

# 2010-2011 AND BEYOND



## Shaping the Future

## STRATEGIC PLANNING PROGRESS REPORT



# A MESSAGE FROM OUR PRESIDENT



Dear LSC-Kingwood Employees,

This is an exciting time for LSC-Kingwood with record student growth, three construction projects that will enhance our educational opportunities for the students we serve, an ERP conversion to PeopleSoft and a forthcoming SACS visit. Construction on the Student Conference Center and Music Instructional Building are on schedule and should be completed before the fall semester start. Meanwhile, the LSC-Atascocita Center will be completed in April, with classes starting there for us and for the Humble ISD Quest Early College High School Program in the fall.

While we have unprecedented growth we are challenged by an economic recession that extends from the national and state levels to our local tax base. Therefore, we are preparing for budget cuts that will extend beyond the next two years. In these lean times it is critical to plan creatively to meet student demands while maintaining quality. Our strategic plan provides us with a blueprint for what is important to the college as identified by each goal.

Our 2009–2011 Strategic Plan had goals and objectives developed on a system-wide scale with college input. As a college, we identified several new objectives and developed strategies on how to achieve each objective. As we near 2011 we thought it important to report on our progress in terms of outcomes achieved. While this document is lengthy, it is intended to be an internal resource providing a snapshot of many of the initiatives already in place as well as ones identified for future efforts.

As you can see, showcasing our accomplishments takes work. All should be proud of the work that has been done realizing that we have much more to do to better serve our students.

I want to thank our goal chairs and their committee members for their ongoing commitment to this strategic plan. Our Public Relations staff members also deserve praise for overseeing this project and for producing this document. This has truly been a team effort!

Sincerely,

A handwritten signature in black ink that reads "Katherine B. Persson". The signature is written in a cursive, flowing style.

Katherine B. Persson, Ph.D.  
President, LSC-Kingwood

# GOAL 1

## MAINTAIN AFFORDABILITY AND ACCESSIBILITY

### 1.1 Deliver accessible quality education to the regional and global workforce.

#### Progress

- LSC-Kingwood serves five independent school districts covering more than 600 miles. The school districts served are Cleveland, Humble, New Caney, Splendora and Tarkington.
- During the 2010 fall season, LSC-Kingwood surveyed students and parents in Atascocita, Summer Creek, and Quest High Schools. Survey data will inform academic and workforce programs at the new LSC-Atascocita Center.
- Early College High School Programs (ECHS) started with two ISDs:
  - Splendora ECHS started in fall 2009 with 59 9th graders. Fifty-seven successfully completed college coursework and are progressing as tenth graders. Ninety-five 9th graders began the ECHS program in fall 2010.
  - Humble ISD started an ECHS at Quest in the fall 2010 with 82 9th graders. This program will move to the new LSC-Atascocita Center in fall 2011.
- Headcount and course enrollment increases have been dramatic over the past two years.



| Term             | Headcount |          | Enrollment |          |
|------------------|-----------|----------|------------|----------|
|                  | Number    | % Change | Number     | % Change |
| <b>2008 Fall</b> | 8,155     | =        | 19,746     | =        |
| <b>2009 Fall</b> | 9,293     | 13.95%   | 22,703     | 14.98%   |
| <b>2010 Fall</b> | 10,879    | 17.07%   | 25,692     | 13.17%   |

| Term               | Headcount |          | Enrollment |          |
|--------------------|-----------|----------|------------|----------|
|                    | Number    | % Change | Number     | % Change |
| <b>2008 Spring</b> | 7,444     | =        | 17,623     | =        |
| <b>2009 Spring</b> | 7,628     | 2.47%    | 18,184     | 3.18%    |
| <b>2010 Spring</b> | 9,654     | 26.56%   | 22,991     | 26.44%   |

- Marketing videos completed for workforce programs: Accounting, Audio Visual Specialist, Business, Computer Information Technology, Education, Game Design and Simulation, Interior Design, Land Surveyor, Logistics Management, and Professional Office Technology. LSC-Kingwood offers 64 credit workforce degrees and certificate programs.
- Tutoring, technical, and registration assistance continue to be provided at Splendora ECHS.
- GED programs and non-credit workforce programs are offered to students seeking support through the Humble Area Assistance Ministries (HAAM) and the Mission Northeast.
- The college continues to investigate all possible leads for establishing a center north of Kingwood.

### 1.2 Expand class offerings to improve program accessibility.

#### Progress

- Dual Credit (DC) is offered to students at the following high schools: Atascocita, Cleveland, Humble, Kingwood, Kingwood Park, New Caney, Porter, Quest, Splendora, Summer Creek, Tarkington and several other partnerships. LSC-Kingwood has the most DC enrollments in the System with a total of 2,154 for fall 2010.
- Summer Bridge 2010 enrolled 51 students with 34 successfully completing their developmental courses. Thirty-two of these students enrolled in college courses in fall 2010.

### 1.3 Increase accessibility and opportunity to diverse populations in the region.

#### Progress

- ECHS programs target a diverse student population that is mostly first generation college students from low socio-economic households.
- A Fire Science AAS degree program will start in January 2011. This program will attract mostly males which make up only 36% of the LSC-Kingwood student population.
- Public transportation needs continue to be a challenge. The City of Houston will provide walkways to traverse I-59.
- The vice president of student success will develop and offer an African American and Hispanic Institute for Males starting in summer 2011.

### 1.4 Promote more financial aid opportunities to students.

#### Progress

- The financial aid department serves approximately 55% of the student body and that number continues to grow. The primary goal of our financial aid department is to help students achieve their educational potential by providing appropriate financial resources. Students have the opportunity to take advantage of numerous types of gift and self-help aid. Funds are granted by the federal government, state government, Lone Star College, and various community organizations. Students are eligible to receive up to \$12,000 an academic year through a variety of programs.

#### Types of Financial Aid:

- Federal Pell Grant
  - Academic Competitiveness Grant
  - Texas Public Education Grant
  - Federal Supplemental Education Opportunity Grant
  - TEXAS Grants
  - Texas Educational Opportunity Grant
  - Leveraging Educational Program Assistance Partnership Grant
  - William D. Ford - Direct Loan Program
  - State and Federal Work Study
  - Various tuition waivers and exemptions
  - Lone Star College System Foundation Endowment Scholarships
  - East Montgomery County Improvement District Scholarship Fund
  - Lone Star College-Kingwood Departmental Scholarship Funds
  - Various scholarships from outside organizations
- All Financial Aid awards cover the cost of tuition and fees and many of the awards cover the cost of books.
  - Students are continually informed about financial aid opportunities and funding sources. Every effort is made to promote financial aid literacy which helps to prevent personal and credit history problems in the future. Proactively, staff provides information to help students maintain financial aid eligibility and understand their awards. Close relationships are maintained with local high schools, agencies and community organizations throughout the academic year. Services provided include: workshops, seminars, default aversion and general information sessions.

## GOAL 2

### RECRUIT AND RETAIN TALENTED AND INNOVATIVE FACULTY, ADMINISTRATORS, AND STAFF

- #### 2.1 Review current faculty, administrator, and staff orientation programs system-wide and develop one effective orientation program. (System Driven)

## 2.2 Expand a substantive, dynamic and innovative mentoring and professional development program for all faculty, administrators, and staff.

### Progress

- Commitment to Learning, a six-week discussion series for faculty has had capacity-enrollment for three semesters; Higher Education Teaching Institute for new faculty includes local active mentoring program; Faculty Idea Exchange meets monthly where three members share successful classroom ideas.



- Adjunct Professional Development includes a day in fall and an evening in spring, which consists of three tracks featuring teaching strategies, classroom management, and information about system growth and changes. Adjunct Certification Program includes a flexible four-week course on improving teaching strategies and a stipend of \$500 given to completers.
- Regular book and film discussions by faculty, staff and administrators have led to spirited discussions about learning. Examples: "Brain Rules," "The Glass Castle," "House of Cards," "Precious."
- Classroom technology has been the focus for training during the past year and is continuing. Faculty are introduced to new technology so they can evaluate new products and select what works best in their classroom. Soft chalk, mind mapping, word cloud software, audio-video creations, digital story-telling, and voice discussions are being introduced to students throughout the college.
- Both online and traditional faculty squares continue each semester. Four faculty visit each other's classrooms (or online courses) and talk about what they have seen and learned.
- Master Online Teaching, a new series this fall, focused on the learning environment rather than the technology. Six weeks of topical, faculty-led discussions allowed for an exchange of ideas about the online course and successful teaching strategies.
- The planned mentor certificate will begin January 2011; new staff orientation program begins August 2011.
- Staff meetings now include professional development activities; staff share what they have learned and used successfully at the monthly staff idea exchange.
- Two on-going needs are to develop an adjunct faculty mentoring program and a comprehensive adjunct training program in collaboration with system and/or other sister colleges.

## 2.3 Create and foster a culture of feedback and continuous performance improvement.

### Progress

- Initiated staff program called Charm Academy, a six-week program for business professionals that is designed to improve professionalism in the workplace. More than 50 staff members have completed this series.
- Initiated Crucial Conversation certification for administrators in 2009-2010.

Identified needs include:

- Develop extensive management training (role playing, coaching employees).
- Conduct 360° evaluations for staff, administrators, and faculty. Encourage honest feedback.
- Encourage feedback and ideas from employees. Develop a mechanism for all employees to give input on various workplace issues (safety, suggestions) through online surveys. Be prepared to act on and/or respond to ideas submitted.

## 2.4 Provide employees with a total rewards package that is competitive with identified local, regional and national benchmark employers. (System Driven)

## 2.5 Develop a system-wide diversity initiative which promotes an inclusive workplace that celebrates and values all.

### Progress

- Faculty participated in a new program entitled “Nothing’s Black or White: A Toolbox for Understanding Differences in Today’s Students” in spring 2010. The program began in fall 2010 for staff. It addresses sensitive and controversial topics that professionals face in the workforce.
- The summer program Armchair Traveler was held last summer for faculty and staff, that featured information from a variety of cultures represented in our faculty and staff.
- Faculty and staff serving on screening committees for new hires now receive multi-cultural diversity training before serving on selection committees.
- Hiring committees are reviewed for diversity of gender and ethnicity.
- The President will form a diversity advocacy council to include specific initiatives to achieve campus diversity goals.
- Human Resources will develop data driven feedback such as reporting turnover (by department, position classification, supervisor, gender and ethnicity). Over time we can track and address any trends.
- A campus audit will be conducted to determine whether the campus climate is one that is genuinely hospitable to and supportive of students, faculty, and staff from diverse ethnic backgrounds. Audits will include:
  - Student retention and course success rate comparisons for ethnic and gender differences.
  - Retention rates for faculty and staff compared by ethnic and gender differences.



## 2.6 Identify, develop and leverage innovative employee talent that maximizes our ability to achieve system mission and goals.

### Progress

- Employees with leadership potential are recruited into the Academy Program. LSC-Kingwood has 15 graduates of this program as of fall 2010.
- Innovative employee talent is recognized through annual programs such as the TLC Innovative grants and the Chancellor’s Technology Grant.
- Support for faculty and administrators presenting at conferences and at professional development sessions is provided through the Vice President of Instruction and TLC.
- Additional funds were allocated to support faculty attending conferences.

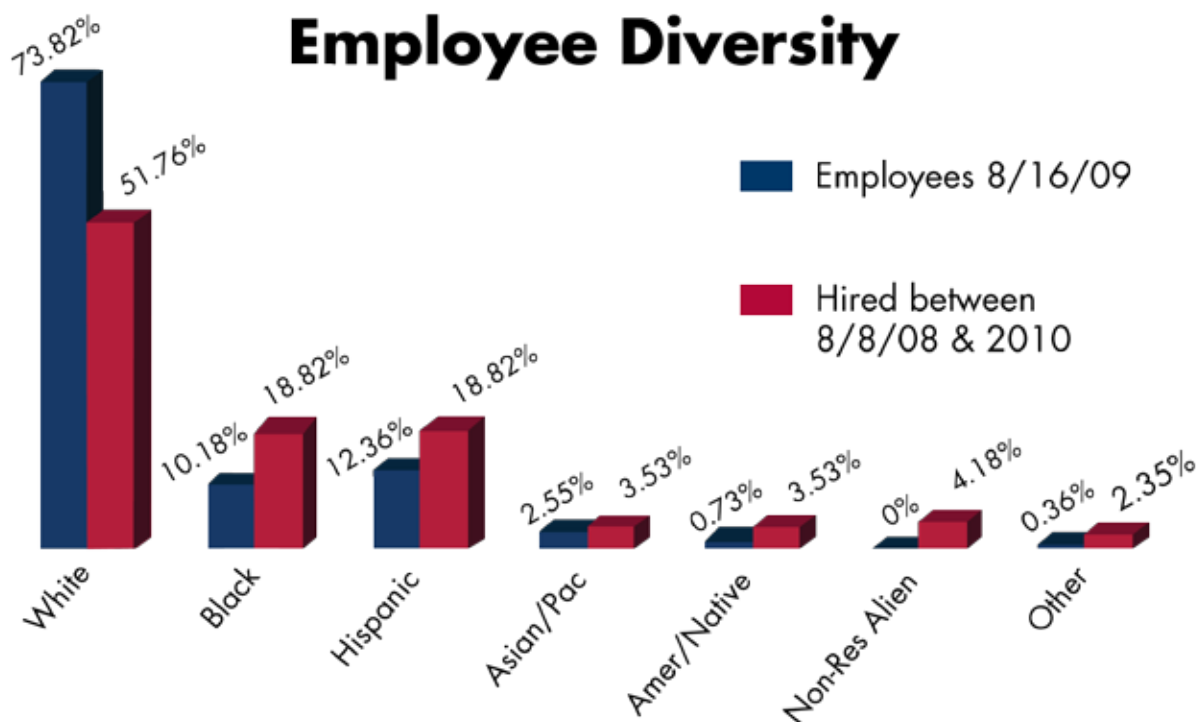
## 2.7 Recruit the talented, innovative, diverse workforce necessary to accomplish our mission of providing comprehensive educational opportunities and programs to enrich lives.

- Diversity populations of full-time employees increased by 7% in 2009 and continues to increase for 2010.

| Ethnicity                      | Employees on 8/16/2008 | % of employees | Hired between 08/08-08/2010 | % of hires |
|--------------------------------|------------------------|----------------|-----------------------------|------------|
| White                          | 203                    | 73.82%         | 44                          | 51.76%     |
| Black                          | 28                     | 10.18%         | 16                          | 18.82%     |
| Hispanic                       | 34                     | 12.36%         | 16                          | 18.82%     |
| Asian/Pacific Islander         | 7                      | 2.55%          | 3                           | 3.53%      |
| American-Indian/Alaskan-Native | 2                      | 0.73%          | 3                           | 3.53%      |
| Non-Resident Alien             | 0                      | 0.00%          | 1                           | 1.18%      |
| Other                          | 1                      | 0.36%          | 2                           | 2.35%      |
|                                | 275                    | 100.00%        | 85                          | 100.00%    |

- Monitor searches to assess the extent to which qualified candidates of ethnically diverse backgrounds remain in applicant pools throughout the recruiting and screening process and whether expanded search efforts should be undertaken to recruit additional qualified candidates of ethnic diversity.

HRM will provide support to managers at every stage of the recruitment and hiring process and provide recruitment training and workshops on performance based hiring to help attract, assess, and hire top people.



## GOAL 3

### **PROVIDE ACADEMIC EXCELLENCE AND STRENGTHEN CONNECTIVITY AND ACCOUNTABILITY THROUGH HIGH QUALITY ACADEMIC AND SERVICE PROGRAMS**

#### **3.1 Implement a system-wide faculty-driven academic review process to assess the growth, quality, viability and accessibility of all programs.**

##### **Progress**

- Department chairs began working on standards-of-excellence for each academic department in 2010 in coordination with the SACS requirement for assessing student learning outcomes. Results of assessment and departmental standards will be used to improve instruction.
- Disciplines will identify term-limited representatives for system-wide curriculum teams. A formal process will be created for communicating curriculum team activities to chairs, deans, and faculty in each discipline.
- Data from annual report cards for credit workforce programs will be used in an internal review to measure program vitality and make appropriate changes.
- All credit workforce programs undergo a system-wide comprehensive review every four years. Results indicate whether the program is high achieving, needs improvement or needs to be discontinued.

#### **3.2 Strengthen career services for those with work experience and those new to the workforce.** (System Driven)

#### **3.3 Make accountability and performance visible throughout the system through annual report card to the public and the college community.**

##### **Progress**

- Publish an annual report card for internal stakeholders to show progress on student accountability measures. Communication vehicles will include print and electronic tools, such as the employee newsletter "Coyote Connections," LSC-Kingwood TV's weekly newscast and the bi-annual faculty in-service.
- The first system-wide annual report card was mailed to in-district residences in the 2010 summer benchmarking LSCS to other nationally recognized community colleges in nine key areas.

**3.4 Increase electronic communications to support activities in a multi-site environment.** (System Driven)

**3.5 Enhance the infrastructure and visibility of extra-curricular and student organizations across the system.**

**Progress**

- An array of college activities is promoted throughout the year via monthly electronic newsletter, "Coyote Connections."
- LSC-Kingwood has increased the number of student organizations by 257% since 2003. Currently there are 36 registered student organizations. They are: Deaf Student Club, African American Student Association, American Dental Hygienist's Club, American Society of Interior Designers, Art and Culture Club, Baptist Student Ministry, Be a Teacher Club, Camerata Music Club, Chess Club, Clay Club, Democratic Club, Environmentally Conscious Organization, Federation of Alternative Artistic Endeavors, Forensics Club, Future Cougars Club, Gay-Straight Alliance, Generation Student Ministries, Honor Student Organization, Horror Club, Humanitarian Club, Intercultural Student Organization, LSC-Kingwood Dance Ensemble, Music Ensemble Recruitment and Retention Club, National Kitchen and Bath Association, Phi Beta Lambda/Students in Free Enterprise, Phi Theta Kappa-Alpha Xi, Psychology Club, Republican Club, Society for Mathematics and Engineering, Student Ambassadors, Student Government Association, Student Nurses Association, Student Occupational Therapy Association, Student Respiratory Club, Veteran's Club and Voces Latinas.
- LSC-Kingwood offers programming in recreational sports through the Office of Student Life. Sport clubs, including men's baseball, basketball, soccer, women's basketball, volleyball and co-ed teams travel and play club teams from conferences and other colleges in the state. Recreational sports activity also includes GCIC Sports Days, intramural tennis, golf, flag football, 3-on-3 basketball, co-ed soccer, volleyball, and dodge ball.



# GOAL 4

## FOCUS ON OUTCOMES DRIVEN STUDENT SUCCESS

**4.1 Strengthen all academic support services.**

**Progress**

- LSC-Kingwood participated in an Early Intervention Program as part of Achieving the Dream. Students were referred to an Early Intervention Coach by faculty when learning support or other services were needed. Responders are students who completed the referral by meeting with the coach.

| Early Intervention Program |              |            |                |            |                |            |                |
|----------------------------|--------------|------------|----------------|------------|----------------|------------|----------------|
| Semeter                    | Course       | Number     |                | Completion |                | Success    |                |
|                            |              | Responders | Non-Responders | Responders | Non-Responders | Responders | Non-Responders |
| 08/FA                      | Math 0308    | 13         | 23             | 69%        | 60%            | 30%        | 39%            |
| 09/SP                      | Math 0308    | 20         | 34             | 45%        | 14%            | 40%        | 20%            |
| 09/FA                      | Math 0308    | 22         | 17             | 27%        | 11%            | 0%         | 17%            |
|                            | English 1301 | 24         | 13             | 20%        | 23%            | 13%        | 0%             |
| 09/SP                      | Math 0308    | 31         | 23             | 77%        | 80%            | 35%        | 38%            |
|                            | English 1301 | 19         | 19             | 26%        | 47%            | 16%        | 11%            |

Two ongoing challenges have affected the success of Early Intervention: the rate at which faculty refer students, and the rate at which referred students respond to an offer of help by the Intervention Coaches. Achieving the Dream data indicate that students who are personally referred to a coach by a faculty member respond at a higher rate than those whose names are sent to a coach without telling the student. Faculty were encouraged to use this approach beginning in 2010 in an effort to increase the response rate.

- Advisor IIs were paired with EDUC 1300 (Student Success Course) and DS ENGL faculty whose classes formed the cohorts for case-managed advising. Prior to this academic/student services partnership, students assigned to an Advisor II often failed to meet with the advisor. Students who were in classes paired with a case-managing advisor were required to meet with the advisor at least two times during the semester as part of the course requirement for EDUC 1300 or DS ENGL. Statistics for this Achieving the Dream initiative are in the tables that follow. Statistics for EDUC 1300 and case-managed advising were tracked separately prior to 09/SP.

| COMPARISON: STUDENTS IN SECTIONS WITH ADVISORS<br>VS. STUDENTS IN SECTIONS WITHOUT ADVISORS |         |            |            |            |         |            |
|---|---------|------------|------------|------------|---------|------------|
| Semester  | Number  |            | Completion |            | Success |            |
|   | Advisor | No Advisor | Advisor    | No Advisor | Advisor | No Advisor |
| 09/SP   | 89      | 16         | 88%        | 100%       | 67%     | 56%        |
| 09/FA   | 202     | 446        | 91%        | 85%        | 75%     | 65%        |
| 10/SP   | 903     | 115        | 78%        | 67%        | 64%     | 73%        |

| COMPARISON: STUDENTS WHO COMPLETED ADVISING (Participant)<br>VS. STUDENTS WHO DID NOT COMPLETE ADVISING SESSIONS<br>(Non-Participant) |             |                 |             |                 |
|---|-------------|-----------------|-------------|-----------------|
| Semester  | Completion  |                 | Success     |                 |
|   | Participant | Non-Participant | Participant | Non-Participant |
| 09/SP   | 96%         | 74%             | 75%         | 50%             |
| 09/FA   | 93%         | 79%             | 74%         | 51%             |
| 10/SP   | 88%         | 70%             | 81%         | 52%             |

- Involve ISD partners to better prepare high school graduates for college. Strategies for spring 2011 include: hosting workshops for English and Math faculty teaching at the college and high schools to better align curriculum; investigating offering EDUC 1300 in the high schools; making more effective use of Connection Counselors and promoting and identifying students for a summer bridge program (or alternative summer camp program between the junior and senior years).
- Online tutoring is offered through the Virtual Learning Assistance Center.
- Online orientation is mandatory for students enrolled in distance learning classes.
- Enrollments continue to rise for the Learning Frameworks (Student Success) course, EDUC 1300. The course is designed to increase the success of first-time-in-college students and is currently required for students placing into two or more developmental studies courses.
- A system-wide taskforce made recommendations as a follow-up to the Entering Student Success Initiative (ESSI) conference. SENSE data was used as the basis for recommendations.
  - Mandatory orientation for all FTIC students
  - No late registration



- Mandatory enrollment in developmental education in the first semester of enrollment for students placing below college level
- Full implementation of the EDUC 1300/Advising partnership
- Prioritize spending on Advisor IIs to provide case-managed advising to all FTIC students
- Summer Bridge courses were offered in summer 2010 to prepare high school graduates for college level coursework. Successful completers were reimbursed for the cost of tuition.

| SUMMER BRIDGE SUMMARY DATA 2010 |            |                   |                 |                 |                    |                      |                 |
|---------------------------------|------------|-------------------|-----------------|-----------------|--------------------|----------------------|-----------------|
| Number                          | Completion | Percent Completed | Success (A,B,C) | Percent Success | 10/FA Matriculated | Percent Matriculated |                 |
| 51                              | 46         | 90%               | 34              | 67%             | 44                 | Completers           | All Enrollments |
|                                 |            |                   |                 |                 |                    | 96%                  | 86%             |

- Work with ISDs to increase program participants and/or develop and offer an alternative program.
- Retention rate of students participating in Supplemental Instruction (SI) continues to outpace comparison groups without SI.

| SUPPLEMENTAL INSTRUCTION SUMMARY DATA 09/FA |                 |            |            |             |             |             |            |            |            |
|---|-----------------|------------|------------|-------------|-------------|-------------|------------|------------|------------|
| Subject                                     | SI Participants | Non SI     | % SI       | GPA: SI     | GPA: NSI    | ΔGPA        | %DFW: SI   | %DFW: NSI  | Δ% DFW     |
| BIOL  | 37              | 59         | 39%        | 3.10        | 2.19        | 0.91        | 9%         | 57%        | 48%        |
| CHEM  | 8               | 40         | 17%        | 3.00        | 2.38        | 0.62        | 0%         | 50%        | 50%        |
| HIST  | 18              | 69         | 21%        | 3.01        | 1.95        | 1.06        | 25%        | 61%        | 36%        |
| MATH  | 31              | 219        | 12%        | 2.26        | 1.88        | 0.38        | 26%        | 42%        | 16%        |
| PSYC  | 14              | 12         | 54%        | 3.55        | 3.00        | 0.55        | 21%        | 33%        | 12%        |
| <b>09/FA TOTALS</b>                         | <b>108</b>      | <b>399</b> | <b>21%</b> | <b>2.98</b> | <b>2.28</b> | <b>0.80</b> | <b>16%</b> | <b>49%</b> | <b>33%</b> |

| SUPPLEMENTAL INSTRUCTION SUMMARY DATA 10/SP |                 |            |            |             |             |             |            |            |            |
|---|-----------------|------------|------------|-------------|-------------|-------------|------------|------------|------------|
| Subject                                     | SI Participants | Non SI     | % SI       | GPA: SI     | GPA: NSI    | ΔGPA        | %DFW: SI   | %DFW: NSI  | Δ% DFW     |
| ACCT  | 7               | 20         | 26%        | 3.43        | 3.00        | 0.43        | 14%        | 55%        | 41%        |
| BIOL  | 29              | 54         | 35%        | 3.23        | 1.81        | 1.41        | 21%        | 56%        | 35%        |
| CHEM  | 12              | 9          | 57%        | 3.10        | 3.71        | -0.61       | 25%        | 22%        | -3%        |
| HIST  | 3               | 22         | 12%        | 1.00        | 2.25        | -1.25       | 100%       | 55%        | -45%       |
| MATH  | 27              | 96         | 22%        | 3.05        | 1.86        | 1.19        | 11%        | 54%        | 43%        |
| PSYC  | 15              | 30         | 33%        | 2.93        | 1.22        | 1.71        | 7.0%       | 77%        | 70%        |
| <b>10/SP TOTALS</b>                         | <b>93</b>       | <b>231</b> | <b>29%</b> | <b>3.06</b> | <b>1.98</b> | <b>1.08</b> | <b>18%</b> | <b>56%</b> | <b>38%</b> |

#### 4.2 Focus on discipline-specific advising opportunities.

##### Progress

- As part of a new training program for advisors, the director of advising and counseling will ensure that all advisors

regularly meet with academic divisions to better understand each department and program.

#### **4.3 Improve and promote job placement for students.**

##### **Progress**

- In fall 2010, there was a new emphasis on infrastructure and comprehensive programming for student job placement, readiness for the workplace, career development, preparation and a focus on entrepreneurship. Currently, LSC-Kingwood continues with that idea as it cultivates community chamber partnerships to assist students with potential career opportunities. The new career center will expand and relocate to the Student Conference Center and will accommodate space for additional services such as on-campus interviews, workshops and a renewed focus on entrepreneurship and retooling students for the job market.

#### **4.4 Develop faculty-driven outcome assessment.**

##### **Progress**

- Faculty participated in training to write learning outcomes in September 2010. Deans and department chairs will begin process of assessing learning outcomes for SACS in spring 2011.

#### **4.5 Develop a method to track student goal attainment.**

##### **Progress**

- With the implementation of iStar, the program will identify students within 15 hours of graduation for the purpose of developing a degree plan.

#### **4.6 Provide clear degree program course requirements.**

##### **Progress**

- Retention specialists were hired using Perkins funds for spring 2011 to work with students in workforce programs. Specialists will be charged with maintaining data for Perkins measures, assisting students with scheduling coursework to maximize success and completion, and remove barriers to graduation.

## **GOAL 5**

### **CREATE EFFECTIVE INTERNAL AND EXTERNAL SYSTEMS OF COMMUNICATION**

#### **5.1 Strengthen stakeholder interactions within system and in the community.**

##### **Progress**

- The College Relations Department regularly communicates to students and employees via e-mail regarding news, events and programs. Text messaging was launched during spring enrollment in conjunction with Student Services in spring 2010.
- Electronic message boards have been placed in all buildings on campus.
- The College Relations Department supports the distribution of newsletters that promote AtD. In March 2010, "Coyote Connections," the department's online newsletter, was created as an electronic newsletter.
- The College's TV department streams weekly newsbreaks on the LSC-Kingwood websites. LSC-TV has initiated a YouTube channel and uploads videos for viewers. In addition, LSC-Kingwood's Facebook social site was launched summer 2010 where LSC-TV clips are shared with fans.
- A communications and marketing plan for the 2009-2010 academic year was designed. Areas of focus included internal and external communications, media relations, and website marketing.



#### **5.2 Expand a system-wide approach to sharing best practices.**

##### **Progress**

- Implemented technological features such as Podcasts and Wiki pages to share information.
- Staff regularly attend relevant Webinars such as "Using Mobile Technology to Reach Students" with their counterparts at the other LSC campuses.

**5.3 Implement a consistent emergency/crisis notification and response plan.**

**Progress**

- Developed and disseminated an emergency action plan.
- Hosted a crisis simulation in conjunction with the Texas Department of Emergency Management in summer 2010.
- Implemented a College Behavioral Intervention Team in fall 2010.

**5.4 Continue to define LSCS brand to improve system recognition, cohesion and pride. (System Driven)**



# GOAL 6

## PROVIDE QUALITY STUDENT FOCUSED SERVICE

**6.1 Develop and offer mandatory student orientation programs to meet the needs of diverse student population.**

**Progress**

- Offer up to 20 student orientations in 2010-11 to meet the varied needs of the rapidly growing student population.

ORIENTATIONS 2010-2011

| ORIENTATION PROGRAMS  | YEAR 1 2009-2010                | YEAR 2 2010-2011 (projected)     | TOTAL PARTICIPANTS        |
|---|---------------------------------|----------------------------------|---------------------------|
| New Student Orientation/First Time in College (FTIC) Students | 9 Sessions<br>90% Participation | 20 Sessions<br>95% Participation | 600+ Students Participate |

- System-wide required orientation for all FTIC students was approved to start in fall 2011.

**6.2 Strengthen and improve visibility of student and online support services.**

**Progress**

- Develop a plan to expand services for student tutoring, day care, veterans' services and career center that is within budget.
- Establish an Intercultural Center and Women's Resource Center.
- Continue the High School Connections Advisor program as a budget priority.
- Provide information in Spanish on the website for online programs, class information, admissions, registration, financial aid, transfer, international students, and ESOL.
- Hired part-time advisor in spring 2010 to provide student support for online registration, enrollment and support services.



**6.3 Offer non-English student service assistance to speakers of other languages.**

**Progress**

- Four new Spanish-speaking advisors and staff joined Student Services. A total of 10 Spanish speaking individuals work in Advising, Financial Aid and Admissions.

- Two Spanish-speaking student ambassadors and one faculty member are assisting at orientation sessions.
- Student support services are listed on the home page and website in several languages, including Spanish.
- Satisfaction survey will be developed for Spanish speakers.

**6.4 Streamline process for the continuous improvement and updating of the LSCS website.** (System Driven)

**6.5 Improve internet and web-based media and communication formats to promote student engagement.** (System Driven)

## GOAL 7

### CREATE EFFICIENCIES IN OPERATION IN RESOURCE ALLOCATION

**7.1 Implement and streamline business procedures and management infrastructure across system.** (System Driven)

**7.2 Implement technology to increase efficiency and promote stewardship of natural resources.** (System Driven)

**7.3 Strengthen guidelines and protocols for the use of external service providers.**

(System Driven)

**7.4 Improve effectiveness to assess the stewardship of state, local, and federal funds.**

#### Progress

- Current stewardship assessment methods will be reviewed by internal auditor, external auditor, VPAD's and SACS committee.

**7.5 Implement a data driven system to support system-wide fiscal functions.**

(System Driven)

## GOAL 8

### DEVELOP AND MAINTAIN MUTUALLY CONSTRUCTIVE COMMUNITY PARTNERSHIPS

**8.1 Strengthen innovative relationships with local industries, healthcare community, state agencies, educational partners and civic organizations.**

#### Progress

- A college partners resource was added to the Employee Intranet. Partners include:
  - University of Houston-Downtown
  - Humble, Splendora and New Caney ISDs
  - Houston Food Bank, Humble Area Assistance Ministries (HAAM), and Mission Northeast
  - Administaff
  - GrowthForce
  - Local hospitals
  - EMCID, four area chambers of commerce
  - US Fish and Wildlife
  - EMC Planning
- The new iStar HR feature will identify an employee's external service relationships.
- Use opportunities at chamber meetings, trade shows, civic clubs, non-profits, fund-raising, and social gatherings to network and strengthen relationships.



- In partnership with the City of Houston, LSC-Kingwood hosts an annual U.S. Citizenship Naturalization Workshop and Forum.

## 8.2 Strengthen connectivity of enrollment in technical programs and projected workforce needs.

### Progress

- Utilized Workforce Council Data Collection Process to identify viable vocational offerings. Annual program report cards are reviewed for program viability.
- Expansion in Health Care programs, EMT, Fire Science, Digital Photography, and Facilities Management are planned for implementation during 2010-2013.
- Through Chambers of Commerce, existing partnerships, advisory boards, and corporate college representatives networked with new employers in the area to discuss their needs and how the college may meet these needs.
- Information sessions are held for teacher certification, nursing, healthcare, education, visual communication, fire science, and business programs.
- Needs analysis survey was administered in the Atascocita area to determine possible programs/course offerings at LSC-Atascocita Center.
- Developed the Associate of Applied Science/Bachelor of Applied Arts and Sciences partnership with the University of Houston-Downtown. The joint venture created 37 AAS degrees that articulated to the BAAS degree at UHD.



## 8.3 Expand and market non-credit continuing education programs

### Progress

- The following programs were marketed via various communication tools (press releases, ads, postcards, brochures, email blasts, campus bulletins, bulletin boards, and social media - Facebook, etc.)
  - Welding
  - Discovery College
  - Citizenship Classes
  - Workforce

# GOAL 9

## INCREASE QUALITY AND QUANTITY OF TECHNOLOGY SERVICES IN SUPPORT OF TEACHING, LEARNING, AND ADMINISTRATION

### 9.1 Prepare system-wide technology strategic plan with input from user groups. (System Driven)

### 9.2 Expand innovative and engaging online learning environments.

#### Progress

- Vice President of Instruction co-chaired a system-wide taskforce as a follow-up to Survey of Entering Student Engagement (SENSE) and Entering Student Success Institute (ESSI) conference. Recommendations included mandatory orientation and an online version of orientation to be developed in 2010/11. Execution of this system-wide project has been approved for implementation in 2011/12.
- Librarians piloted Second Life learning environments and applied for a CTIG grant for increased development of learning systems for faculty and staff.
- Continual training for Angel (LSCS LMS).
- Additional sites are being brought online via the Intranet.

### 9.3 Expand and deliver academically challenging online programs through collaboration between faculty discipline experts and technology services.

#### Progress

- Added Distance Learning and Flex classes. Added MCSA and CISCO certification classes in Flex format.

- Distance Learning enrollments have increased by 32% in spring 2010 compared to spring 2009.
- Distance Learning enrollment increased 17.6% over 2009/2010.
- The Associate Degree Nursing Program started an online program in fall 2008 and has graduated two classes of nurses.

#### **9.4 Strengthen technology infrastructure and function of Office of Technology Services.**

**Progress** (System Driven)

#### **9.5 Strengthen computer security and update protocols.** (System Driven)

#### **9.6 Enhance the online support for faculty and students.** (System Driven)

#### **9.7 Strengthen Internet/Intranet usage policy.** (System Driven)

#### **9.8 Enhance Technology in the Classroom**

**Progress**

- The expansion and integration of Simulation Technology in the Nursing Lab has added additional functions such as the instructor's capability to control Sim scenarios outside of the classroom, and a camera and sound system that records scenarios and allows others to observe.
- A pilot project of Thin Client systems that gives alternative delivery options to the standard PC in a classroom began in fall 2010.
- Twenty-two enhanced levels of classroom mediation that include PC, projector, control system, document camera, and occupancy sensors for enhanced power efficiency were fully operational as of fall 2010. Additional classroom enhancements are planned as monies become available.

## **GOAL 10**

### **PLAN AND ACHIEVE QUALITY GROWTH MANAGEMENT**

#### **10.1 Build innovative and high tech learning facilities while considering environmental sustainability.**

**Progress**

- A sustainability coordinator was hired in January 2009. Since his appointment, the college has instituted a recycling program. The college collects paper, aluminum and plastic as part of its sustainability initiative. In addition, the coordinator established the Learning Center Garden. The college also secured a \$25,000 in-kind grant from the Department of Fish and Wildlife to improve 100 acres of lowlands to promote the area as a nature preserve.
- The college directed architects to utilize green initiatives at all of its new facilities. These projects include the new Student Conference Center, the Musical Instructional Building, and the LSC-Atacocita Center.

#### **10.2 Establish performance and reporting metrics for anticipated programmatic growth, enrollment growth, personnel needs and capital development.** (System Driven)

#### **10.3 Strengthen security measures across system.** (System Driven)

#### **10.4 Promote facility management to support growth.** (System Driven)



# LSC-KINGWOOD

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## LSC-KINGWOOD ADMINISTRATORS

Katherine Persson, President  
John O'Malley, Vice President, Administrative Services  
Rebecca Riley, Vice President, Instruction  
Darrin Rankin, Vice President, Student Success

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