PHILOSOPHY STATEMENT

Metropolitan Community College-Longview recognizes that the first year of college is the foundation of successful learning.

We commit to providing excellence in teaching and support services which ease the transition to college and promote learning and co-curricular engagement in the first year.

We commit to challenge first-year students to accept responsibility and commitment to academic excellence, personal integrity, and civic responsibility.

We commit to assisting students in their development of a constructive sense of self and in their awareness of the individual as a powerful innovator in the social, economic, and political communities.

We commit to continuously assess and respond to the dynamic needs of first-year students.

And, we hope first-year students will develop a sense of pride and involvement in MCC-Longview, an appreciation for cultural differences, and a philosophy that learning is a life-long process.
FIRST-YEAR STUDENT OUTCOMES
(Developed 2007-08)

1
Students will demonstrate a commitment to the values of scholarship, citizenship, civility, tolerance, and taking responsibility for their own actions.

2
Students will use specific study skills (e.g., use of syllabus and course calendar, effective use of time, textbook reading and note-taking strategies, and active class participation) in order to complete their first 25 college credits with a grade of C or better.

3
Students will develop programs of study that take into account their educational and career goals.

4
Students will take initiative to contact resources (e.g., instructor, advisor, counselor, learning assistance center, financial aid, student information center, community resources, etc.) as needed.

5
Students will successfully participate in an out-of-class team project.

6
Students will demonstrate a commitment to the value of life-long learning.
EXECUTIVE SUMMARY

In 2005, the Policy Center on the First Year of College selected MCC-Longview to be a participant in the Foundations of Excellence Project. After completing a yearlong self-study, a final report including over 70 action plan items was submitted by Longview's First Learning Year Team (FLYT) to the Policy Center.

Aspiring to improve the first year experience, a philosophy statement was crafted and the action items were arranged under five overarching themes: organization, communication, best practices, connections and assessment. Five self-organizing Implementing New First Learning Year Theme (INFLYT) teams with members from instruction, student development, and the student body developed three-year plans and began work on action items. MCC-Longview’s FLYT Action Plan Phase I funded Year One initiatives, resulting in fifty-two accomplishments reported for 2006-2007. Year One became “The Year of the First-Year Student Philosophy.”

INFLYT teams met throughout Year Two to accomplish fifty-six Year Two initiatives. MCC-Longview’s FLYT Action Plan Phase II funded professional development, communication, assessment, ESL credit courses, a first-year learning community, in-service speakers, outreach to area high schools, and an employee award for outstanding contribution. Collaboration and camaraderie between instruction and student development continued to impact the campus culture, making employees more connected with one another. All employees were represented on the planning committee and were invited to attend the Spring 2008 In-service, with keynote speaker Dr. Mark Taylor.

The larger FLYT group, including members from all INFLYT teams, continues to meet for the purpose of sharing and celebrating accomplishments. A June retreat at Powell Gardens provided renewal and celebration after our second year of work for the improvement of the first year of college. Year Two became “The Year of First-Year Student Outcomes.” As MCC-Longview reaches the final year of the three-year action plans, we are aware that FLYT aspirations have become a part of who we are and therefore will be a part of who we will always be.
Action Items 2005-2006
1. Create organizational structures that focus on the first year student.
2. Focus our resources and budget on first year student initiatives.
3. Continue to hire diverse faculty, staff and administrators.
4. Build a team to address ESL concerns by providing courses, advising, student support services, clubs and community outreach programs.
5. Create a First Year Experience program.
6. Pilot required orientation, advising and photo ID’s for all first time, degree or certificate seeking students.
7. Ensure evening students have access to support services including daycare and food services.

Year One Action Plan Accomplishments 2006-07
- Used Action Plan funds for Spring In-Service keynote speaker, Randy Swing as well as Parent Handbook, Student Survey and incentives.
- Accomplished 2005-2006 goal to make student services offices aware of FLYT initiative.
- Partnered with Office of Teaching & Learning support to build ESL program: established stronger ties with Applied Language Institute, met with Jan Rosenblum regarding financial aid support, visited Don Bosco and held Cultural Competency workshop for frontline staff.
- Participated in Action Plan Phase II proposal for 2007-08.
- Used professional development funds to send FLYT members to FoE “Maintaining the Momentum” conference in Skokie, IL.

Unanticipated activity/connection/awareness related to FLYT work 2006-2007
- Visit to Don Bosco: we had empathy for the students and were impressed by the uniqueness of the teaching methods.
- Connections made through participation in Center High School ESL training: met a teacher of Japanese that was interested in teaching at Longview.
- Belton School District interested in an ESL partnership with Longview.
- Day Care Center Task Force is working on a plan to continue services.
• Found that FLYT allows us to work better across units (faculty & staff) and that there is enthusiasm for the work as demonstrated by attendance at meetings.

New Action Items 2007-2008
8. Provide cultural competency training.
9. Research needs of non-traditional students and develop plan to address those needs.

Year Two Action Item Accomplishments 2007-2008
• Launched ESL credit program fall 2007.
• Established college-wide ESL Advisory Team to provide input and guidance to the ESL program.
• Established efficient application and enrollment processes for new ESL students. Coordination with Testing and Financial Aid was essential to the development of these processes.
• Submitted successful Library Outreach to Spanish Speakers grant application and hosted Fiesta de la Biblioteca in April, 2008. A second year grant will be submitted.
• FLYT Organization team members attended language and culture workshop in Columbia, MO that provided insight into a variety of opportunities available for students and staff related to interacting with students from whom English is not their primary language.
• Began development of Year III FLYT goals to include development of level two cultural competency training.
• Offered training for frontline personnel to further open dialogue between and among departments that work with ESL students; to clarify differences between current academic offerings and pending non-credit offerings; and to further the development of communicating consistent steps to enrollment for non-native speakers.
• Supported the application for the Missouri Department of Elementary and Secondary Education (DESE) Adult Education and Literacy Grant to become a state provider of non-credit ESL and ABE services.
• Presented FLYT Philosophy statement to New Faculty Mentoring group.
• Presented each new faculty a copy of Teaching First-Year College Students.
Report Year Two

**COMMUNICATION**

Longview will identify the first year student cohort, explicitly communicate the philosophy statement, and make purposeful contacts with first year students designed to inform, encourage, and promote success. College-wide communication will increase awareness and support of first year initiatives, programs, and services.

**Action Items 2005-2006**

1. Communicate characteristics, demographics, and transition issues of first year students to faculty, staff, and administrators.
2. Better communicate the general education and student development outcomes as well as the student code of conduct.
3. Inform parents by creating a web link from MCC’s web page and sending information packets to parents.
4. Create a web link from MCC’s web page specifically for secondary school personnel.
5. Improve transition to college process for A+ students.
6. Improve MCC communication with students.
7. Better disseminate information on diversity activities.
8. Increase college-wide communication.
9. Establish an early warning system to identify and intervene with students in academic jeopardy.
10. Increase student use of MCC e-mail system.
11. Designate first year students on class rosters for faculty information.
12. Include student photos on class rosters to help facilitate faculty connection with students.
13. Set the expectation up front that college is important and takes time.
14. Help students examine and clarify their personal motivation for pursuing higher education.

**Year One Action Item Accomplishments 2006-2007**

- The parent web site has gone live.
- The parent handbook has been printed and is being given to parents during the parent orientation session weekly at duo days. There are 30-40 parents are each session. Action plan money for FLYT was used to pay for the printing costs.
• The parent orientations are occurring weekly during Duo Days and there is a panel of MCC-Longview personnel at each including a counselor, an administrator, a faculty member, a college relations coordinator, and a financial aid advisor. The FLYT philosophy statement is given to parents at orientation.

• The math 40 SI section Sharon Hamsa is doing is on track for fall 2007, a flyer has been developed and 14 students are enrolled as of today. This is for A+ and Re entry students.

• An A+ transition workshop was held Thursday April 12th, 2007.

• An enrollment group was held just for A+ students on May 8th, 2007.

• There is a new Learning Community for fall 2007 that targets A+ students and is biology, math and GUID 113. Six students are enrolled.

• Five focus groups were held in April 2007 to get student feedback on how we can best communicate with them. We used our $200 action plan money for pizza and drinks as incentives.

• There is a handout for the fall day and evening development (now called Prerequisite) blocks.

• We are working on a project to promote diversity events and all campus events by posting flyers in all bathroom stalls and are ready to proceed now that we have a count of bathroom stalls per building. We will be asking for help with this project to handle the logistics of putting up the new information each week.

• We found that MCC-LV employees can navigate to the student ID photos of students that have gotten an ID.

• College Relations is working on a web site for high school counselors.

• The fall 2007 faculty and student development in-services focused on student characteristics.

• The Belton high school pilot to enroll seniors in MCC-LV during their senior year was successfully completed with a significant increase in the percentage of students from Belton who enrolled at MCC-LV. For the past three years the percentages were 18%, 12% and 16% and this year it increased to 26.6%.

• We were able to get a sub plan of undecided added to MetroSoft so that we can identify undecided students for future interventions about career choice.

• An undecided group was added to each duo day session so that the counselors could work with these students and give them information on career planning resources at MCC-LV.
• The re entry web site was updated and is up and running with many links to resources for re entry students.
• The new academic probation PRP will go to the PRP committee in September 2007. The new academic probation policy is in the current MCC catalog.
• At a communications theme team meeting the idea of packaging all FYE activities came up and was taken to the steering committee resulting in the Longview FLYT logo being developed for use on all documents etc for FLYT.

New Actions Items 2007-2008
15. Improve transition to college process for Reentry students.

Year Two Action Item Accomplishments 2007-2008
• We are working with the Connections Team in planning to put the First Year Learning Outcomes in all of the new student orientation packets once they are finalized. The new First Year Outcomes might be printed on the back of the MCC General Education Outcomes flyer that is given to all students attending new student orientations.
• Student Life and Leadership has designed new student orientation sessions that include a student success panel (where students hear from faculty, administration, counseling and a student about how to succeed in college) and a Parent Session (where parents hear from counseling, administration, faculty and students) about the transition to college and available support services. The parents receive a parent handbook and information on the LV Parent Website.
• The Communications Team supported bringing Mark Taylor for In-Service to speak on Post Modern students.
• Counseling and Admissions collaborated to put transition to college information on the Admissions web page that was launched for high school counselors.
• At the A+ Coordinators meeting hosted by Admissions, the counselors presented information on what high school counselors can do to better prepare students for transition to college. Faculty and staff were surveyed by counseling and asked what students need to know about how college is different from high school and their responses were used to develop a handout for the A+ coordinators to take back to the high school counselors.
• Supplemental Instruction for MATH 40 students was offered this year.
• The A+ and Re-Entry students are included in other transitional student events such as Orientation and New Student Enrollment Groups.
Report Year Two

- 150 bathroom stall holders were purchased. These will be used to post weekly flyers that Student Life and Leadership will compile which will provide information on events for students for that week.
- Campus Life and Leadership has increased awareness of student events by having physical plant construct chalkboard sandwich signs to place around campus advertising events.
- The Academic Intervention PRP (7.40020) made it through the governance process. We are waiting on a timeline for the implementation of this PRP.
- Pursued pictures of students being on the faculty roster and found that this will be part of the MetroSoft 9.0 upgrade and that, if it can be approved by the MetroSoft administrators, Mark Murtha has written a program and currently using it in his own classes to put student ID photos on his class roster.

Unanticipated Activity/Connection/Awareness related to FLYT work 2007-2008

We noticed that the Communications Team seems to be one of the few teams that have active staff employee involvement. We need more staff INFLYT participation.

We are aware that we need more student involvement and voices on INFLYT and will strive to make improvements with student representation next year.

The Supplemental Instruction for the Math 040 students did not work out as we expected. The second time that it was offered, the intention was to reach more re-entry students. That did not happen and most of the students in the class were not considered re-entry. It would have been better, if we could have reached the targeted students with this project.
**BEST PRACTICES**

Longview will promote and support innovation in teaching and learning, recognize and acknowledge achievement, and strive for excellence by providing professional enrichment opportunities.

**Action Items 2005-2006**

1. Create integrated approach for Developmental students.
2. Develop realistic career and workplace expectations for first year students.
3. Investigate establishing reading pre-requisites for college level courses.
4. Encourage collaboration and communication to share best practices in instruction and student development.
5. Support discipline specific professional development for instructors who want to learn about alternative teaching strategies and ways to infuse diversity into their curriculum.
6. Support attendance at conferences and workshops that develop strategies for working with first year students.
7. Develop methods of recognizing outstanding faculty and staff.
8. Focus in-service themes around the first year student.
9. Provide students a menu of options for the first year experience.
10. Help students establish a career plan early in their first year.
11. Increase discipline specific connections between Longview instructors and high school teachers.
12. Simplify process for faculty to take students off campus for activities and events.
13. Use enrollment technologies to enhance academic advising services.
14. Create class schedules options that lead to success for Developmental students, including those who need full-time student status.
15. Provide orientation and enrollment services for nontraditional age students.
16. Prepare students for future employment.

**Year One Action Item Accomplishments 2006-2007**

- Created and administered survey to faculty, staff and student development.
- Looked for people to participate in FLYT.
Report Year Two

- Designed award (plaque) to present to faculty and staff that demonstrate "best practices" [Outstanding contribution to Life & Learning].
- Discussed how we could share "best practices" at Longview (e.g. workshops, Spring 2008 In-service theme: "what Works with First Year Students").
- Fall 2007: (1) Create selection committee to develop criteria for recipients of the award and (2) Connect with area high schools in preparation for Engineering Night.
- Created and administered survey to faculty, staff and student development.
- Looked for people to participate in FLYT.
- Designed award (plaque) to present to faculty and staff that demonstrate "best practices" [Outstanding contribution to Life & Learning].
- Discussed how we could share "best practices" at Longview (e.g. workshops, Spring 2008 In-service theme: "what Works with First Year Students").
- Fall 2007: (1) Create selection committee to develop criteria for recipients of the award and (2) Connect with area high schools in preparation for Engineering Night.

New Action Items 2007-2008
17. Continue the MEP and HS connection through Engineering and Land Survey and extend this connection to PLTW coordinators in Automotive and GIS.
18. Continue the Link Community between MATH 40 and GUID 113.
19. Continue to develop the hands-on labs for MATH 20 and expand offerings.
20. Investigate learning communities organization in more developmental education courses.
21. Have developmental education instructors in READ, ENGL, MATH, and ABLE attend NADE conference (National Association of Developmental Education).
23. Explore developmental education models for career and technical education.

Year Two Action Item Accomplishments 2007-2008
- Developed a MATH 40/GUID 113 linked curriculum oriented towards success in mathematics (1, 4).
- Redesigned the MATH 20 ABLE outcomes and assessments. Also, incorporated a hands-on lab component into the workshop (1, 4).
- Supported faculty professional development at AMATYC (guide curriculum), developmental symposium in mathematics, and International Conference on Technology in Collegiate Mathematics (5, 6).
- Outstanding Best Practices Award is produced (7).
• Spring convocation spotlighted faculty from the district as keynote speakers, “Experts from A Near” (7).
• Sponsor of Spring 2008 In-Service on understanding, teaching and serving post-modern students through sessions and meeting with Dr. Mark Taylor, PhD, University of Arkansas (8).
• The MEP division visited high schools in the region to promote Engineering Night at Longview. During the visits, faculty met high school instructors in Mathematics, PLTW, and Physics. Marketing material was distributed to the students (11).
• Janet Wyatt attended the High Schools That Work assessment standard workshop in Atlanta April 29-May 2 (11).
• Online Professional development for adjunct MEP faculty was installed in Spring 2008 (5).
• Hybrid developmental math course created for fall 2008 (14).
• Career and technical programs have developed program outcomes, performance indicators, and assessment measures (16, 2, 4).
• Casey Reid presented WIKI demonstration at District Convocation, English Department meeting, and a Writing Intensive workshop (4).
• Matthew Westra presented at District Convocation on Writing Intensive (4).
• Janet Wyatt presented “Flatland” to Writing Intensive workshop (4).
• MCC-LV staff completed required workshops for Writing Intensive certification (4).
• Several faculty participated in the learning communities workshop (4).
• Create Service Learning class for developmental students (14).
• Create integrated approach for developmental students (1).
  a. Continuation of Read 11 Exit testing pilot and added portfolio project
  b. Working with Diana Grahn to develop proposal for Reading Across the Curriculum outreach project. This project would connect the Longview Reading Center with ABE sites within our community and state.
  c. Collaborated with ABLE program in offering self-contained ABLE Read 108.
  d. Collaborated with ABLE program in the placement of students into Lindamood Bell program.
  e. Collaboration and support with Longview Developmental Education Committee.
• Support attendance at conferences and workshops that develop strategies for working with first year students (6).
a. Reading faculty, staff and clinicians attend April 4th Adult Basic Education Conference sponsored by LIFT Missouri.

- Provide students a menu of options for the first year experience (9).
  a. Offered on-line Read 108.
- Increase discipline specific connections between Longview instructors and high school teachers (11).
  a. Collaborated with area high schools in the placement of students into developmental reading classes and Lindamood program.
- Create class schedule options that lead to success for developmental students, including those who need full-time student status (14).
  a. Increased Read 11 offerings for Fall 08.
  b. Expanded Read 11 offering to include hybrid evening course.
Report Year Two

**Action Items 2005-2006**

1. Build partnerships between units that result in an integrated approach to the new student experience.
2. Increase faculty involvement with students outside of class through participation in college sponsored activities.
3. Increase and support integrated and linked Learning Communities for first year students.
4. Expand and institutionalize efforts to create a scholarly, responsible, and engaged student culture at Longview.
5. Increase advising outreach activities for first year students.
6. Increase student use of Advising Office for academic checkups.
7. Intentionally coordinate curriculum with co-curricular activities.
8. Arrange a faculty driven activity with first year students.
9. Identify students' goals, needs, and interests on admissions applications; make that information available in MetroSoft, so students can be contacted about opportunities for career planning, childcare, clubs, student organizations, honors programs, student activities, performing arts, athletics etc.
10. Develop common learning outcomes for first year students.
11. Develop initiatives to improve success of high-risk students, such as developmental and A+ students.
12. Create a Cultural Center.
13. Create a student mentoring program and club for A+ students.
14. Increase the number of clubs and organizations focusing on diversity.
15. Develop common academic experience.

**Year One Action Item Accomplishments 2006-2007**

- Critical first year outcomes were developed from surveys administered to faculty and FLYT team and from a discussion with deans. Outcomes were
compiled and ranked according to importance. These outcomes will be used in Colloquia.

- Exploration around addressing first year outcomes in a 1 credit hour colloquia/seminar developed and taught by faculty. It was discussed that this be marketed as an “experiment” rather than as a “pilot.” GUID 113 is course framework which could be used instead.
- Identify a cadre of faculty interested in developing and teaching within this project. Interest themes will eventually emerge for these groups.
- Discussed seeking an automatic process where MCC - LV can collect new student interests and needs which is then forwarded to relevant department/individuals. MetroSoft was explored as a system to collect this information. Barriers were identified with this system. The team discussed other avenues and venues of administering an interest survey and how this information could be used. To help our discussion, we engaged the larger FLYT group in a brainstorming activity to broaden our options. Additional conversation focused on needed resources to carry out this project.
- As part of our goal to connect with students, we hope the area set up in the cafeteria will promotes social interaction and connection.
- In an attempt to address advising outreach, some of our team members participated in an advising outreach project that occurred at Belton High School. A team of advisors, administration and faculty advised and enrolled 76 high school students into Fall 07 MCC LV classes.
- Efforts to create a scholarly, responsible, and engaged student culture at Longview occurred through the development and implementation of presentations by faculty and deans in New Student Orientations. These presentations promoted an environment of a scholarly and mature behavior where individuals are responsible for the decisions and events in their lives. Messages shared included the idea that higher education brings transformation to one’s personhood, general education outcomes and that a college education offers much more than the possibility of better employment.
- As it relates to this culture, faculty will be encouraged to incorporate this message in their own words into their syllabi and interactions with students. Instructors will be given the opportunity to use empowering, positive and motivates students. One that challenges students yet offers support.
- The discussion and planning of connecting academics to extra curricular activities such as the World Music and Art festival and other forums (Living Without Documentation) has been initiated. Included here is how to inform
instructors earlier and how to work with the committees that plan and host events and extracurricular activities.

- An action plan has been submitted by our committee member, Priscilla Evans-Jackson, to help us address our work in the area of common academic experiences.

**Unanticipated Activity/Connection/Awareness related to FLYT 2006-2007**

The Connections Team was able to capture additional member Barbara Eubanks who provided unique initiatives and historical background that we would not have originally had without her support. We also were surprised by the barriers encountered in using district-wide technology in administering our interest survey, collecting student data, and contacting potential students by their areas of interests. We contacted several district committees to address the feasibility of using MetroSoft in this way. Essentially, those with the power to make such changes suggested other alternatives, especially since FLYT is not a district movement. As a team, an unexpected reality occurred regarding:

- the magnitude of the charge of connectedness and common academic experience
- how intertwined the departments are in their focus on student development
- how much effort, work and resources are involved
- the level of collegiality gained when working with individuals with common student-centered goals

**New Action Items 2007-2008**

16. Meet with David Miller regarding honor student initiative.

**Year Two Accomplishments 2007-2008**

- Drafted first year student outcomes.
- Created subcommittee to plan common reading initiative.
- David Miller, History Instructor, implemented “current topics” sessions for honor students.
- Collected student goals on MetroSoft.
- Set meeting for FLYT Retreat to engage more faculty in first year student outcomes review.
- Reviewed CCSSE questions for relevancy to first year student outcomes.
- Met with people from different disciplines/departments to bridge the gap for students.
- Celebrated our efforts and exchanging of ideas.
ASHMENT
Longview’s administrators, faculty, students and staff will be committed to continual evaluation, review and improvement of programs, processes, and procedures that impact new and first year students.

Action Items 2005-2006
1. Re-administer the FYE student survey after investigating ways to increase student participation.
2. Research and review the Compass cut-off scores.
3. Set up a task force to develop a plan to address enrollment issues for students placed into required developmental courses.
4. Develop a tracking system to assess usage of services by first year students.
5. Assess common learning outcomes for first year students.
6. Assess the effect of New Student Advising Group participation.

Year One Action Item Accomplishments 2006-2007
• Community College Survey of Student Engagement (CCSSE) was administered during spring semester 2007 (items 3, 4 & 5).
• Participated in Action Plan proposal to fund FLYT: Phase II (item 6).
• Re-administered FoE Student Survey (item 1).
• Compass cut-off scores have been recommended by committee (item 2).

Year Two Action Item Accomplishments 2007-2008
• Analysis of MCC-Longview’s CCSSE data.
• Worked with Connections Team on assessment of first year student outcomes.
• Completed FLYT Action Plan Phase II.
• Submitted 2008-09 Action Plan, “Assessing Student Engagement after Intervention during the First Year.”
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<th>Concepts</th>
<th>Issues</th>
<th>Process Skills</th>
<th>Assessment</th>
<th>Intended Outcomes</th>
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<tr>
<td>1) Maturity, Civility, Tolerance, Acceptance; Understanding another's perspective; Interpersonal competence</td>
<td>Inappropriate classroom behavior and intolerance</td>
<td>Ability to respect others; Demonstrate ability to get along with instructor; Take responsibility for actions; Understand another's perspective</td>
<td>Focus groups; Portfolios; Journals; Community College Survey of Student Engagement</td>
<td>Students will demonstrate a commitment to the values of scholarship, citizenship, civility, tolerance, and taking responsibility for their own actions</td>
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<td>2) Develop an appropriate and realistic self-appraisal of study skills; Engage in course material</td>
<td>Need to master study skills in order to succeed in college, e.g., use of syllabus, effective use of time, active participation, and effective use of textbook reading and note-taking strategies, Need for realistic impression and evaluation of such skills while understanding difference between high school and college</td>
<td>Demonstrate understanding and effective use of time, course syllabus and calendar; Demonstrate textbook reading and note-taking; Demonstrate active class participation; Assess existing knowledge and competence in needed study skills</td>
<td>Focus groups; Portfolios; Journals; Community College Survey of Student Engagement</td>
<td>Students will use specific study skills (e.g., use of syllabus and course calendar, effective use of time, textbook reading and note-taking strategies, and active class participation) in order to complete their first 25 college credits with a grade of C or better</td>
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<td>3) Motivation / Purpose</td>
<td>Importance of a central purpose and goal for attending college</td>
<td>Ability to articulate career and educational goals</td>
<td>Focus groups; Portfolios; Journals; Community College Survey of Student Engagement</td>
<td>Students will develop programs of study that take into account their educational and career goals</td>
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<td><strong>4) Motivation / Resilience</strong></td>
<td>Need exists to help students seek information, assistance, and use resources when needed; to see all college personnel as advocates and interested in their success</td>
<td>Advocate for self, seeking help when needed, e.g., career planning, advisement, prioritizing life issues, budgeting time, financial responsibility etc.; Make personal connections including instructor and staff contact</td>
<td>Focus groups; Portfolios; Journals; Community College Survey of Student Engagement</td>
<td>Students will take initiative to contact resources (e.g., instructor, counselor, advisor, learning assistance center, financial aid office, student information center, community resources, etc.) as needed</td>
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<td><strong>5) Teamwork; Engagement in course community</strong></td>
<td>Need to demonstrate an understanding of and practical use of teamwork for learning and personal connection; Encourage students to talk, write and reflect on what they are learning</td>
<td>Demonstrate ability to respond to others by sharing ideas and thoughts; Demonstrate listening skills and respect for individual value and worth; Demonstrate ability to work with different temperaments and personal styles</td>
<td>Focus groups; Portfolios; Journals; Community College Survey of Student Engagement</td>
<td>Students will successfully participate in an out-of-class team project</td>
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<td><strong>6) Value of Higher Education; Life-long Learning</strong></td>
<td>Internalization of the value of higher education in order to succeed in life and to become a better: 1. individual (reading on own time), 2. citizen (civic engagement voting etc.), 3. career professional (connecting college skills to the job search and needs of employer), and 4. Researcher (of discipline / subject</td>
<td>Demonstrate ability to, 1. use &quot;tools&quot; for lifelong learning (library, online databases), 2. apply learning across disciplines, and 3. describe the interconnectedness of disciplines and subjects</td>
<td>Focus groups; Portfolios; Journals; Community College Survey of Student Engagement</td>
<td>Students will demonstrate a commitment to the value of life-long learning</td>
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