





Graphical Historical Summary of Institutional Effectiveness for Lee College













































Legend:

- Goal is being met.
- Goal is marginally being met.
- Goal is not being met.
- Goal accomplishment cannot be measured due to new indicators, or missing or unavailable data.
- N/A Not applicable because goal or indicator did not exist in this year.


Short Title	2005	2006	2007	2008	2009
Measures of Excellence					
1.1 Average GPA of UHCL Students Who Have Transferred From Lee College <i>Lee College transfers will have a GPA average that equals or exceeds 3.0.</i>	■	■	■	■	■
1.2 Performance of Students Receiving Scholarships <i>Total average GPA for scholarship recipients will remain 2.5 or higher.</i>	■	■	■	■	■
1.3 Student Course Completion Rate <i>At least 70% of all Lee College Students will complete courses.</i>	■	■	■	■	■
1.4 Student Course Completion Rate - Achieving the Dream Gatekeeper Courses <i>No working target established.</i>	New in 2009				■
1.5 Student Course Completion Rate - Achieving the Dream Developmental Courses <i>No working target established.</i>	New in 2009				■
1.6 Student GPA Performance <i>At least 65 percent of Lee College students will maintain a GPA of 2.0 or better.</i>	■	■	■	■	■
1.7 Completion Rate - Degree or Certificate <i>The number of students who complete either a degree or certificate will increase annually based on total students enrolled.</i>	■	■	■	■	■
1.8 Completion Rate - Degree or Certificate - AtD Cohort <i>No working target established.</i>	New 2007		■	■	■
Review & Revitalize Curricula					
2.1 Student Goals versus Actual Achievement - Degree <i>15% of students who declare as a goal earning a degree will achieve that goal.</i>	■	■	■	■	■
2.2 Student Goals versus Actual Achievement - Certificate <i>40% of students who declare as a goal obtaining a certificate will achieve that goal.</i>	■	■	■	■	■
2.3 Student Goals versus Actual Achievement - Transfer <i>30% of students who declare as a goal transfer to a senior institution as a goal will achieve that goal.</i>	■	■	■	■	■
2.4 Effectiveness of DE – GPA Achieved after DE <i>Either GPA's for completers will be within .3 of the GPA for all students or the GPA for DE completers will exceed 3.0.</i>	■	■	■	■	■
2.5 Effectiveness of DE - % Students Passing Follow On Freshman English Courses after DE <i>Either percent of DE students passing English will be within 3% or exceed the all students English pass rate or the DE completers pass rate will equal or exceed 90%.</i>	■	■	■	■	■
2.6 Effectiveness of DE – % Students Passing Follow On Freshman Math Courses after DE <i>Either the DE completer math pass rate will be within 3% or exceed the all students math pass rate or the DE completer pass rate will equal or exceed 90%.</i>	■	■	■	■	■

2.7	Completion Percentage of Online Classes Compared to Traditional Classes <i>No working target established.</i>	New in 2009	
2.8	Completion Percentage of Hybrid Classes Compared to Traditional Classes <i>No working target established.</i>	New in 2009	
2.9	GPA of Online Classes Compared to Traditional Classes <i>No working target established.</i>	New in 2009	
2.10	GPA of Hybrid Classes Compared to Traditional Classes <i>No working target established.</i>	New in 2009	





















Recruitment, Retention, and Achievement of Students

3.1	Fall to Fall Retention Rates <i>Lee College will maintain a fall to fall retention rate at least equal to the State average.</i>	    	
3.2	Fall to Fall Retention Rates - AtD Cohort <i>No working target established.</i>	New in 2008	 
3.3	Semester Course Withdrawal Rate <i>Lee College will strive for a withdrawal rate of 20% or less.</i>	    	
3.4	Percent of Minority and Women Students Enrolled at Lee College Compared to Percent of Minority and Women High School Graduates in the Baytown Service Area <i>The percentage of minority students attending Lee College will exceed or be within 2% of the percentage of minority high school graduates respectively from service area school districts.</i>	    	
3.5	Retention Rate by Gender - Female <i>Lee College will maintain a fall to fall retention rate at least equal to the State average for females.</i>	    	
3.6	Retention Rate by Gender - Male <i>Lee College will maintain a fall to fall retention rate at least equal to the State average for males.</i>	    	
3.7	Percentages of Students Receiving Financial Assistance (Break Out By Assistance Type) <i>The number and percentage of students receiving financial aid will increase or be within 5% of previous years.</i>	    	
3.8	Cohort Default Rates in Comparison to other Gulf Coast Consortium Community College <i>The target is to not exceed 10% or the consortium average, whichever is less.</i>	    	
3.9	Headcount <i>Duplicated and unduplicated headcount will meet or exceed the previous year.</i>	    	
3.10	Contact Hours <i>Contact hours will meet or exceed the previous year.</i>	New in 2008	 

Retention of Faculty

4.1	Ratio of Classes Taught FT versus PT <i>75% of all classes will be taught by full-time faculty.</i>	    
		    

Improve Linkages with Other Educational Institutions

5.1	GED Training Program Success Rate <i>The Lee College Continuing Education Division reviews trends each year. EITHER: Increase attainment of GED each year. OR: Exceed the 3-year average GED attainment.</i>	    
		    
5.2	High School Migration Rate to LC <i>The percent of graduates attending Lee College be at least 25% of service area high school graduates.</i>	    
5.3	Migration Rate Comparison to Other Gulf Coast CCs <i>Either increase rate each year or be within 5% of the consortium average.</i>	    

Expand Economic Development

				
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6.1	Lee College Students Employed in Their Field One Year after Completing Applied Science Certificate or Degree Compared to the State Average <i>1. 85% of Lee College technical program students, who complete either a degree or certificate will be employed or in a transfer program. 2. Each technical program, per three year period, will have at least nine graduates. 3. Note: These percentages include Huntsville students.</i>	■	■	■	■	■
6.2	Applied Science Industry Contact Hours <i>Increase the number of contact hours each year.</i>	■	■	■	■	■
6.3	Community Education Contact Hours <i>Increase the number of contact hours each year.</i>	■	■	■	■	■
6.4	Number of Training Partnerships with Business and Industry <i>No working target established.</i>					■
Safe & Inviting Physical Environment						
7.1	Annual Campus Security Incidents <i>Lee College will have fewer incidents in each category in comparison to national and state averages.</i>	■	■	■	■	■
7.2	No. of Accidents Reported <i>Total will remain at or below the 5 year average.</i>	■	■	■	■	■
Cost Effectiveness						
8.1	Cost per FTE Student <i>Lee College cost per FTE will be within 25% of the Gulf Coast Consortium average.</i>	■	■	■	■	■
8.2	Average Class Size Per Subject <i>No working target established.</i>	New in 2009				■
8.3	Utility Costs (Electric, Gas, Water) <i>No working target established.</i>	New in 2009				■
QEP: Students Will Increase Critical Thinking Skills						
QEP 1.1	California Critical Thinking Skills Test <i>EITHER 80% of Lee College FLC students will exceed the national aggregate for two year college students on the CCT skills test OR post-test results in comparison to pre-test results show a minimum increase of five percentile points.</i>	New 2007		■	■	■
QEP 1.2	Nelson Denny Reading Test <i>EITHER Lee College FLC students will exceed the national mean for two year colleges on the Nelson Denny Reading Comprehension Test OR post-test results in comparison to pre-test results will be 12% Higher.</i>	New 2007		■	■	■
QEP 1.3	Critical Thinking/Reading Component of Core Curriculum <i>90% of Lee College graduates will demonstrate mastery of the critical thinking/reading component of the core curriculum assessment instrument.</i>	New 2007		■	■	■
QEP: Pedagogical Practices That Promote Critical Thinking						
QEP 2.1	Community College Survey of Student Engagement	New 2007		■	■	■

Lee College Faculty Learning Community members' coursework emphases will equal or exceed the "all faculty" averages for percentages of "Quite a Bit" and "Very Much" in each of the following critical thinking categories for medium colleges:

Analyzing the basic elements of an idea, experience, or theory

Synthesizing and organizing ideas, information, or experiences in new ways

Making judgments about the value or soundness of information, arguments, or methods

Applying theories or concepts to practical problems or in new solutions

Using information you have read or heard to perform a new skill

QEP 2.2 FLC Courses Designed with Critical Thinking Strategies **New 2007**   

1. Each cycle the FLCs will design at least ten courses that include pedagogical strategies that promote student learning of critical thinking skills.


2. Each cycle the FLCs will review a curriculum of at least ten courses that include pedagogical strategies promoting student learning of critical thinking skills.

QEP 2.3 FLC Courses Promote Learning of Critical Thinking Skills **New 2007**   

1. Each cycle the FLCs will implement pedagogical strategies that promote student learning of critical thinking skills in at least eight courses.

2. Each cycle for at least eight courses, the FLCs will submit to the QEP Assessment Committee portfolios that reflect pedagogical strategies that promote student learning of critical thinking skills.

QEP: Utilize Active Learning Methodologies

QEP 3.1 Community College Survey of Student Engagement **New 2007**   

1. Lee College students will exceed the "all colleges" benchmark score summary data for active and collaborative learning at medium colleges.

2. Lee College Faculty Learning Community members will equal or exceed the "all faculty" averages for percentages of "Often" plus "Very Often" in each of the following active and collaborative learning categories for medium colleges:

Students:

Asked questions in class or contributed to class discussions




Made a class presentation

Worked with class mates outside of class to prepare class assignments

Tutored or taught other students (paid or voluntary)

Participated in a community-based project as a part of a regular course

Discussed ideas from readings or classes with others outside of class

QEP 3.2 FLC Courses Designed with Active Learning Strategies **New 2007**   

promote active learning.

2. Each year the FLCs will review a curriculum of at least 10 courses which include specific pedagogical strategies that promote active learning.

QEP 3.3 FLC Courses Promote Active Learning **New 2007**   

1. Each year the FLCs will implement pedagogical strategies that promote student active learning skills of at least eight courses.

2. Each year for at least eight courses, the FLCs will submit to the QEP Assessment Committee portfolios that reflect pedagogical strategies that promote active learning.