



# VISION 2028

## THE LEE COLLEGE STRATEGIC PLAN 2023-2028

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LEE COLLEGE

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# Mission, Vision, Caring & Expanding Opportunity Statements

**Mission:** Lee College is a caring community of teachers and learners focused on creating the ideal student experience, which includes looking beyond stereotypes to ensure that all students have what they need to be successful; innovating to build holistic pathways that support student success; providing the highest quality instruction for transfer courses and workforce programs; and supporting the greater community and generations of Lee College graduates with professional development and community education opportunities.

**Vision:** New students will immediately feel that they belong at Lee College regardless of their background. They will feel fully supported as they transition into being a college student. Current students will feel that they can be their true selves, can be a full member of the college community, and can access all the opportunities Lee College has to offer. Students who recently completed a degree or certificate will feel fully supported in their transition into a career or a four-year college or university, and they will experience success because of the excellent instruction and life experiences that Lee College provided. Employees of the college will be recognized for their contributions, valued as people, and given opportunities for professional growth and career advancement. Employers will seek Lee College graduates because of the high quality of their education and training. Lee College will have close, mutually beneficial agreements with partner institutions to create efficient educational pathways that lead to rewarding careers with family sustaining wages, and the college's success will be clearly communicated with data and narratives. Stakeholders will support the college's mission because they understand the powerfully positive impact Lee College has on our service area.

**Statement of Caring Community:** We share a common purpose: **We are all educators.** All Lee College employees share the responsibility to be educators. Everyone has opportunities to share knowledge and promote the growth of others. The Quality Service Standards provide a decision-making framework empowering all employees to uphold the shared purpose of being an educator in all circumstances. We build a caring community to achieve this purpose by following these standards:

- **Safety:** Our first concern is safety. When we become aware of an unsafe situation, we will immediately apply procedures and training to take action to resolve the situation.
- **Courtesy:** Safety and Courtesy are prerequisites to engaging with each other as members of a caring community. Therefore, at every touchpoint, we will demonstrate respect, make others feel welcome, and guide others to appropriate resources.
- **Wellbeing:** We care about each other as people, so we are empathetic to everyone's needs and purposes by reading their social cues, being an active listener, and responding in an appropriate manner to help them when they are in need.
- **Growth:** As a community of educators, we are both teachers and learners. We help each other grow intellectually, professionally and personally by breaking barriers and equipping them with the necessary tools.
- **Efficiency:** As responsible stewards of public tax dollars, private donations, and the tuition paid by our students, we seek to develop and implement policies and procedures that maximize productivity and make the best use of available resources.

**Expanding Opportunities Statement:** Lee College commits to creating and sustaining an environment that looks beyond stereotypes and enables all students to see and pursue opportunities they previously could not imagine. Our goal is for students, staff, faculty, and administration to grow and achieve their personal and educational potential. We recognize that our community comes from diverse backgrounds and that our student population enters the College at different starting points. We are committed to closing educational gaps and opening opportunities especially for those students who have had the fewest opportunities prior to coming to Lee College. We will achieve this by accounting for multidimensional perspectives and directing resources and access to meet individualized needs. Operating through a lens that looks beyond stereotypes and focuses on addressing individual needs and expanding opportunities is central to the College's mission of creating a holistic ideal student experience.

# Definitions of Strategic Goals

The Strategic Goals reflect the college's ongoing mission. This Strategic Plan covers the six years from January 1, 2023 to December 31, 2028, so specific targets for each Strategic Goal establish where the college wants to be and what the college wants to achieve by December 31, 2028. However, the measurable objectives supporting each goal can include work prior to 2023 and after 2028 because the college's mission and the Strategic Goals are ongoing even though specific targets are limited to a fixed timeframe.

## I. Student Success

This strategic goal encompasses strategies to attract students/learners to the college and help them achieve their educational goals. Students and learners include degree and certificate seeking students, students seeking industry credentials, continuing education students, corporate trainees, and people who want to grow their small businesses with help from the SBDC. Strategies in this category usually involve direct contact with students/learners, including recruiting, instruction, consulting, advising, coaching, career placement, etc. For example:

- Strategies that involve awarding scholarships belong in this category, but strategies to raise money for scholarships belong in another category.
- Strategies that involve hiring staff in student services or tutoring belong in this category, but strategies that involve hiring staff in the business office or facilities belong in another category.

## II. Expanding Opportunities

This strategic goal is similar to Student Success in that it consists of strategies to help students/learners achieve their educational goals, but the strategies focus on looking beyond stereotypes and expanding opportunities especially for students who have had the fewest opportunities prior to coming to Lee College.

- Strategies that raise students' expectations for their educational and career goals belong

in this category, including representations of high-achieving scholars and professionals in our advertising and public events as well as in the curriculum.

- Strategies that address barriers to success, especially for students who have had limited opportunities prior to coming to Lee College, belong in this category.

## III. Caring Community

This strategic goal has three parts: ensuring respectful, caring and supportive interpersonal experiences between faculty, staff, students, families, visitors, etc.; creating, utilizing, and maintaining user-friendly processes and procedures; and arranging the physical places where people work, study, collaborate and perform other activities so that they contribute to a positive and satisfying experience.

- Strategies that provide professional development focused on providing respectful, caring and supportive interpersonal experiences belong in this category.
- Strategies that create or revise business processes to be user-friendly, especially when the users are students, belong in this category.
- Strategies that make our physical facilities more welcoming and comfortable, such as improving signage or displaying images that are inspiring and uplifting, belong in this category.

## **IV. Community Engagement**

This strategic goal focuses on engaging partners outside the campus to create mutually beneficial relationships with external stakeholders.

- Strategies involving MOUs with school districts and other community organizations belong in this category.
- Strategies that provide cultural enrichment for the college and the larger community belong in this category.

## **V. Institutional Effectiveness**

This strategic goal focuses on strategies that measure the performance of the college's programs and services and using those measures to improve the quality and efficiency of the college.

- Strategies that involve collecting data on student learning or satisfaction with services and use data to improve instruction belong in this category.

- Strategies that develop processes and tools for collecting data belong in this category.
- Strategies that develop metrics for understanding institutional effectiveness belong in this category.

## **VI. Legacy**

This strategic goal focuses on strategies that prepare the college for the future ten or twenty or fifty years from now.

- Strategies that involve building construction or substantial renovation of existing buildings belong in this category.
- Strategies to raise funds for enduring scholarships or long-term projects belong in this category.
- Strategies to lobby for legislation affecting higher education belong in this category.

## Pillars of Guided Pathways

Within each strategic goal, the individual strategies are categorized according to the pillars of Guided Pathways:

### Pillar 1: Create Coherent Pathways

This category includes strategies that make the educational opportunities at Lee College efficient pathways to get students to their educational and career goals.

- Strategies that reduce the likelihood of students taking excess credit or getting a degree or certificate that does not lead to a four-year degree or a career belong in this category.

### Pillar 2: Get Students on Pathways

This category includes strategies that help students understand the educational opportunities that are offered by the college and programs and services that help students decide which opportunity is the best match for their educational and career goals.

- Strategies that provide information to students about educational programs belong in this category.
- Strategies that help students develop and educational plan and a financial plan to pay for the educational plan belong in this category.
- Strategies that provide counseling and advising to new students belong in this category.
- Strategies that help students apply to college, complete the FAFSA, and complete checklist items to enter college belong in this category.

### Pillar 3: Keep Students on Pathways

This category includes strategies to increase retention and encourage students to return to college if they have stopped out.

- Strategies that help students meet basic needs belong in this category.
- Strategies that give students academic help belong in this category.
- Strategies that help students manage their finances belong in this category.
- Strategies that engage students in the co-curriculum belong in this category.

### Pillar 4: Ensure Students are Learning on Their Pathways

This category includes strategies to ensure students are learning the knowledge, skills and dispositions that will enable them to be successful in a four-year program and/or in the workplace as well as being responsible citizens.

- Strategies that develop the faculty into more effective teachers belong in this category.
- Strategies that collect data on student learning and use it to improve instruction belong in this category.

### Pillar 5: Ensure Transition to End Goals

This category includes strategies to ensure students achieve their end goals, generally either employment or transfer to a four-year institution. Pillar 5 is not recognized as a separate pillar in Guided Pathways, but we treat it separately for the Strategic Plan.



## Category 6: Non-Student Facing

This category includes strategies that do not fit under the pillars of Guided Pathways because they impact the college as a whole institution or because they do not directly impact students.

- Strategies that improve back-office operations, such as implementing new software to manage payroll or accounts receivable or shipping and receiving belong in the goal for Institutional Effectiveness, but they do not fit under the pillars so they would be “Category 6.”
- Strategies to increase campus safety, such as the development of emergency plans, the creation of evacuation maps, the development of mutual aid MOUs, etc. are “Category 6.”
- Strategies to improve policies and procedures in general by standardizing formats and improving the availability of documentation are “Category 6.”

# I. Student Success

This strategic goal encompasses strategies to attract students/learners to the college and help them achieve their educational goals. Students and learners include degree- and certificate- seeking students, students seeking cross-credit industry credentials, corporate trainees, and small business owners who want to learn how to grow with help from the SBDC. Strategies in this category usually involve direct contact with students/learners, including recruiting, instruction, consulting, advising, coaching, career placement, etc.

## 2028 Student Success Targets for Degree- and Certificate-Seeking Students:

1. Enrollment of regularly admitted students<sup>1</sup> will increase<sup>2</sup> by 3%.
2. Enrollment of dual-credit students will increase<sup>2</sup> by 5%.
3. Enrollment of Huntsville students will increase<sup>2</sup> by 5%.
4. The percentage of high school graduates<sup>3</sup> who enroll at Lee College the following fall will increase<sup>2</sup> by 3 percentage points.
5. Fall-to-fall retention for full-time<sup>4</sup> and part-time<sup>5</sup> first-time-in-college<sup>6</sup> (FTIC) students (not including Huntsville) will be at least 60% and 45% respectively.
6. Graduation rates<sup>7</sup> for regularly-admitted full-time and part-time FTIC students will be at least 35% and 25% respectively.
7. Fall-to-fall retention for full-time<sup>4</sup> and part-time<sup>5</sup> first-time-in-college<sup>6</sup> (FTIC) Huntsville students will be at least 80% and 65% respectively.
8. Graduation rates<sup>7</sup> for full-time and part-time FTIC Huntsville students will be at least 75% and 50% respectively

9. The SENSE Benchmark for having a Clear Academic Plan and Pathway will be 3 points higher than our peer institutions.

## 2028 Student Success Targets for Cross-Credit Students:

10. Enrollment of students in allied health and industrial technology programs will be at least 100 per year.
11. Program completion rates in allied health and industrial technology programs will be at least 75%.

## 2028 Student Success Targets for Corporate Trainees:

12. The number of different entities sending employees to Lee College for contract training will be at least 8.
13. Gross revenue from contract training will be at least \$600,000 per year.

## 2028 Student Success Targets for Small Business Owners:

14. The number of clients served will be at least 150 per year.
15. The new capital generated will be at least \$3,000,000 per year.

### Footnotes:

1. Regularly admitted students are degree- and certificate-seeking students who are not currently enrolled in high school and are not incarcerated.
2. Increases are measured relative to the baseline. The baseline is the three-year average from academic year 2019-2020 to 2021-2022.
3. High school graduates include students who graduated from one of the 15 ISDs in our service area.
4. Full-time students are students who enrolled in at least 12 SCH as of ORD in their first regular semester (fall or spring) of college. A student is classified as full-time even if they enroll in less than 12 SCH in subsequent semesters. Enrollment intensity is based on the first semester in college only.
5. Part-time students are students who enrolled in less than 12 SCH as of ORD in their first regular semester (fall or spring) of college. A student is classified as part-time even if they enroll in 12 SCH or more in subsequent semesters. Enrollment intensity is based on the first semester in college only.
6. First-time-in-college students are regularly admitted students who have not enrolled in college credit courses since finishing high school.
7. Graduation rates are determined based on 150% of the time to graduation for full-time students and 200% for part-time students. A full-time student who takes three years to complete a 2-year degree is considered on time. A full-time student who takes 18 months to complete a one-year certificate is considered on time.

## STRATEGIES

### I.1 Create coherent pathways leading to student goals.

#### Measurable Objective: I.1.f

By August, 2024, develop at least four degree, certificate, core completion or non-credit programs that can be completed entirely at the Liberty Center.

**KPIs & Work Products:** WP: Descriptions of programs that can be completed at the Liberty Center.

#### Measurable Objective: I.1.g (Huntsville)

By August, 2026, develop a Core Completion pathway for students at the Huntsville Campus

**KPIs & Work Products:** WP: A Core Completion pathway for the Huntsville Campus

#### Measurable Objective: I.1.h (Huntsville)

By December, 2027, develop a BAT program for students at the Huntsville Campus

**KPIs & Work Products** WP: A BAT program that students at the Huntsville Campus can complete

#### Measurable Objective: I.1.k

By August, 2024 develop an evening/weekend core completion program.

**KPIs & Work Products:** WP: The existence of an evening/weekend core completion program.

#### Measurable Objective: I.1.n

By August, 2026, develop new allied health programs to be implemented at the Barbers Hill Branch Campus. This includes hiring faculty, creating curricula, and beginning the accreditation process prior to opening the programs.

**KPIs & Work Products:** WP: Curricula for allied health pathways.  
WP: Application for candidacy for accreditation

### I.2 Provide services to ensure students are getting on a pathway.

#### Measurable Objective: I.2.c

By August 2024, implement a comprehensive proactive advising system across all programs, and achieve a student : advisor ratio of 300 : 1.

#### **KPIs & Work Products:**

KPI: Student : Advisor ratio.

KPI: 80% of students will receive advising after being identified with risk factors.

KPI: 70% of students who receive advising after being identified with risk factors persist through the next fall/spring or graduate/transfer.

#### Measurable Objective: I.2.d

By August, 2026 develop and implement a program for incentivizing engagement with the elements of comprehensive intrusive advising: momentum, including meeting with an advisor, setting up a payment plan, enrolling full time, using tutors and SIs and mentors, getting good grades, etc. KPI: the number of students who participate in the incentive plan and the number of incentives they earn..

**KPIs & Work Products:** KPI: the number of students who participate in the incentive plan and the number of incentives they earn.

**Measurable Objective: I.2.e**

By August, 2026 develop and implement a program for maintaining a connection to students who have completed a basic certificate or stopped out and providing convenient on-ramps to re-start and get the advanced certificate or complete their programs.

**KPIs & Work Products:** KPI: the number of stopped-out students to return to Lee College.

**Measurable Objective: I.2.k**

By August, 2024, develop and implement an enrollment plan to increase utilization of the Liberty Center. (This is coordinated with the creation of four programs that can be fully completed at the Liberty Center.)

**KPIs & Work Products:** KPI: % classroom utilization. In FY 21 utilization is roughly 90% for 7:30-10:30 am; 30% for 11:00am-2:00pm; 10% after 5:00pm.

**Measurable Objective: I.2.l**

By August, 2024, develop and implement a marketing campaign promoting the Liberty Center as a full-service campus serving dual-credit, degree/certificate-seeking, and non-credit students.

**KPIs & Work Products:** WP: A document defining the marketing campaign and copies of marketing materials.

**Measurable Objective: I.2.m (Huntsville)**

By August, 2025, install kiosks in the libraries in each unit where patrons can explore careers and indicate an interest in higher education.

**KPIs & Work Products:** KPI: Number of kiosks with appropriate software in libraries. KPI: Number of unduplicated users per semester. KPI: Number of patrons expressing interest in taking courses.

**Measurable Objective: I.2.r**

By August, 2024, develop and implement an advising plan for dual credit students so that all dual credit students receive face-to-face advising before their first dual-credit class and again when they have completed 15 SCH.

**KPIs & Work Products:** KPI: The percentage of first-time dual credit students who received face-to-face advising.

KPI: The percentage of dual credit students who received face-to-face advising after completing 15 SCH.

**Measurable Objective: I.2.t**



By August, 2024, establish a First Year Experience Council that tracks retention of first year students and implements strategies for improvement.

**KPIs & Work Products:** WP: Minutes from the FYE Council

**Measurable Objective: I.2.u**

By August, 2024, establish the new Work Study Student Mentorship Program

**KPIs & Work Products:** KPI: The number of student mentors funded under the new program.

**Measurable Objective: I.2.v**

By August, 2024, in response to HB8 FAST Funding: Include TimelyMD in all dual credit MOUs to provide telehealth to all dual credit students.

**KPIs & Work Products:** WP: The dual credit MOUs with TimelyMD included.

**Measurable Objective: I.2.w**

By August, 2024, in response to HB8 FAST Funding: Conduct a feasibility study on helping high school students graduate one or two semesters early and attend Lee College for one or two semesters under First Time Free before transferring to a university.

**KPIs & Work Products:** WP: Feasibility study of early college matriculation.

**Measurable Objective: I.2.x**

By August, 2024, establish a partnership with the Trellis organization to integrate their Project Success with our recruiting office.

**KPIs & Work Products:** KPI: The number of potential students called by the staff of Project Success

**Measurable Objective: I.2.y**

By June, 2024, close the LVN program and repurpose all staff and facilities for the ADN program and start taking two cohorts per year up to over 100 students per year.

**KPIs & Work Products:** WP: Notification to THECB, BON and SACSCOC of the closure of the LVN program

**I.3 Deliver support services and programs to keep students on the pathway.**

**Measurable Objective: I.3.b**

I.3.b By August, 2024, expand our capacity to teach students about Financial Wellness.

**KPIs & Work Products:** KPI: Number of students receiving financial wellness instruction in Learning Frameworks, and with one-on-one counseling.

**Measurable Objective: I.3.c**

By January, 2024, establish partnerships with local agencies to have them provide services on campus on a regular basis, including tax assistance, legal services, and health care.

**KPIs & Work Products:** WP: A set of MOUs with local agencies who will provide their services on campus on a regular basis.

**Measurable Objective: I.3.d**

By August, 2024, establish a complete set of in-person student services at the Liberty Center..

**KPIs & Work Products:** WP: A document describing the availability of in-person student services at the Liberty Center.

**Measurable Objective: I.3.f**

By August 2024, implement an incentivized co-curriculum focused on building community and skills.

**KPIs & Work Products:** KPI: # or percentage of students completing co-curriculum milestones.

**Measurable Objective: I.3.i**

By May 2025, restructure learning support services, including the Learning Hub, Math Lab, Writing Center, Supplemental Instructors, Tutors, and Peer Mentors, to offer consistent hiring, training, reporting, and services practices.

**KPIs & Work Products:** WP: uniform hiring, training, and reporting process

**Measurable Objective: I.3.j**

By August 2025, develop a plan to increase students participating in regular physical activity or exercise.

**KPIs & Work Products:** KPI: # or percentage of students participating in regular physical activity or exercise

**Details:** Three full-time staff who do not work in student services have been trained to support student services during the surge in registration and advising before the start of classes. This has helped reduce the amount of time students have to wait to see and advisor or register for classes.

**Measurable Objective: I.3.m**

By August, 2025 develop multiple paid internships in various programs.

**KPIs & Work Products:** WP: MOUs with internship providers.

KPI: Number of students participating in internships

**Measurable Objective: I.3.n**

By August, 2025 convert ten courses to Open Educational Resources to reduce the cost of textbooks.

**KPIs & Work Products:** KPI: List of courses that have been converted.

**Measurable Objective: I.3.p**

By December, 2024, implement syllabus management software to ensure students receive current information in a uniform format.

**KPIs & Work Products:** WP: An operational syllabus management system.

**Measurable Objective: I.3.q**

By December, 2024, ensure faculty are keeping up-to-date attendance for all their classes, including online classes in compliance with new rules regarding return-to-Title-IV.

**KPIs & Work Products:** KPI: Report on the percentage of faculty with up-to-date attendance records.

**I.4. Ensure students are learning in the pathway.****Measurable Objective: I.4.d**

I.4.d By December, 2024, re-certify the full-time and adjunct faculty who are due to refresh their distance learning skills.

**KPIs & Work Products:** KPI: The number of faculty who completed recertification

**Measurable Objective: I.4.e**

By August, 2025, develop and implement a program to provide mentorship to new full-time faculty.

**KPIs & Work Products:** KPI: The % of new faculty who meet with their mentor at least twice in their first semester.

**Measurable Objective: I.4.f**

By August, 2024, develop and implement a plan to provide adjunct faculty (including dual-credit faculty) with convenient and accessible professional development.

**KPIs & Work Products:** KPI: The schedule of PD targeted specifically to adjunct and dual-credit faculty.

**Measurable Objective: I.4.h (Huntsville)**

By August, 2024, scale the use of Launchpads to all units.

**KPIs & Work Products:** KPI: Percentage of students at Huntsville Campus with access to Launchpads.

**Measurable Objective: I.4.i (Huntsville)**

By August, 2025, collaborate with Atlo so students can access online instructional apps, e.g., Adobe CC, HVAC control simulators, etc.

**KPIs & Work Products:** KPI: The number of courses with course-specific applications on the Launchpad

**Measurable Objective: I.4.j**

By August, 2025, implement a proof-of-concept to convert computer labs and classrooms to virtual machines to increase reliability, reduce maintenance, and increase utilization.

**KPIs & Work Products:** WP: A computer classroom with virtual machines.

## **I.5. Ensure transition to end goals.**

### **Measurable Objective: I.5.c**

By August, 2024, implement a plan to increase the number of students who transfer to four-year institutions. This assumes we hire a Transfer Coordinator to lead the effort by December, 2023.

**KPIs & Work Products:** KPI: The transfer rate.

## **I.6. Non-student facing**

### **Measurable Objective: I.6.a (Huntsville)**

By August, 2024, in response to HB8 Completion Funding: Restructure the process of awarding certificates and degrees so they are awarded as they are earned instead of all at the end of the program.

**KPIs & Work Products:** WP: A plan for awarding certificates and degrees as they are earned.

### **Measurable Objective: I.6.d (Huntsville)**

By January, 2025, complete the application to the US DOE to certify the Prison Education Program under the new federal regulations.

**KPIs & Work Products:** WP: The SACSCOC Substantive Change



## II. Expanding Opportunity

This strategic goal is similar to Student Success in that it consists of strategies to help students/learners achieve their educational goals, but the strategies focus on looking beyond stereotypes and expanding opportunities especially for students who have had the fewest opportunities prior to coming to Lee College.

### 2028 Expanding Opportunity Targets for Degree- and Certificate-Seeking Students:

1. Track the differences between the race/ethnicity, gender and socioeconomic status of regular-admission students<sup>1</sup> from each ISD<sup>2</sup> and the race/ethnicity and gender of the general student population at each ISD.
2. Track the differences between the race/ethnicity, gender and socioeconomic status of dual credit students from each ISD<sup>2</sup> and the race/ethnicity and gender of the general student population at each ISD.
3. Track the differences in fall-to-fall retention for regular-admission<sup>1</sup> full-time<sup>3</sup> and part-time<sup>4</sup> first-time-in-college<sup>5</sup> students based on race/ethnicity, gender and socioeconomic status.
4. Track the differences in graduation rates<sup>6</sup> for regular-admission<sup>1</sup> full-time<sup>3</sup> and part-time<sup>4</sup> first-time-in-college<sup>5</sup> students based on race/ethnicity, gender and socioeconomic status.

### 2028 Expanding Opportunity Targets for Employees:

5. Track the race/ethnicity and gender of full-time and part-time faculty, classified staff, and exempt staff compared to the race/ethnicity and gender of degree- and certificate-seeking students.

### 2028 Expanding Opportunity Targets for Small Business Owners

6. Track the percentage of minority and women-owned business owners served by the SBDC.

#### Footnotes:

1. Regularly admitted students are degree- and certificate-seeking students who are not currently enrolled in high school and are not incarcerated.
2. Each ISD includes the 15 ISDs in our service area.
3. Full-time students are students who enrolled in at least 12 SCH as of ORD in their first regular semester (fall or spring) of college. A student is classified as full-time even if they enroll in less than 12 SCH in subsequent semesters. Enrollment intensity is based on the first semester in college only.
4. Part-time students are students who enrolled in less than 12 SCH as of ORD in their first regular semester (fall or spring) of college. A student is classified as part-time even if they enroll in 12 SCH or more in subsequent semesters. Enrollment intensity is based on the first semester in college only.
5. First-time-in-college students are regularly admitted students who have not enrolled in college credit courses since finishing high school.
6. Graduation rates are determined based on 150% of the time to graduation. A full-time student who takes three years to complete a 2-year degree is considered on time. A full-time student who takes 18 months to complete a one-year certificate is considered on time.

## STRATEGIES

### II.1 Create coherent pathways leading to student goals.

No objectives for this pillar

### II.2 Provide services to ensure students are getting on a pathway.

#### **Measurable Objective: II.2.b**

By August 2027 develop and implement policies and procedures for periodic review of the college's physical appearance and its representation in media to ensure diverse backgrounds and experiences are reflected with respect and authenticity.

**KPIs & Work Products:** WP: Written policies and procedures to review the college's appearance and representation in media.

WP: Written reports resulting from reviews of the college's appearance and representation in media.

### II.3 Deliver support services and programs to keep students on the pathway.

#### **Measurable Objective: II.3.c**

By June, 2025, develop and implement a joint program with the Office of Transition and Career Services to find immediate employment for students in financial crisis.

**KPIs & Work Products** WP: A written set of policies and procedures for finding immediate employment for students in financial crisis.

#### **Measurable Objective: II.3.m**

By August, 2024, recruit students as researchers in the Office of Student Success and Belonging to work on various projects.

**KPIs & Work Products:** WP: Research reports produced by the student research team KPI:

The number of student researchers working in the Office of Student Success and Belonging

#### **Measurable Objective: II.3.n**

By August, 2024 develop and implement an ongoing communication plan so students and employees are aware of the college's commitment to student success and belonging, the Office of Student Success and Belonging, and the services it provides.

**KPIs & Work Products:** WP: The communication plan and examples of collateral to support the plan, e.g., Web pages.

KPI: The number of students and employees served

**Measurable Objective: II.3.o**

By August, 2025, complete a comprehensive review and revision of all course curricula to ensure inclusive curricula in all courses across campus.

**KPIs & Work Products:** WP: Report on changes to curricula.

KPI: % of students who respond positively to questions on the Campus Climate survey in the inclusive curricula dimension.

KPI: Number of faculty attending professional development on inclusive curricula

**Measurable Objective: II.3.p**

By August, 2025, create consistent, continuous systems for identifying special populations and tracking the basic needs of individual students. Systems must meet legislative requirements regarding students who are parents.

**KPIs & Work Products:** KPI: Report on the percentage of faculty with up-to-date attendance records.

**II.4. Ensure students are learning in the pathway.**

No objectives for this pillar

**II.5. Ensure transition to end goals.**

No objectives for this pillar

**II.6. Non-student facing.**

No objectives for this pillar

## III. Caring Community

This strategic goal has three parts: ensuring respectful, caring and supportive interpersonal experiences between faculty, staff, students, families, visitors, etc.; creating, utilizing, and maintaining user-friendly processes and procedures; and arranging the physical places where people work, study, collaborate and perform other activities so that they contribute to a positive and satisfying experience.

### 2028 Caring Community Targets:

1. The SENSE Standardized Benchmark for Early Connections will be 3 points higher than our peer institutions.
2. The CCSSE Standardized Benchmark for Student-Faculty Interaction will be 3 points higher than our peer institutions.

### STRATEGIES

#### III.1 Create coherent pathways leading to student goals.

No objectives for this pillar

#### III.2 Provide services to ensure students are getting on a pathway.

No objectives for this pillar

#### III.3 Deliver support services and programs to keep students on the pathway.

##### **Measurable Objective: III.3.d**

By January, 2024, Caring Community Standards will be worn along with ID badges by all college employees.

**KPIs & Work Products:** WP: production and distribution of Quality Service Standard cards

##### **Measurable Objective: III.3.e**

III.3.e By August, 2024, develop and implement quality service training modules for all new employees.

**KPIs & Work Products:** WP: Quality Service training embedded in new employee orientation

##### **Measurable Objective: III.3.f**

By August, 2024, institutionalize ongoing training for new Quality Service Coaches

**KPIs & Work Products:** WP: Annually train 3-5 new employees to be Quality Service Coaches

##### **Measurable Objective: III.3.g**

By January, 2025, develop quality service modules for refresher course and timeline for semesterly coaching and goal setting.

**KPIs & Work Products:** KPI: 85% of Lee College all Lee College employees complete Quality Service refresher course.

KPI: 90% of departments will participate in Quality Service Coaching and Goal Setting



**Measurable Objective: III.3.h**

By August, 2025, update all campus signage for clear and safe navigation.

**KPIs & Work Products:** WP: update of all campus signage for clear and safe navigation.

**III.4. Ensure students are learning in the pathway.**

No objectives for this pillar

**III.5. Ensure transition to end goals.**

No objectives for this pillar

**III.6. Non-student facing.**

**Measurable Objective: III.6.b**

By January, 2026, all areas of campus establish and publish clearly defined processes .

**KPIs & Work Products:** WP: internal SharePoint site for Lee College procedures

**Measurable Objective: III.6.c**

By December, 2024, establish standards for classroom furniture to improve the aesthetics of the learning environment and replace classroom furniture that has reached the end of its useful life.

**KPIs & Work Products:** WP: A standard catalog for all classroom furniture purchases.

WP: A contract with a vendor to provide the furniture. WP: Classrooms with new, attractive and functional furniture.

## IV. Community Engagement

This strategic goal focuses on engaging partners outside the campus to create mutually beneficial relationships with external stakeholders.

### 2028 Community Engagement Targets:

1. At least eight of the high schools in our service area will actively participate in career exploration programs.
2. Authentic measures of the labor market outcomes of Lee College graduates will be readily available using data sharing agreements with the Texas Workforce Commission and the Texas Department of Criminal Justice.

### STRATEGIES

#### IV.1 Create coherent pathways leading to student goals.

No objectives for this pillar

#### IV.2 Provide services to ensure students are getting on a pathway.

##### Measurable Objective: IV.2.e

By August, 2027 develop and implement policies and procedures to maintain a program of public events that represent diverse backgrounds, identities and experiences with respect and authenticity.

**KPIs & Work Products:** WP: A calendar of public events reflecting diversity.

KPI: The number of people (students, employees, public) that attend the events.

##### Measurable Objective: IV.2.h

By August, 2025 develop a comprehensive plan for establishing engaging with all communities in our service area

**KPIs & Work Products:** WP: A proposal for community engagement.

#### IV.3 Deliver support services and programs to keep students on the pathway.

##### Measurable Objective: IV.3.a

By August, 2024, develop a performing arts center program consisting of series of performances that will attract the community and also appeal to our students.

**KPIs & Work Products:** WP: A program consisting of a series of performances

KPI: The amount of contributions raised to support the series.

KPI: Annual attendance at series events.

**IV.4. Ensure students are learning in the pathway.**

No objectives for this pillar

**IV.5. Ensure transition to end goals.**

**Measurable Objective: IV.5.a (Huntsville)**

By August, 2024, develop articulation agreements for BAT or BAAS programs with partner institutions for students after they are released.

**KPIs & Work Products:** WP: Articulation agreements.

**IV.6 Non-student facing**

No objectives for this pillar

## V. Institutional Effectiveness

This strategic goal focuses on strategies that measure the performance of the college's programs and services and using those measures to improve the quality and efficiency of the college.

### STRATEGIES

#### V.1 Create coherent pathways leading to student goals.

No objectives for this pillar

#### V.2 Provide services to ensure students are getting on a pathway.

No objectives for this pillar

#### V.3 Deliver support services and programs to keep students on the pathway.

#### V.4. Ensure students are learning in the pathway.

##### **Measurable Objective: V.4.b**

By August, 2024, implement a classroom and online course observation process

**KPIs & Work Products:** KPI: % of full-time faculty who have documented observations each year.

KPI: % of part-time faculty who have documented observations each year.

##### **Measurable Objective: V.4.c**

By August, 2024, ensure broad participation in the end-of-semester course evaluation.

**KPIs & Work Products:** KPI: % of students responding.

##### **Measurable Objective: V.4.d**

By May 2024, develop and implement a set of course evaluation questions that are focused on distance learning.

**KPIs & Work Products:** WP: Set of questions.

##### **Measurable Objective: V.4.e**

V.4.e By August 2024, implement a review cycle for online course design, and begin the first cycle of reviews.

**KPIs & Work Products:** KPI: The number of courses that have gone through the review process.

#### V.5. Ensure transition to end goals.

No objectives for this pillar

## V.6. Non-student facing.

### **Measurable Objective: V.6.a**

By August, 2025, prepare an RFP for an ERP to replace PeopleSoft.

**KPIs & Work Products:** WP: The RFP to get proposals to replace PeopleSoft.

### **Measurable Objective: V.6.b**

By August, 2024, migrate to a new library management system to save software licensing costs, increase productivity, and get new features that the library needs.

**KPIs & Work Products:** KPI: The implementation of new library management software.

## VI. Legacy

This strategic goal focuses on strategies that prepare the college for the future ten or twenty or fifty years from now.

### 2028 Legacy Targets

1. Resolve the issues surrounding the need expressed by Barbers Hill ISD to provide a local instructional location.
2. Be prepared to present the case for a bond election to address aging infrastructure.
3. Make plans to establish an instructional location in the Dayton area to meet the anticipated needs of this fast growing area.
4. Foundation targets?

### STRATEGIES

#### VI.1 Create coherent pathways leading to student goals.

No objectives for this pillar

#### VI.2 Provide services to ensure students are getting on a pathway.

##### Measurable Objective: VI.2.a

By December, 2025, complete a feasibility study of establishing remote college classrooms in high schools, community centers, business/industry facilities, housing authority apartment meeting rooms, etc. for day and/or evening classes.

**KPIs & Work Products:** WP: A written report.

##### Measurable Objective: VI.2.b

By May, 2024, get taxpayer approval for a maintenance tax for the Barbers Hill Branch Campus.

**KPIs & Work Products:** KPI: Successful passage of a maintenance tax by the voters of Barbers Hill ISD.

##### Measurable Objective: VI.2.c

By August, 2025, have a fully executed MOU with Barbers Hill for the operation of the Branch Campus.

**KPIs & Work Products:** WP: An MOU with Barbers Hill ISD governing the new Branch Campus

#### VI.3 Deliver support services and programs to keep students on the pathway.

No objectives for this pillar

#### VI.4. Ensure students are learning in the pathway.

No objectives for this pillar

#### VI.5. Ensure transition to end goals.

No objectives for this pillar



## VI.6. Non-student facing.

### **Measurable Objective: VI.6.b**

By December, 2023, identify potential locations for a branch campus in the Dayton area.

**KPIs & Work Products:** WP: A report showing potential locations for a branch campus.

**Details:** The vacant lot was evaluated and deemed a good value for the college for a potential parking lot or other use. The lot was purchased in Spring, 2022.

### **Measurable Objective: VI.6.m**

By August, 2023, renovate the Student Center to house the new Student Resource and Advocacy Center (SRAC), the Learning Hub, Student Activities, Recruiting, the First Year Experience, and Student Clubs.

### **Measurable Objective: VI.6.n**

By August, 2025, demolish TV-10 to leave a clear lot for future development.

### **Measurable Objective: VI.6.o**

By August, 2024, prepare a Facilities Strategic Plan based on the Instructional Strategic Plan (see Objective IV.4.a).



LEE COLLEGE