 2009; Laskey & Hetzel, 2011). Three strategies emerged from this review supporting the student learning outcomes developed by LIT for the QEP program: academic advising, supplemental instruction and early alert.

Academic advising was used to increase student retention and success in a number of the articles viewed (Gulf Coast Community College, 2011; Bahr, 2008; Heisserer & Parette, 2002; Hoyt & Lundell, 2013; Laskey & Hetzel, 2011; Hossler, Ziskin, & Gross, 2009; Myers, 2003; Potts & Schultz, 2008). Regular faculty student interaction was shown to increase student motivation and involvement thereby increasing academic success (Heisserer & Parette, 2002; Laskey & Hetzel, 2011). The type of interaction varies depending on the institution. Several of the studies also cited the advisors willingness to discuss issues unrelated to academics such as balancing family, work and school as a key to success (Bahr, 2008; Myers, 2003; Potts & Schultz, 2008). Potts & Schultz (2008) identified a significant increase in retention of at-risk students when students received interventions as a cohort.

Supplemental instruction within the literature included tutoring, mentoring and group learning. Peer groups played an important part in the retention of students by providing a sense of belonging to an institution (Potts & Schultz, 2008). Laskey & Hetzel (2011) identified a similar sense of belonging in students who participated in one on one tutoring services. Other studies indicated the importance of developing relationships especially during the first semester on campus to maintain a connection to the institution (Hossler, Ziskin, & Gross, 2009; Hoyt & Lundell, 2013; Myers, 2003).

Early alert systems within the literature have various reporting structures and interventions. Most early alert systems activate when students are not being successful in courses, not attending courses or not actively participating in their education (Gulf Coast Community College, 2011; Cueso, 2009). Increasing student engagement and motivation is key to the academic success of first time in college students. Contacting at-risk students and providing support during the first few weeks of a semester can increase the retention and earned credit hours of students (Cueso, 2009; Gulf Coast Community College, 2011).
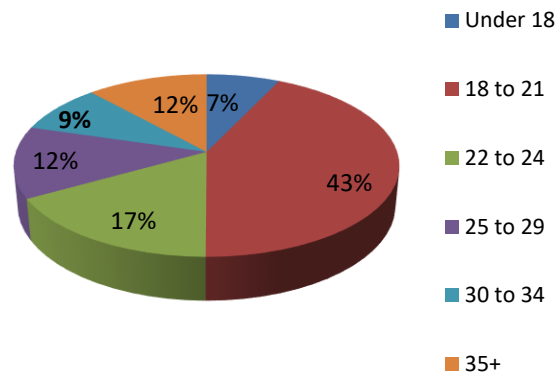
The literature review validated the decisions made by the steering committee while structuring the QEP program. Academic advising, supplemental instruction and assisting students as a cohort are all elements of LIT's QEP program. These strategies have been shown to increase retention and success at community colleges across the nation.

Topic Selection

Lamar Institute of Technology is an open enrollment post-secondary institution offering Associate of Applied Science (AAS) degrees and certificates in career and technical fields. Beginning in the Fall 2014 semester, LIT has been approved by SACSCOC to offer the Associate of Arts (AA) transfer degree. A significant portion of LIT's historical first-time-in-college (FTIC) student population comes from low-income minority households. Many of these students never expected to attend college and have a difficult time with the transition to college life.

Fall 2013
Students by Age Groups
Total Enrollment: 2,926

- Under 18
- 18 to 21
- 22 to 24
- 25 to 29
- 30 to 34
- 35+

Lamar Institute of Technology serves two distinct populations of students. The first population is the traditional high school graduate between eighteen to twenty-four years old, first generation, low income, and is a full-time student. The second population is an older than average student who attends part-time, usually in the evening, to accommodate their full-time employment and family obligations.
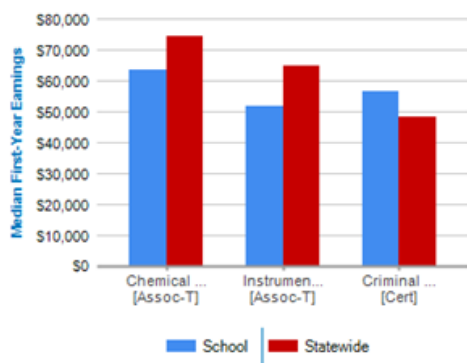
Students are attracted to LIT because many of its programs are known for their 'high demand, high wage' characteristics coupled with placement rates in excess of 85%. The programs that attract the highest number of students are Process Operating Technology, Medical Radiologic Technology, Instrumentation Technology, Computer Networking and Troubleshooting Technology, Dental Hygiene, and Respiratory Therapy.

Unfortunately, students attracted to these programs are generally considered 'at-risk' students. Their 'at-risk' status prevents them from successfully completing program requirements and they do not persist for more than one or two semesters. The underperformance of these 'at-risk' students results in poor academic progress which bars them from Title IV and other financial

support critical to their participation in an educational program. For this reason, these students will be the focus of LIT's Quality Enhancement Plan (QEP).

As part of its previous successful QEP (2005 – 2015), the Partnership in Achieving Student Success (PASS) Program, LIT chose to participate in the Community College Survey of Student Engagement (CCSSE) beginning in the Spring 2004 semester. Participation in the CCSSE has continued for the last six Spring semesters during even-numbered years (2004, 2006, 2008, 2010, 2012, and 2014) and in Fall 2009, LIT chose to participate in an administration of the Survey of Entering Student Engagement (SENSE). As a result of its participation in SENSE, LIT sent a team of five (5) administrators to the 2011 *Entering Student Success Institute* (ESSI) in Santa Fe, New Mexico from March 27-29, 2011. During the two and a half days, the LIT team worked with data, learned about strategies that can help improve the entering student experience, and formulated an action plan for initiating appropriate strategies (page 55). The findings from the SENSE Basic Data Review that captured the attention and concern of the LIT team were the 20.1% of LIT students who earned zero (0) Semester Credit Hours and who represent the highest risk students enrolled at the college. Of these 20.1% (n=150) who earned zero (0) SCH, 51.3% were African American (n=77), 3.3% were Hispanic (n=5), and 38.0% were Caucasian (n=57). Moreover, 64.6% were enrolled in at least one developmental course and 35.4% were enrolled exclusively in college credit courses.

As a result of the information gained from the 2011 *Entering Student Success Institute* (ESSI), LIT decided to continue to participation in CCSSE and apply for a Title III Student Support Services (SSS) Grant to fund the strategies that were developed during the 2011 ESSI workshop. Unfortunately, the LIT application for a Title III Student Support Services (SSS) Grant was not selected for funding by the federal government.

Despite the lack of much needed grant monies to fund some of the more costly strategies (Early Alert System, Welcome Center, One-Stop-Shop, etc.) that were developed during the 2011 ESSI workshop, LIT was able to implement some of the lower cost strategies: Orientation Redesign, Increased number of Orientation Sessions, New ARGOS Reports to identify Stop-out/Dropout students, and ConnectED Phone calls to at-risk students. In preparation for the formation of a QEP Steering Committee and using data gleaned from its Strategic Planning/Institutional Effectiveness process, including: CCSSE, SENSE, ESSI, the Texas Higher Education Coordinating Board's (THECB) Annual Accountability System, the THECB Existing Program Performance Review (EPPR), and Annual Unit Planning/Assessment, LIT's Office of

Institutional Effectiveness developed a QEP Assessment Survey that was distributed to all Faculty and Staff at the Annual All College Day professional development opportunity.

The results (Table 1) from the QEP Assessment Survey (page 58) served to begin the campus-wide dialogue concerning an appropriate topic for LIT's next Quality Enhancement Plan.

Table 1: QEP Assessment Survey Data

	Quality Enhancement Plan (QEP) - Assessment Survey				
	Lamar Institute of Technology-Spring 2013 All College Day				
		Faculty	**Staff**	**Other**	**Total**
	1. How are you associated with LIT?	55.1	43.9	1	100
		0 - 4 years	**5 - 9 years**	**10 - 14 years**	**15 or More years**	**Total**
	2. How many years have you been associated with LIT?	35.4	19.2	26.3	19.2	100

Rank	Reasons Students Were Unsuccessful	Very Likely	Likely	Somewhat Likely	Not Likely	Total
1	3. Failure to Attend Class	73.8	15.9	5.6	4.7	100
2	3. Failure to Complete Assignments	59.4	29.2	7.5	3.8	100
3	3. Failure to prepare for class	55.6	30.3	12.1	2.0	100
4	3. Excessive absences	65.3	19.8	11.9	3.0	100
5	3. Poor time management	39.6	39.6	17.0	3.8	100
6	3. Inadequate study skills	42.5	34.0	17.9	5.7	100
7	3. Academically unprepared	38.8	36.9	19.4	4.9	100
8	3. Other	42.9	17.9	17.9	21.4	100
9	3. Inadequate critical thinking skills	19.4	40.8	29.6	10.2	100
10	3. Personal problems	15.5	35.9	35.9	12.6	100
11	3. Lack of finances	19.2	29.3	34.3	17.2	100
12	3. Employment interferes with coursework	7.7	29.8	53.8	8.7	100
13	3. Learning disabilities	7.8	24.3	43.7	24.3	100
14	3. Inadequate Computer Skills	6.0	25.0	43.0	26.0	100
15	3. Lack of family support	5.8	21.4	46.6	26.2	100
16	3. Illness	8.1	17.2	39.4	35.4	100
17	3. Unreliable transportation	6.7	17.3	44.2	31.7	100
18	3. Lack of adequate child care	5.9	14.7	48.0	31.4	100
19	3. Caring for dependents	4.9	14.6	54.4	26.2	100

Revised March 9, 2015

Rank	Strategies to Help Students Pass Their Courses	Very Likely	Likely	Somewhat Likely	Not Likely	Total
1	4. Career counseling	20.6	46.1	24.5	8.8	100
2	4. Effective Advising for At-Risk Students	35.9	29.1	24.3	10.7	100
3	4. Faculty training to assist at-risk students	32.7	30.7	25.7	10.9	100
4	4. Professional Tutoring	24.0	39.0	25.0	12.0	100
5	4. Pre-Qualification for Online Learners	42.6	19.8	21.8	15.8	100
6	4. Skill labs	21.2	40.4	27.3	11.1	100
7	4. Other	44.4	16.7	22.2	16.7	100
8	4. Academic advising	31.0	30.0	24.0	15.0	100
9	4. Intervention of Academic Success(Early Alert)	29.4	31.4	26.5	12.7	100
10	4. Older Than Average (+25) Student Advising	21.4	35.7	20.4	22.4	100
11	4. Computer lab	22.0	35.0	25.0	18.0	100
12	4. Online Orientation to Blackboard LMS	24.5	29.6	27.6	18.4	100
13	4. Organized learning communities	21.0	33.0	25.0	21.0	100
14	4. Financial aid advising	22.2	30.3	25.3	22.2	100
15	4. Peer tutor	15.5	34.0	35.1	15.5	100
16	4. Developmental Math Redesign	23.5	25.5	26.5	24.5	100
17	4. Information Literacy	15.6	33.3	26.0	25.0	100
18	4. Services for people with disabilities	21.4	23.5	27.6	27.6	100
19	4. English as a second language course	9.4	24.0	24.0	42.7	100

The QEP Steering Committee (Table 2) was appointed by the Vice President for Academic Affairs and subsequently approved by the President of LIT. The QEP Steering Committee was selected from a representative cross-section of Faculty and Staff at the college and held its first meeting on July 17, 2013.

Table 2: QEP Steering Committee

Lamar Institute of Technology's QEP Steering Committee - as of July 2013		
Name	**TITLE**	**DEPT**
Abedelwahab, Widad	Full Time Faculty	General Education & Developmental Studies

Adams, Jimmy	Dean of Workforce	Workforce Training
Arnold, Lauri	Full Time Faculty	Business Technologies
Banks, Baron	Full Time Faculty	Technology
Barkley, Larrie	Director of Testing Center	Academic Affairs
Champagne, Adriane	Administrative Associate Sr.	Business Technologies
Cioci, Nickolaus	Evening Coordinator	Academic Affairs
Cole, Joy	Part time Faculty	Allied Health & Sciences
Crawford, Francis	Coordinator of Student Services	Student Services
Davis, Michelle	Department Chair	General Education & Developmental Studies
De La Rosa, Alfred	Full Time Faculty	General Education & Developmental Studies
Doane, James	Program Director Criminal Justice/Homeland Security	Public Service & Safety
Dugar, Umed	Part time Faculty	Technology
Eldred, Deanna	Full Time Faculty	Technology
English, Jesse	Part time Faculty	Business Technologies
Falb, Catherine	Financial Aid Coordinator	Student Services
Johnson, Lori	Director of Testing Center	Academic Affairs
Lanoue, Stephanie	Full Time Faculty	Allied Health & Sciences
Lisk, Robin	Director of Distance Education	Academic Affairs
Lyons, Wilburn	Department Chair	Public Service & Safety
Miller, Stephen	Department Chair	Business Technologies
Mosley, David	Coordinator of Institutional Effectiveness and Grants	Institutional Effectiveness & Grants
O'Connor, Patrick	Department Chair	Technology
Pratt, Jonathan	Full Time Faculty	Business Technologies
Reynard, Betty	Vice President	Academic Affairs
Smith, April	Part time Faculty	Allied Health & Sciences
Smith, Leigh	Full Time Faculty	General Education & Developmental Studies
Spencer, Tracy	Full Time Faculty	General Education & Developmental Studies
Storbeck, Timothy	Full Time Faculty	Business Technologies
Trahan, Sheila	Department Chair	Allied Health & Sciences
Waldrep, Staci	Full Time Faculty	Allied Health & Sciences
White, Dennis	Full Time Faculty	Public Service & Safety
Worry, Valerie	Program Director PTAC	Technology

Members were introduced to the requirements of a Quality Enhancement Plan and its significance. The committee reviewed data collected in a campus wide survey. Three areas of interest emerged from the survey; pre-qualifying online learners, academic advising and assisting at-risk students. The committee members discussed these issues, as well as several other ideas, at length. At a subsequent meeting on August 5, 2013, the QEP Steering committee identified the *student learning environment* as the QEP topic. Following the selection of a topic, the Steering Committee turned to educational research to develop a list of strategies to improve the student learning environment for at-risk students.

At-risk students can be defined in several ways. To narrow the focus of the STEP Project, the Steering Committee considered fourteen criteria to define at-risk students. This list was narrowed at a subsequent committee meeting by discussing each criterion to determine which students would benefit most from the proposed STEP Project. Four criteria were identified to define at-risk students for the STEP Project. The criteria include 1) first time in college, 2) first generation in college, 3) underserved / underrepresented, and 4) academically underprepared.

After determining the at-risk criteria the committee discussed success strategies. The committee looked at a wide variety of strategies that have been implemented on campuses similar to LIT. The success of each strategy is often dependent on the method of delivery for each strategy and the motivation of the student (Laskey & Hetzel, 2011; Hoyt & Lundell, 2013). After much discussion the committee decided to recommend the following support services:

- LIT Student Orientation
- Mentoring/ advising
- Mandatory study hall to include academic support and tutoring
- Workforce/Career readiness

The initial focus statement and student learning outcomes were developed by the QEP Steering Committee and presented to students, staff, faculty and communities of interest during several open forums. On October 16th and 17th 2013 open forums were held on campus. Faculty, staff, students and the community were invited. On November 19th and 20th 2013 additional student forums were held where a survey was distributed to solicit input. Comments from the open forums as well as the survey results were used to further refine the student learning outcomes and the focus statement. The QEP Steering Committee expanded the focus statement and student learning outcomes into the goals and student learning outcomes of the STEP Project.

Goals / Objectives / Outcomes

The STEP Project was designed by the QEP Steering Committee and subsequently approved by the President. Several open forums allowed the campus community to define the goals and student learning outcomes of the STEP Project. On January 31, 2014 the goals and student learning outcomes were presented at the annual LIT Advisory Board meeting. This annual meeting includes members from all twenty-six of the advisory boards on campus. The objectives of the QEP were discussed as well as the success strategies to be implemented in the program. A survey was distributed after all questions were answered to garner input and suggestions from the communities of interest. Members of several program advisory boards including Instrumentation Technology and Process Operating Technology made suggestions. After much deliberation, the goals and student learning outcomes were revised to their current state. The STEP Project Goal / Objective / Outcomes / Assessment Criteria were then integrated into LIT's Institutional Effectiveness process with the development of a 2014/15 QEP *Annual Unit Plan* and Objective / Outcomes / Assessment Criteria were also inserted into the Instrumentation Technology and the Process Operating Technology 2014/15 *Annual Unit Plans*, all of which will be assessed in May 2015. These *Annual Unit Plans* were then compiled into the LIT *Institutional Strategic Plan Academic Year 2014/15* with all of the other individual *Annual Unit Plans* for LIT. The QEP annual unit plan was renamed for 2015/16 as the STEP Project Annual Unit Plan (page63). The 2015/16 plan includes the STEP Project Goal / Objective / Outcomes and Assessment Criteria. Specific Objective / Outcomes and Assessment Criteria for gatekeeper courses were included in the 2015/16 Unit Plans for Instrumentation Technology (page 66) and Process Operating Technology (page 69).

Institutional Strategic Plan

The *Annual Unit Plans* form the foundation of the Institutional Strategic Plan. The Unit Plans project goals, objectives and budgetary needs for the upcoming fiscal year and are supportive of the broad objectives identified in the mission statement of Lamar Institute of Technology. The Institutional Strategic Plan includes:

- The mission statement of Lamar Institute of Technology.

- Unit Plans and how their objectives relate to the mission statement and agency strategic planning goals.

- Financial projections developed from budgetary requests in the Unit Plans.

- Physical facility plans derived from the Campus Master Plan and Unit Plans.

Institutional Assessment

The *Annual Unit Assessment Report* completes the cycle required to document Institutional Effectiveness at Lamar Institute of Technology. In March of each year, the previous year's *Annual Unit Plans* are assessed and the results of this assessment are compiled into the *Annual Unit Assessment Report*. As part of LIT's systematic and comprehensive Institutional Effectiveness cycle, each program forwards their completed *Annual Unit Assessment Report* to their respective Department Chair, whose own *Annual Unit Assessment Report* relies on outcomes from each of the program's *Annual Unit Assessment Report*. The program and departmental *Annual Unit Assessment Reports* are then forwarded to their respective Vice President whose *Annual Unit Assessment Report* relies on outcomes from each of the department and program *Annual Unit Assessment Reports*. Finally, each of the Vice President's *Annual Unit Assessment Reports* are sent to the Office of Institutional Effectiveness & Grants who reviews all *Annual Unit Assessment Reports* for accuracy and completeness prior to compiling them into the *Annual Unit Assessment Report* for review by the President.

In the *Annual Unit Plan*, several outcomes or objectives are identified with measurable criteria that provide the means or methods for assessment and the benchmarks for success. Depending upon whether the unit is an academic or administrative unit, the following assessments are incorporated into their Annual Unit Plans:

- Community College Survey of Student Engagement (CCSSE) Results – Even Years Only

- Comprehensive Student Evaluations of Faculty and Courses Results

- Five year analysis of headcount by department and program

- Five year analysis of graduates by program

- Review of grade distributions/course completions

- Accreditation reviews

- Pass rates on state and national certification/licensure tests

- Review of graduate placement rates

- Review of retention rates

- LIT "Customer Satisfaction Survey" Results

- Annual employee performance evaluations (Faculty Annual Review - F2.08I) and (Performance Appraisal Form - Staff)

In the *Annual Unit Assessment Report*, academic and administrative units' document the results of the assessment procedures conducted and identify how and when the information has been used to improve academic or administrative programming at the institution. The report completes the section of the plan labeled, *Assessment Results* and *Use of Results*, by providing the results of assessment activities and by documenting how the data is used by faculty and administrators to make decisions that directly affect budget decisions and organizational changes.

The sequence is designed to ensure the involvement of the *President's Council* in reviewing documented *Annual Unit Assessment Report* results, the formulation of new goals, and the production of the next year's *Institutional Strategic Plan.*

Implementation

A pilot of the STEP Project has begun in the Fall 2014 Semester with a cohort of students who are majoring in Process Operating Technology or Instrumentation Technology. This cohort of students all need at least one developmental course, are financial aid eligible and first generation in college. The intended benefits to the participating students and the institution are as follows:

Goals

The goals of the **Students Taking Education Personally Project** are:

- To improve the success of at-risk students in select programs by improving the student learning environment.
- To increase student learning in the gatekeeper courses.
- To use survey data to design student support services to improve student persistence in select programs.

Objectives

The objectives of the STEP Project include:

- Students participating in the STEP Project will receive program specific tutoring and/or supplemental instruction to successfully complete course objectives.

- Students participating in the STEP Project will maintain satisfactory academic progress.
- Students participating in the STEP Project will be intrusively advised to facilitate successful completion of their degree plan.
- Students participating in the STEP Project will show an increase in test scores in gatekeeper course(s) specific to their respective majors when compared to non-participants.
- Students participating in the STEP Project will complete the CCSSE survey.
- Students participating in the STEP Project will complete LIT surveys.

Outcomes

The STEP Project will achieve the following outcomes:

- 95% of students participating in the STEP Project will participate in program specific tutoring and/or supplemental instruction to improve academic performance every semester.

- 80% of students participating in the STEP Project will complete courses within their major with a 'C' or better every semester.

- 95% of students participating in the STEP Project will meet at least twice each semester with the STEP Project Coordinator and/or an academic advisor to assess their progress towards their degree completion and career goals.

- 85% of students will remain in the STEP Project for two semesters.

- STEP Project students will show a 5% increase in the comprehensive final exam score in gatekeeper course(s) when compared to non-participants.

- 90% STEP Project students will complete the CCSSE Survey with the LIT customized questions in the spring semester of even years.

- 90% of STEP Project students will complete the STEP Project Advising Survey during their first week in the STEP Project.

- 90% of STEP Project students will complete the STEP Project Advising Survey upon completion of their degree or transfer.

- 90% of STEP Project students will complete the STEP Project Participation Survey at the end of each semester of their first year in the STEP Project.

The goals, objectives and outcomes of the STEP Project evolved from a single goal and three student learning outcomes through the concerted effort of the QEP Steering Committee, students, staff and communities of interest.

Participant Selection

The first step in implementing the STEP Project is to identify and select students to participate in the program. The selection of students was accomplished with an application (page 49). As the students applied, the STEP Project Coordinator examined their applications, transcripts, and test scores to determine eligibility and accuracy of information. To be eligible to participate in the STEP Project, a student must 1) be enrolled in the Process Operating Technology Program or the Instrumentation Technology Program that leads to an associate of applied science degree or transfer and 2) meet at least one of the at-risk criteria defined for the program. The at-risk criteria include first time in college, first generation in college, underserved/underrepresented, and academically underprepared. A point system was devised to award points based on the at-risk criteria (Table 3). The first cohort in the Fall 2014 Semester of the STEP Project accepted 30 students.

Table 3: At-risk Criteria

Criteria	Points
First time in college	10
First generation in college (mother)	10
First generation in college (father)	10
Underserved/underrepresented (Defined by financial aid eligibility)	10
Signed letter of Participation	Required
Academically underprepared (TSI remediation required in at least one area)	Required

To the extent possible, students will participate in the STEP Project as a cohort. Due to students being in different majors and having varying developmental course needs all students selected for the STEP Project could not be scheduled for the same classes. Advisors scheduling STEP Project students for classes in subsequent semesters will be able to schedule most students in the same classes within each major with priority registration. Students offered admission to the program must sign a Statement of Participation (page 50). The statement will hold the student accountable for full participation in the STEP Project. If a student fails to adhere to the requirements of the STEP Project, they will be placed on probation for one semester. The STEP Project coordinator will do an evaluation at the end of the probationary period and if the student's performance has not improved they will be dismissed from the program. Any student dismissed from the program or having to withdraw from the program will be required to complete an exit interview with the STEP Project Coordinator and a

STEP Project Exit Survey (page 62). The interview and survey results will be used to evaluate the STEP Project.

For the next five years of the STEP Project, additional programs will be added to the project based on data from the Higher Education Coordinating Board (THECB) Existing Program Performance Review. Programs with highest enrollment and lowest retention rates will be added first.

Figure 1: Five-Year Enrollment Projections

Programs	Enroll Pilot 2014	Retain Pilot 2014	Enroll Fall 2015	Total 2015	Retain Pilot 2014	Retain Fall 2015	Enroll Fall 2016	Total 2016	Retain 2014	Retain 2015	Retain 2016	Enroll Fall 2017	Total 2017	Retain 2015	Reatin 2016	Retain 2017	Enroll Fall 2018	Total 2018	Retain 2016	Retain 2017	Retain 2018	Enroll Fall 2019	Total 2019	Totals
Process Operating Technology/ Instrumentation	30	30	30	**60**	30	30	30	**90**	30	30	30	30	**120**	30	30	30	30	**120**	30	30	30	30	**120**	510
Allied Health Pre-Majors							30	**30**		30	30		**60**	30	30	30		**90**	30	30	30	30	**120**	300
Business Technologies												30	**30**		30	30		**60**	30	30	30		**90**	180
Totals:	30	30	30	**60**	30	30	60	**120**	30	30	60	90	**210**	30	60	90	90	**270**	60	90	90	90	**330**	990

STEP Project Requirements

The STEP Project has requirements that include active participation in tutoring, supplemental instruction and a study hall as warranted. In addition, intrusive holistic advising, early alert system, seminars featuring guest speakers, time management, soft skill development, and information about transfer assistance will provide students with knowledge and skills that will result in their success as a student. The guest speakers will present information about financial literacy, resume writing, interviewing, job benefit information, supervisor expectations, and financial aid/scholarship information. Tours of job sites will be planned each semester. Industry professionals will inform students of the testing requirements for employment in the petrochemical industry. As the STEP Project expands across campus the success strategies and supplemental instruction will be geared toward each academic program.

The STEP Project will begin with an orientation session at LIT. The students will be introduced to the college experience and the requirements of the STEP Project. Students will complete the STEP Project Academic Advising Survey (page 59) their first week of participation

in the STEP Project. At the time of graduation, participants will be required to complete the STEP Project Academic Advising Survey again. The results will be used to refine the intrusive holistic advising component of the STEP Project. The orientation session will provide students the opportunity to ask questions about the STEP Project and will enable the STEP Project Coordinator and faculty members within their respective programs to meet the students.

Participants in the STEP Project will be required to meet with the STEP Project Coordinator and/or an advisor at least twice a semester. The first meeting will be used for the student and advisor to discuss the expectations of the STEP Project. The advisor will assist the student in developing a degree plan to be used as a guide for the student while enrolled at LIT. Each visit to an advisor or the STEP Project Coordinator will be recorded on a log sheet (page 57) and tracked by the STEP Project Coordinator. Students will be encouraged to share both positive and negative experiences and encounters while attending LIT during the advising sessions. Advisors will discuss methods of dealing with the negative experiences while emphasizing the positive. Discussions will take place during the scheduled advising sessions as students proceed through the semester to determine which success strategies will be most beneficial to the student.

STEP Project participants will also be required to attend study hall on a weekly basis. Study hall time will be a time for students to complete course work with a faculty member available to answer questions and provide supplemental instruction. One on one tutoring will be provided to those students who need additional help. Tutoring and supplemental instruction will not be limited to courses within the instrumentation and process operating programs but to all courses required for the Associate of Applied Science degree. Students who are maintaining an "A" average in their program courses may earn an exemption from the study hall requirements.

Guest speakers from business and industry will be scheduled to speak to STEP Project participants. The lectures will be captured on video and uploaded to a Blackboard course accessible only to STEP Project students. This will allow those students who are unable to attend the live lectures due to family, school or work obligations to benefit from the information. The STEP Project Blackboard course will be available to the students twenty-four hours a day seven days a week allowing students to access the information when it is convenient for them.

The STEP Project includes several incentives exclusively for STEP Project students to encourage participation. The incentives include priority registration, use of STEP Project laptops, quiet study area, and an advisor/mentor relationship.

The STEP Project Coordinator will be responsible for monitoring student performance, advising, scheduling guest speakers, organizing faculty development, registering students, and

serving as a resource for students in the STEP Project. The Coordinator will also monitor student participation in the strategies designed to improve the student learning environment. The data will be used to measure the success of the program and identity future strategies for the STEP Project.

Further, much of the literature available pertaining to at-risk students touts the use of an early alert system. LIT is implementing an early alert system in the fall of 2015 to facilitate the tracking of at-risk students in the STEP Project. This early alert system will serve to collect student information entered by faculty, staff and STEP Project personnel in a central, easily manageable location. The software will enable the STEP Project Coordinator to communicate in a variety of formats with students who may be in danger of not succeeding.

All of the features of the STEP Project including a brief description of the support services are provided in Table 4.

Table 4: STEP Project Features

Support Services	Description
Intrusive advising	The program directors and faculty in Process Operating and Instrumentation as well as STEP Project Personnel will meet each semester with students to advise and mentor students
Supplemental instruction	Faculty will provide discipline specific supplemental instruction and/or peer tutors.
Tutoring	Discipline specific tutors will be available for assistance with classroom concepts.
Early Alert System	The STEP Project Coordinator in conjunction with faculty and staff will monitor student performance through an integrated Early Alert System designed to trigger interventions when a student appears to be underperforming.
Study groups	Faculty teaching STEP Project classes will assist with student study groups
Study Hall (Open study area with computers and tutoring programs)	Space has been allocated for the STEP Project participants to study, get tutoring, complete assignment etc.
Guest speakers	Provide knowledge and skills designed to transition from school to workplace employment.
HR Managers	Explain benefit choices that must be made at the point of hire.
Industry supervisors	Describe the expectations of supervisors, especially soft skills.
Resume writing	Students will learn how to develop a resume that will reflect their skills and knowledge.
Interviewing	Students will gain practical interviewing experience by participating in Project Interview.

Financial literacy/budgeting	Financial advisor will introduce topics that increase the financial literacy of participants.
Financial Aid/Scholarships	Students will learn about financial aid and scholarship and how to apply for aid.
Assistance applying for jobs	Industry experts will discuss testing requirements and provide tips to students applying for jobs
Pre-employment testing (WorkKeys, etc.)	The LIT Testing Center will provide pre-employment tests for students. Discussion of drug screening requirements will be provided in presentations about applying for jobs.
Plant tours	Students will tour job sites that employ process operators and instrumentation technicians.
Time Management	Education professionals will provide students with time management tips and study skills
Soft Skill Development	Customer services personnel will instruct students in soft skill development
Assistance in transferring to an upper-division institution	Department Chairs from upper division Institutions will offer support and assistance with transfers

Professional Development

The Survey of Entering Student Engagement (SENSE), a nationwide community college survey administered by CCSSE, states, "Students are more likely to persist if they not only are advised about what courses to take, but also helped to set academic goals and to create a plan for achieving them." An integral part of any program assisting at-risk students requires a comprehensive intrusive advising component. The purpose of intrusive advising is to engage students early and often directing them toward setting and achieving goals. Advisors must be proficient in managing the academic and personal aspects of a student's life. All facets of a student's life have an impact on their ability to be successful in college. In order to ensure LIT faculty and staff advisors are proficient in using intrusive advising techniques, LIT is incorporating the "Using Holistic Advising" program into the professional development opportunities on campus. The program will instruct faculty and staff advisors on the major principles of holistic advising which include:

- Communicate in a clear manner with students.
- Encourage students to participate actively in the advising process by challenging them with new ideas or choices and encouraging them to ask questions.
- Respect the confidentiality of communication with the student.
- Help students evaluate and reevaluate their progress towards personal, educational and career goals.
- Help students explore career goals.
- Have accurate information about the policies, procedures, resources and program requirements.

- Provide timely feedback and applaud student successes.
- Provide materials to students and refer them to others when referral is an appropriate response.
- Consider what sacrifices they are making to attend school.
- Ask questions to get more information about the whole life of the student.
- Ask about their work, and if there are busier times of the year.
- Help the students to plan in advance so that they are ready for each step in their academic program. (Murthy & White, 2014)

Murthy and White also stated "when properly used the holistic Advising approach can bring meaning to the advising practice and help students to feel more adjusted and supported throughout their academic careers". Using this advising method in the STEP Project will prevent many LIT students from becoming part of the community college dropout statistics.

In addition to the Using Holistic Advising program, LIT has purchased membership in the National Academic Advising Association (NACADA) to ensure faculty and staff who will be advising the STEP Project participants have appropriate knowledge. NACADA provides consultants who will assist institutions with their specific training needs for advisors. The consultant fee through NACADA is $750 per day, in addition to a 15% NACADA fee. This fee does not include expenses. For a one-day seminar (which includes one day of preparation) plus expenses an approximate cost is $2500.00. NACADA seminars would be delivered at least once each long semester.

A part of LIT's relationship with NACADA as an Institutional Member will be discounted professional development packages relating to academic advising. Chief among those a collection entitled "Foundations of Academic Advising" at a member cost of $215, package components consist of:

- Building the Framework: Advising as a Teaching and Learning Process
- The Conceptual Component of Advising: Developing the Purpose, Values, and Frameworks for Why We Do What We Do
- The Informational Component of Academic Advising: Policies, Procedures, and Beyond
- The Relational Component of Academic Advising: Strategies for Effective Communication, Rapport Building & Student Engagement

These presentations can be uploaded and managed through the faculty Blackboard portal for ease of use and tracking purposes. Moving forward additional packages or other pertinent training will be made available and at a discounted member price.

Timeline

LIT has implemented a year zero pilot for the 2014-2015 academic year. Events leading up to implementation and events scheduled for year zero are included in the following table.

Table 5: Year Zero Timeline

Date	Event	Date Completed
March 2014	Community College Survey of Student Engagement (CCSSE) distributed with LIT custom Questions	March 31, 2014
June 1, 2014	Complete marketing materials (flyer, poster, application)	August 25, 2014
June 1, 2014	Post announcement for program coordinator.	June 15, 2014
June 15, 2014	Select a coordinator for the STEP Project	August 28, 2014
June 22, 2014	Complete requisition for STEP Project Resource Room furniture, computers, equipment, etc.	September 3, 2014
June 25, 2014	Attend LIT Orientation to present information about the STEP Project.	June 25, 2014
July 15, 2014	Attend LIT Orientation to present information about the STEP Project.	July 15, 2014
July 23, 2014	Attend LIT Orientation to present information about the STEP Project.	July 23, 2014
August 6, 2014	Attend LIT Orientation to present information about the STEP Project.	August 6, 2014
August 15, 2014	Seminar schedule developed.	August 18, 2014
	Fall 2014	
September 10, 2014	Orientation for STEP Project participants; Completion of Advising assessment	
September 15-19, 2014	Data intake and academic advising for each participant completed	
September – November	STEP Project Seminars scheduled approximately every 3 weeks	
October 1, 2014	Monitor student performance	

October 15, 2014	STEP Project participants meet with Advisors to develop schedules for the Spring 2015 semester.
November 1, 2014	Monitor student performance; Register STEP Project Students for Spring 2015 courses
November 15, 2014	Monitor student performance
December 1, 2014	Monitor student performance
December 15, 2014	Complete data collection for assessment
	Spring 2015
January 15-20, 2015	STEP Project participants meet with STEP Project Coordinator and/or advisor to set goals for semester
February 1, 2015	Academic advising for each participant completed
February 15, 2015	Monitor student performance
February – April 2015	STEP Project Seminars scheduled approximately every 3 weeks
April 6-10, 2015	STEP Project participants meet with Advisors to develop schedules for the Summer/ Fall 2015 semester.
April 15, 2015	Monitor student performance; Register STEP Project Students for Summer/Fall 2015 courses
May 1, 2015	Monitor student performance
May 12, 2015	Complete data collection for assessment:

Revisions to the STEP Project Orientation and Seminar Schedule will be made based on the new degree programs added to the STEP Project. Professional development for newly hired faculty as well as faculty in the new degree programs will be offered each fall and spring semester.

A five-year timeline is included below outlining activities and services being implemented by the STEP Project for faculty, staff and students.

Table 7: STEP Project Five-Year Timeline

Semester	Category	Task	Person(s) Responsible
Academic Year 2015-2016			
Fall Semester	Services/Programs for Students	Review applications and enroll Process Operating and Instrumentation Technology Students into the STEP Project for Year 1 Cohort	STEP Project Coordinator (SPC)
		Orientation for new participants	SPC/Department Chairs
		Establish Tutoring and Supplemental Instruction Guidelines and sessions	SPC/Program Directors/Faculty/Learning Lab
		Conduct Seminars featuring on campus resources and guest speakers	SPC/Faculty/Dean of Student Services
		Hold individualized advising and mentoring sessions	SPC/Academic Advisors
		Incorporate an Early Alert System for monitoring STEP Project participants and tracking academic progress	SPC/Office of Institutional Effectiveness and Grants/Faculty/Program Directors
	Professional Development	Faculty training through on-campus workshops and outsourced seminars	SPC/Dean of Instruction/Department Chairs
		Participation in at least two National Academic Advising Association (NACADA) sponsored conferences	SPC/Dean of Instruction/Vice President for Academic Affairs
	Assessment	Conduct both pre and post participation surveys with STEP Project Students	SPC/Office of Institutional Effectiveness and Grants
		Review and Revise the STEP Project as needed	SPC/Dean of Instruction
Spring Semester	Services/Programs for Students	Continue to provide Tutoring and Supplemental Instruction Guidelines and sessions	SPC/Program Directors/Faculty/Learning Lab

Semester	Category	Task	Person(s) Responsible
		Conduct Seminars featuring on campus resources and guest speakers	SPC/Faculty/Dean of Student Services
		Hold individualized advising and mentoring sessions	SPC/Academic Advisors
		Continuation of an Early Alert System for monitoring STEP Project participants and tracking academic progress	SPC/Office of Institutional Effectiveness and Grants/Faculty/Program Directors
	Professional Development	Faculty training through on-campus workshops and outsourced seminars	SPC/Dean of Instruction/Department Chairs
		Participation in at least two National Academic Advising Association (NACADA) sponsored conferences	SPC/Dean of Instruction/Vice President for Academic Affairs
	Assessment	Administer Community College Survey of Student Engagement (CCSSE) and collect data	SPC/Office of Institutional Effectiveness and Grants
		Investigate and analyze data from retention rates, graduation rates, comparative data from courses, and academic progress reports	SPC/Office of Institutional Effectiveness and Grants
		Conduct both pre and post participation surveys with STEP Project Students	SPC/Office of Institutional Effectiveness and Grants
		Review and Revise the STEP Project as needed	SPC/Dean of Instruction
		Completion of 1st year review and report	SPC/Office of Institutional Effectiveness and Grants
Academic Year 2016-2017			
Fall Semester	Services/Programs for Students	Review applications and enroll Process Operating, Instrumentation Technology and Allied Health Pre-Majors Students into the STEP Project for Year 2 Cohorts	STEP Project Coordinator (SPC)
		Orientation for new participants	SPC/Department Chairs

Semester	Category	Task	Person(s) Responsible
		Establish Tutoring and Supplemental Instruction Guidelines and sessions	SPC/Program Directors/Faculty/Learning Lab
		Conduct Seminars featuring on campus resources and guest speakers	SPC/Faculty/Dean of Student Services
		Hold individualized advising and mentoring sessions	SPC/Academic Advisors
		Continuation of an Early Alert System for monitoring STEP Project participants and tracking academic progress	SPC/Office of Institutional Effectiveness and Grants/Faculty/Program Directors
	Professional Development	Faculty training through on-campus workshops and outsourced seminars	SPC/Dean of Instruction/Department Chairs
		Participation in at least two National Academic Advising Association (NACADA) sponsored conferences	SPC/Dean of Instruction/Vice President for Academic Affairs
	Assessment	Conduct both pre and post participation surveys with STEP Project Students	SPC/Office of Institutional Effectiveness and Grants
		Review and Revise the STEP Project as needed	SPC/Dean of Instruction
Spring Semester	Services/Programs for Students	Continue to provide Tutoring and Supplemental Instruction Guidelines and sessions	SPC/Program Directors/Faculty/Learning Lab
		Conduct Seminars featuring on campus resources and guest speakers	SPC/Faculty/Dean of Student Services
		Hold individualized advising and mentoring sessions	SPC/Academic Advisors
		Continuation of an Early Alert System for monitoring STEP Project participants and tracking academic progress	SPC/Office of Institutional Effectiveness and Grants/Faculty/Program Directors
	Professional Development	Faculty training through on-campus workshops and outsourced seminars	SPC/Dean of Instruction/Department Chairs

Semester	Category	Task	Person(s) Responsible
		Participation in at least two National Academic Advising Association (NACADA) sponsored conferences	SPC/Dean of Instruction/Vice President for Academic Affairs
		Refresher Training for Intrusive Advising Model	SPC/Dean of Instruction/Department Chairs
	Assessment	Investigate and analyze data from retention rates, graduation rates, comparative data from courses, and academic progress reports	SPC/Office of Institutional Effectiveness and Grants
		Conduct both pre and post participation surveys with STEP Project Students	SPC/Office of Institutional Effectiveness and Grants
		Review and Revise the STEP Project as needed	SPC/Dean of Instruction
		Completion of 2nd year review and report	SPC/Office of Institutional Effectiveness and Grants
Academic Year 2017-2018			
Fall Semester	Services/Programs for Students	Review applications and enroll Process Operating, Instrumentation Technology, Allied Health Pre-Majors and Business Technologies Students into the STEP Project for Year 3 Cohorts	STEP Project Coordinator (SPC)
		Orientation for new participants	SPC/Department Chairs
		Establish Tutoring and Supplemental Instruction Guidelines and sessions	SPC/Program Directors/Faculty/Learning Lab
		Conduct Seminars featuring on campus resources and guest speakers	SPC/Faculty/Dean of Student Services
		Hold individualized advising and mentoring sessions	SPC/Academic Advisors

Semester	Category	Task	Person(s) Responsible
		Incorporate an Early Alert System for monitoring STEP Project participants and tracking academic progress	SPC/Office of Institutional Effectiveness and Grants/Faculty/Program Directors
	Professional Development	Faculty training through on-campus workshops and outsourced seminars	SPC/Dean of Instruction/Department Chairs
		Participation in at least two National Academic Advising Association (NACADA) sponsored conferences	SPC/Dean of Instruction/Vice President for Academic Affairs
	Assessment	Conduct both pre and post participation surveys with STEP Project Students	SPC/Office of Institutional Effectiveness and Grants
		Review and Revise the STEP Project as needed	SPC/Dean of Instruction
Spring Semester	Services/Programs for Students	Continue to provide Tutoring and Supplemental Instruction Guidelines and sessions	SPC/Program Directors/Faculty/Learning Lab
		Conduct Seminars featuring on campus resources and guest speakers	SPC/Faculty/Dean of Student Services
		Hold individualized advising and mentoring sessions	SPC/Academic Advisors
		Continuation of an Early Alert System for monitoring STEP Project participants and tracking academic progress	SPC/Office of Institutional Effectiveness and Grants/Faculty/Program Directors
	Professional Development	Faculty training through on-campus workshops and outsourced seminars	SPC/Dean of Instruction/Department Chairs
		Participation in at least two National Academic Advising Association (NACADA) sponsored conferences	SPC/Dean of Instruction/Vice President for Academic Affairs
		Refresher Training for Intrusive Advising Model	SPC/Dean of Instruction/Department Chairs
	Assessment	Administer Community College Survey of Student Engagement (CCSSE) and collect data	SPC/Office of Institutional Effectiveness and Grants

Semester	Category	Task	Person(s) Responsible
		Investigate and analyze data from retention rates, graduation rates, comparative data from courses, and academic progress reports	SPC/Office of Institutional Effectiveness and Grants
		Conduct both pre and post participation surveys with STEP Project Students	SPC/Office of Institutional Effectiveness and Grants
		Review and Revise the STEP Project as needed	SPC/Dean of Instruction
		Completion of 3rd year review and report	SPC/Office of Institutional Effectiveness and Grants
Academic Year 2018-2019			
Fall Semester	Services/Programs for Students	Review applications and enroll Process Operating, Instrumentation Technology, Allied Health Pre-Majors Students, and Business Technologies into the STEP Project for Year 4 Cohorts	STEP Project Coordinator (SPC)
		Orientation for new participants	SPC/Department Chairs
		Establish Tutoring and Supplemental Instruction Guidelines and sessions	SPC/Program Directors/Faculty/Learning Lab
		Conduct Seminars featuring on campus resources and guest speakers	SPC/Faculty/Dean of Student Services
		Hold individualized advising and mentoring sessions	SPC/Academic Advisors
		Continuation of an Early Alert System for monitoring STEP Project participants and tracking academic progress	SPC/Office of Institutional Effectiveness and Grants/Faculty/Program Directors
	Professional Development	Faculty training through on-campus workshops and outsourced seminars	SPC/Dean of Instruction/Department Chairs

Semester	Category	Task	Person(s) Responsible
		Participation in at least two National Academic Advising Association (NACADA) sponsored conferences	SPC/Dean of Instruction/Vice President for Academic Affairs
	Assessment	Conduct both pre and post participation surveys with STEP Project Students	SPC/Office of Institutional Effectiveness and Grants
		Review and Revise the STEP Project as needed	SPC/Dean of Instruction
Spring Semester	Services/Programs for Students	Continue to provide Tutoring and Supplemental Instruction Guidelines and sessions	SPC/Program Directors/Faculty/Learning Lab
		Conduct Seminars featuring on campus resources and guest speakers	SPC/Faculty/Dean of Student Services
		Hold individualized advising and mentoring sessions	SPC/Academic Advisors
		Continuation of an Early Alert System for monitoring STEP Project participants and tracking academic progress	SPC/Office of Institutional Effectiveness and Grants/Faculty/Program Directors
	Professional Development	Faculty training through on-campus workshops and outsourced seminars	SPC/Dean of Instruction/Department Chairs
		Participation in at least two National Academic Advising Association (NACADA) sponsored conferences	SPC/Dean of Instruction/Vice President for Academic Affairs
		Refresher Training for Intrusive Advising Model	SPC/Dean of Instruction/Department Chairs
	Assessment	Investigate and analyze data from retention rates, graduation rates, comparative data from courses, and academic progress reports	SPC/Office of Institutional Effectiveness and Grants
		Conduct both pre and post participation surveys with STEP Project Students	SPC/Office of Institutional Effectiveness and Grants
		Review and Revise the STEP Project as needed	SPC/Dean of Instruction

Semester	Category	Task	Person(s) Responsible
		Completion of 4th year review, report and begin Summative Assessment	SPC/Office of Institutional Effectiveness and Grants
Academic Year 2019-2020			
Fall Semester	Services/Programs for Students	Review applications and enroll Process Operating, Instrumentation Technology, Allied Health Pre-Majors and Business Technologies Students into the STEP Project for Year 5 Cohorts	STEP Project Coordinator (SPC)
		Orientation for new participants	SPC/Department Chairs
		Establish Tutoring and Supplemental Instruction Guidelines and sessions	SPC/Program Directors/Faculty/Learning Lab
		Conduct Seminars featuring on campus resources and guest speakers	SPC/Faculty/Dean of Student Services
		Hold individualized advising and mentoring sessions	SPC/Academic Advisors
		Incorporate an Early Alert System for monitoring STEP Project participants and tracking academic progress	SPC/Office of Institutional Effectiveness and Grants/Faculty/Program Directors
	Professional Development	Faculty training through on-campus workshops and outsourced seminars	SPC/Dean of Instruction/Department Chairs
		Participation in at least two National Academic Advising Association (NACADA) sponsored conferences	SPC/Dean of Instruction/Vice President for Academic Affairs
	Assessment	Conduct both pre and post participation surveys with STEP Project Students	SPC/Office of Institutional Effectiveness and Grants
		Review and Revise the STEP Project as needed	SPC/Dean of Instruction
Spring Semester	Services/Programs for Students	Continue to provide Tutoring and Supplemental Instruction Guidelines and sessions	SPC/Program Directors/Faculty/Learning Lab

Semester	Category	Task	Person(s) Responsible
		Conduct Seminars featuring on campus resources and guest speakers	SPC/Faculty/Dean of Student Services
		Hold individualized advising and mentoring sessions	SPC/Academic Advisors
		Continuation of an Early Alert System for monitoring STEP Project participants and tracking academic progress	SPC/Office of Institutional Effectiveness and Grants/Faculty/Program Directors
	Professional Development	Faculty training through on-campus workshops and outsourced seminars	SPC/Dean of Instruction/Department Chairs
		Participation in at least two National Academic Advising Association (NACADA) sponsored conferences	SPC/Dean of Instruction/Vice President for Academic Affairs
		Refresher Training for Intrusive Advising Model	SPC/Dean of Instruction/Department Chairs
	Assessment	Administer Community College Survey of Student Engagement (CCSSE) and collect data	SPC/Office of Institutional Effectiveness and Grants
		Investigate and analyze data from retention rates, graduation rates, comparative data from courses, and academic progress reports	SPC/Office of Institutional Effectiveness and Grants
		Conduct both pre and post participation surveys with STEP Project Students	SPC/Office of Institutional Effectiveness and Grants
		Review and Revise the STEP Project as needed	SPC/Dean of Instruction
		Completion of 5th year review, report and finish Summative Assessment	SPC/Office of Institutional Effectiveness and Grants

Organizational Structure

As with all projects on the LIT campus the organizational structure begins with the President. The President has designated the Office of Academic Affairs to oversee the administration and implementation of the STEP Project. The STEP Project is an important institutional program requiring broad-based participation and support. To oversee the project, a search for qualified candidates was conducted during the summer of 2014 and a STEP Project Coordinator was selected on August 28, 2014. To facilitate oversight and execution, the QEP Steering Committee will become the STEP Project Advisory Committee in the fall of 2015 when the program is fully implemented on campus. Together, the advisory committee and STEP Project Coordinator will be responsible for the oversight, implementation, and promotion of the STEP Project. The committee serves in an advisory capacity to the STEP Project Coordinator and meets at least twice a year to review the progress and assist in the future design of the STEP Project.

The STEP Project Coordinator, who reports to the Dean of Instruction, has responsibility for assuring all aspects of the program are completed. The job description for the STEP Project Coordinator required experience in a number of areas including assessment, management, budgets and working with students (page 47). Working in conjunction with the Office of Institutional Effectiveness and Grants, assessments will be developed, implemented, collected, and analyzed. Additionally, the STEP Project requires the commitment of both academic affairs and student services. Adequate staffing for the STEP Project can only be accomplished through a cooperative effort from a team of people on campus.

The STEP Project Team includes personnel from academic affairs, student services finance and facilities. Department Chairs, Program Coordinators, and faculty along with Academic Affairs personnel, Student Services personnel, and interested workforce professionals will assist in advising, mentoring, tutoring, supplemental instruction, and education on workplace requirements for the STEP Project participants. The STEP Project Team in collaboration with the STEP Project Coordinator communicate regularly to assure the needs of the STEP Project are being met. With the assistance of the Office of Institutional Effectiveness and Grants, the STEP Project coordinator will report the outcomes of the STEP Project to the Advisory Committee, LIT employees and communities of interest.

As the project expands to additional programs an administrative assistant/advisor will be added to the staff in the Fall of 2015. Faculty and staff with instructional responsibilities will receive release time to fulfill their duties to the STEP Project. Responsibilities of those having significant impact in the success of the STEP Project are as follows:

STEP Project Coordinator

- The Coordinator is responsible for managing all aspects of the STEP Project as well as delegating tasks to other members of the STEP Project Team. His responsibilities include overseeing the collection of the data required for the assessment of the STEP Project, maintaining official communications with participants, advising and mentoring, monitoring usage of the resource room, collecting and reviewing applications for the STEP Project as well as any other duties deemed necessary.

Dean of Student Services

- Works cooperatively with the STEP Project Coordinator and supervises the student services staff to ensure they are meeting the needs of the STEP Project Students.

Assistant Dean of Student Services

- Assists with the advising and mentoring of STEP Project participants as needed. Works with the Advisors to assure all STEP Project participants are effectively assisted.

Student Services Advisors

- Intrusively advise students and assist with the registration process. Meet the informational needs of STEP Project participants. Help collect data as requested by the STEP Project Coordinator.

Department Chairs

- Oversees advising, mentoring and informational needs of the STEP Project participants. Assists in the collection of data as requested by the STEP Project Coordinator.

Program Directors

- Work cooperatively with the STEP Project Coordinator to plan and schedule program specific seminars each semester. Intrusively holistically advise students and assist with the registration process. Meet the informational needs of STEP Project participants. Help collect data as requested by the STEP Project Coordinator.

Faculty

- Provide mentoring and supplemental instruction to the STEP Project participants. Intrusively holistically advise students and assist with the registration process. Meet the informational needs of STEP Project participants. Help collect data as requested by the STEP Project Coordinator.

Dean of Instruction

- Oversee the implementation of the STEP Project. Provide supervision and assistance to the STEP Project Coordinator. Deliver professional development seminars on intrusively holistic advising and registration to the STEP Project Team. Assist in the compilation and analysis of data to assess the effectiveness of the STEP Project

Vice President for Academic Affairs

- Provide supervision and assistance to the Dean of Instruction during the implementation of the STEP Project. Review and recommend changes to the STEP Project as needed based on assessment data.

Coordinator of Institutional Effectiveness and Grants

- Put into practice an Early Alert System at LIT. Work cooperatively with the STEP Project team to collect the data needed for assessment. Compile and analyze data to assess the effectiveness of the STEP Project.

An organizational chart (page37) is provided to show the structure of the STEP Project:

Figure 1: STEP Project Organizational Chart:
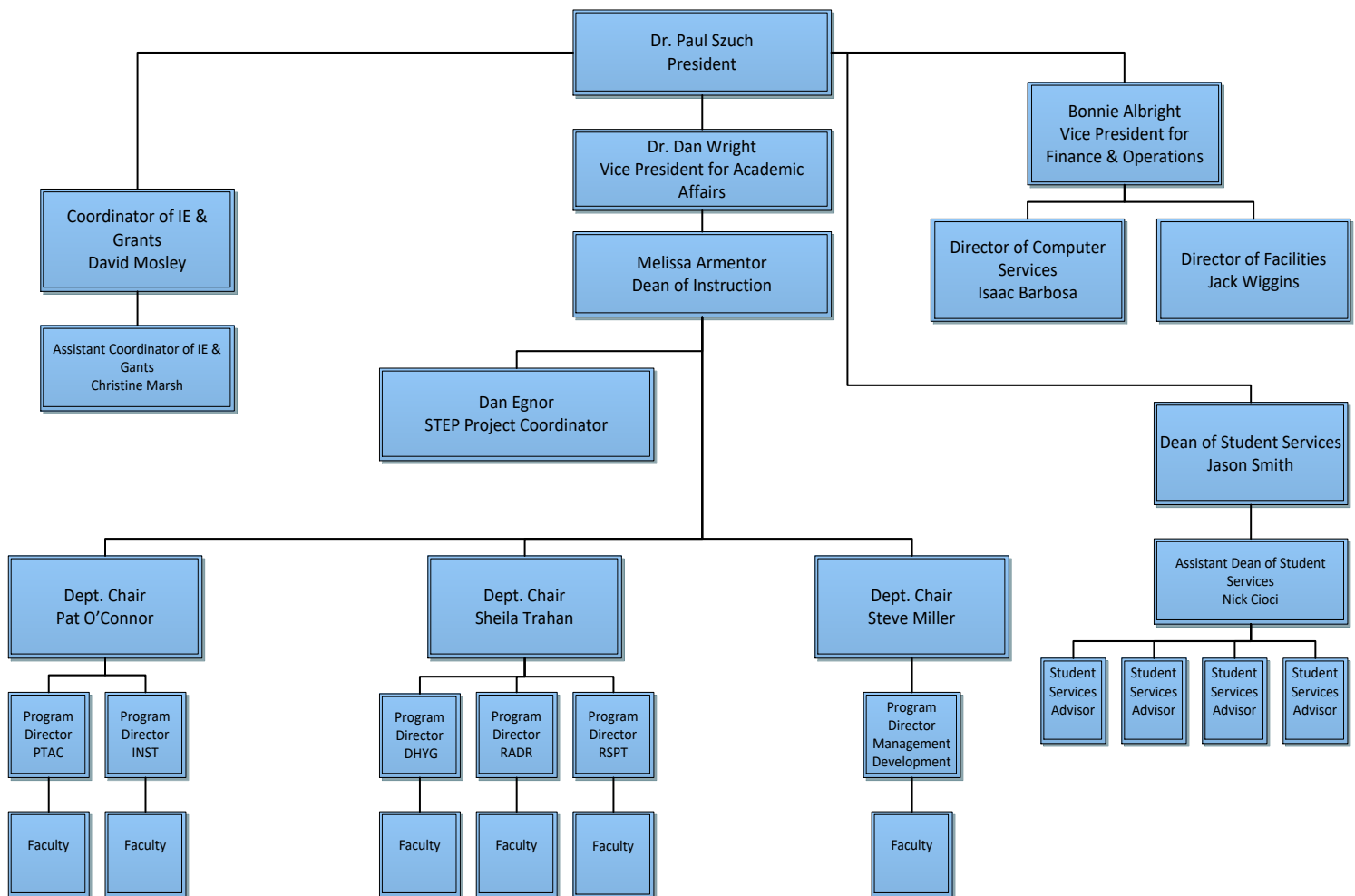
Resources

The budget for the STEP Project provides sufficient resources to implement and continue the program for at least five years. A detailed budget totaling $389,536 for FY2015 was developed that includes personnel expenses, equipment, operational expenses, furniture, and marketing. The five year budget increases incrementally in several areas. The increases are primarily a result of increased student participation over a five year period (See STEP Project Budget page 51).

The budget for FY2015 includes a STEP Project Coordinator ($59,082) and tutors ($2,400). These costs increase incrementally over the five-year period to account for staff raises

and an increase in the number of students served in the STEP Project as the project is expanded to include additional Associate of Applied Science degree programs.

The physical facilities for the pilot project include an office with 132 square feet of space for the STEP Project Coordinator and office equipment that includes a telephone, computer and color printer. A STEP Project Computer Lab and Resource Room has 288 square feet of space that will accommodate twelve to fifteen individuals and is adjacent to the Project Coordinator's office. The room is equipped with tables and chairs, wireless Internet access, laser printer, laptop computers and resource materials. When seminars are scheduled which require additional space and audiovisual equipment LIT has an auditorium that can be reserved by the STEP Project Coordinator. Operational expenses include all office supplies necessary to administer the program, professional development for faculty, and fees for speakers to present student programs.

The STEP Project for the fall of 2015 will move into a new and larger space to accommodate the additional students and offices for STEP Project personnel. The facility will be approximately 3000 square feet and will feature a computer lab, reception and office area, and a lecture room. Equipment needs will include a phone, computer, and printer for the office and 30 laptop computers with charging cabinet for the study area.

The marketing budget includes all materials, supplies and advertisements to promote the program on campus and in the community. The LIT Office of Public Information and Marketing has designed flyers and posters of various sizes to publicize the STEP Project. These materials are being distributed across campus and to our off campus locations. Buttons and t-shirts are being designed and printed. All faculty, staff, students and advisory board members will receive a button. STEP Project participants will receive a participant t-shirt designed exclusively for them, while others on campus will receive the STEP Project t-shirt.

Assessment

A comprehensive assessment plan, which includes formative and summative assessments, is vital to measuring the success of the STEP Project. It is only through comprehensive assessment that the STEP Project may be determined to be successful or unsuccessful. The purpose of the assessment efforts is to determine the effectiveness of the initiatives being implemented as part of the STEP Project. The STEP Project Coordinator in conjunction with the Office of Institutional Effectiveness and Grants will be responsible for

producing annual and interim reports that examine the effectiveness of each success strategy implemented to assist the STEP Project participants. Reports are be submitted annually to the Dean of Instruction, Vice President for Academic Affairs and to the President. The data to be investigated include the results of the STEP Project Academic Advising Survey, STEP Project Exit Survey, STEP Project Participation Survey (page 61), retention rates, graduation rates, and comparative data from gatekeeper courses, academic progress reports and the Community College Survey of Student Engagement (CCSSE) data.

The objectives of the STEP project will be evaluated as described in Table 8: STEP Project Assessment Plan.

Table 8: STEP Project Assessment Plan

Goal: to Improve the success of at-risk students in select programs by improving the student learning environment.			
Objective	**Outcome**	**Assessment**	**Frequency**
Students participating in the STEP Project will receive program specific tutoring and/or supplemental instruction to successfully complete course objectives.	95% of students participating in the STEP Project will participate in program specific tutoring and/or supplemental instruction every semester.	Community College Survey of Student Engagement.	Spring even years
		Participation records for each strategy.	Fall and Spring
		STEP Project Participation Survey.	Fall and Spring
		Comparative data - Comprehensive final exam in major courses PTAC 1302, PTAC 1410, CETT 1403, INCR 1402,	Fall and Spring
Students participating in the STEP Project will be intrusively advised to facilitate successful completion of their degree plan.	95% of students participating in the STEP Project will meet at least twice each semester with the STEP Project Coordinator and/or an academic advisor to assess their progress towards their degree completion and career goals.	Community College Survey of Student Engagement.	Spring even years
		Attendance records.	Fall and Spring
		STEP Project Participation Survey.	Fall and Spring
		Academic records.	Fall and Spring
		Participation records.	Fall and Spring
		Advising records.	Fall and Spring
Goal: To increase student learning in the gatekeeper courses.			
Objective	**Outcome**	**Assessment**	**Frequency**

Students participating in the STEP Project will show an increase in test scores in gatekeeper course(s) specific to their respective majors when compared to non-participants.	STEP Project students will show a 5% increase in the comprehensive final exam score in gatekeeper course(s) when compared to non-participants	Comparative Data - All courses Step Project Participants /Non participants	Fall and Spring
		Grade distribution Analysis report	
		Comparative data- Comprehensive final exam in gatekeeper courses MATH 1332, SCIT 1494, SCIT 1418	
Students participating in the STEP Project will maintain satisfactory academic progress.	80% of students participating in the STEP Project will complete course within their major with a "C" or better every semester.	Grade distribution Analysis report	Fall and Spring
		Academic records	
		Comparative Data - All courses Step Project Participants /Non participants	
	85% of will remain in the STEP Project for two semesters.	STEP Project Participation Survey	Fall and Spring
		Advising records	

Goal: To use survey data to design student support services to improve student persistence in select programs.			
Objective	**Outcome**	**Assessment**	**Frequency**
Students participating in the STEP Project will complete the CCSSE Survey.	90% of STEP Project students will complete the CCSSE Survey with LIT customized questions in the spring semester of even years.	Community College Survey of Student Engagement data	Spring even years
Students participating in the STEP Project will complete LIT surveys.	90% of STEP Project students will complete the STEP Project Advising Survey during their first week in the STEP Project.	LIT STEP Project Advising Survey data	Fall
	90% of STEP Project students will complete the STEP Project Advising Survey upon completion of their degree or transfer.	LIT STEP Project Advising Survey data	Fall or Spring
	90% of STEP Projects students will complete the STEP Project Participation Survey at the end of each semester of their first year in the STEP Project.	LIT STEP Project Participation Survey data	Fall and Spring

Data collected during the assessment of the STEP Project will be local data. In many cases the local data, such as retention rates and graduation rates, can be benchmarked against state or national data. Other data such as the level of student satisfaction regarding the quality of their academic advising can be benchmarked against the national results of the Community College Student Survey of Engagement (CCSSE). LIT also submitted several custom questions to be included in the Spring 2014 Community College Survey of Student Engagement in order to provide benchmark data.

Table 9: LIT's Custom Questions - Spring 2014 CCSSE Administration

QUESTION	RESPONSE	SPRING 2014 BASELINE DATA
Community College Survey of Student Engagement - Lamar Institute of Technology (2014 Administration) **2014 Frequency Distributions - Custom Survey Items**		
6. Did either of your parents attend college?	Yes	60.1
	No	36.5
	Don't Know	3.4
	Total	100
7. What current educational goal do you hope to achieve while enrolled at Lamar Institute of Technology?	Certificate	9
	Associate Degree	75.8
	Transfer to a 4 year college	13.2
	Enhance my job skills	1.3
	Personal enrichment	0.7
	Total	100
8. Which of the following factors, if any, poses the biggest obstacle to your academic progress? (Leave blank if this question is not applicable to you)	Lack of knowledge about college in general	6.1
	Academically underprepared for college coursework	11.4
	Difficulty managing college coursework	26.4
	Lack of good academic advising	12.4
	Demands of work	43.7
	Total	100

9. Prior to enrolling at LIT, how would you describe your knowledge about college (admissions, degree requirements, schedules, demands of courses, time commitment, etc.)?	Very Knowledgeable	20.9
	Knowledgeable	30.4
	Somewhat Knowledgeable	26.7
	Not Very Knowledgeable	13.7
	No Knowledge At All	8.4
	Total	100

10. How likely is it that a lack of financial support will delay you in completing your education at Lamar Institute of Technology?	Very Likely	20.7
	Somewhat Likely	16.4
	Not Sure	24.2
	Somewhat Unlikely	9.7
	Very Unlikely	28.9
	Total	100

11. How likely is it that your responsibilities at work will delay you in completing your education at Lamar Institute of Technology?	Very Likely	8
	Somewhat Likely	15.5
	Not Sure	21.6
	Somewhat Unlikely	18.2
	Very Unlikely	36.7
	Total	100

12. While enrolled in classes at Lamar Institute of Technology, how many hours per week do you expect to spend working at a job?	0 hours – I do not plan to work	11.3
	1 – 10 hours per week	6.6
	11 – 20 hours per week	15.1
	21 – 40 hours per week	39.7
	40+ hours per week	27.3
	Total	100

13. How likely is it that a tutoring program specific to your major would have resulted in a better academic performance for you?	Very Likely	23.8
	Somewhat Likely	19.1
	Not Sure	30.6
	Somewhat Unlikely	6.3
	Very Unlikely	20.2
	Total	100

| | Very Likely | 20.2 |
| | Somewhat Likely | 27.9 |

14. How likely is it that regular quality academic advising specific to you and your major would have resulted in a better academic performance for you?	Not Sure	33.5
	Somewhat Unlikely	5.2
	Very Unlikely	13.2
	Total	100
15. If available to you, how likely would a study group contribute to improved academic performance for you?	Very Likely	24.9
	Somewhat Likely	29.2
	Not Sure	23.9
	Somewhat Unlikely	9.9
	Very Unlikely	12.1
	Total	100
16. While enrolled at LIT, did any academic effort include the use of soft skills, such as teamwork, personal responsibility, and social responsibility?	Yes	78.5
	No	21.5
	Total	100
17. How likely is it that you would attend a support program designed for your major that provided tutoring specific to your major, regular academic advising, financial literacy information, and study skills?	Very Likely	30.3
	Somewhat Likely	23.9
	Not Sure	24.5
	Somewhat Unlikely	8.6
	Very Unlikely	12.6
	Total	100
18. While enrolled at LIT, did any academic effort teach you the soft skills (responsibility, adaptability, teamwork) necessary to be a good employee?	Yes	73
	No	27
	Total	100

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APPENDIX

Job Description for QEP Coordinator

Summary:

The Coordinator of the Quality Enhancement Plan (QEP) provides leadership to support faculty, staff and students in implementation of the QEP. The position establishes the framework and enacts the QEP to improve student learning and support per the goals of the plan and develops and executes the QEP program as per the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements and Lamar Institute of Technology's vision and mission.

Essential Duties and Responsibilities:

- Works with faculty, administration, and staff to guarantee a successful submission and implementation of the QEP
- Ensures that faculty, chairpersons, Deans, Vice President's, and the President, provide the feedback needed to develop the framework
- Collaborates with the Dean of Instruction and the Coordinator for Institutional Effectiveness and Grants to ensure alignment of QEP goals with the Student Learning outcomes within LIT's Annual Unit Plans.
- Provides leadership in the design and implementation of new policies, procedures, pedagogies, curricula, facilities, job descriptions and professional development necessary to achieve the QEP goals
- Works in conjunction with the Office of Academic Affairs and Workforce Development to provide professional development opportunities for faculty and staff relevant to the QEP initiatives
- Monitors SACSCOC requirements to ensure LIT compliance
- Develops and leads the activities of the QEP Program
- Acts as a liaison and coordinator with external stakeholders to obtain input into the QEP
- Coordinates the roll-out of the QEP across campus
- Leads the QEP Assessment Plan which provides for an annual formative assessment of student learning outcomes and a summative assessment at the end of five years
- Acts as a liaison between all relevant constituencies to ensure the successful development and implementation of the QEP
- Communicates to the LIT community important and relevant information regarding student progress towards the expected goals
- Maintains all records and data on the project and coordinates the production of the final report
- Manages the QEP budget
- Works with appropriate LIT personnel to develop and plan that informs the LIT   community   of the purpose and value of the QEP
- Provides updates to LITs' Executive Leadership
- Performs other duties as assigned

Knowledge, Skills and Abilities:

- Knowledge and understanding of LIT organization, goals and objectives, and policies and procedures
- Possess general understanding of SACSCOC requirements
- Possess proven expertise in planning and executing operational plans. Managing projects, programs, budgeting and cost control
- Capable of creating assessments to collect data to assess student learning outcomes related to the QEP
- Possess strong managerial and team building skills and demonstrate ability to motivate and empower students to achieve goals
- Demonstrate ability to develop cooperative relationships among faculty, staff, and administrators
- Ability to demonstrate courtesy, tact, and discretion in dealing with students, as well as the

academic community
- Ability to manage resource requirements, including staffing, budgets and equipment
- Ability to partner with others across campus to exchange information, collaborate on projects and share resources
- Possess strong negotiation skills and ability to reach mutual points of agreement and benefits among peers and colleagues
- Ability to work well in a multi-ethnic and multi-cultural environment with students, faculty and staff
- Knowledge of academic needs of low-income, first-generation and minority students.
- Knowledge of collegiate academic and financial aid procedures
- Ability to work under pressure of time
- Proficiency in Microsoft Office Programs (Word, Excel, Access, PowerPoint)

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

While performing the duties of this job, the noise level in the work environment is usually quiet.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit and reach with hands and arms. The employee is regularly required to use hands to manipulate a computer keyboard and/or mouse. Employee must be able to communicate verbally. The employee is required to stand and move between multiple classrooms and buildings.

Employee must on occasion lift/move up to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Minimum Requirements:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- Master's degree is required in education administration, public administration, guidance and counseling, or related fields.

- Five years of experience working with community college students.

Preferred Requirements:

- Three years of budgetary experience.

Lamar Institute of Technology

Member *The Texas State University System*

Application for Participation

STEP Project
"Students Taking Education Personally"

Contact Information

Date: _____   T Number: _____

Name:(Print) _____   E-mail address: _____

Phone No: _____   Major: _____

Date of Birth _____

Address	**Permanent Mailing Address if different**

Street: _____   Street: _____

City: _____   City: _____

State, Zip: _____   State, Zip: _____

Survey Questions

1. Have you ever attended college?   ___YES   ___NO
2. Did your mother attend college?   ___YES   ___NO
3. Did your father attend college?   ___YES   ___NO
4. Have you applied for Federal Financial Aid (FAFSA)? ___YES   ___NO

_____

I hereby certify the information contained in this application is true and complete to the best of my knowledge. I understand that information contained in this application will be read by faculty and/or staff of Lamar Institute of Technology.

_____   _____

Signature of Applicant   Date

OFFICE USE ONLY

Test Scores

TSI Assessment   Reading_____   Writing_____   Essay_____   Mathematics_____

 Statement of Participation

STEP Project Participant,

The goal of the STEP Project is to support you in your education by improving the student learning environment. The STEP Project includes multiple strategies to improve your learning environment that will benefit you as a student.

This Statement of Participation indicates that you will participate in the STEP Project according to the terms listed below:

1. Meet at least twice each semester with the STEP Project Coordinator and/or your academic advisor to discuss progress of your degree plan.
2. Participate in study hall, tutoring, and supplemental instruction as needed and recommended by the STEP Project Coordinator.
3. Attend guest lectures/seminars, when provided.
4. Participate in STEP Project assessments as requested.

If you fail to satisfy the terms listed above, you will be dismissed from the STEP Project.

Student Name (print)		T Number
Student Signature		Date
STEP Project Coordinator		Date
Dean of Instruction		Date
Vice President for Academic Affairs		Date

STEP Project Budget
FY 2015 thru FY 2020

Items	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Totals
Personnel Expenses (Salary + Benefits)							
STEP Project Coordinator/Advisor (12 month	$59,082	$59,082	$59,082	$59,082	$59,082	$59,082	$354,489
Assistant Coordinator (12 month)		$46,500	$46,500	$46,500	$46,500	$46,500	$232,500
Percentage of time spent on STEP Project							
Dept. Chair (TECH) 20%	$22,072	$22,072	$22,072	$22,072	$22,072	$22,072	$132,429
Dept Chair (AHSC) 20%		$19,628	$19,628	$19,628	$19,628	$19,628	$98,140
Dept Chair (BSTC) 20%		$21,670	$21,670	$21,670	$21,670	$21,670	$108,348
Program Director (PTAC) 10%	$6,277	$6,277	$6,277	$6,277	$6,277	$6,277	$37,661
Program Director (INST) 10%	$6,391	$6,391	$6,391	$6,391	$6,391	$6,391	$38,345
Program Director (RADR) 10%			$8,127	$8,127	$8,127	$8,127	$32,509
Program Director(DHYG) 10%			$6,468	$6,468	$6,468	$6,468	$25,871
Program Director(HITT)10%			$6,513	$6,513	$6,513	$6,513	$26,051
Program Director(RSPT) 10%			$6,313	$6,313	$6,313	$6,313	$25,250
Program Director(DMSO) 10%			$5,434	$5,434	$5,434	$5,434	$21,737
Program Director (BSTC) 10%				$8,635	$8,635	$8,635	$25,905
Program Director (CNTT) 10%				$6,174	$6,174	$6,174	$18,521
Program Director (MNGT) 10%				$6,196	$6,196	$6,196	$18,589
Vice President for Academic Affairs 5%	$7,148	$7,148	$7,148	$7,148	$7,148	$7,148	$42,886
Dean of Instruction 12%	$13,634	$13,634	$13,634	$13,634	$13,634	$13,634	$81,805
Dean of Student Services 5%		$4,863	$4,863	$4,863	$4,863	$4,863	$24,314
Assistant Dean od Student Services 10%		$8,634	$8,634	$8,634	$8,634	$8,634	$43,172
Coordinator of Student Services 15%		$8,279	$8,279	$8,279	$8,279	$8,279	$41,394
Field Representative/Academic Advisor 15%		$7,032	$7,032	$7,032	$7,032	$7,032	$35,159
Coordinator Special Populations 15%		$7,561	$7,561	$7,561	$7,561	$7,561	$37,806
Academic Advisor/Veterans Affairs 15%		$6,932	$6,932	$6,932	$6,932	$6,932	$34,662
Coordinator of IE & Grants 7.5%	$9,260	$9,260	$9,260	$9,260	$9,260	$9,260	$55,557
Assistant Coordinator of IE & Grants 7.5%	$3,884	$3,884	$3,884	$3,884	$3,884	$3,884	$23,302
Coordinator of Learning Lab 10%	$5,629	$6,291	$6,291	$6,291	$6,291	$6,291	$37,086
Tutors	$1,200	$2,400	$4,800	$8,400	$10,800	$13,200	$40,800
Equipment							$0
Laptops/Tablets	$16,000	$20,000	$10,000	$10,000	$10,000	$10,000	$76,000
Printer for students (color)	$600						$600
Computer (office)	$2,000						$2,000
Printer (office- all in one color)	$250						$250
Phone (office)	$300						$300
Operational Expenses							$0
Early Alert System		$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
Materials/Supplies	$2,500	$5,000	$5,500	$6,000	$6,500	$7,000	$32,500
NACADA Seminars - on campus	$2,500	$5,000	$5,000	$5,000	$5,000	$5,000	$27,500
NACADA Conferences	$3,000	$10,000	$10,000	$10,000	$10,000	$10,000	$53,000
Student Programs	$5,000	$5,500	$6,000	$6,500	$7,000	$8,000	$38,000
CCSSE (even years)		$5,500		$5,500		$5,500	$16,500
Furniture							$0
Desk (office double pedestal)	$1,000						$1,000
File cabinet(4 drawer lateral 36")	$800						$800
Office Chair (1)	$350						$350
Guest Chairs (3)	$525						$525
Tables and Chairs		$18,000					$18,000
Facilities							$0
Portable Building Rental Annual		$28,000	$28,000	$28,000	$28,000	$28,000	$140,000
Marketing	$15,000	$5,000	$2,500	$1,000	$1,000	$1,000	$25,500
Total Estimated Expenses	**$184,400**	**$389,536**	**$389,791**	**$419,396**	**$417,296**	**$426,696**	**$2,227,114**

Timeline of QEP Planning Events

Date	Event	Purpose
04/11/13	All College Day Survey	Obtain data for QEP topic selection
07/17/13	Meeting of QEP Steering Committee	Introduction of QEP purpose/ Steps for Developing a QEP
08/05/13	Meeting of QEP Steering Committee	Topic Selection and refinement
08/29/13	Meeting of QEP Steering Committee	Develop SLO's begin planning program
10/01/13	Meeting with President of LIT	To present written QEP proposal
10/16/2013 & 10/17/13	Open Forums	Faculty/Staff/ Students invited to discuss QEP and provide input
11/19/13 & 11/20/13	Open Forums	Student forums- surveys distributed to obtain data for refining the QEP
01/31/14	LIT Advisory Board Meeting	QEP Summary Presented to Advisory Boards
01/31/14	Real Estate Advisory Board Meeting	Answered questions about QEP Goals/Objectives
Jan/Feb		Discuss details of pilot program and develop budget
02/20/14	PTAC Advisory Board Meeting	QEP program update revised objectives
03/19/14	SACS Leadership Team Meeting	Discussion of QEP Program requirements/assessment
04/29/14	Meeting of QEP Steering Committee	QEP name selection, discussion of QEP Evaluators, next steps including Job description and marketing ideas
04/30/14	QEP Steering committee vote by e-mail	Rank QEP evaluators to submit to Dr. Hoffman
05/01/14	Budget Meeting for QEP	Presented Budget to President and VP of Finance
06/02/14	Meeting of QEP Steering Committee	Role of QEP evaluators, Executive Summary, Application, Assessment plan, LOGO
06/03/14	Campus wide e-mail	Introducing the STEP logo and the summary of the QEP
06/10/14	QEP Steering committee vote by e-mail	Second round of QEP evaluators
06/13/14	QEP evaluator phone call	Conference call with Dr. Paul Fowler to discuss serving as our QEP evaluator

STEP
STUDENTS TAKING EDUCATION PERSONALLY

Seminars for Process Operations and Instrumentation

Financial Aid
Students will learn more about the financial aid process, FAFSA, student loans, grants, and scholarships.

Balancing Life- Time Management
Students will receive strategies on balancing life responsibilities (school, work, family, and personal) and improving organizational and decision-making skills.

LIT to Bachelors of Science - Industrial Technology
Students will receive information about the 100% online BSIT program offered at Lamar University; and will learn about the admission requirements, degree plan, application process, and future career opportunities.

Human Resources
Students will have the opportunity to hear various HR representatives speak about future job opportunities, wages, and explanation of employee benefits (i.e. insurance and retirement) and potential co-op opportunities.

Industry Safety
Industry's number one priority is the health and safety of their employees and community. Students are informed about the employer and employees' personal accountability and responsibility for their safety and those around them. Students will understand the importance of ensuring safety in the workplace and abiding the strict guidelines established by federal, state, and local government agencies.

Job Readiness- Interview and Resume Preparation
Understanding the purpose and "how to" prepare an effective resume. Students will learn the "must know" information regarding interviewing: interviewee responsibilities and interviewer expectations.

Industry Speaks
Students will have an opportunity to listen to Instrumentation and Process Operations professionals who will provide career outlook, description of their duties and responsibilities, career advancement opportunities, tips for career placement and Q&A's session.

Employment Test-Taking
Students will receive industry/employment test-taking dates, objectives, and tips

Chemical Plant/Refinery Field Tour
Students will visit and tour a chemical plant and/or refinery to observe work areas.

Job Readiness- Behavior and Attitude in the Workplace
Students will be introduced to instruction and expectations in the workplace, understanding the importance of being professional, getting along with others, conflict resolution, being reliable, and being an asset to your employer.

Females in the Industry (if applicable)
Female students will have an opportunity to speak with women about their experiences in a predominately-male career field.

ıllıllıSTEP★

STUDENTS TAKING EDUCATION PERSONALLY

What is the STEP Project?
A quality enhancement plan that was designed to enhance the student learning environment.

Who may participate in the STEP Project?
- Any first-time-in-college Process Operating or Instrumentation Student may apply!
- 30 students will be selected

Selected STEP Project students will receive:
- PRIORITY ADVISING & REGISTRATION
- PROJECT ADVISORS
- DESIGNATED CAMPUS COMPUTERS
- FINANCIAL AID GUIDANCE
- TOURS OF AREA INDUSTRY
- DISCIPLINE SPECIFIC GUEST SPEAKERS
- ACCESS TO PROJECT EQUIPMENT

Participants MUST be ready to be involved and active in the STEP Project! Dedication and persistence are expected!

PROCESS OPERATING & INSTRUMENTATION STUDENTS, *APPLY NOW!*

For more information or to apply, please contact:

Dan Egnor, STEP Project Coordinator
Technology Arts Building 1 (TA1), Room 119
(409) 839-2043 • degnor@lit.edu

LᴵT LAMAR INSTITUTE OF TECHNOLOGY
MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

Short-Term Action Plan

Entering Student Success Institute
Survey of Entering Student Engagement (SENSE)

Institution: Lamar Institute of Technology

Part III: Strategy Review and Discussion
To be completed during College Team Strategy Session #3
(Monday, March 28, 2011, 3:45 p.m. – 5:15 p.m.)

Planning Steps	Guiding Questions	Notes
1. Insights and ideas from strategy sessions	Which strategies discussed in the day's sessions are potentially of greatest interest to the college? [Note: source and contact person for future use.]	Early Alert System. Information Blasts – email/web, etc. with catchy messages like "Pay to Stay", Faculty Advisor Updates, Welcome Week – Total Voluntary Campus Involvement. Phone Calls – personal not automated using a script Better Signage across campus Student Success Videos on Website Decorate college with Student Success Banners, Flyers, etc
2. Linking data to strategies	How are each of these "strategies of interest" related to the college's specific data from SENSE or other sources? How are each of these "strategies of interest" related to the student success initiative currently underway at the college?	Based upon SENSE Basic Data Review – we have identified potential strategies to reach our highest risk students.

Short Term Action Plan -ESSI

STEP Project Computer Lab and Resource Room
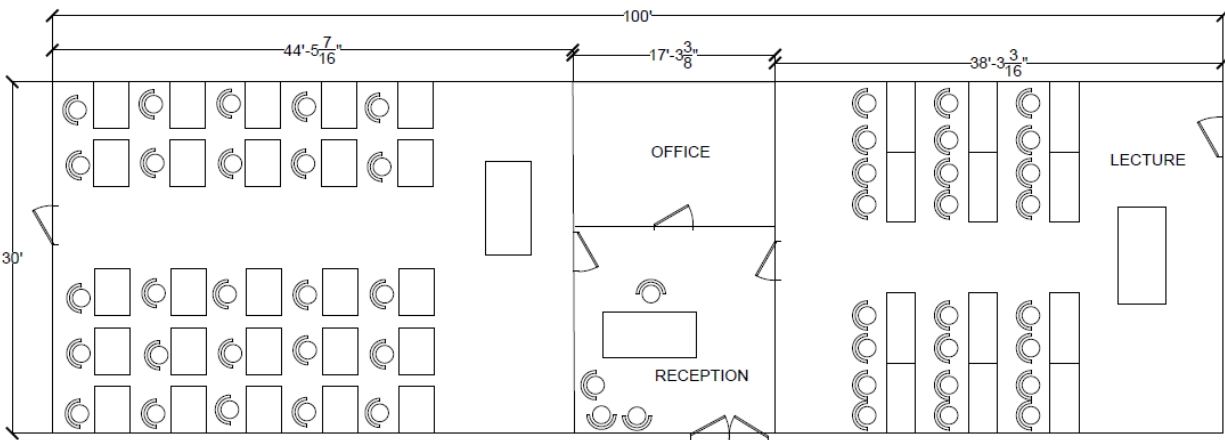
Advisor: _____

Term: _____

STEP Project Student Advising Log

STEP Project Advisors: Please fill out the information below each time a STEP Project student is advised/mentored. Please submit to Dan Egnor, STEP Project Coordinator (T1-119) when each page is completed (earlier if necessary). We are using these form to monitor student compliance. Advisors may wish to keep a copy for themselves. Thank you for your cooperation and time.

Full Name	ID Number	Date Advised	Topic

STEP

STUDENTS TAKING EDUCATION PERSONALLY

QEP Assessment Survey

Quality Enhancement Plan (QEP)
Assessment Survey
2012-2013

Directions: Reflect upon the courses and students that you have knowledge of during the Fall and Spring semesters in 2012-13. Respond to the following questions.

1. How are your associated with LIT?

- ① Faculty
- ② Staff
- ③ Student
- ④ Stakeholder (Advisory Committee, Community Supporter)
- ⑤ Other:_____

2. How many years have you been associated with LIT?

- ① 0 - 4 years
- ② 5 - 9 years
- ③ 10 - 14 years
- ④ 15 or More years

3. Consider the students that were unsuccessful. What do you believe were the reasons they were unsuccessful? Rank **how likely** each of the **reasons contributed** to the failing students' performance.

	Very Likely	Likely	Somewhat Likely	Not Likely
Failure to Attend Class Regularly	①	②	③	④
Failure to Complete Assignments	①	②	②	①
Failure to prepare for class	①	②	③	③
Inadequate Computer Skills	①	④	③	④
Inadequate critical thinking skills	①	②	③	③
Personal problems	①	②	③	③
Illness	①	②	③	④
Excessive absences	①	②	③	④
Lack of adequate child care	①	②	③	③
Unreliable transportation	①	②	③	④
Lack of family support	①	②	③	④
Employment interferes with coursework	①	②	③	③
Caring for dependents	①	②	③	④
Academically unprepared	①	②	③	④
Lack of finances	①	②	③	③
Learning disabilities	①	②	③	④
Poor time management	①	②	③	④
Inadequate study skills	①	②	③	④
Other, specify_____	①	②	③	④

4. Consider the students that were unsuccessful. What strategies do you believe would have helped those students pass their courses? Rank **how likely** each of the **strategies** would have improved the failing students' performance.

	Very Likely	Likely	Somewhat Likely	Not Likely
Interventions for Academic Success (Early Alert)	①	②	③	④
Developmental Math Redesign	①	②	③	①
Professional Tutoring	①	②	③	④
Peer Tutoring	①	②	③	④
English as a second language course	①	②	③	④
Information Literacy	①	②	③	④
Effective Advising for At-Risk Students	①	②	③	①
Pre-Qualification for Online Learners	①	②	③	④
Organized learning communities (linked courses/study groups led by faculty or counselors)	①	②	③	④
Online Orientation to Blackboard LMS	①	④	③	④
Faculty training to assist at-risk students	①	②	③	④
Academic advising	①	②	③	③
Career counseling	①	②	③	③
Skill labs	①	④	③	③
Financial Aid advising	①	②	③	④
Older Than Average (25+) Student Advising	①	②	③	③
Computer lab	①	②	③	①
Services for people with disabilities	①	②	③	①
Other:_____	①	②	③	④

COMMENTS: _____
_____
_____

STEP Project Advising Survey

STEP Project - Academic Advising Survey

Student's Name:_____ Term: _____

Major:_____

T-Number:_____

The purpose of this survey is to assess the entry level knowledge of first time in college students at LIT. It is designed to assess student knowledge about the academic advising process at Lamar Institute of Technology.

The Pre-Academic Advising Survey must be administered within the first week of class to all students enrolled in the STEP Project. The Post-Academic Advising Survey will be administered again just prior to graduation.

Directions: Reflect upon the knowledge you have regarding academic advising. Keep in mind that academic advising includes career planning, academic counseling, and course scheduling.

	Yes	No
1. I had a major when I enrolled for my first semester at LIT............................ ①		②
2. I participated in Career Exploration in High School....................................... ①		②
3. I know the name of my academic advisor. .... ①		②
4. I met with my academic advisor each semester I was enrolled at LIT.............. ①		②

	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I talked about career plans with an instructor or advisor......................... ①		②	③	④
6. My academic advisor was able to refer me to resources on campus such as the Learning Lab, Financial Aid, Health Center, or Library......................... ①		②	③	④
7. I understand my degree plan.. ①		②	③	④
8. The registration process was explained in my first semester at LIT........ ①		②	③	④
9. I learned key locations on the LIT campus.. ①		②	③	④
10. I learned about LIT policies and procedures that impact students........ ①		②	③	④
11. I was informed about the resources available to students at LIT (financial aid, remedial education, special populations, Health Center, Library)......................... ①		②	③	④
12. Overall, my academic advising services were satisfying...................... ①		②	③	④
13. Overall, academic advising was important to my success at LIT........... ①		②	③	④

SUGGESTIONS TO IMPROVE ACADEMIC ADVISING AT LIT:

_____
_____
_____
_____

OFFICE USE ONLY
DO NOT MARK

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QEP Focus Group Feedback Form

L★T

Quality Enhancement Plan (QEP)
Focus Group Feedback Form
Fall 2013

PLEASE USE NO. 2 PENCIL
RIGHT | WRONG
- Use a No. 2 pencil only
- Fill in bubble completely
- Erase completely to change
- Do not fold or staple

Directions: Reflect upon the information that you have heard during this
Focus Group meeting. Respond to the following questions.

1. What is your current position at LIT?
- Student
- Full-time Faculty
- Part-Time Faculty
- Staff
- Other:_____

2. How many years have you been at LIT?
- 0 - 4 years
- 5 - 9 years
- 10 - 14 years
- 15 or More years

Consider the information about LIT's Quality Enhancement Plan (QEP) and indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The QEP is well focused on improving student learning at LIT.	○	○	○	○	○
There is good justification for the chosen focus of the QEP.	○	○	○	○	○
LIT has sufficient resources to implement the QEP in Fall 2014.	○	○	○	○	○
LIT has sufficient resources to sustain the QEP for 10 years.	○	○	○	○	○
LIT has sufficient resources to complete the QEP by Fall 2024..	○	○	○	○	○
LIT has sufficient personnel to implement, sustain, and complete the QEP.	○	○	○	○	○
LIT has sufficient capability to implement, sustain, and complete the QEP.	○	○	○	○	○
The QEP has a clear method for assessing its impact on improving learning outcomes of At-Risk Students at LIT.	○	○	○	○	○
The QEP has broad-based support/involvement to improve learning of At-Risk Students at LIT.	○	○	○	○	○
Overall, the QEP is acceptable for improving learning of At-Risk Students at LIT.	○	○	○	○	○

Consider the information about LIT's Quality Enhancement Plan (QEP) and indicate any Strengths, Weaknesses, or Advisory Comments that would help improve the QEP.

Strengths:
_____
_____
_____
_____

Weaknesses:
_____
_____
_____
_____

Advisory Comments:
_____
_____
_____

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STEP Project Participation Survey

Lamar Institute of Technology
Students Taking Education Personally (STEP) Project
PARTICIPATION SURVEY
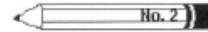
Directions: Complete the following survey. Return the survey to Melissa Armentor, Dean of Instruction. This data will be used to improve the quality of the STEP Project offered by LIT. Your responses will only be reported in summary form.

Student T Number

Date: _____

Semester: _____   Year: _____

Student Name: _____

Major: _____

Listed below are a number Activities that were made available to you as part of the STEP Project. Please indicate whether you **Participated** in a given Activity and whether that Activity helped your **Academic Performance** during this semester. If you did not participate in an Activity, please just mark it as **N/A** (Not Applicable).

STEP Activity:	PARTICIPATION			IMPROVED ACADEMIC PERFORMANCE	
	Yes	No	N/A	Yes	No
1. Assistance applying for jobs	①	②	③	①	②
2. Assistance in transferring to an upper-division institution	①	②	③	①	②
3. Early Alert	①	②	③	①	②
4. Financial Aid/Scholarships	①	②	③	①	②
5. Financial Literacy/Budgeting	①	②	③	①	②
6. Guest speakers: HR Managers	①	②	③	①	②
7. Guest speakers: Plant Supervisors	①	②	③	①	②
8. Guest speakers: Other: _____	①	②	③	①	②
9. Interviewing Workshop	①	②	③	①	②
10. Plant Tours	①	②	③	①	②
11. Pre-employment testing (WorkKeys, etc.)	①	②	③	①	②
12. Resume Writing Workshop	①	②	③	①	②
13. Soft Skill Development	①	②	③	①	②
14. Study Groups	①	②	③	①	②
15. Study Hall (Open study area with computers and tutoring programs)	①	②	③	①	②
16. Supplemental Instruction	①	②	③	①	②
17. Time Management	①	②	③	①	②
18. Tutoring	①	②	③	①	②

Comments to Improve the STEP Project:

_____

_____

_____

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STEP Project Exit Survey

Lamar Institute of Technology
Students Taking Education Personally (STEP) Project
EXIT SURVEY
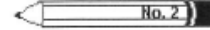
Directions: Complete the following survey. Return the survey to Melissa Armentor, Dean of Instruction. This data will be used to improve the quality of programs and services offered by LIT. Your responses will only be reported in summary form.

Student T Number

Student Name:_____

Date:_____

Semester:_____

Year:_____

Marital Status:
① Unmarried (single, divorced, widowed)
② Married
③ Separated

What was your goal when you entered LIT?
① No purpose in mind
② To take a few job related courses
③ To take a few courses for self improvement
④ To take courses to transfer to another college
⑤ To obtain or maintain a certification
⑥ To obtain a vocational/technical certificate
⑦ To obtain an associate degree

Which response best describes your plans for the coming semester?
① Work and not go to school
② Enroll at LIT
③ Enroll at another educational institution
④ Change jobs and enroll at LIT
⑤ Care for family member
⑥ Undecided
⑦ Other:_____

Did you achieve the goal for which you entered LIT?
① Yes   ② No

If you plan to re-enroll at LIT, **do not answer the questions below.** Submit the survey to the survey administrator.

If you **do not plan** to re-enroll at LIT, please complete the following questions.

Listed below are a number of reasons why a student might leave college. Please indicate whether each of the reasons listed was **a major reason**, **a minor reason**, or **not a reason** that you decided to leave this college.

Reasons for leaving LIT:	Major Reason	Minor Reason	Not a Reason
1. Health related problems	①	②	③
2. Caring for dependents	①	②	③
3. Family responsibilities were too great	①	②	③
4. Experienced emotional problems	①	②	③
5. Wanted to live nearer to my parents or loved ones	①	②	③
6. Wanted to move to a new location	①	②	③
7. Transferred to a new location	①	②	③
8. Wanted a break from my college studies	①	②	③
9. Marital situation changed my educational plans	①	②	③
10. Difficulty in obtaining transportation to this college	①	②	③
11. Decided to attend a different college	①	②	③
12. Cost of living was too high in this community	①	②	③
13. Accepted a full time job	①	②	③
14. Wanted to get work experience	①	②	③
15. Conflict between demands of job and college	①	②	③
16. Could not find part time work at this college	①	②	③
17. Could not obtain summer employment	①	②	③
18. My chosen occupation did not require more college	①	②	③
19. Uncertain about the value of a college education	①	②	③
20. Academically under prepared	①	②	③
21. Did not budget my money correctly	①	②	③
22. Applied for financial aid, but did not receive it	①	②	③
23. Financial aid received was inadequate	①	②	③
24. Encountered unexpected expenses	①	②	③
25. Tuition and fees were more than I could afford	①	②	③
26. Commute was too great	①	②	③
27. Did not like the size of this college	①	②	③
28. Felt racial/ethnic tension	①	②	③
29. Felt alone or isolated	①	②	③
30. Academic advising was inadequate	①	②	③
31. Dissatisfied with the academic reputation of LIT	①	②	③
32. Inadequate facilities for physically handicapped students	①	②	③
33. Courses were too difficult	①	②	③
34. Courses were not challenging	①	②	③
35. Too many required courses	①	②	③
36. Disappointed with the quality of instruction at LIT	①	②	③
37. Experienced class scheduling problems	①	②	③
38. Achieved my educational goal	①	②	③
39. Desired major was offered, but course content was unsatisfactory	①	②	③
40. Dissatisfied with my grades	①	②	③
41. Suspended or placed on probation	①	②	③

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STEP Project Annual Unit Plan

ANNUAL UNIT PLAN

Unit: Student's Taking Education   Academic Year: **2015/16**

Personally Program (STEP)

Mission Statement:

The purpose of the STEP Project at Lamar Institute of Technology is to improve the success of at-risk students in select programs by improving the student learning environment.

Unit Goals & Objectives:

Goal 1:   Select and retain qualified participants for the STEP Project pilot.

Alignment with Institutional Mission Statement:

I. Quality __IA __IB __IC __ID __IE __IF __IG __IH __II _x_IJ __IK __IL __IM
II. Adaptability   __IIA __IIB
III. Accessibility   __IIIA _x_IIIB __IIIC
IV. Diversity   __IVA __IVB __IVC

Alignment with Agency Strategic Planning Goal: _x_1 __2 _x_3 __4 __5

Objective 1.1:   Recruit students from the Process Operating Technology and Instrumentation Technology programs who meet the criteria for the STEP Project.

   Outcome 1.1.1:   Thirty students from Process Operating Technology and Instrumentation Technology will be selected for participation in the STEP Project.

      Assessment Criteria 1.1.1.1:   100% of students selected will sign a letter of participation.

Goal 2:   Participants in the STEP Project will increase student learning in the gatekeeper courses.

Alignment with Institutional Mission Statement:

I. Quality __IA __IB __IC __ID __IE __IF __IG __IH __II __IJ _x_IK __IL __IM
II. Adaptability   __IIA __IIB
III. Accessibility   __IIIA __IIIB __IIIC
IV. Diversity   __IVA __IVB __IVC

Alignment with Agency Strategic Planning Goal: _x_1 __2 _x_3 __4 __5

Objective 2.1:   Students participating in the STEP Project will show an increase in test scores in gatekeeper courses specific to their respective majors when compared to non-participants.

   Outcome 2.1.1:   STEP Project students will show an increase in test scores in gatekeeper courses.

      Assessment Criteria 2.2.1.1:   STEP Project students will show a 5% increase in the comprehensive final exam score in gatekeeper course(s) when compared to non-STEP participants.

   Outcome 2.2.2: Students will meet the student learning outcomes in their Program Annual Unit Plans.

Assessment Criteria 2.2.2.1 80% of students enrolled in the STEP Project will successfully (C or better) complete Process Operating Technology Major courses as shown on the "Grade Distribution Analysis" report produced by the Office of Institutional Effectiveness & Grants.

Assessment Criteria 2.2.2.2 STEP Project students will show a 5% increase in the comprehensive final exam score in SCIT 1494, and SCIT 1418 when compared to non-STEP participants.

Assessment Criteria 2.2.2.3 80% of students enrolled in the STEP Project will successfully (C or better) complete Instrumentation Technology Major courses as shown on the Fall 2015 "Grade Distribution Analysis" report produced by the Office of Institutional Effectiveness & Grants.

Assessment Criteria 2.2.2.4 STEP Project students will show a 5% increase in the comprehensive final exam score in MATH 1332 when compared to non-STEP participants.

Objective 2.2: Students participating in the STEP Project will maintain satisfactory academic progress.

Outcome 2.2.1: STEP Project students will maintain academic progress.

Assessment Criteria 2.2.1.1 80% of students participating in the STEP Project will complete courses within their major with a 'C' or better every semester.

Assessment Criteria 2.2.1.2 85% of students will remain in the STEP Project for two semesters.

Goal 3: Improve success of at-risk students in select programs by improving the student learning environment

Alignment with Institutional Mission Statement:

I. Quality __IA __IB __IC __ID __IE __IF __IG __IH __II__IJ _x_IK __IL __IM
II. Adaptability __IIA __IIB
III. Accessibility __IIIA __IIIB __IIIC
IV. Diversity __IVA __IVB __IVC

Alignment with Agency Strategic Planning Goal: _x_1 __2 _x_3 __4 __5

Objective 3.1: Students participating in the STEP Project will receive program specific tutoring and/or supplemental instruction to successfully complete course objectives.

Outcome 3.1.1: STEP Project students will participate in tutoring and/or supplemental instruction.

Assessment Criteria 3.1.1.1: 95% of students participating in the STEP Project will participate in program specific tutoring and/or supplemental instruction to improve academic performance every semester.

Objective 3.2: Students participating in the STEP Project will be intrusively advised to facilitate successful completion of their degree plan.

> **Outcome 3.2.1:** STEP Project students will be intrusively advised

> > **Assessment Criteria 3.2.1.1:** 95% of students participating in the STEP Project will meet at least twice each semester with the QEP Coordinator and/or an academic advisor to assess their progress towards their degree completion and career goals.

Goal 4: To use survey data to implement student support services to improve student persistence in select programs.

Alignment with Institutional Mission Statement:

I. Quality __IA __IB __IC __ID __IE __IF __IG __IH x _II_x _IJ _x_IK __IL __IM
II. Adaptability   __IIA __IIB
III. Accessibility   __IIIA __IIIB __IIIC
IV. Diversity   __IVA __IVB __IVC

Alignment with Agency Strategic Planning Goal: _x_1 __2 _x_3 __4 __5

Objective 4.1 Review results of LIT surveys to enhance the student learning environment

> **Outcome 4.1.1** Students participating in the STEP Project will complete LIT surveys.

> > **Assessment Criteria 4.1.1.1** 90% of STEP Project students will complete the STEP Project Advising Survey during their first week in the STEP Project.

> > **Assessment Criteria 4.1.1.2.** 90% of STEP Project students will complete the STEP Project Advising Survey upon completion of their degree or transfer.

> > **Assessment Criteria 4.1.1.3** 90% of STEP Project students will complete the STEP Project Participation Survey at the end of each semester of their year in the STEP Project.

> **Outcome 4.2.1** Students participating in the STEP Project will complete the CCSSE survey.

> > **Assessment Criteria 4.2.1.1** 90% STEP Project students will complete the CCSSE Survey with the LIT customized questions in the spring semester of even years.

Units Strengths:
The STEP Project is a well thought out plan based on institutional data.
The pilot implemented in the Fall of 2014 provided data to measure the success of the project.

Unit Opportunities:
Using data collected from the pilot, revisions have been made to the STEP Project
Developing an ongoing professional relationship with students who succeed may increase the community awareness of LIT's value in the community.

Equipment Requirements:
Laptops (15)

Instrumentation Technology Annual Unit Plan

ANNUAL UNIT PLAN

Unit: **Instrumentation Technology**   Academic Year: **2015/16**

Unit Mission Statement:

The program prepares the student for entry-level jobs in the process control field for chemical, refining and other process industries.

Goal 1:   Offer a quality Instrumentation Program.

Alignment with Institutional Mission Statement:

I. **Quality**   __IA __IB __IC __ID __IE __IF __IG __IH __IJ __IK __IL __IM
II. **Adaptability**   x IIA __IIB
III. **Accessibility**   __IIIA __IIIB __IIIC
IV. **Diversity**   __IVA __IVB __IVC

Alignment with Agency Strategic Planning Goal: x 1 __2 __3 __4 __5

Objective 1.1:   The program demonstrates features of a quality educational program.

> **Outcome 1.1:**   The program can demonstrate approval by oversight agencies, advisory committees, and students.

> > **Assessment Criteria 1.1.1:**   Program is approved by the Higher Education Coordinating Board.

> > **Assessment Criteria 1.1.2:**   Advisory Committee reviews and approves the curriculum.

> > **Assessment Criteria 1.1.3:**   Curriculum review by faculty is completed.

> > **Assessment Criteria 1.1.4:**   At least 75% of students will successfully (C or better) complete program coursework as shown on the "Grade Distribution \ Analysis" report produced by the Office of Institutional Research & Planning.

> > **Assessment Criteria 1.1.5:**   At least 80% of students will master an understanding of process dynamics, basic control concepts, and tuning control systems in the capstone course, INCR 1442.

> > **Assessment Criteria 1.1.6:**   At least 70% of Student evaluations of instructors are 'Satisfactory'.

> **Outcome 1.2**: Students will explain the operation and function of various motor control devices.

> > **Assessment Criteria 1.2**: At least 75% of students complete a comprehensive final exam with a score of 70 or higher in INTC 1457 AC/DC Motor Controls.

> **Outcome 1.3**: Students will demonstrate the ability to tune control systems.

> > **Assessment Criteria 1.3:** At least 75 % of students will pass the control system tuning project with a grade of 70 or higher in the capstone course, INCR 1442 Fundamentals of Measurement and Process Control.

Outcome 1.4: Students will be able to demonstrate a knowledge of programming basics for PLCs.

      Assessment Criteria 1.4: At least 75% of students will pass the comprehensive final exam with a grade of 70 or higher in RBTC 1401 Programmable Controllers.

Objectives 1.2:   The Instrumentation Technology program will participate in the STEP Project.

      Outcome 1.2   Students selected to participate in the STEP Project will be successful.

           Assessment Criteria 1.2.1   75% of students enrolled in the STEP Project will successfully (C or better) complete Instrumentation Technology Major courses as shown on the Fall 2014 "Grade Distribution Analysis" report produced by the Office of Institutional Effectiveness & Grants.

           Assessment Criteria 1.2.2   STEP Project students will show a 5% increase in the comprehensive final exam score in SCIT 1494 and SCIT 1418 when compared to non-STEP participants.

           Assessment Criteria 1.2.3   STEP Project students will show a 5% increase in the comprehensive final exam score in MATH 1332 when compared to non-STEP participants.

Objective 1.3:   Incorporate state wide Workforce Education Course Manual into curriculum.

      Outcome 1.3:   All courses taught have (WECM) prefixes and numbers. The course semester hours, contract hours, lecture and laboratory hours would match WECM guidelines.

           Assessment Criteria 1.3.1:   Courses are modified to satisfy the WECM guidelines.

Goal 2:   The program has well qualified and capable faculty.

Alignment with Institutional Mission Statement:

I. Quality   __IA __IB __IC _x_ID __IE __IF __IG __IH __IJ __IK __IL __IM
II. Adaptability __IIA __IIB
III. Accessibility   __IIIA __IIIB __IIIC
IV. Diversity   __IVA __IVB __IVC

Alignment with Agency Strategic Planning Goal: _x_1 __2 __3 __4 __5

Objective 2:   All faculty have the minimum credentials required and earn satisfactory or better ratings by students and supervisors.

      Outcome 2:   Faculty are perceived as qualified by students and supervisors.

           Assessment Criteria 2.1:   Faculty have earned the minimum credentials required for the position.

           Assessment Criteria 2.1:   Faculty earn a minimum of 'satisfactory' on the Annual Faculty Review in the teaching effectiveness section.

           Assessment Criteria 2.1:   Students rate the faculty member as 'satisfactory' or better.

Goal 3:   Students receive the training to be successful in their career choice.

Alignment with Institutional Mission Statement:

I. Quality   __IA __IB __IC _x_ID __IE __IF __IG __IH __IJ __IK __IL __IM
II. Adaptability __IIA __IIB
III. Accessibility   __IIIA __IIIB __IIIC

IV. Diversity   __IVA __IVB __IVC

Alignment with Agency Strategic Planning Goal: x 1 __2 __3 __4 __5

Objective 3.1:   Students are employed in the field they were trained.

    Outcome 3.1:   Students are productive employees in the workplace.

        Assessment Criteria 3.1.2:   At least 50 program graduates over a 5 year period as reported on the THECB Institutional Effectiveness Report.

        Assessment Criteria 3.1.3:   At least 90% program graduates placed over a 3 year period as reported on the THECB Institutional Effectiveness Report.

Goal 4:   Facilities that support the attainment of educational goals.

Alignment with Institutional Mission Statement:

I. Quality   __IA __IB __IC __ID __IE x IF __IG __IH __IJ __IK __IL __IM
II. Adaptability x IIA __IIB
III. Accessibility   __IIIA __IIIB __IIIC
IV. Diversity   __IVA __IVB __IVC

Alignment with Agency Strategic Planning Goal: __1 __2 __3 x 4 __5

Objective 4.1:   Provide a safe laboratory that supports the goals of the program.

    Outcome 4.1:   Students will be trained on more equipment.

        Assessment Criteria 4.1.1:   At least one new piece of equipment is purchased every year.

    Outcome 4.2:   Students will be practicing accurate and safe lab policies.

        Assessment Criteria 4.2.1   Reduced number of incidents.

Unit Strengths:
1.   Active advisory committee
2.   Placement of students
3.   Local industrial relations
4.   High quality instructors for the program
Unit Opportunities:
1.   Need to involve more local industries on advisory committee
2.   Need more M&O money to maintain laboratory and equipment
3.   Need more capital funding to update to modern equipment
4.   Need to develop a relationship with local ISA chapter
Equipment Requirements:
1.   ETA International Institutional membership
2.   Digital Multimeters
3.   Pushbutton Switches and enclosures
4.   PLC training software
5.   Oscilloscopes

Personnel Requirements:
Adjunct teacher(s) especially for night and summer classes

Facility Requirements:
1.   Additional Electronics Lab
2.   Student Study/work area.
3.   Dedicated computer lab

Process Operating Technology Project Annual Unit Plan
ANNUAL UNIT PLAN

Unit**: Process Operating Technology**   Academic Year: **2015/16**

Unit Mission Statement:

The program prepares the student for entry-level jobs in the process-operating field for chemical, refining, and other process industries.

Goal 1:   Associate and Certificate programs that are responsive to students and community needs and are appropriate to the institutional mission.

Alignment with Institutional Mission Statement:

I. **Quality**   __IA __IB __IC __ID __IE __IF __IG __IH __IJ _x_IK __IL __IM
II. **Adaptability**   __IIA __IIB
III. **Accessibility**   __IIIA __IIIB __IIIC
IV. **Diversity**   __IVA __IVB __IVC

Alignment with Agency Strategic Planning Goal: _x_1 __2 __3 __4 __5

Objective 1.1:   Prepare students to enter a process operating career with the necessary student learning outcomes expected of an entry level operator.

   Outcome 1.1.1:   Student will demonstrate their ability to operate the glycol distillation unit in lab and during the 48 hour run during PTAC 2438.

       Assessment Criteria 1.1.1:   77% of students will successfully (C or better) complete the 48 hour glycol distillation unit run as determined by the course instructor.

   Outcome 1.2.1:   Student will demonstrate their ability to write and follow safety and operational procedures during PTAC 1408.

       Assessment Criteria 1.2.1:   75% of students will receive a passing grade (C or better) in the Safety, Health and Environment class, PTAC 1408.

       Assessment Criteria 1.2.2:   75% of students will successfully (C or better) write a safety procedure for an assigned duty on the inside mechanical unit during PTAC 1408.

   Outcome 1.3.1:   Student will demonstrate their ability to collect and use data for determination of process specifications during PTAC 2438.

       Assessment Criteria 1.3.1:   77% of students will successfully (C or better) complete the 48 hour glycol distillation unit run with acceptable periodic unit readings as determined by the course instructor.

   Outcome 1.4.1:   Student will demonstrate industrial procedures in process operating.

       Assessment Criteria 1.4.1:   80% of students will successfully (C or better) complete program coursework as shown on the "Grade Distribution

Analysis" report produced by the Office of Institutional Research & Planning.

Assessment Criteria 1.4.2:   100% compliance with Coordinating Board review.

Assessment Criteria 1.4.3:   Satisfactory Advisory Board Committee Survey, Examinations, Co-op notebook, and Student evaluation of program.

Assessment Criteria 1.4.4:   90 % of students will successfully complete the included material associated with equipment, systems, and instrumentation on the operation of an entire unit incorporated in our capstone course, PTAC 2438.

Objective 1.2:   Students are employed by industry.

Assessment Criteria 1.2.1:   150 program graduates over a 5 year period as reported on the THECB Institutional Effectiveness Report.

Assessment Criteria 1.2.2:   90% program graduates placed over a 3 year period as reported on the THECB Institutional Effectiveness Report.

Objective 1.3:   Update the curriculum to meet state and local requirements.

Outcome 1.3:   A review of the curriculum indicates that all state and local curriculum requirements have been met.

Assessment criteria 1.3.1   Curriculum complies with North American Process Technology Alliance recommendations.

Assessment criteria 1.3.2   Curriculum complies with WECM recommendations.

Goal 2:   Recruit students for the Process Operating Program.

Alignment with Institutional Mission Statement:

I. Quality   __IA __IB __IC __ID __IE __IF __IG __IH __IJ __IK __IL __IM
II. Adaptability   __IIA __IIB
III. Accessibility   __IIIA _x_IIIB __IIIC
IV. Diversity   __IVA __IVB __IVC

Alignment with Agency Strategic Planning Goal: _x_1 __2 __3 __4 __5

Objectives 2.1:   Implement an active recruitment program.

Outcome 2.1:   The program will increase enrollment when compared to the previous year.

Assessment criteria 2.1.1:   30 new PTAC students will enroll in LIT.

Assessment Criteria 2.1.2:   Faculty will participate in six LIT recruiting events at area high schools.

Assessment Criteria 2.1.3:   Faculty will participate in one career fair event to recruit PTAC program students.

Objectives 2.2:   The Process Operating Technology program will participate in the STEP Project.

Outcome 2.2 Students selected to participate in the STEP Project will be successful.

Assessment Criteria 2.2.1 75% of students enrolled in the STEP program will successfully (C or better) complete Process Operating Technology Major courses as shown on the "Grade Distribution Analysis" report produced by the Office of Institutional Effectiveness & Grants.

Assessment Criteria 2.2.2 STEP Project students will show a 5% increase in the comprehensive final exam score in SCIT 1494 and SCIT 1418 when compared to non-STEP participants.

Assessment Criteria 2.2.3 STEP Project students will show a 5% increase in the comprehensive final exam score in MATH 1332 when compared to non-STEP participants.

Goal 3: Program has modern equipment.

Alignment with Institutional Mission Statement:

I. **Quality**   __IA __IB __IC __ID _x_IE __IF __IG __IH __IJ __IK __IL __IM
II. **Adaptability**   __IIA __IIB
III. **Accessibility**   __IIIA __IIIB __IIIC
IV. **Diversity**   __IVA __IVB __IVC

Alignment with Agency Strategic Planning Goal: __1 __2 __3 _x_4 __5

Objective 3.1: Purchase or acquire donation of equipment.

Outcome 3.1: Purchase equipment.

Assessment Criteria 3.1.1 The program purchases modern equipment that supports the curriculum.

Outcome 3.2: Equipment such as Lock out/Tag out devices, safety related equipment, and cut-away models are donated.

Assessment Criteria 3.2.1: Equipment is donated from industry.

Personnel Requirements:
1. increase pool of available adjunct faculty
2. hire one full time faculty member
3. hire on full/part time person to serve as lab coordinator

Equipment Requirements:
1. Refurbish DTU-2 Tabletop units $12,000
2. Repair distillation unit as needed $15,000
3. Increase Simtronics licenses $93,650
4. Valve cutaways $ 8,000

Facility Requirements:
1. More laboratory space