Discussion Flow:

Ryan stated that we have been seeking over the last few weeks to identify a faculty member (or two?) from each campus to try the sample Best Start this Fall as part of a working model in order to see how the lessons go and work out the kinks. The actual pilot program would begin Spring 2012. Barbara Eckenfels put together the sample lessons to share with the faculty. She also conducting EDUC 1300 faculty training last week and was going to test these ideas this summer with students in a section at Montgomery. Barbara did a presentation and talked about careers and websites to explore. The textbook used hopefully addresses the career component but that is not the case for a couple of colleges. For colleges using books that lack a chapter on this topic, the instructor has likely been adding a career section in order to accomplish the established learning outcome for EDUC 1300. Barbara’s sample supplement would be added in Spring 2012 for the pilot. It was stated that, as an introduction to research, one topic that students can research is a career. This could be supported at the library.

In reviewing this document, the instructor guide and actual assignments could foster consistency across the campuses. Students can interview someone in the community about a career, etc.

We hope that each campus will have a faculty member participate so that we can get a broader perspective on how the lessons work. We are talking to iStar folks about the feasibility of being able to track the participating sections of these classes for Fall and onward. We may have to retroactively adjust the data fields in iStar for Fall, depending on when we can establish the functionality.

Barbara explained how she put together the supplemental document. She took the two Best Start outcomes and broke them down into steps. The career activities stand alone. Outcome 1 has 4 parts and tips for instructors. The career exploration has 6 areas. The instructor needs to understand the factors in a career choice so the handout is designed to help with this.

Highlights of the document:

Page 1: Outcomes 1 and 2 and QEP outcomes.

Page 6: How to navigate various sites.
Page 7: Career Research Paper and informational interview. The assignment will allow students to learn about the library’s resources.

Page 8: How students conduct an informational interview.

Page 9: This page provides sample questions that could be asked at the interview. It is recommended that the faculty also share a sample of a previous paper to illustrate how the paper can be written. Practice interviewing could also be done in class, in regards to dress, demeanor, and language. Share these ideas with other instructors. QEP – build an online repository of lesson ideas and handouts. In Angel, instructors can build a shell – a hybrid class also uses Angel.

Page 10: How to do it-tips for instructors. There is a PowerPoint that goes through the degree planning session.

Page 11: The less information on a sheet, the better. The PowerPoint will help instructors assist students in declaring their degree. Students can go to a site to pull their degree plan that can be customized to each campus.

Page 12: a different title can be assigned to this page.

Page 13: Degree Planning Form. Students can use this form in conjunction with the university they will be transferring to. This can be done as a class activity.

Once participating faculty are identified at each campus, we will organize a training meeting to discuss the lessons. Kingwood’s EDUC 1300 lead is Brenda Stubbs. She could provide info for her campus.

Kathy Sanchez will email Ryan the names of the leads for EDUC 1300 faculty. A priority is having the computer resources on campus to support these class sessions – having computer labs to teach these class sessions. We need to discuss this with the VPs.

Two lessons – degree plan and career websites – takes two hours. It is suggested that instructors reserve computer labs early in the semester. 10,000 students may be taking EDUC 1300 by the fifth year so this will be a resource issue.

Page 12: Degree planning – this could optionally be done by an advisor, either in class or in their office with the student. Practice putting classes in My Planner and printing out the list.

Page 14: The tools are there for students to confirm their major. Students will know how to do this in the future.

Barbara will do some of these activities in class this week as a first test of the concepts and approach. On campuses without printers in the classroom, students will need to declare their major with an advisor, who may have rights to approve the online requests to change the plan.
Page 15: A Quick Reference Guide – this could also be done with the advisor or counselor.

Page 19: From the other members of today’s subcommittee, the sample assignments appear to be concise and easy and should offer useful guidance for faculty who teach the lessons.

Next Steps:

We plan to share the sample lessons at the retreat.

We need the list of faculty who will participate in Fall 2011.

We will schedule training for the Fall group.
**Subcommittee Members and Attendance (* - via phone):**

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