



EMPOWERING FACULTY TO EMPOWER STUDENTS

Quality Enhancement Plan

LAMAR STATE COLLEGE PORT ARTHUR

Table of Contents

Chapter I: Introduction and Background Information	2
Figure 1: LSCPA Percent of All Students Enrolled, by Race/Ethnicity, and Percent of Students Who Are Women: Fall 2020.....	5
Chapter II: Process Used to Develop the QEP	7
Chapter III: Identification of the Topic.....	8
Chapter IV: Literature Review	16
Chapter V: Desired Student Success Outcomes	18
Chapter VI: Actions to be Implemented	20
Logic Model 1: Activity Set 1	20
Figure 2: Course retention and success data, Instructor John Doe, Fall 2021	25
Figure 3: Course retention and success data, Instructor Jessica Moe, Fall 2021.	25
Logic Model: Activity Set 2.....	26
Logic Model 3: Activity Set 3	30
Chapter VII: Timeline	34
Chapter VIII: Organizational Structure.....	35
Figure 4: QEP Organizational Structure	35
Chapter IX: Resources.....	39
Figure 5: Budget	40
Chapter X. Assessment Plan	41
References	48
APPENDIX A.....	51
APPENDIX B.....	55
APPENDIX C	69
APPENDIX D	71



Empowering Faculty to Empower Students

Chapter I: Introduction and Background Information

All institutions of higher education are concerned with issues of student retention and completion. Most student success initiatives focus on improving the institution's performance on these metrics. As student success measures, retention and completion are common to all institutions.

What is not common to all institutions are the factors that place Lamar State College Port Arthur (LSCPA) students at a particular disadvantage with regard to the completion of their education. LSCPA, unfortunately, faces more than the average number of disruptions in instructional continuity, including not only the nationwide COVID19 pandemic, but also regular, but unpredictable, weather events and the impact of industrial accidents. In 2017, for example, Hurricane Harvey massively impacted not only the college but the city itself. Rarely if ever has a city faced such a massive disruption, as infrastructure was disabled, businesses were obliterated, the workforce was displaced, and housing stock was destroyed. In fact, 85% of the buildings in Port Arthur had several feet of water as a result of 60 inches of rain during Hurricane Harvey. In 2019, as rebuilding efforts had just begun to show promise, Tropical Storm Imelda, the fifth-wettest tropical cyclone on record in the continental United States, caused devastating and record-breaking floods in southeast Texas, dumping 42 inches of rain in the broader Port Arthur area. In the fall of 2020, the college had to close twice, for a total of 13 instructional days, due to Hurricane Laura and Hurricane Delta. While neither storm did serious damage to the campus, power and internet service to the area was widely disrupted, and classes had to be suspended.

Also, a source of potential disruptions to the learning environment is LSCPA's location among multiple oil and gas refineries, which bring the possibility of industrial explosions and unsafe emissions. In 2019, a series of explosions at the Texas Petrochemicals Plant (TPC) in

nearby Port Neches required fifty thousand residents to evacuate the area. LSCPA staff, students, and faculty were among those affected.

Thus, the importance of student resilience and retention is magnified for LSCPA, as instructional continuity is compromised by multiple types of events. Disruptions in instruction are particularly unfortunate for an area in which education is the key pathway to opportunity.

LSCPA is situated in one of the most urban and economically disadvantaged communities in Texas. The 2016 US Census projections identified the Median Household Income (MHI) for Port Arthur as \$32,003, 25% lower than the MHI of the region. Texas Workforce reported unemployment rates in Texas (February 2019) at 3.8%, with the region of Southeast Texas at 5.9% and Port Arthur at 9.0%. The Texas Enterprise Zone Program finds the majority of the census tracts in Port Arthur met the criteria as an economically distressed area in 2000 and in 2010. Census data in 2015 indicated that 27% of Port Arthur residents lived below the poverty level, comparing unfavorably to 17% in the State of Texas and 11% nationally.

Because of its open-door policy and the composition of the service area surrounding the college, LSCPA enrolls a large number of educationally and economically disadvantaged students. Many economic, ethnic, and educational contrasts exist within the region where the majority of LSCPA students reside. For example, only 9.4% of the population of Nederland, TX (4% total Hispanic population) lives below the poverty level. However, in Port Arthur and Port Neches, TX (40% total Hispanic population), 41% of the population lives below the poverty level. About 40% of LSCPA's enrollment comes from communities with high Hispanic populations. Additionally, 83.7% of students attending Port Arthur ISD schools (the district where LSCPA is located) are economically disadvantaged and 62.5% are considered at-risk students. Many LSCPA students come from low-income households and are often the first in the family to attend college.

Thus, LSCPA students, already economically disadvantaged, have to be especially resilient and prepared to continue instruction even in the face of disruptive challenges, such as COVID19, hurricanes, or industrial accidents.

Lamar State College Port Arthur (LSCPA)

Lamar State College Port Arthur has been nationally recognized by the Aspen Foundation as one of the top two-year colleges in the United States for two consecutive award periods (2017 & 2019). The college is globally connected and is a major contributor to the local and regional economy. Since its inception, LSCPA has continued to serve approximately 369,206 residents in the zip codes within its service area with an annual headcount of over 6,600 credit and non-credit students. As a 2019 recipient of a Title V Developing Hispanic Serving Institution (DHSI) Grant, LSCPA has implemented measures to increase access to higher education among historically disadvantaged populations, including Hispanics, as well as measures to facilitate the success of these students once they are enrolled. Based on 2010 Census data, Hispanics account for 74.9% of the total service area population. LSCPA serves a diverse student body, 80% of whom receive some form of financial aid.

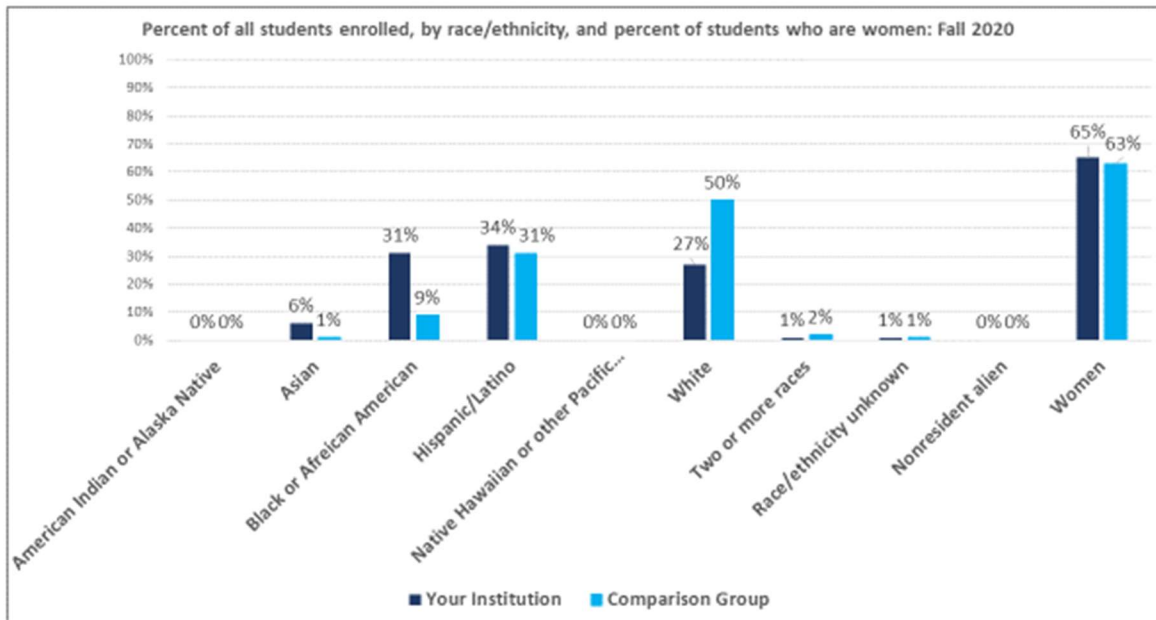
The majority of LSCPA students attend college on a part-time basis. Based on data from LSCPA's IPEDS data (Fall 2020, 12-month FTE enrollment), 2,178 students, of a total 12-month FTE enrollment of 3,183 students, attended part-time. Thus, 68% of LSCPA students are classified as part-time, another obstacle to successful completion.

A large number of LSCPA students are academically underprepared to enter college and arrive on campus with multiple academic deficiencies. The percentage of fall cohorts 2016, 2017, 2018 (defined as first-time degree-seeking students, entering in the fall) who did not meet college readiness standards within two years, averaged as 67% in Math, 66% in Reading, and 69% in Writing.

The profile of LSCPA students based on IPEDS data (see Figure 1) shows the diversity

of the LSCPA student body relative to comparison institutions as defined by IPEDS.

Figure 1: LSCPA Percent of All Students Enrolled, by Race/Ethnicity, and Percent of Students Who Are Women: Fall 2020



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2021, Fall Enrollment component.

As is evidenced on the bar graph above, LSCPA has a very diverse, yet balanced, student body with no single demographic group exceeding 50% of the student population. Indeed, the data suggests that Hispanic, African American, and White students each comprise roughly one-third of the student population (with Whites deviating the most from one-third, at 27%), creating an environment where no single demographic group represents a true majority. This is noteworthy in how it sets LSCPA apart from its comparison group, where White students tend to be the largest group among the student bodies. This diversity among LSCPA's student body creates an advantageous atmosphere of inclusion and acceptance, with the added bonus of preparing students to live and work in a multicultural global environment. However, it also means that, statistically speaking, most of LSCPA's students come from racial groups who have historically suffered from societal prejudice and disadvantage, additional challenges these students must overcome.

LSCPA is committed to serving this student population, knowing that for many of our students, education is the most important opportunity to improve social mobility. To date, LSCPA has focused on supporting students to completion by virtue of the implementation of the following student-focused resources (some via our Title V grant):

- 1) Supplemental Instruction
- 2) Peer mentoring
- 3) 24/7 Online Tutoring via Tutor.com
- 4) The Excelencia Center (a tutoring center)
- 5) Student Success Coaches
- 6) Co-requisite model of developmental education
- 7) Financial literacy workshops
- 8) Food Pantry
- 9) Clothing Closet
- 10) Disability Services
- 11) Online Career Exploration Center
- 12) Resume Writing Workshops
- 13) Tuition decreases
- 14) Open Educational Resources (to reduce textbook costs)
- 15) Summer Bridge Programs for ECHS students
- 16) Parent meetings for Early College High School (ECHS) students

However, despite these supports, the fall-to-fall retention rates have remained around 43% for the general student population at LSCPA (see Baseline Data, QEP Evaluation Plan, Fall-to-Fall persistence, p. 46). In discussions with faculty and in the QEP Topic Selection Committee, it was recognized that merely helping our students to become college-ready. With so many challenges to the retention of students and completion of degrees and certificates,

LSCPA seeks to make changes in student retention and completions by focusing on what the institution can do.

Chapter II: Process Used to Develop the QEP

Lamar State College Port Arthur began planning for the Quality Enhancement Plan in the spring of 2019 (Lamar State College Port Arthur, 2019). The Quality Enhancement Plan topic selection committee met twice during the spring 2019 semester in April and May. The committee did not meet during the summer months. The committee resumed meeting in the fall semester of 2019 (Lamar State College Port Arthur, 2019). The committee met twice in October and once in November and December. Members who were unable to attend meetings received copies of documents distributed at meetings. Additionally, meeting agendas, meeting minutes, and other ancillary documents were made available to all committee members on a shared drive.

The Vice President for Academic Affairs (VPAA) selected the committee members based on those who expressed interest and to ensure a good representation of campus divisions (Lamar State College Port Arthur, 2019). The committee was comprised of faculty from each academic unit, an administrator, and department chairs. The Allied Health department was represented by the department chair, program coordinator for the vocational nursing certificate program, an instructor in the vocational nursing certificate program, and an instructor in the substance abuse counseling applied associates degree program. The Business and Industrial Technology department was represented by the department chair. The Commercial Music, Visual, and Performing Arts department was represented by a commercial music instructor. The General Education and Developmental Studies department was represented by a math instructor and an English instructor. The administrator was the Director of Online Learning. The Director of Online Learning also teaches at least one class each semester.

The committee reviewed the institutional data available to draft a list of ideas for

potential topics (Lamar State College Port Arthur, 2019). During these early meetings, the committee discussed the data made available to committee members such as the pass rates for courses by discipline and course completion rates by discipline, the achievement of Core Curriculum objectives, retention and completion by program, transfer rates, and success in online courses. The committee also considered the possibility of grouping students into cohorts and evaluating student outcomes by cohort membership. Finally, the committee considered Vision 2020 Data. Vision 2020, a plan developed by the Texas State University system, established four overarching goals – access, success, excellence, and efficiency – for each member institution of the Texas State University System (TSUS).

Chapter III: Identification of the Topic

When the committee reconvened in October 2019, the committee used the SACSCOC Evaluative Framework rubric to evaluate a list of six potential QEP topics that could be justified based on college data. The six potential topics included Early College High School (ECHS) completions, Developmental Education outcomes, Distance Education outcomes, achievement of Core Curriculum Objectives, Personal Responsibility, and Advising. The committee discussed each of the six topics. The discussions included the rationale for the topic, the desired outcomes the committee wished to achieve, the committee's assessment of the college's ability to implement interventions, the potential costs of implementing interventions, the scope of the topic, the scale of the population of students to receive the intervention, the anticipated impact of the successful implementation of the topic, and whether the intervention would improve student learning or student success (Lamar State College Port Arthur, 2019). During the discussion, topics were eliminated with the original goal being to present two or three topics to the campus community. However, the poor retention of students in the Woodrow Wilson Early College High School, along with faculty frustration over how to effectively teach these students, led the committee to coalesce around the topic of Early College High School outcomes as the

topic for the Quality Enhancement Plan. The reasoning behind this decision pertained to the reality that the first ECHS graduating class had lost one-third of its class members by the time of graduation. It was also revealed in discussions that faculty felt relatively helpless to change this outcome.

The Woodrow Wilson Early College High School (ECHS) admitted its first class of 100 students in the Fall of 2016, with the goal being for these students to graduate simultaneously in four years with a high school diploma and an associate's degree. However, only 67 of 100 students made it to the senior year of their ECHS experience. In the Fall of 2021, LSCPA partnered with a second ECHS, Bob Hope ECHS in Port Arthur, and there was consensus that LSCPA needs to develop ways to be successful with this population of students. While it would ultimately be recognized that successful strategies with ECHS students would likely be successful with traditional students, the ECHS population was the initial target population for the QEP, with the focus on retention and completion being the key metrics.

At the December meeting, the VPAA presented a one-page summary document to the committee titled "Embracing the College Aspect of Early College High School" for review (Lamar State College Port Arthur, 2019). The proposal provided five strategies the college would employ to increase graduation rates for high school students enrolled in the Woodrow Wilson ECHS (Lamar State College Port Arthur, 2019). The first strategy suggested the implementation of a mentoring program for minority male students. The second strategy suggested an early warning system. The third strategy suggested a success coach for students. The fourth strategy suggested parent meetings. The fifth strategy suggested professional development for faculty. The proposal also listed three expected outcomes associated with implementing the strategies listed above. First, the proposal expected the rate of assignment completion and submission to increase. The second expected outcome was improved rates of course completion with a C or better. Finally, the third expected outcome was improved graduation rates. The committee

adjourned the December meeting expecting to improve the title of the proposal and present the proposal to the broader campus community.

With the advent of the COVID 19 pandemic in 2020, presentation of the QEP topic to the campus was delayed, as the campus underwent the challenging task of converting to fully online instruction. However, in March 2021, the VPAA conducted six virtual meetings with faculty and staff over a four-day period from March 8, 2021 to March 11, 2021. Each meeting was scheduled for 30 minutes. The initial email (see Appendix A, page 51) included a copy of the proposal. The proposal, disseminated prior to these virtual meetings, was a revised version of the December 2019 proposal. At each meeting, the VPAA presented the proposal and requested feedback, with assistance from QEP Topic Selection Committee members. The campus community members who participated in the virtual meetings reacted favorably to the proposal. There was some feedback from participants regarding the target population of the proposal. Some participants expressed interest in expanding the proposal to serve more LSCPA students.

Following the endorsement of the selected topic by campus constituents, the QEP Topic Selection Committee disbanded, and the Quality Enhancement Plan Implementation Committee (Implementation Committee) was formed. At this point, the Director of Dual Credit Programs, Hilda Billups, served as Chair of this committee. The Implementation Committee began meeting in the spring 2022 semester (Lamar State College Port Arthur, 2022). The Director of Dual Credit Programs invited college and high school stakeholders to participate in the Implementation Committee meetings. Both adjunct and full-time faculty who have taught ECHS students were invited to participate. Additionally, the Implementation Committee included LSCPA leaders and secondary partners. The VPAA, the Dual Credit Success Coordinator, the Title V Success Coach assigned to work with ECHS students, the Dean of Library Sciences, the Director of Online Learning, the Director of the Excelencia Center, the Coordinator of

Institutional Research and Reporting, Director of Correctional Education, and the Director of Academic Advising represented their respective divisions at LSCPA. Finally, the secondary ECHS partnerships were represented by the Principal and Success Coach from Woodrow Wilson Early College High School and the College and Career Coordinator from Bob Hope Early College High School, as Bob Hope ECHS had joined in a partnership with LSCPA by Fall 2021.

The Implementation Committee began by reviewing the updated one-page proposal shared with the campus community in March 2021 (Lamar State College Port Arthur, 2021; Lamar State College Port Arthur, 2022). It is important to note that, except for the VPAA and the Director of Online Learning, none of the members of the Implementation Committee were members of the original Topic Selection Committee (Lamar State College Port Arthur, 2019; Lamar State College Port Arthur, 2022). The Implementation Committee spent the March, April, and May meetings attempting to discover what questions were left unanswered about this topic. At the March meeting, Implementation Committee members generated a list of questions which members wanted to be answered. The Implementation Committee members also drafted a list of stakeholders not explicitly included in the Implementation Committee membership nor in the proposal document.

In response to the questions generated at the March meeting, at the April 6th meeting, the Director of Dual Credit Programs reviewed the 2020-2021 Texas Early College High School Blueprint with the Implementation Committee (Lamar State College Port Arthur, 2022). The Blueprint is a document prepared by the Texas Education Agency (TEA) to provide Early College High School campuses with the elements of a successful, innovative partnership between a local school district and a higher education institution (Texas Education Agency, n.d.). It contains six benchmarks required in the design of an Early College High School and defines the outcome-based measures to be used to evaluate the effectiveness of each campus in the areas of Achievement, Attainment, and Access (Texas Education Agency, 2020).

Reviewing the document with comments from the secondary institution members of the Implementation Committee helped to refine the proposal. Implementation Committee members recognized that intervention strategies aimed at improving the students selected for ECHS or aimed at eliminating students based on criteria set by the college would violate the Blueprint and be a conflict of interest for the secondary partners. Thus, there was recognition that the campus community must accept and embrace the students we have and make adaptations in order to serve them effectively.

To capture student voices, the Director of Dual Credit programs conducted a focus group on April 4, 2022 with 21 Woodrow Wilson ECHS 9th grade students enrolled in the Learning Framework course in the Spring 2022 Semester. The students were asked a series of questions about what the students wish they had known at multiple points in time from application to the program up to the present semester. Student responses were transcribed by a student participating in the focus group. The Director checked for understanding and accuracy throughout the focus group.

Students in the focus group commented that they wish they had better understood, from the beginning, certain things about college classes versus high school classes. For example, they said that they think it's important to know how to take notes, how to read a syllabus, how to check one's Grade Point Average (GPA), how to study for exams, how to negotiate conversations with faculty, how to read the textbook, and how to use the LSCPA Blackboard library online. Students also commented that they didn't know how disciplined you have to be, how much patience you have to have, how important the TSI is (TSI= the Texas Success Initiative Assessment, which is the college readiness test used by all Texas public institutions of higher education), and how professors are different and have different teaching styles. They also said they would caution future students how important it is to come to class, that you have to be more independent, and that if you procrastinate, the work piles up.

In addition to the missing voices of students, the Implementation Committee desired more information from faculty. The Implementation Committee's membership began with the inclusion of four full-time faculty members; three faculty members had experience teaching ECHS students in the 9th or 10th grades and the fourth faculty member had experience teaching other dual credit students. Additionally, four adjunct faculty members were included. Three of the adjunct faculty members also held full-time administrative positions at the college. Of the eight faculty members, only one in each category attended more than one meeting. Thus, the Implementation Committee wanted more faculty feedback and developed a short questionnaire to be distributed to faculty.

The following questions were included on the faculty survey:

1. Please select the option below which best describes your experience with teaching Early College High School (ECHS) students.
2. Which department below is your primary department?
3. What type of support services would benefit you to better serve your students? Please rank the services listed below.
4. How can communication between stakeholders with regard to services, training, and resources be improved? (students, high schools, department chair, success coach, Director of Dual Credit, etc.)
5. Level of motivation to teach ECHS/Dual Credit students.
6. What are challenges for a faculty member working with ECHS students?
7. How do you alter how you teach your course with different student audiences?
8. What college skills do you want your ECHS students to know on the first day?
9. What resources are available to you as a faculty member teaching ECHS students?
10. Do you teach Early College High School, Dual Credit, Traditional, Correctional Education, or combination of Dual Credit/Early College High School, Traditional, and/or

Correctional Education students?

Full results of this survey can be found in **Error! Reference source not found.**, page 55, but some of the more significant faculty responses included the following responses to Question 6 (What are challenges for a faculty member working with ECHS students?):

- Students are not prepared for not only the academic standards, but also, and often more importantly, they are not prepared for the behavioral expectations of a college course environment.
- Their age and attitudes.
- Many times, it is that the students simply don't seem to be interested in the subject matter. They rarely engage with me during lectures, and mostly look down at their phones or computers, or they just sleep. It feels like they truly don't care.
- Working with students who may be immature.
- Low level academic and cognitive maturity; Low level of some students' motivation to improve academic performance in college classes

These responses indicate that many faculty see the problem and solution as belonging to the student; there is little recognition that perhaps a different teaching approach might yield better results.

In the late April and May meetings, the Implementation Committee began to narrow the focus of the strategies proposed for the QEP. The Implementation Committee decided student retention and persistence could be improved through faculty development. Given the development of multiple student resources aimed at improving retention and completion (see page 5), the committee members wanted to shift the focus to how the institution could change to be more student-ready versus a focus on making students college-ready. The Implementation Committee generated a list of 38 topics and subtopics appropriate for the QEP faculty development (Lamar State College Port Arthur, 2022). While all 38 topics had value, the

Implementation Committee recognized organizational, time, financial, and personnel restraints would prevent the QEP from being able to address all 38 topics. The Implementation Committee recognized that the topics could be grouped into three broad categories. First, some of the topics identified related to the administrative functions of the partnership between an Independent School District or Charter School and Lamar State College Port Arthur. A second group of topics focused on connecting faculty and students to campus resources designed to support teaching and learning. The final group of topics centered around effective teaching and learning. The Implementation Committee decided effective teaching for retention would be the primary focus of the QEP.

The coalescence around the topic of faculty development to improve teaching in support of student retention and completion was not intended as a condemnation of faculty performance or the adequacy of professional development experiences that have been regularly offered at LSCPA. Rather, it was a recognition that we have developed a multitude of student resources, yet still need to increase retention and completion. Given that faculty have the most contact with students and are in the best position to form connections with students and to impact their behavior, it made sense to focus on equipping faculty with the tools necessary to make a bigger difference on these outcomes. While causal effects will not be able to be proven, tracking the outcomes over time, compared to a baseline, will enable us to determine whether retention and completions improve.

The QEP focus on retention further expanded to include not only the Woodrow Wilson ECHS students but also the Bob Hope ECHS (begun in Fall 2021) students and the general campus student population as well. As it is the intention of the QEP to include all full-time faculty and at least half of the adjunct faculty in QEP faculty development opportunities, it was decided that these efforts could impact a much broader number of students than just the originally targeted Woodrow Wilson ECHS student population.

Chapter IV: Literature Review

Starting college can be both exciting and challenging for students (Calhoun et al., 2019; Caison, 2005). Students begin college with aspirations of academic and financial success (Barhoum, 2018). ECHS students are particularly vulnerable to the challenges of transitioning to college because they do so from 8th grade, not 12th grade (Calhoun et al., 2019). Unfortunately, higher education has a student attrition problem (Johnson, 2012). We have failed to adapt our institutions to meet the needs of our students. Each year, 40% of undergraduate students leave higher education without earning a credential (Hanson, 2021). Most attrition happens between the first and second semester of enrollment, or between the first year and the second year of enrollment (Caison, 2005; Hanson, 2021). For students who attended a public two-year institution in the fall 2018 semester, 46.3% were lost to attrition by the fall 2019 semester (National Student Clearinghouse Research Center, 2020). When the data are disaggregated, additional disparities emerge. Approximately 36% of Asian students were lost due to attrition. (National Student Clearinghouse Research Center, 2020). Hispanic students left colleges without earning credentials at a rate of 43.9% (National Student Clearinghouse Research Center, 2020). Forty-five per cent of Caucasian students were lost to attrition (National Student Clearinghouse Research Center, 2020). Finally, 55.7% of African American students left college (National Student Clearinghouse Research Center, 2020). Higher education must be concerned with student attrition and develop strategies to help students persist through to degree completion (Okpych et al., 2020).

These poor persistence rates have high costs to the individual, institutions, and our communities (Wellman et al., 2012). When students begin a postsecondary credential program but leave before completing, opportunity is lost or diminished (Johnson, 2012). First, students enrolled in postsecondary programs are either not working or working fewer hours. There is a loss of income opportunity associated with enrollment in postsecondary programs. Second,

when students fail to complete the postsecondary credential, the student has compounded the loss of income opportunity. Students who begin but do not complete programs experience a loss of the potential lifetime earnings associated with completion of the postsecondary credential (Wellman et al., 2012). Third, there are public costs. The federal student aid program, state student aid programs, and state appropriations to public colleges all depend on tax revenues. These public investments are lost when students do not complete programs (Johnson, 2012). Our communities also lose the potential tax revenue from the unrealized increase in income the student anticipated at the time of enrollment (Serna & Woulfe, 2017). Finally, colleges make significant budgetary investments in all students. When students do not complete programs, these investments are also lost. Johnson (2012) found attrition accounted for 33% of expenditures at two-year colleges.

The nation's two-year colleges provide an important higher education pathway for the most disadvantaged students (Hart, 2019; Evans et al., 2020). In 2009, approximately 30% of all students who participated in higher education attended a two-year college (Schneider & Yin, 2012). By the 2014-2015 academic year, the percentage had risen to approaching 50% (Evans et al., 2020). Unfortunately, more students enrolled at two-year colleges also leave college without completing credentials (Wellman et al., 2012). Thus, student retention is even more important to two-year colleges. Our nation needs more skilled employees. Students who leave without obtaining a credential are not added to the skilled workforce (Hunter & Wilson, 2019).

Moreno et al. (2021) found that 43.8% of the students who graduated from high school in 2014, 2015, 2016, and 2017 enrolled in a two-year college. In this same sample, only 14.4% enrolled in a four-year college or university (Moreno et al., 2021). Schneider & Yin (2012) estimated that if two-year colleges in Texas decreased the number of dropouts by half, these graduates would earn \$150 million annually. Spangler and Slate (2015) found that graduation and persistence rates increased for full-time, first time in college students enrolled at two-year

colleges in Texas between the 2000 and 2010 academic years. Unfortunately, the study did not examine the graduation and persistence rates for part-time students.

Retention in dual credit/early college high school programs

The Early College High School (ECHS) initiative is 20 years old (Woodcock & Olson Beal, 2013). Texas has adopted the ECHS model across the state. Calhoun et al. (2019) reported 49 ECHS campuses across Texas. In 2011, out of all ECHS programs across the nation, about 25% were in Texas (Woodcock & Olson Beal, 2013). In 2010, only 23.3% of the ECHS students in the nation and 34% of ECHS students in Texas earned both the high school diploma and the associate degree (Calhoun et al., 2019; Woodcock & Olson Beal, 2013). While we could celebrate the hundreds of Texas students with cumulative disadvantages who earned associate degrees, it is worth noting that 66% of ECHS students did not complete their degrees.

Faculty development and retention

Students view interactions with faculty as affirming or confirming (Davidson & Wilson, 2107). Students interpret positive faculty interactions as positive affirmations for the student, i.e., that the student belongs and should persist as a college student. Conversely, negative faculty interactions are interpreted as negative confirmation for the student, i.e., that the student is not well suited for college and should not persist. French & Westler (2019) found that there are specific choices faculty can make to enhance or diminish the chances for students to succeed. These choices maximize opportunities for student success and minimize “unnecessary obstacles” (French & Westler, 2019). ECHS research has found students view caring relationships with adults as a foundational component of their success (Calhoun et al., 2019; Ari et al., 2017).

Chapter V: Desired Student Success Outcomes

Improving retention through the implementation of this QEP will benefit LSCPA faculty, Early College High School students, the entire student body at LSCPA, and the institution. The overall

focus of this QEP is to improve completions so that students have the opportunity to reap the awards of higher education, including increased income and social mobility. Thus, specific outcomes for this QEP were divided into short-, medium-, and long-term student success outcomes.

Short-term Outcomes:

- Improved course retention rates, defined as the percentage of students who start a course and finish the course without having been withdrawn or dropped (to be assessed each fall and spring semester for every course section offered and compared to a baseline consisting of the average course retention rate in the three years prior to the QEP's implementation).
- Improved rates of successful course completions, defined as a final grade of A, B, or C (to be assessed each fall and spring semester and compared to a baseline consisting of the average successful course completion rate in the three years prior to the QEP's implementation).
- Improved scores on average semester student end-of-course evaluations, specifically on Questions:
 - 3-Concern for student progress
 - 7-Instructor enjoys teaching
 - 8-Student expression encouraged
 - 9-Variou s teaching methods used

Medium-term Outcomes:

- Improved Fall-to-Spring persistence rates (to be assessed each spring semester and compared to a baseline consisting of the average fall-to-spring persistence rate in the three years prior to the QEP's implementation).
- Improved Fall-to-Fall persistence rates (to be assessed each fall semester and

compared to a baseline consisting of the average fall-to-fall persistence rate in the three years prior to the QEP's implementation).

Long-term Outcome:

- Improved graduation rates (to be assessed at the beginning of each fall semester and compared to a baseline consisting of the average graduation rate in the three years prior to the QEP's implementation).

NOTE: Aside from these student success outcomes, process outcomes will be evaluated via deliverables of each strategy to ensure the faithful and timely implementation of the QEP strategies. These deliverables are identified in three QEP Logic Models, and are detailed below.

Chapter VI: Actions to be Implemented

Logic Model 1: Activity Set 1

Five-Year QEP Goal: Improved graduation rates predicated on **effective teaching practices (Activity Set 1)**, improved academic resilience among students (Activity Set 2), and maximized student supports (Activity Set 3), resulting in intermediate student success outcomes of improved course completion rates, improved course retention rates, and improved persistence rates, fall to spring and fall to fall.

See Logic Model 1.

LSCPA QEP Logic Model 1: Activity Set 1

Five-Year QEP Goal: Improved graduation rates predicated on **effective teaching practices (Activity Set 1)**, improved academic resilience among students (Activity Set 2), and maximized student supports (Activity Set 3), resulting in intermediate student success outcomes of improved course completion rates and improved persistence rates.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Deliverable(s)	Short	Medium	Long
<p><u>Personnel:</u></p> <p>Faculty QEP Director IR Student Services Department Chairs Director of Dual Credit Programs ECHS Partners</p> <p><u>Funds:</u></p> <p>Funding for Faculty Development Funds for books for faculty Funds for travel</p>	<p>Comprehensive Faculty Development, focused on effective teaching practices.</p> <p>1a. Faculty will participate as cohorts in training (On Course Workshop by Skip Downing), focused on evidence-based effective teaching practices designed to enhance retention (beginning Spring 2023).</p> <p>1b. Faculty will read and discuss the On Course textbook by Skip Downing in a faculty book club seminar series (academic year 2023-2024).</p> <p>1c. Faculty will report out on the effectiveness of adopted strategies at faculty book club meetings and/or at regularly scheduled QEP Meetings (academic year 2023-2024).</p> <p>1d. A repository for teaching strategies will be developed and maintained for faculty to share teaching ideas and strategies (beginning academic year 2023-2024).</p> <p>1e. Instructor-specific course retention data will be collected and provided to each instructor so that their own retention rate is brought to their attention for improvement.</p> <p>1f. Three people, including the QEP Director, will attend the national On Course conference.</p>	<p>Faculty will adopt at least three evidence-based effective teaching strategies per course section each semester after completing QEP-prescribed faculty development (beginning Spring 2024).</p> <p>Each instructor will identify strategies for improvement of course retention rates on their annual performance evaluation.</p>	<p>Improved rates of successful course completions, defined as a final grade of A, B, or C.</p> <p>Improved course retention rates, defined as the percentage of students who start a course and finish the course without having been withdrawn or dropped (to be assessed each fall and spring semester for every course section offered).</p> <p>Improved scores on average semester student end-of-course evaluations, specifically on Questions: 3-Concern for student progress 7-Instructor enjoys teaching 8-Student expression encouraged 9-Variou teaching methods used</p>	<p>Improved Fall-to-Spring persistence rates.</p> <p>Improved Fall-to-Fall persistence rates.</p>	<p>Improved graduation rates.</p>

Assumptions: Faculty, by virtue of their regular contact with students, are in the best position to impact student retention and will therefore take the primary role in this QEP initiative. Parents can positively impact student persistence through early college high school programs by being equipped to monitor their student's progress. Students with high levels of resilience are more likely to persist through their higher education program.

External Factors: Many LSCPA students come from low-income households and are often the first in the family to attend college, with more than 80% of LSCPA students receiving financial aid. The COVID-19 pandemic has had differential impacts on lower SES segments of the population versus middle class and upper class segments of the population, and LSCPA students largely come from the lower SES segment of the population. As a result, LSCPA students are more likely to experience disruptions in their educational journey.

Activity Set 1: Comprehensive Faculty Development, focused on effective teaching practices

1a. Action: Faculty will participate as cohorts in training (On Course Workshop by Skip Downing), focused on evidence-based effective teaching practices designed to enhance retention and nurture faculty-student relationships (beginning Spring 2023).

- 1a. Rationale: Skip Downing's *On Course* textbook (On Course, 9th ed., Downing, S. and Brennan, J., Cengage, 2020) is the textbook used in LSCPA's Learning Framework courses (Psychology/Education 1100/1300) with students. The course represents LSCPA's student success course and is offered in two formats, a one-credit-hour version and a three-credit-hour version, depending on the student's degree plan. The *On Course* curriculum focuses on helping students become aware of self-defeating behaviors, setting students up to take personal responsibility for their choices in addition to helping them make decisions that move them toward success. The curriculum also helps students develop emotional intelligence and better time management. The three-day *On Course* workshop (which will be brought to the LSCPA campus in April 2023 and again in April 2024) is titled Engaging and Empowering Learners-OC1, and is an experiential workshop that immerses faculty in strategies of student engagement. The workshop will help faculty foster positive, supportive relationships with students, which, in turn, will help enhance student retention and completion. The workshop can accommodate fifty participants at once, so it will be brought to campus twice. The second time the workshop is brought to campus it will accommodate the remainder of the full-time faculty as well as Student Services staff and some of the adjunct faculty.
- 1a. Deliverable: As a result of the three-day *On Course* workshop, faculty will adopt at least three evidence-based effective teaching strategies per course section each semester.

1b. Action: Faculty will read and discuss the *On Course* textbook by Skip Downing and

Jonathan Brennan in an online monthly faculty book club seminar series (academic year 2023-2024), facilitated by the Dean of Technical Programs.

- **1b. Rationale:** As noted previously, Skip Downing's *On Course* textbook is the textbook used in LSCPA's Learning Framework courses (Psychology/Education 1100/1300) with students. The course represents LSCPA's student success course and is offered in two formats, a one-credit-hour version and a three-credit-hour version, depending on the student's degree plan. The *On Course* curriculum focuses on helping students become aware of self-defeating behaviors, setting students up to take personal responsibility for their choices in addition to helping them make decisions that move them toward success. The curriculum also helps students develop emotional intelligence and better time management.

While currently only the instructors of the Learning Framework course are familiar with the *On Course* curriculum, it is important that the concepts and vocabulary embodied in the curriculum are reinforced throughout the student's academic journey. Without such reinforcement and repetition, it is likely that the course concepts may be forgotten over time and will fail to elicit maximum benefit. However, by making all faculty familiar with the curriculum, the concepts and vocabulary can be repeated across all courses. For example, students in the Learning Framework course learn to distinguish between "victim" language and "creator" language, with the latter being the language of an individual who is willing to take ownership of his or her decisions and their consequences. This important concept can certainly be reinforced in all courses, regardless of academic or technical discipline, for the benefit of our students.

- **1b. Deliverable:** Based on the review of the *On Course* textbook, faculty will adopt at least three evidence-based effective teaching strategies per course section each semester.

1c. Action: Faculty will report out on the effectiveness of adopted strategies at faculty book club meetings and/or at regularly scheduled QEP Meetings (academic year 2023-2024).

- 1c. Rationale: In order to reinforce what faculty learn via the *On Course* workshop and the *On Course* book review, faculty will adopt some new teaching strategies and will report out on their classroom experiences. Faculty will learn from each other and provide support and suggestions to one another as new teaching strategies are tested.
- 1c. Deliverable: Faculty oral reports in book club meetings and/or regularly scheduled QEP Meetings.

1d. Action: A repository for teaching strategies will be developed and maintained for faculty to share teaching ideas and strategies (beginning academic year 2023-2024).

- 1d. Rationale: A virtual teaching method repository will be developed in LSCPA's Learning Management System (LMS), Blackboard, enabling faculty to post information about different teaching strategies they have tried in the classroom. Faculty will be invited to comment on the strategies posted so that the repository becomes an interactive experience. It will also serve as an effective resource for faculty searching for new teaching ideas.
- 1d. Deliverable: A virtual teaching method repository will be developed in Blackboard starting in Fall 2023.

1e. Action: Instructor-specific course retention data will be collected and provided to each instructor so that their own retention rate is brought to their attention for improvement, beginning fall 2022.

- 1e. Rationale: While college-level data regarding retention and completions is shared with faculty and staff, it is easy to distance oneself from these outcomes, as many individuals and many factors are brought to bear on the eventual success or failure of the student. Therefore, it is important to help faculty members assess their own

contribution to retention and completion by helping them focus on their own course-specific retention and completion data. It is easier to take ownership of one's role in retention and completion when the data that is provided is specific to the faculty member. Data will be provided to each faculty member each semester regarding their grade distribution and course retention rates, as shown in the examples below (see Figures 2 and 3):

Figure 2: Course retention and success data, Instructor John Doe, Fall 2021.

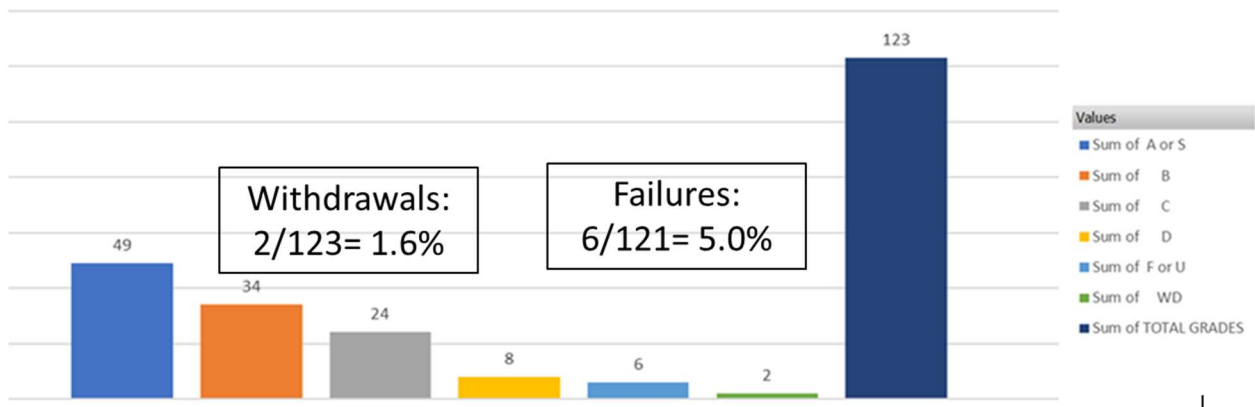
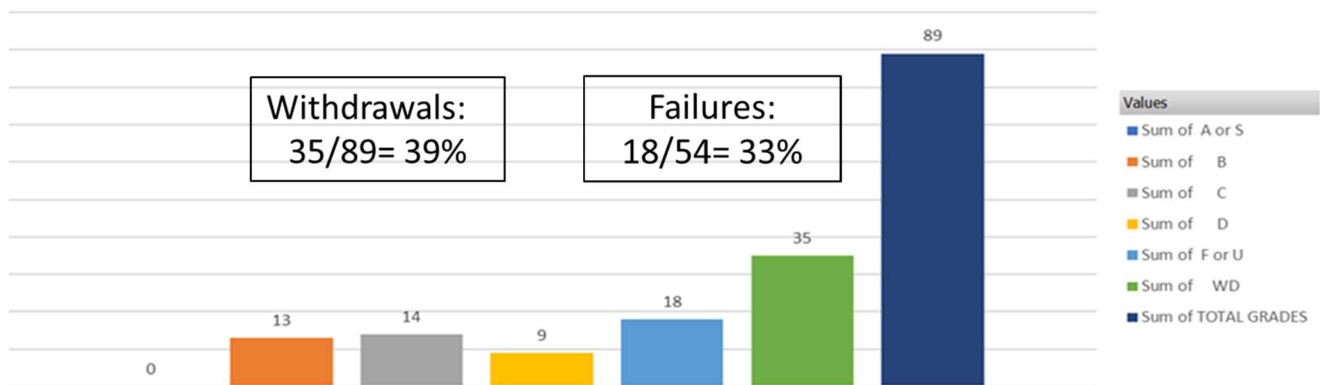


Figure 3: Course retention and success data, Instructor Jessica Moe, Fall 2021.



- **1e. Deliverables:** Instructor-specific retention and success data, as shown in Figures 2 and 3, will be provided to LSCPA faculty each fall and spring semester, beginning in the

fall 2022 semester. Faculty will identify strategies to improve their rates on their annual performance evaluation.

1f. Action: Three people, including the QEP Director, will attend the national On Course Conference.

- 1f. Rationale: Given that the QEP-related faculty professional development centers around the *On Course* curriculum, it will be helpful for the QEP Director and two other campus representatives to attend an *On Course* National Conference. This conference will present the latest ideas in innovative teaching strategies to engage and empower students.
- 1f. Deliverables: The QEP Director and the other conference attendees will make a presentation to the campus regarding the best ideas they learned at the conference.

Logic Model: Activity Set 2

Five-Year QEP Goal: Improved graduation rates predicated on effective teaching practices (Activity Set 1), **improved academic resilience among students (Activity Set 2)**, and maximized student supports (Activity Set 3), resulting in intermediate student success outcomes of improved course completion rates and improved persistence rates.

See Logic Model 2.

LSCPA QEP Logic Model 2: Activity Set 2

Five-Year QEP Goal: Improved graduation rates predicated on effective teaching practices (Activity Set 1), improved academic resilience among students (Activity Set 2), and maximized student supports (Activity Set 3), resulting in intermediate student success outcomes of improved course completion rates and improved persistence rates.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Deliverable(s)	Short	Medium	Long
<p><u>Personnel:</u></p> <p>Faculty QEP Director IR Student Services Department Chairs Director of Dual Credit Programs ECHS Partners</p> <p><u>Funds:</u></p> <p>Funding for Faculty Development Funds for books for faculty Funds for travel</p>	<p>Enhancement of Academic Resilience Among Students.</p> <p>2a. Faculty will assign a low-stakes assignment by the end of the second week of the semester, starting in the fall 2023 semester.</p> <p>2b. Faculty will use storytelling at the beginning of the semester to exemplify for students how common barriers to success may be overcome, starting in the fall 2023 semester.</p> <p>2c. Faculty will highlight campus resources at strategic times of the semester, including shortly before assignments are due, starting in the fall 2023 semester.</p> <p>2d. Faculty will review grade status with each student at mid-semester, starting in the fall 2023 semester.</p>	<p>Course syllabi will include a description and a due date for a low-stakes assignment.</p> <p>Faculty reports on use of storytelling at regularly scheduled QEP Meetings.</p> <p>A comprehensive list of campus resources will be developed and maintained by Student Services, available to faculty and students.</p> <p>Current grade status reports for each student.</p>	<p>Improved rates of successful course completions, defined as a final grade of A, B, or C.</p> <p>Improved course retention rates, defined as the percentage of students who start a course and finish the course without having been withdrawn or dropped (to be assessed each fall and spring semester for every course section offered).</p> <p>Improved scores on average semester student end-of-course evaluations, specifically on Questions: 3-Concern for student progress 7-Instructor enjoys teaching 8-Student expression encouraged 9-Variou teaching methods used</p>	<p>Improved Fall-to-Spring persistence rates.</p> <p>Improved Fall-to-Fall persistence rates.</p>	<p>Improved graduation rates.</p>

Assumptions: Faculty, by virtue of their regular contact with students, are in the best position to impact student retention and will therefore take the primary role in this QEP initiative. Parents can positively impact student persistence through early college high school programs by being equipped to monitor their student’s progress. Students with high levels of resilience are more likely to persist through their higher education program.

External Factors: Many LSCPA students come from low-income households and are often the first in the family to attend college, with more than 80% of LSCPA students receiving financial aid. The COVID-19 pandemic has had differential impacts on lower SES segments of the population versus middle class and upper class segments of the population, and LSCPA students largely come from the lower SES segment of the population. As a result, LSCPA students are more likely to experience disruptions in their educational journey.

Activity Set 2: Enhancement of Academic Resilience Among Students.

2a. Action: Faculty will assign a low-stakes assignment by the end of the second week of the semester, starting in the fall 2023 semester.

- 2a. Rationale: Low-stakes, formative assignments early in the semester evaluate students with little to no effect on final grades. They ensure that midterm exams and assignments are not the first opportunity for students to get feedback on their performance. Furthermore, they allow for specific feedback with regard to student weaknesses and strengths, enabling students to make course corrections before it is too late to raise their grades. Low-stakes assignments will require students to demonstrate effort but not mastery of content to be successful. These types of low-stakes assignments serve as confidence builders for students (Morales, 2014). Students who experienced early success in courses with low-stakes assignments were willing to expend more effort on future assignments. These students experienced success as a result of their hard work and made a correlation between hard work and their grades. Thus, these opportunities for success will support retention and course completions. Examples of low-stakes assignments include homework, in-class problem-solving, group discussions, online discussion posts, and others (see
-
- APPENDIX , page 71).
- 2a. Deliverable: Course syllabi will include a description and a due date for a low-stakes assignment.

2b. Action: Faculty will use storytelling at the beginning of the semester to exemplify for students how common barriers to success may be overcome, starting in the fall 2023 semester.

- 2b. Rationale: Storytelling engages others and can bridge gaps between the instructor and his or her students. Demonstrating through storytelling the ability to overcome

obstacles offers students a narrative to which they can relate. Meaningful stories are relatively easy to remember and serve as roadmaps for students who find themselves in similar situations. The intentional use of storytelling at the beginning of a course can help students visualize themselves as successful completers of the course (Morales, 2014). The stories most useful to students require three components. First, the story describes how and possibly why the student struggled. Next, the story provides concrete, replicable examples of things the student did to overcome their challenges in the course. Finally, the story concludes with the student being successful in the course. Faculty will tell stories designed to build resilience among students.

- 2b. Deliverable: Faculty reports on use of storytelling at regularly scheduled QEP Meetings.

2c. Action: Faculty will highlight campus resources at strategic times of the semester, including shortly before assignments are due, starting in the fall 2023 semester.

- 2c. Rationale: Students are often given a list of campus resources at the beginning of their college career. However, until students find themselves in need of a resource, they may largely ignore this information. Therefore, LSCPA faculty will offer this information at strategic points in the semester, including in advance of major assignments or exams. This effort to connect students to resources in a “just in time” manner is designed to support student resilience as they practice seeking help when it is needed. Faculty can encourage students to develop help seeking tendencies by frequently mentioning campus resources (Morales, 2014). Appropriate times would be several days before the first assessment and after students receive grades for each subsequent assessment in the course. Barhoum (2018) reported students who use campus resources are more successful. [See Appendix D for list of Campus Resources.]

- 2c. Deliverable: A comprehensive list of campus resources will be developed and maintained by Student Services, available to faculty and students.

2d. Action: Faculty will review grade status with each student at mid-semester, starting in the fall 2023 semester.

- 2d. Rationale: Students often are unsure of whether they are in good standing to pass a class, until the final weeks of a semester approach. Providing this information explicitly by mid-semester will assist students in making “course corrections” before it is too late to raise their final grades.
- 2d. Deliverable: Current grade status reports for each student.

Logic Model 3: Activity Set 3

Five-Year QEP Goal: Improved graduation rates predicated on effective teaching practices (Activity Set 1), improved academic resilience among students (Activity Set 2), and **maximized student supports (Activity Set 3)**, resulting in intermediate student success outcomes of improved course completion rates and improved persistence rates.

See Logic Model 3.

LSCPA QEP Logic Model 3: Activity Set 3

Five-Year QEP Goal: Improved graduation rates predicated on effective teaching practices (Activity Set 1), improved academic resilience among students (Activity Set 2), and **maximized student supports (Activity Set 3)**, resulting in intermediate student success outcomes of improved course completion rates and improved persistence rates.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Deliverable(s)	Short	Medium	Long
<p><u>Personnel:</u></p> <p>Faculty QEP Director IR Student Services Department Chairs Director of Dual Credit Programs ECHS Partners ECHS Parents</p> <p><u>Funds:</u></p> <p>Funding for Faculty Development Funds for books for faculty and ECHS partners Funds for travel</p>	<p>Maximized Student Supports.</p> <p>3a. Faculty will highlight campus resources at strategic times of the semester, including shortly before assignments are due (beginning Spring 2023).</p> <p>3b. ECHS (Woodrow Wilson and Bob Hope) Parent Meetings will be held to equip parents with tools to support their students (beginning Spring 2023).</p> <p>3c. ECHS staff/instructors will be involved in regularly scheduled QEP meetings to report out on student progress and retention (beginning Spring 2023).</p>	<p>A comprehensive list of campus resources will be developed and maintained by Student Services, available to faculty and students.</p> <p>Written guides for parents will be developed for interpreting syllabi and using Blackboard learning management system to monitor student progress.</p> <p>ECHS partners will participate in regularly scheduled QEP meetings.</p>	<p>Improved rates of successful course completions, defined as a final grade of A, B, or C.</p> <p>Improved course retention rates, defined as the percentage of students who start a course and finish the course without having been withdrawn or dropped (to be assessed each fall and spring semester for every course section offered).</p> <p>Improved scores on average semester student end-of-course evaluations, specifically on Questions: 3-Concern for student progress 7-Instructor enjoys teaching 8-Student expression encouraged 9-Various teaching methods used</p>	<p>Improved Fall-to-Spring persistence rates.</p> <p>Improved Fall-to-Fall persistence rates.</p>	<p>Improved graduation rates.</p>

Assumptions: Faculty, by virtue of their regular contact with students, are in the best position to impact student retention and will therefore take the primary role in this QEP initiative. Parents can positively impact student persistence through early college high school programs by being equipped to monitor their student's progress. Students with high levels of resilience are more likely to persist through their higher education program.

External Factors: Many LSCPA students come from low-income households and are often the first in the family to attend college, with more than 80% of LSCPA students receiving financial aid. The COVID-19 pandemic has had differential impacts on lower SES segments of the population versus middle class and upper class segments of the population, and LSCPA students largely come from the lower SES segment of the population. As a result, LSCPA students are more likely to experience disruptions in their educational journey.

Activity Set 3: Maximized Student Supports.

3a. Action: Faculty will highlight campus resources at strategic times of the semester, including shortly before assignments are due (beginning Spring 2023).

- 3a. Rationale: As mentioned previously, the strategic timing of reminders to students about campus resources will be key to connecting students to those resources.

Available on the LSCPA campus are a tutoring center (the Excelencia Center), student success coaches, advisors, peer mentors, supplemental instructors, 24/7 online tutoring via Tutor.com, the library and its resources, instructor office hours, and more. We will make every attempt to maximize student use of the resources via strategically timed reminders.

- 3a. Deliverable: A comprehensive list of campus resources will be developed and maintained by Student Services, available to faculty and students.

3b. Action: ECHS (Woodrow Wilson and Bob Hope) Parent Meetings will be held to equip parents with tools to support their students (beginning Spring 2023).

- 3b. Rationale: LSCPA's youngest students are those enrolled in the two Early College High Schools with whom we partner (Woodrow Wilson ECHS and Bob Hope ECHS). These students begin their higher education career at the age of 14 with the expectation of graduating at 18 with a high school diploma and an associate's degree. Not surprisingly, these students require special support services to understand the expectations of a college class and to perform successfully after transitioning from the eighth grade. While college students are expected to advocate for themselves, and while faculty are not allowed under FERPA law to communicate directly with parents, Early College High School students are still very much dependent on their parents or guardians, who can serve as key supports for their young student. The Director of Dual Credit Programs will meet with both ECHS parent groups (Woodrow Wilson and Bob

Hope) to assist them in learning how to monitor their student's progress and performance in order to support them in their college classes. Since many of these students are first generation college students, parents may need help in learning how higher education functions. Parent meetings will focus on helping parents understand how to access college information and resources so that they can effectively support their student.

- 3b. Deliverable: Written guides for parents will be developed for interpreting syllabi and using Blackboard learning management system to monitor student progress.

3c. Action: ECHS staff/instructors will be involved in regularly scheduled QEP meetings to report out on student progress and retention (beginning Spring 2023).

- 3c. Rationale: Since LSCPA works annually with approximately 800 ECHS students (400 at each ECHS), it is vital to recognize the importance of ECHS staff and faculty in improving student retention and completions. They are in an ideal position to identify students who are struggling and to offer them assistance. Therefore, ECHS staff and faculty will continue to serve as key members of the QEP Implementation Committee.
- 3c. Deliverable: ECHS partners will participate in regularly scheduled QEP meetings.

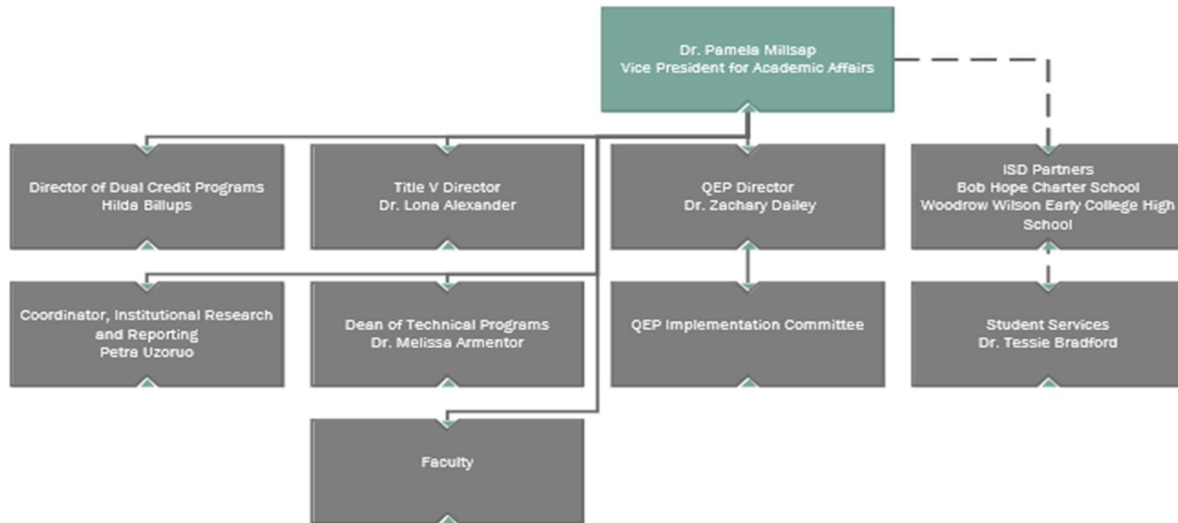
Chapter VII: Timeline

Timeline: QEP		
Action	Personnel	Date
Instructor-specific course retention data will be collected and provided to each instructor so that their own retention rate is brought to their attention for improvement.	VPAA, IRR Coordinator, Department Chairs	Every Fall and Spring Semester, starting January 2023
Faculty will highlight campus resources at strategic times of the semester, including shortly before assignments are due (beginning Spring 2023).	QEP Director, Student Services, Faculty, Title V Team, Dean of Library Services	Spring 2023
ECHS (Woodrow Wilson and Bob Hope) Parent Meetings will be held to equip parents with tools to support their students (beginning Spring 2023).	Director of Dual Credit Programs, ECHS Principals and Counselors, ECHS Parents	Spring 2023
ECHS staff/instructors will be involved in regularly scheduled QEP meetings to report out on student progress and retention (beginning Spring 2023).	QEP Director, ECHS staff/instructors, QEP Implementation Committee	Spring 2023
Faculty will participate in training (On Course I Workshop, Engaging and Empowering Learners, by Skip Downing, three-day workshop brought to campus, twice, in order to accommodate 100 faculty and staff), focused on evidence-based effective teaching practices designed to enhance retention.	VPAA, QEP Director, Faculty and Staff	April 2023 and October 2023
Faculty will read and discuss the <i>On Course</i> textbook by Skip Downing in a faculty book club seminar series (academic year 2023-2024).	Dean of Technical Programs, Department Chairs, Faculty	September 2023
Faculty will report out on the effectiveness of adopted strategies at faculty book club meetings and/or at regularly scheduled QEP Meetings (academic year 2023-2024).	QEP Director, Faculty, Dean of Technical Programs	Monthly, starting September 2023
A repository for teaching strategies will be developed and maintained for faculty to share teaching ideas and strategies (beginning academic year 2023-2024).	QEP Director, Faculty	Starting September 2023
Faculty will assign a low-stakes assignment by the end of the second week of the semester, starting in the fall 2023 semester.	Faculty, LSCPA students	September 2023
Faculty will use storytelling at the beginning of the semester to exemplify for students how common barriers to success may be overcome, starting in the fall 2023 semester.	Faculty, Guest Speakers	September 2023
Faculty will review grade status with each student at mid-semester, starting in the fall 2023 semester.	Faculty, LSCPA Students	October 2023

Chapter VIII: Organizational Structure

The QEP organizational structure is presented in graphic form in Figure 4.

Figure 4: QEP Organizational Structure



The personnel involved in the implementation of the QEP are also listed below.

The QEP Director. The QEP will be overseen by a QEP Director, who will answer directly to the Vice President for Academic Affairs (VPAA). The QEP Director will meet regularly with the VPAA to discuss the QEP's implementation and any challenges that emerge. The QEP Director will review the QEP Logic Models on a regular basis to ensure that all strategies are being implemented. The QEP Director will also meet regularly with the QEP Implementation Committee, who will discuss progress toward implementation as well as any obstacles encountered. The QEP Director will develop and maintain the online repository for teaching strategies shared by LSCPA faculty members. Finally, the QEP Director will meet each semester with the IR Coordinator and VPAA to discuss outcomes data and its dissemination to the campus. The QEP Director is a faculty member who will be given two courses of release time each fall and spring semesters in order to oversee the QEP.

The QEP Implementation Committee. The QEP Implementation Committee will meet at least twice each long semester to review the QEP Logic Models, discuss their observations regarding

Quality Enhancement Plan
Lamar State College Port Arthur

the implementation of the strategies, and assist the QEP Director in disseminating information to faculty and staff. Membership is as follows:

Membership: Implementation Committee

Who Appoints	Term of Service	AY Appointed	AY Term Ends	First Name	Last Name	Office Held	Title	Department
VPAA	5 Years	2022-2023	2026-2027	Zachary	Dailey	Chair	Faculty/Director of Theater	Commercial Music & Visual & Performing Arts
VPAA	3 Years	2021-2022	2023-2024	Zeb	Lowe	Member	Faculty	General Education & Developmental Studies
VPAA	3 Years	2021-2022	2023-2024	Sonya	Briscoe	Member	Faculty (PT)	General Education & Developmental Studies
VPAA	5 Years	2021-2022	2026-2027	Wayne	Wells	Member	Director	Correctional Education
VPAA	5 Years	2021-2022	2026-2027	Shanelle	Lawson	Member	Director	Academic Advising
VPAA	5 Years	2021-2022	2026-2027	Lona	Alexander-Mitchell	Member	Director	Title V Grant
VPAA	5 Years	2021-2022	2026-2027	Trenida	Lewis	Member	Director	Excelencia Center of Title V Grant
VPAA	5 Years	2021-2022	2026-2027	Helena	Gawu	Staff	Director	Library
VPAA	Ongoing	2022-2023	Continuing	Hilda	Billups	Staff	Director	Dual Enrolled Program
VPAA	Ongoing	2022-2023	Continuing	Renella	Sells	Staff	College and Career Coordinator	Bob Hope Early College HS
VPAA	Ongoing	2022-2023	Continuing	LaSonya	Baptiste	Staff	Principal	WW Early College HS
VPAA	Ongoing	2021-2022	Continuing	Bruce	Hodge	Staff	Advisor	Dual Enrolled Program
VPAA	Ongoing	2021-2022	Continuing	Cindy	King	Staff	Administrative Asst. III	Technical Programs
VPAA	Ongoing	TBD	Continuing	TBD	TBD	Member	Director	Online Education
VPAA	Ongoing	2021-2022	Continuing	Pam	Millsap	Ex Officio Member	VPAA	Instruction

The IRR Coordinator. The Institutional Research and Reporting Coordinator answers within the LSCPA campus organizational structure to the Assistant VP of Information Technology Services, but for purposes of the QEP's data production and analysis, the IR Coordinator will answer to the VPAA. The provision of data to evaluate QEP outcomes is within the scope of the IRR Coordinator's normal duties.

Dean of Technical Programs. The Dean of Technical Programs answers directly to the VPAA and will facilitate the book club seminar series focused on the On Course textbook by Skip Downing and Jonathan Brennan. The Dean of Technical Programs has twice facilitated a book club for faculty, and it has become part of her expected duties.

Director of Dual Credit Programs. The Director of Dual Credit Programs will facilitate Parent Meetings with the ECHS parents at Bob Hope ECHS and Woodrow Wilson ECHS. The Director of Dual Credit Programs will also serve as liaison to ECHS staff and instructors. The Director of Dual Credit Programs answers directly to the VPAA.

Director of Title V Grant. The Director of the Title V Grant oversees grant activities that focus on student success. The Title V Grant has enabled LSCPA to initiate multiple student success interventions, to include Supplemental Instruction, peer mentoring, 24/7 online tutoring, a tutoring center, Student Success Coaches, parent supports, financial literacy workshops. The Title V Team will be instrumental in continuing to provide these student supports designed to help students complete their courses successfully.

Dean of Student Services. The Dean of Student Services oversees advising, financial aid, student activities, and enrollment counseling. As the Student Services staff are instrumental in connecting students to campus resources, they will serve an important role in this QEP.

Chapter IX: Resources

As identified on the LSCPA QEP Logic Models, personnel involved in the implementation and evaluation of the QEP include: Faculty, the QEP Director, the QEP Implementation Committee, Institutional Research and Reporting (IRR), Student Services, Director of Dual Credit Programs, ECHS Partners, Dean of Technical Programs, the Title V Team, and the VPAA.

Financial support will be required for the funding of faculty development (*On Course* workshop), the purchase of *On Course* textbooks for faculty, travel to the *On Course* National Conference for three people, printing, and time.

A QEP Budget is presented below.

Figure 5: Budget

Item	2023	2023/24	2024/25	2025/26	2026/27	2027/28
1 Faculty Release Time	\$9,166	\$18,332	\$18,332	\$18,332	\$18,332	\$18,332
2 Faculty Development	\$9,600	\$9,600	\$0	\$10,080	\$0	\$10,104
3 Books	\$0	\$1,500	\$900	\$1,575	\$300	\$1,579
4 Travel to National On Course Conference	\$0	\$2,500	\$2,500	\$2,625	\$2,625	\$2,631
5 Registration for National <i>On Course</i> Conference	\$0	\$600	\$600	\$600	\$600	\$600
6 Food	\$500	\$500	\$0	\$525	\$0	\$526
7 Printing/Promotional Materials	\$100	\$200	\$225	\$250	\$275	\$300
Annual Total	\$19,366	\$33,232	\$22,557	\$33,987	\$22,132	\$34,072

Chapter X. Assessment Plan

LSCPA's QEP focuses on improving student retention rates which is necessary in order to see improvement in completion rates. Given the many factors that put LSCPA students at risk for failing to complete their awards and degrees (economic factors, weather events with devastating consequences, the disproportionate negative impact of the COVID pandemic on people living in poverty), it seemed appropriate to focus on the student success metrics that matter the most: retention and completion.

Having already implemented multiple student success interventions to support students in their academic journeys (to include Supplemental Instruction, peer mentoring, 24/7 online tutoring, a tutoring center, Student Success Coaches, parent supports, financial literacy workshops), a concerted effort was made to focus on changing factors within the College's control, especially variables that are likely to have the greatest impact on student retention: faculty behaviors. The QEP was designed to "move the needle" on retention and completion so that our students can reap maximum benefit from higher education.

While a true experimental design, which would allow causal inferences to be drawn, is not feasible or even ethical to conduct (as students cannot ethically be randomly assigned to different conditions), the metrics will be compared to baseline measures calculated by averaging three years of data prior to the QEP's implementation. While the QEP will be launched this academic year (2022-2023), the earliest impact would not realistically be measurable before the 2023-2024 academic year. Therefore, the baseline years have been identified as 2020-2021, 2021-2022, and 2022-2023.

The QEP Assessment Plan is outlined below:

QEP Assessment Plan

QEP Assessment Plan																																						
<p>Outcomes in Measurable Terms (per Logic Model)</p> <p>Note: Baseline data will be calculated for two student groups – 1) Early College High School students from WVECHS and Bob Hope ECHS, and 2) General Student Population, where all LSCPA students EXCEPT dual credit, ECHS, and inmate students are included.</p>	<p>Types of Data to Be Collected</p>																																					
<p>Short-Term Outcome. <u>Improved rates of successful course completions</u>, defined as a final grade of A, B, or C, operationalized as an average increase of 2% above baseline per year, where baseline is established as the average successful course completion rate in the three years prior to the QEP implementation.</p>	<p>Successful course completion rates, where success is defined as a final grade of A, B, or C.</p>																																					
<p>Actual Baseline Data: Early College High Schools</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Total Courses Completed</th> <th>Percent Successful</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>1374</td> <td>73%</td> </tr> <tr> <td>2020-2021</td> <td>1147</td> <td>67%</td> </tr> <tr> <td>2021-2022</td> <td>1526</td> <td>83%</td> </tr> <tr> <td>Total</td> <td>4047</td> <td></td> </tr> <tr> <td>Baseline (Average)</td> <td>1349</td> <td>75%=Mean</td> </tr> </tbody> </table> <p>Actual Baseline Data: General Student Population</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Total Courses Completed</th> <th>Percent Successful</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>10597</td> <td>71%</td> </tr> <tr> <td>2020-2021</td> <td>9060</td> <td>70%</td> </tr> <tr> <td>2021-2022</td> <td>8713</td> <td>71%</td> </tr> <tr> <td>Total</td> <td>28370</td> <td></td> </tr> <tr> <td>Baseline (Average)</td> <td>9457</td> <td>71%=Mean</td> </tr> </tbody> </table>			Academic Year	Total Courses Completed	Percent Successful	2019-2020	1374	73%	2020-2021	1147	67%	2021-2022	1526	83%	Total	4047		Baseline (Average)	1349	75%=Mean	Academic Year	Total Courses Completed	Percent Successful	2019-2020	10597	71%	2020-2021	9060	70%	2021-2022	8713	71%	Total	28370		Baseline (Average)	9457	71%=Mean
Academic Year	Total Courses Completed	Percent Successful																																				
2019-2020	1374	73%																																				
2020-2021	1147	67%																																				
2021-2022	1526	83%																																				
Total	4047																																					
Baseline (Average)	1349	75%=Mean																																				
Academic Year	Total Courses Completed	Percent Successful																																				
2019-2020	10597	71%																																				
2020-2021	9060	70%																																				
2021-2022	8713	71%																																				
Total	28370																																					
Baseline (Average)	9457	71%=Mean																																				

<p>Short-Term Outcome. <u>Improved course retention rates</u>, defined as the percentage of students who start a course and finish the course without having been withdrawn or dropped, with improvement operationalized as an average increase of 1% above baseline per year, where baseline is established as the average course retention rate in the three years prior to the QEP implementation, with faculty whose course retention falls below the College average in a given year being required to address this on their annual performance evaluation.</p>	<p>Course retention rates, defined as the percentage of students who start a course and finish the course without having been withdrawn or dropped.</p>		
<p>Actual Baseline Data: Early College High Schools</p>			
<p>Academic Year</p>	<p>Total Courses</p>	<p>Total Courses Completed w/ A,B,C,D,F, S & U</p>	<p>Percent Completed Course</p>
<p>2019-2020</p>	<p>1874</p>	<p>1820</p>	<p>97%</p>
<p>2020-2021</p>	<p>1701</p>	<p>1527</p>	<p>90%</p>
<p>2021-2022</p>	<p>1840</p>	<p>1740</p>	<p>95%</p>
<p>Total</p>	<p>5415</p>	<p>5087</p>	
<p>Baseline (Average)</p>		<p>1696</p>	<p>94%</p>
<p>Actual Baseline Data: General Student Population</p>			
<p>Academic Year</p>	<p>Total Courses</p>	<p>Total Courses Completed w/ A,B,C,D,F, S & U</p>	<p>Percent Completed Course</p>
<p>2019-2020</p>	<p>15008</p>	<p>14150</p>	<p>94%</p>
<p>2020-2021</p>	<p>12924</p>	<p>12272</p>	<p>95%</p>
<p>2021-2022</p>	<p>12226</p>	<p>11536</p>	<p>94%</p>
<p>Total</p>	<p>40158</p>	<p>37958</p>	
<p>Baseline (Average)</p>		<p>12653</p>	<p>95%</p>

<p>Short-Term Outcome. <u>Improved scores college-wide on average semester student end-of-course evaluations</u>, specifically on Questions:</p> <p>3-Concern for student progress 7-Instructor enjoys teaching 8-Student expression encouraged 9-Various teaching methods used</p> <p>operationalized as an average increase of one-half (.5) of one standard deviation above the baseline mean, each year for each question, where baseline is established as the college-wide average score on each of the four questions listed above in the three years prior to the QEP implementation.*</p> <p>*Note: Due to the COVID pandemic, these evaluations were not conducted in the Spring of 2020 and were completed on an alternate form in Fall of 2020. Therefore, the academic years included in the baseline data were AY 2018-2019, Fall 2019, Spring2021, AY 2021-2022.</p>	<p>Average college-wide scores on Questions 3, 7, 8, and 9 from the end-of-course student evaluations will be computed annually based on fall and spring semester data.</p>
<p>Actual Baseline Data: Total College Population (including General Student Population, ECHS students, and Dual Credit students)</p> <p>Question 3: Mean = 4.42, sd = .02483 Question 7: Mean = 4.51, sd = .06693 Question 8: Mean = 4.50, sd = .05007 Question 9: Mean = 4.36, sd = .03782</p>	

<p>Medium-Term Outcome. Improved <u>Fall-to-Spring persistence rates</u>, operationalized as an average increase of 2% above baseline per year for the General Student Population and 1% above baseline per year for Early College High School students, where baseline is established as the average Fall-to-Spring persistence rate in the three years prior to the QEP implementation.</p>	<p>Fall-to-Spring persistence rates.</p>																																																
<p>Actual Baseline Data: Early College High Schools</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Number of Students Enrolled</th> <th>Students Retained the next semester</th> <th>Percent of Students Retained</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>331</td> <td>321</td> <td>97%</td> </tr> <tr> <td>Fall 2020</td> <td>337</td> <td>311</td> <td>92%</td> </tr> <tr> <td>Fall 2021</td> <td>363</td> <td>348</td> <td>96%</td> </tr> <tr> <td></td> <td><u>1031</u></td> <td><u>980</u></td> <td></td> </tr> <tr> <td>Baseline (Average)</td> <td></td> <td>327</td> <td>95%=Mean</td> </tr> </tbody> </table> <p>Actual Baseline Data: General Student Population</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Number of Students Enrolled</th> <th>Students Retained the next semester</th> <th>Percent of Students Retained</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>1712</td> <td>1168</td> <td>68%</td> </tr> <tr> <td>Fall 2020</td> <td>1605</td> <td>1029</td> <td>64%</td> </tr> <tr> <td>Fall 2021</td> <td>1470</td> <td>970</td> <td>66%</td> </tr> <tr> <td></td> <td><u>4787</u></td> <td><u>3167</u></td> <td></td> </tr> <tr> <td>Baseline (Average)</td> <td></td> <td>1056</td> <td>66%=Mean</td> </tr> </tbody> </table>		Semester	Number of Students Enrolled	Students Retained the next semester	Percent of Students Retained	Fall 2019	331	321	97%	Fall 2020	337	311	92%	Fall 2021	363	348	96%		<u>1031</u>	<u>980</u>		Baseline (Average)		327	95%=Mean	Semester	Number of Students Enrolled	Students Retained the next semester	Percent of Students Retained	Fall 2019	1712	1168	68%	Fall 2020	1605	1029	64%	Fall 2021	1470	970	66%		<u>4787</u>	<u>3167</u>		Baseline (Average)		1056	66%=Mean
Semester	Number of Students Enrolled	Students Retained the next semester	Percent of Students Retained																																														
Fall 2019	331	321	97%																																														
Fall 2020	337	311	92%																																														
Fall 2021	363	348	96%																																														
	<u>1031</u>	<u>980</u>																																															
Baseline (Average)		327	95%=Mean																																														
Semester	Number of Students Enrolled	Students Retained the next semester	Percent of Students Retained																																														
Fall 2019	1712	1168	68%																																														
Fall 2020	1605	1029	64%																																														
Fall 2021	1470	970	66%																																														
	<u>4787</u>	<u>3167</u>																																															
Baseline (Average)		1056	66%=Mean																																														

<p>Medium-Term Outcome. Improved <u>Fall-to-Fall persistence rates</u>, operationalized as an average increase of 2% above baseline per year, where baseline is established as the average Fall-to-Fall persistence rate in the three years prior to the QEP implementation.</p>				<p>Fall-to-Fall persistence rates.</p>																																															
<p>Actual Baseline Data: Early College High Schools (ECHS)*</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Number of Students Enrolled</th> <th>Students Retained the Following Fall Semester</th> <th>Percent of Students Retained</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>331</td> <td>233</td> <td>70%</td> </tr> <tr> <td>Fall 2020</td> <td>337</td> <td>232</td> <td>69%</td> </tr> <tr> <td>Fall 2021</td> <td>363</td> <td>287</td> <td>79%</td> </tr> <tr> <td>Total</td> <td>1031</td> <td>752</td> <td></td> </tr> <tr> <td>Baseline (Average)</td> <td></td> <td>251</td> <td>73%=Mean</td> </tr> </tbody> </table> <p>*Note: ECHS students who are not retained permanently reduce the size of the class cohort so that graduation rates are automatically reduced.</p> <p>Actual Baseline Data: General Student Population</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Number of Students Enrolled</th> <th>Students Retained the Following Fall Semester</th> <th>Percent of Students Retained</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>1712</td> <td>743</td> <td>43%</td> </tr> <tr> <td>Fall 2020</td> <td>1605</td> <td>676</td> <td>42%</td> </tr> <tr> <td>Fall 2021</td> <td>1470</td> <td>636</td> <td>43%</td> </tr> <tr> <td>Total</td> <td>4787</td> <td>2055</td> <td></td> </tr> <tr> <td>Baseline (Average)</td> <td></td> <td>685</td> <td>43%=Mean</td> </tr> </tbody> </table>				Semester	Number of Students Enrolled	Students Retained the Following Fall Semester	Percent of Students Retained	Fall 2019	331	233	70%	Fall 2020	337	232	69%	Fall 2021	363	287	79%	Total	1031	752		Baseline (Average)		251	73%=Mean	Semester	Number of Students Enrolled	Students Retained the Following Fall Semester	Percent of Students Retained	Fall 2019	1712	743	43%	Fall 2020	1605	676	42%	Fall 2021	1470	636	43%	Total	4787	2055		Baseline (Average)		685	43%=Mean
Semester	Number of Students Enrolled	Students Retained the Following Fall Semester	Percent of Students Retained																																																
Fall 2019	331	233	70%																																																
Fall 2020	337	232	69%																																																
Fall 2021	363	287	79%																																																
Total	1031	752																																																	
Baseline (Average)		251	73%=Mean																																																
Semester	Number of Students Enrolled	Students Retained the Following Fall Semester	Percent of Students Retained																																																
Fall 2019	1712	743	43%																																																
Fall 2020	1605	676	42%																																																
Fall 2021	1470	636	43%																																																
Total	4787	2055																																																	
Baseline (Average)		685	43%=Mean																																																

<p>Long-Term Outcome. Improved graduation rate, operationalized as an average increase of 2% above baseline per year, where baseline is established as the average graduation rate in the three years prior to the QEP implementation.</p>	<p>Annual graduation rates.</p>																																																		
<p>Actual Baseline Data: Early College High Schools</p> <table border="1"> <thead> <tr> <th>WW Early College High School</th> <th>Graduation Year</th> <th>Total Cohort</th> <th>Total Graduated</th> <th>Percent Graduated</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>2020</td> <td>101</td> <td>36</td> <td>36%</td> </tr> <tr> <td>Fall 2017</td> <td>2021</td> <td>95</td> <td>40</td> <td>42%</td> </tr> <tr> <td>Fall 2018</td> <td>2022</td> <td>103</td> <td>34</td> <td>33%</td> </tr> <tr> <td>Total</td> <td></td> <td>299</td> <td>110</td> <td></td> </tr> <tr> <td colspan="4">Baseline (Average)</td> <td>37%</td> </tr> </tbody> </table> <p>Actual Baseline Data: General Student Population</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Total in Cohort</th> <th>Total who Graduated in 3 Years</th> <th>Percent Graduated Within 3 Years</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>314</td> <td>104</td> <td>33.1</td> </tr> <tr> <td>Fall 2017</td> <td>264</td> <td>62</td> <td>23.5</td> </tr> <tr> <td>Fall 2018</td> <td>307</td> <td>88</td> <td>28.7</td> </tr> <tr> <td colspan="3">Baseline (Average)</td> <td>28%</td> </tr> </tbody> </table>	WW Early College High School	Graduation Year	Total Cohort	Total Graduated	Percent Graduated	Fall 2016	2020	101	36	36%	Fall 2017	2021	95	40	42%	Fall 2018	2022	103	34	33%	Total		299	110		Baseline (Average)				37%	Cohort	Total in Cohort	Total who Graduated in 3 Years	Percent Graduated Within 3 Years	Fall 2016	314	104	33.1	Fall 2017	264	62	23.5	Fall 2018	307	88	28.7	Baseline (Average)			28%	
WW Early College High School	Graduation Year	Total Cohort	Total Graduated	Percent Graduated																																															
Fall 2016	2020	101	36	36%																																															
Fall 2017	2021	95	40	42%																																															
Fall 2018	2022	103	34	33%																																															
Total		299	110																																																
Baseline (Average)				37%																																															
Cohort	Total in Cohort	Total who Graduated in 3 Years	Percent Graduated Within 3 Years																																																
Fall 2016	314	104	33.1																																																
Fall 2017	264	62	23.5																																																
Fall 2018	307	88	28.7																																																
Baseline (Average)			28%																																																

References

- Ari, O., Fisher-Ari, T. R., Killacky, J., Angel, R. (2017). "This is my family outside of my family": Care-based relating in a model early college high school. *Education Policy Analysis Archives*, 25(61). <http://dx.doi.org/10.14507/epaa.25.2726>
- Barhoum, S. (2018). Increasing student success: Structural recommendations for community colleges. *Journal of Developmental Education*, 41(3), 18-25.
- Caison, A. L. (2005). Determinants of systemic retention: Implications for improving retention practice in higher education. *Journal of College Student Retention*, 6(4), 425-441.
- Calhoun, Y., Sondrass Rangel, V., & Coulson, H. L. (2019). Educational resilience at risk? The challenges of attending an early college high school. *The Urban Review*, 51, 301-325. <https://doi.org/10.1007/s11256-018-0481-x>
- Downing, S. and Brennan, J. (2020). *On Course*, 9th ed., Cengage, 2020
- French, E. M., & Westler, B. (2019). Keeping students from going AWOL: The link between pedagogy and student retention. *Journal of Political Science Education*, 15(3), 318-345, <https://doi.org/0.1080/15512169.2018.1468763>
- Hanson, Melanie. "College Dropout Rates" Education Data.org, November 22, 2021, <https://educationdata.org/college-dropout-rates>
- Hart, B. A. (2019). Hanging in, stopping out, dropping out: Community college students in an era of precarity. *Teachers College Record*, 121.
- Hunter, M. P., & Wilson, J. E. (2019). Dual enrollment and retention in Tennessee community colleges: Implications for practice. *Community College Journal of Research and Practice*, 43(3), 232-236, <https://doi.org/10.1080/10668926.2018.1428240>
- Johnson, N. (2012). *The institutional costs of student attrition*. American Institutes for Research. <https://files.eric.ed.gov/fulltext/ED536126.pdf>
- Lamar State College Port Arthur. (2019, April 18). *April 18, 2019 Quality Enhancement Plan Topic Selection Committee Meeting*.

Lamar State College Port Arthur. (2019, October 14). *October 14, 2019 Quality Enhancement Plan Topic Selection Committee Meeting.*

Lamar State College Port Arthur. (2019, October 28). *October 28, 2019 Quality Enhancement Plan Topic Selection Committee Meeting.*

Lamar State College Port Arthur. (2019, December 2). *December 2, 2019 Quality Enhancement Plan Topic Selection Committee Meeting.*

Lamar State College Port Arthur. (2019, December 2). *Embracing the college aspect of Early College High School.*

Lamar State College Port Arthur. (2021, March). *Quality enhancement plan proposal: A successful transition to higher education for students in early college high schools.*

Lamar State College Port Arthur. (2022, March 30). *March 30, 2022 Quality Enhancement Plan Implementation Committee Meeting.*

Lamar State College Port Arthur. (2022, April 6). *April 6, 2022 Quality Enhancement Plan Implementation Committee Meeting.*

Lamar State College Port Arthur. (2022, April 27). *April 27, 2022 Quality Enhancement Plan Implementation Committee Meeting.*

Morales, E. E. (2014). Learning from success: How original research on academic resilience informs what college faculty can do to increase the retention of low socioeconomic status students. *International Journal of Higher Education*, 3(3), 92-102.

Moreno, M., McKinney, L., Burrige, A., Snodgrass Rangel, V., & Carales, V. D. (2021). Access for whom? The impact of dual enrollment on college matriculation among underserved student populations in Texas. *Community College Journal of Research and Practice*, 45(4), 255-272, <https://doi.org/10.1080/10668926.2019.1688734>

National Student Clearinghouse Research Center. (2020). *First-Year persistence and retention 2018 beginning cohort.* <https://www.ncresearchcenter.org>

Okpych, N. J., Park, S. E., Sayed, S., & Courtney, M. E. (2020). The roles of campus-support programs (CSPs) and Education and Training Vouchers (ETVs) on college persistence for youth with foster care histories. *Children and Youth Services Review, 111*.

<https://doi.org/10.1016/j.childyouth.2020.104891>

Schneider, M., & Yin, L. M. (2012). Completion matters: The high cost of low community college graduation rates. *American Enterprise Institute for Public Policy Research, 2*.

Serna, G. R., & Woulfe, R. (2017). Social reproduction and college access: Current evidence, context, and potential alternatives. *Critical Questions in Education, 8*(1).

Texas Academic Performance Report, District Profile, State of Texas (2016-17).

Texas Education Agency. (n.d.). *Early College High School*.

<https://tea.texas.gov/academics/college-career-and-military-prep/early-college-high-school-echs>

Texas Education Agency. (2020). *The Early College High School Blueprint*.

[https://tea.texas.gov/sites/default/files/2020-21%20ECHS Blueprint 6.8.20 Final.pdf](https://tea.texas.gov/sites/default/files/2020-21%20ECHS%20Blueprint%206.8.20%20Final.pdf)

Wellman, J., Johnson, N., & Steele, P. (2012). *Measuring (and managing) the invisible costs of postsecondary attrition*. American Institutes for Research.

<https://files.eric.ed.gov/fulltext/ED536120.pdf>

Woodcock, J. B., & Olson Beal, H. K. (2013). Voices of early college high school graduates in Texas: A narrative study. *High School Journal, 97*(1), 56-76.

APPENDIX A

Sharing the Original QEP Proposal with the Campus

March 2021

Quality Enhancement Plan Lamar State College Port Arthur

Seeking campus input on the QEP!

Millsap, Dr. Pamela A. <millsappa@lamarpa.edu>

Tue 3/2/2021 5:49 PM

Bcc: faculty@lamarpa.edu <faculty@lamarpa.edu>;fulltimefaculty@lamarpa.edu <fulltimefaculty@lamarpa.edu>;Reynard, Dr. Betty J. <reynardbj@lamarpa.edu>;Wickland, Mary A. <wicklandma@lamarpa.edu>;Bradford, Dr. Tessie S. <bradfordts@lamarpa.edu>;Stafford, Dr. Ben K. <staffordbk@lamarpa.edu>;Knowles, James M. <knowlej@lamarpa.edu>;Seay, Wendy G. <seaywg@lamarpa.edu>;Wolfe, Donna S. <wolfeds@lamarpa.edu>;Virginia Haight <virginia.r.haight@gmail.com>;Gawu, Helena S. <arthurh@lamarpa.edu>;Shin, Dr. Yumi <shiny@lamarpa.edu>;Hyatt, Dayna M. <hyattdm@lamarpa.edu>;Richard, Reed J. <richardrj@lamarpa.edu>;Myers, Hai T. <myersht@lamarpa.edu>;Thibodeaux, Sharon D. <thibodeauxsd1@lamarpa.edu>;Humphrey, Robin R. <humphreyrr@lamarpa.edu>;Uzuroo, Petra M. <petras@lamarpa.edu>;Ghorayeb, Samir J. <sghorayeb@lamarpa.edu>;Crutchfield, Diana L. <morenodl@lamarpa.edu>

1 attachments (47 KB)

LSCPA Quality Enhancement Plan Proposal.docx

Dear Campus Colleagues,

Your help is needed on an issue vital to LSCPA's accreditation: the QEP! Please read the message below.

What's a QEP, and what topic is being proposed?

As you probably know, the Quality Enhancement Plan (QEP) is a key component of reaffirmation of reaccreditation by our accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). As a reminder, per SACSCOC, an acceptable QEP (1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.

A QEP Topic Selection Committee was formed last year and has identified a potential QEP topic for our campus: A Successful Transition to Higher Education for Students in Early College High Schools. This topic was tentatively identified because Early College High School students represent a key portion of our student population, yet outcomes (course completion rates, retention, graduation) among these students need to be improved.

A summary of the proposed topic:

A preliminary summary of what the implementation of this topic might look like is attached. A fully developed QEP Proposal must be submitted to SACSCOC for approval in August of 2022.

We need your input!

So now we want to seek campus input on the proposed QEP topic. We would like to invite you to hear more about this proposed topic and give us your input via virtual meetings next week. Please mark your calendars and plan to attend **one of the meetings**, so that we can tell you more about this topic and seek your input regarding alternative topics or ways to improve this one.

Meetings will be scheduled for the following days and times:

Monday, March 8: 3:30pm – 4:00pm

Tuesday, March 9: 9:00am – 9:30am

and 1:30pm – 2:00pm Wednesday,

March 10: 10:00am – 10:30am and

2:30pm – 3:00pm Thursday, March 11:

6:00pm – 6:30pm

Note: Outlook invitations (Teams) will follow within the next few days.

Thank you so much for your participation in this important process. If you have any

questions, please let me know. Otherwise, I will see you next week! Best to all of you,

Pamela A. Millsap, Ph.D.
Vice President for Academic Affairs
Lamar State College-Port Arthur
millsappa@lamarpa.edu
409-984-6211



Quality Enhancement Plan Proposal
A Successful Transition to Higher Education for Students in Early College High Schools

Process of Topic Identification:

A QEP Topic Selection Committee was formed to identify areas in which LSCPA could strengthen its performance in service of student learning. This committee consisted of faculty and staff from different departments and divisions on campus. With the committee having reached consensus on a topic, the next step is to solicit input from campus constituencies.

Justification for Topic:

Background: Woodrow Wilson Early College High School (WWECHS) opened its doors to its first class of students in the fall of 2016. The program provides student learning and support programs that enable participating students to achieve a high school diploma and earn up to 60 semester credit hours toward an Associate of Applied Science degree or Associate of Arts degree by the end of the student's senior year. The program hosts 100 students per grade in grades 9-12; thus, WWECHS students represent as much as 17% of LSCPA's student population. A joint initiative of Port Arthur Independent School District (PAISD) and Lamar State College Port Arthur (LSCPA), WWECHS recently graduated its first class of students in the spring of 2020.

Review of Outcomes: The first graduating class of WWECHS consisted of 38 graduates, so the graduation rates based on the entire entering class was 38%. However, only 66 students of the first class were still enrolled as of their senior year, so the graduation rate based on the 66 seniors was 58%. This data indicates that retention of students is an issue, and graduation rates need to be improved.

Additional data suggests that outcomes need to be improved for WWECHS students, including course completion rates, grade distributions, and timeliness of coursework submissions, per anecdotal reports from faculty.

Target population:

WWECHS 9th graders will be the initial target population for this QEP. It is hypothesized that if additional supports are provided for 9th grade students to begin their higher education careers successfully, the students will carry effective student behaviors into higher grade levels, resulting in improved student outcomes (course completions, retention, and graduation). The target population will expand after one year to include Early College High School students from Bob Hope School in Port Arthur, Texas.

Planned Interventions:

Among the interventions to be offered are: 1) structured workshops for parents of 8th graders selected for admission to WWECHS (to acquaint them with how to monitor their child's progress

and what to expect from their student in 9th grade), 2) structured workshops for parents of WWECHS 9th graders (to provide ongoing support for parents to help them effectively support their student), 3) development of designated work period during school hours during which students will work on their college assignments, 4) involvement of students in LSCPA student activities to help them develop identity as a college student, 5) regular appointments with an LSCPA Success Coach to examine their class performance and to identify and eliminate obstacles to successful course completions, 6) student workshops on goal setting (i.e., how to develop SMART goals and to help them connect their performance in their courses with their progress toward their larger goals); 7) student workshops on how to self-monitor their progress toward their larger goals; 8) development of incentive awards for timely and successful completion of coursework during the 9th grade, and 9) faculty development focused on how to increase student engagement in the classroom.

Targeted Student Learning Outcomes/Student Success Indicators:

Via the implementation of the interventions described previously, it is hypothesized that the following metrics will show improvement over the life of the QEP, with specific target goals to be developed for the final QEP proposal:

Primary QEP Metrics (focused on student success)

1. Course completion rates (with A, B, C as final grade): It is expected that 9th graders will complete their college coursework at a more successful rate than previous cohorts.
2. Retention: It is expected that students in the QEP cohorts will be retained to the next grade level at higher rates than previous cohorts.
3. Graduation: It is expected that graduation rates for QEP student cohorts will be higher than for previous cohorts.

Secondary QEP Metrics (focused on successful implementation of processes)

1. Attendance at Parent Workshops
2. Students' timely submission of coursework
3. Development of student SMART goals

Commitment of Resources to the QEP:

1. Personnel: Personnel involved will include faculty (no additional positions needed), Student Success Coach (position already exists), Director of Dual Credit Programs (position already exists), Institutional Research staff (no additional positions needed), and a QEP Director (position will be created via the modification of an existing position).
2. Training: Professional development for faculty will be funded via the Office of the Vice President for Academic Affairs.
3. Printing: Money will be set aside for printing and reproduction costs.
4. Student Incentives: Money will be set aside to fund Student Incentives for completing coursework in a timely manner.
5. Food (for parent workshops, student workshops): Money will be set aside for the provision of food at workshops.

APPENDIX B

Results of Faculty Survey

Please select the option below which best describes your experience with teaching Early College High School (ECHS) students.

Which department below is your primary department?

I have never taught a section of Early College High School students.	Allied Health - Shirley MacNeill
I have previously taught a section of Early College High School students, but it was before the fall 2019 semester.	General Education Development Studies - Dr. Michelle Davis, Department Chair
I teach at least one section of Early College High School students every semester.	General Education Development Studies - Dr. Michelle Davis, Department Chair
I teach at least one section of Early College High School students every semester.	General Education Development Studies - Dr. Michelle Davis, Department Chair
I have never taught a section of Early College High School students.	Allied Health - Shirley MacNeill
I teach at least one section of Early College High School students every semester.	Commercial Music, Visual and Performing Arts - Eddie Vandewalker, Department Chair
I have never taught a section of Early College High School students.	Allied Health - Shirley MacNeill
I did not teach a section of Early College High School students in the spring 2022 semester, but I taught at least one section of Early College High School students during the fall 2021 semester, the spring 2021 semester, or the fall 2020 semester.	General Education Development Studies - Dr. Michelle Davis, Department Chair
I have never taught a section of Early College High School students.	Allied Health - Shirley MacNeill
I have previously taught a section of Early College High School students, but it was before the fall 2019 semester.	Commercial Music, Visual and Performing Arts - Eddie Vandewalker, Department Chair
I have previously taught a section of Early College High School students, but it was before the fall 2019 semester.	Business and Industrial Technology - Sheila Guillot, Department Chair
I have never taught a section of Early College High School students.	Allied Health - Shirley MacNeill
I did not teach a section of Early College High School students in the spring 2022 semester, but I taught at least one section of Early College High School students during the fall 2021 semester, the spring 2021 semester, or the fall 2020 semester.	General Education Development Studies - Dr. Michelle Davis, Department Chair
I have never taught a section of Early College High School students.	Business and Industrial Technology - Sheila Guillot, Department Chair
I teach at least one section of Early College High School students every semester.	General Education Development Studies - Dr. Michelle Davis, Department Chair

Please select the option below which best describes your experience with teaching Early College High School (ECHS) students.

Which department below is your primary department?

I have never taught a section of Early College High School students.	General Education Development Studies - Dr. Michelle Davis, Department Chair
I teach at least one section of Early College High School students every semester.	Business and Industrial Technology - Sheila Guillot, Department Chair
I did not teach a section of Early College High School students in the spring 2022 semester, but I taught at least one section of Early College High School students during the fall 2021 semester, the spring 2021 semester, or the fall 2020 semester.	General Education Development Studies - Dr. Michelle Davis, Department Chair
I have never taught a section of Early College High School students.	General Education Development Studies - Dr. Michelle Davis, Department Chair
I have never taught a section of Early College High School students.	General Education Development Studies - Dr. Michelle Davis, Department Chair
I have never taught a section of Early College High School students.	Business and Industrial Technology - Sheila Guillot, Department Chair
I have never taught a section of Early College High School students.	Allied Health - Shirley MacNeill
I have never taught a section of Early College High School students.	General Education Development Studies - Dr. Michelle Davis, Department Chair

What type of support services would benefit you to better serve your students? Please rank the services listed below.

How can communication between stakeholders with regard to services, training, and resources be improved? (students, high schools, department chair, success coach, Director of Dual Credit, etc.)

Supplies; Communication; Technology; Enrichment; Research Materials; Classroom Management; Advising; Other; Admissions; Professional Development;

Expectations clearly lined out.

Technology; Communication; Professional Development; Enrichment; Classroom Management; Advising; Admissions; Supplies; Research Materials; Other;

This is a difficult question to answer because of uncertainty in present methods/types/amount of communication between different entities.

Technology; Research Materials; Communication; Enrichment; Supplies; Professional Development; Classroom Management; Advising; Admissions; Other;

In my opinion, the students often have difficulty accessing the curriculum online. This is especially evident in their first semesters in the Dual Credit program. I noted this when working with BHHS and MHS students in 2021. Even ECHS students complain about lack of web access to do homework or projects.

I would like to attend a curriculum meeting with LSCPA History teachers to hear how they run their classes. I fear I am stuck in the 1990s.

Professional Development; Technology; Supplies; Enrichment; Research Materials; Communication; Admissions; Advising; Classroom Management; Other;

I believe having these stakeholders involved in the summer bridge program would help improve communication from the very beginning.

Technology; Supplies; Communication; Professional Development; Enrichment; Classroom Management; Other; Research Materials; Advising; Admissions;

I am not sure, I have never taught these students.

Technology; Classroom Management; Communication; Supplies; Professional Development; Admissions; Other; Enrichment; Advising; Research Materials;

Having honest communication about class expectations and goals.

Advising; Admissions; Professional Development; Technology; Other; Supplies; Communication; Enrichment; Research Materials; Classroom Management;

What type of support services would benefit you to better serve your students? Please rank the services listed below.

How can communication between stakeholders with regard to services, training, and resources be improved? (students, high schools, department chair, success coach, Director of Dual Credit, etc.)

Communication; Enrichment; Professional Development; Technology; Research Materials; Classroom Management; Supplies; Advising; Admissions; Other;

Continuity regarding importance and priority of SLOs relative to policies of each ECHS.

Communication; Advising; Admissions; Technology; Supplies; Professional Development; Enrichment; Research Materials; Classroom Management; Other;

There is not enough face to face interaction between potential students and local area high schools. Our college seems to believe that some app or computer program will heard students to this college. We need "boots on the ground" in schools, in hospitals, in the community. In short people need to get out of offices and into the public. Full time recruiters and enrollment services need to be more involved in schools, clubs, HOSA, vocational programs. Efforts should be made to have students peer recruit and use social media in multiple formats to reach students.

Classroom Management; Advising; Communication; Admissions; Professional Development; Technology; Enrichment; Research Materials; Supplies; Other;

Students need to be informed of their goals, attitudes, and importance of the college experience before they can take any course.

Technology; Other; Supplies; Communication; Professional Development; Enrichment; Research Materials; Classroom Management; Advising; Admissions;

Advising; Admissions; Communication; Technology; Professional Development; Enrichment; Classroom Management; Supplies; Research Materials; Other;

More frequent communication from campus administrators or other departments on what is new and interesting.

Technology; Communication; Admissions; Classroom Management; Supplies; Research Materials; Advising; Professional Development; Enrichment; Other;

Better communication and cooperation between faculty, the Director Of DC and EC, and the high school as to what is expected from students in a college classroom. Also, the course material required for the students to be met in a timely manner.

What type of support services would benefit you to better serve your students? Please rank the services listed below.

How can communication between stakeholders with regard to services, training, and resources be improved? (students, high schools, department chair, success coach, Director of Dual Credit, etc.)

Communication; Professional Development; Technology; Supplies; Research Materials; Classroom Management; Enrichment; Advising; Admissions; Other;

Have one designated person who sends out information and is the contact person for questions.

Technology; Other; Supplies; Communication; Professional Development; Enrichment; Research Materials; Classroom Management; Advising; Admissions;

I think it might be helpful to have a messaging app for their phones. This way students could communicate with each other and also the instructor. I have a friend getting her nursing degree at LU and they use an app called GroupMe. Each class gets into one big text chat and can discuss the subject at hand or the assignments. The instructor can also run the chat.

Technology; Other; Supplies; Communication; Professional Development; Enrichment; Research Materials; Classroom Management; Advising; Admissions;

Consistency with regard to communication protocols is key to effective communication.

Communication; Professional Development; Technology; Supplies; Classroom Management; Other; Advising; Enrichment; Research Materials; Admissions;

Advising; Technology; Professional Development; Communication; Enrichment; Classroom Management; Research Materials; Supplies; Other; Admissions;

Clear explanations to students regarding class expectations; explanation to faculty the need for class/teaching adjustments to maximize student learning.

Technology; Advising; Supplies; Communication; Classroom Management; Professional Development; Enrichment; Admissions; Research Materials; Other;

Better response time from tech support.

Technology; Advising; Communication; Classroom Management; Other; Supplies; Professional Development; Research Materials; Enrichment; Admissions;

Communication; Classroom Management; Technology; Supplies; Professional Development; Enrichment; Research Materials; Advising; Admissions; Other;

I don't teach ECHS.

What type of support services would benefit you to better serve your students? Please rank the services listed below.

How can communication between stakeholders with regard to services, training, and resources be improved? (students, high schools, department chair, success coach, Director of Dual Credit, etc.)

Technology; Other; Supplies; Communication; Professional Development; Enrichment; Classroom Management; Research Materials; Advising ;Admissions;

Level of motivation to teach ECHS/Dual Credit students

What are challenges for a faculty member working with ECHS students?

Neither motivated nor unmotivated	Having never worked with this level I don't feel qualified to answer but possibly immaturity or lack of life experiences
Neither motivated nor unmotivated	Organization Skills, Time Management Skills, and Maturity Level of Student.
Very motivated	Since the school districts' academic calendars do not align with LSCPA's, ECHS students have less instructional time than their cohorts with district-embedded teachers. ECHS students occasionally have difficulty performing at the higher academic level. I have never had a classroom management problem with any of these students, but that is part of the college experience. A student who chooses to not participate either skips class or listens to their ear buds in class.
Very motivated	The challenge is connecting with the students. Communication between student and instructor sometimes is hindered by students' unwillingness.
Neither motivated nor unmotivated	N/A
Somewhat motivated	Students are not prepared for not only the academic standards, but also, and often more importantly, they are not prepared for the behavioral expectations of a college course environment.
Very unmotivated	
Very motivated	Lack of preparation, distractions, focus
Neither motivated nor unmotivated	I do not primarily teach ECHS students.
Very unmotivated	Their age and attitudes.
Very motivated	
Neither motivated nor unmotivated	Unsure since I've not taught this level of student
Somewhat motivated	Lack of K-12 preparation and basic knowledge entering into college-level curriculum.
Neither motivated nor unmotivated	The class room hours do not match the LSCPA's. They need to match.
Very motivated	Many times, it is that the students simply don't seem to be interested in the subject matter. They rarely engage with me during lectures, and mostly look down at their phones or computers, or they just sleep. It feels like they truly don't care.
Very motivated	While I have not taught ECHS for Lamar Port Arthur, I taught Beaumont ECHS from 2017-2021. What I found as the greatest need for the students, was knowing how to study for college courses.
Very motivated	

Level of motivation to teach ECHS/Dual Credit students

What are challenges for a faculty member working with ECHS students?

Very motivated	1)students not communicating with faculty regarding challenges until it is too late, 2) students not realizing the pace and course layout (e.g. Number of exams, etc.) Is very different than the secondary classes, 3) Keeping students focused during class, 4) Ensuring students understand the quality of work expected (especially in regard to written assignments).
Somewhat motivated	Working with students who may be immature.
Very unmotivated	Low level academic and cognitive maturity; Low level of some students' motivation to improve academic performance in college classes
Neither motivated nor unmotivated	
Neither motivated nor unmotivated	I don't teach ECHS.
Somewhat motivated	

How do you alter how you teach your course with different student audiences?

What college skills do you want your ECHS students to know on the first day?

Based on the level of student-instructor interaction and attention level of students in on campus lecture.

Study skills; time management and organization

Each lesson has facets for the three dominant learning styles. Extra credit is available for high achievers, gifted, and talented learners. Late work is accepted, allowing any student who completes the curriculum to pass the survey course.

Students must be able to utilize the LSCPA classroom portal Blackboard. My students create three essays every two weeks, so reading, writing, and summarization skills are essential. The students should understand how to allocate their time to enable them to complete assigned tasks within the deadlines.

I use different tools of instructions. I utilize videos, PowerPoints and sometimes guest speakers,

How to access blackboard, proper way to email an instructor, and the resources available on campus. How to take notes and study.

Communication between different level instructors. Communication with students. Viewing different students' reactions to lectures. Lots of questions while lecturing. Observations of other lecturers.

Accountability. Basic communication, understanding of English language. Organization and self-motivation.

I modify the pacing, the mode of delivery, and add or lessen repetition of concepts as needed. I also often explain concepts in different ways depending on the student makeup of the course.

The ability to behave respectfully in a classroom.

Correctional students must write and submit hand-written assignments and have no internet access, so MLA formatting and research skills are not prioritized.

MyLamar/MLA/Microsoft Office fluency

I do not primarily teach ECHS students.

Reading, Writing, and the ability to pass the TSI exam would be nice.

I do not alter it.

The 3 R's

How do you alter how you teach your course with different student audiences?

Always assess the needs and adjust as needed. Include more hands-on, more time for discussion, times for faculty review sessions, all depending upon the needs of the student groups

Using basic information that approaches the overall course curriculum and using technology as a tool to exhibit facts and data for enhanced learning. Most Early College students and some Dual Enrollment students lack the basic knowledge of a course. Much information that is K-12 knowledge is lacking in many areas and, therefore, requires basics incorporated into the curriculum.

They should not have to be altered.

I don't alter much. I lecture with ppts, videos, interactive games, and timed challenges for the students. I have them do lots of group projects and lots of presenting. If they are enjoying the class it is more enjoyable to teach.

I work to make the material relatable to the student. In the case of ECHS I include assignments where they have to interact with their parents, guardians or other adult to give depth/realness to the subject matter.

I consider age level and availability of technology.

What college skills do you want your ECHS students to know on the first day?

Computer skills, reading comprehension, how to write thoughtful paragraphs and papers

Writing skills that are designed to provide the students with the ability to write at an entry college level.

Thesis statement- paragraph structure.

Proper understanding of formatting and spelling.

In-text citations- bibliography page at least MLA

The ability to follow instructions as written.

How to behave appropriately in class. How to use Blackboard. To understand that it is a college class and you don't pass just because you show up.

That true college decorum means to participate and be engaged, not simply warming a seat.

1) Expected classroom behavior, 2) Expected timeliness regarding assignments

N/A

How do you alter how you teach your course with different student audiences?

What college skills do you want your ECHS students to know on the first day?

I do not change my course teaching to fit different student audiences.

Having college-level reading and writing skills in English; college level empirical and quantitative skills; basic skills in computer usage, including being able to create and send email messages; being able to attach documents to Blackboard submission pages; being able to create word processing documents in Microsoft Office Word application; being able to download and edit Microsoft Office Word and PowerPoint documents; being able to navigate the Blackboard learning management system; being able to upload and attach word processing documents to specific and appropriate submission pages; having college-level reading comprehension and vocabulary skills; navigate websites, including downloading and reading files from them;
Downloading and installing software or plug-ins such as Adobe Reader, Window Media Player; .
Using e-mail, including attaching and downloading documents/files from e-mail;
Saving files in commonly used word processing formats (.doc, .docx, pptx).
Copying and pasting text and other items into computer documents.
Saving and retrieving documents and files on a computer or storage device.
Locating information on the internet using search engines.
Locating information in the library using the online catalog.
Using course specific software and hardware (e.g. webcam, scanner)

What resources are available to you as a faculty member teaching ECHS students?

Do you teach Early College High School, Dual Credit, Traditional, Correctional Education, or combination of Dual Credit/Early College High School, Traditional, and/or Correctional Education students?

	Traditional students only
N/A	Traditional and Dual Credit students
Blackboard facilitates student access to the online textbook and AV materials. Since many students do not have a copier at home, I use a copier to create answer documents for assignments.	Early College High School and Dual Credit students
There are several tools on Bb that I use.	Traditional, Early College High School, and Dual Credit students
N/A	Traditional students only
Textbooks and computer	Traditional, Early College High School, and Dual Credit students
	Traditional students only
Title V reps provide tutoring and support but could also provide more tangible resources; dual credit coordinator and ECHS staff are not always on the same page	Traditional, Early College High School, Dual Credit, and Correctional Education students
I do not primarily teach ECHS students.	Traditional students only
The support of the department.	Traditional, Early College High School, Dual Credit, and Correctional Education students
	Traditional, Early College High School, Dual Credit, and Correctional Education students
Unknown	Traditional students only
Technology	Traditional and Dual Credit students
Online Writing labs and tutorials (OWL Purdue)	
Library material and workshops	
Textbooks.	
Do not know.	Traditional and Dual Credit students
I am not sure.	Traditional, Early College High School, and Dual Credit students
	Traditional, Early College High School, Dual Credit, and Correctional Education students

What resources are available to you as a faculty member teaching ECHS students?

Do you teach Early College High School, Dual Credit, Traditional, Correctional Education, or combination of Dual Credit/Early College High School, Traditional, and/or Correctional Education students?

	Traditional and Dual Credit students
The ECHS/Dual Credit Coordinator, Library, BlackBoard Director	Traditional, Early College High School, Dual Credit, and Correctional Education students
N/A	Traditional and Dual Credit students
None that I know of.	Traditional, Early College High School, and Dual Credit students
	Traditional students only
	Traditional students only

APPENDIX C

Low-Stakes Assignments

Examples of Low-Stakes Assignments

Components of a Larger Project

Early Drafts/Rough Drafts

Weekly Quizzes to assess key skills or to check for understanding

Group discussions

In-class problem solving

One-minute reflections

Student-generated test questions

Online discussion forms

Journaling

Weekly reflection questions

Questions about lecture material, submitted to be answered next class period

Peer reviews

In-class debates

Student-generated study guides

Two-minute speeches

Note-taking

APPENDIX D

Campus Resources



Campus Resources

- 1) Supplemental Instruction
- 2) Peer mentoring
- 3) 24/7 Online Tutoring via Tutor.com
- 4) The Excelencia Center (a tutoring center)
- 5) Student Success Coaches
- 6) Co-requisite model of developmental education
- 7) Financial literacy workshops
- 8) Food Pantry
- 9) Clothing Closet
- 10) Disability Services
- 11) Online Career Exploration Center
- 12) Resume Writing Workshops
- 13) Tuition decreases
- 14) Open Educational Resources (to reduce textbook costs)
- 15) Summer Bridge Programs for ECHS students
- 16) Parent meetings for Early College High School (ECHS) students