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## Quality Enhancement Plan

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### ***Division Meeting Discussion/Conversation Regarding Personal Responsibility***

*Update on QEP: Over the last month, we have been working to increase broad-based involvement in the QEP development and on narrowing our focus to a particular facet of Personal Responsibility.*

*We completed 2 of a 3 step survey process. We surveyed students at Homecoming to garner input (n=97). From this data, we found 8 major themes. We then conducted student focus groups to further narrow the topic. From the results of the focus groups, two prominent themes emerged: academic responsibility & ethical responsibility. The team then developed a survey which will narrow our results to one of these two areas and give us insight into possible strategies for the QEP. The survey went out November 5th via email to as many of our constituents as possible. We hope to have sufficient response (5 to 10% for students) to close the survey Nov 14th. If you have not yet taken this survey, Please do! Once we have the topic narrowed, we can proceed with completing the framework, goals, SLOs, strategies, and assessment plan. The QEP website has been updated to keep the college community informed.*

*We are meeting with each Division to gather your ideas and comments so that we can continue to develop a successful collaborative QEP.*

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#### ***Purpose:***

Faculty/Staff Input, Ideas, Best-practice sharing

#### ***Objectives:***

1. Encourage communication and conversation about the QEP
2. Insure broad-based representation during the development of the QEP
3. Garner feedback and ideas for strategies to accomplish the QEP

#### ***Method:***

Either in an open forum or in break-out roundtable discussions generate conversation about personal responsibility. Collect and document responses.

**Suggested Questions:**

1. What successful strategies are you currently employing in the classroom to instill personal responsibility? Outside of the classroom?
2. What are the behaviors you expect to see in a student exhibiting personal responsibility?
3. How can we best connect and collaborate across the college to improve in our efforts to help students grow in the area of personal responsibility?
4. What are some barriers or hindrances across campus to teaching students personal responsibility?

**Requested Deliverable:**

Please allow 30 minutes or so for discussion during your Division's meeting and provide a summary of suggestions and feedback. Please send to: Laura Miele, [lmiele@alamo.edu](mailto:lmiele@alamo.edu).

Thank you for your collaboration in this effort!

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**Faculty & Staff Division Meeting Schedule:**

EVENT	DATE	TIME	LOCATION	METHOD	POC
Applied Science & Technology	11/12/2014	3:00 pm	CHP 115	Guided Discussion	Jill Zimmerman/Maria Luna-Chavez
Arts and Sciences	11/12/2014	2:30 pm	Heritage Room	Guided Discussion	Sean Nighbert/Irene Young
College Services	11/14/2014	1:30 pm	SWC, BLDG 1 Tiger Bistro	Guided Discussion	Cindy Katz/Laura Miele
Continuing Education	11/12/2014	9:30 am	CEB, Rm TBD	Guided Discussion	Irene Young/Laura Miele
Health Sciences	11/19/2014  (not confirmed)	2:00 pm	CHP 226	Guided Discussion	Jill Dehoog/Penny Pfeill
Interdisciplinary Programs	11/12/2014	1:30 – 3:00 pm	CLR 301	Guided Discussion	Sonia Valdez/Jill Dehoog
Student Success	11/12/2014	8:30 am & 2:00 pm	SLC 126	Guided Discussion	Dr. Machen/Dr. Williams



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## Conversation Regarding Student Personal Responsibility

- ✓ Narrow the focus of Personal Responsibility
- ✓ Gather comments and ideas for strategies to accomplish the QEP

Question 1: What successful strategies are you currently employing in the classroom to instill personal responsibility? Outside of the classroom?

- TEAM LEADS / Grp. Proj.
  - Projects w/ LEADERS
  - respons. for tools
- AMT
  - PROJECTS (~~OR~~ LARGE CLASS INDV.) [Smaller class grp w/ responsibility for acertion component]
- HOMEWORK
  - Timeliness
- ATTENDANCE
- CHECKING EMAIL / course page req. / canvas req.
- Equipment / Tools maintain and put-up
- 
- Internships
-



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## Conversation Regarding Student Personal Responsibility

- ✓ Narrow the focus of Personal Responsibility
- ✓ Gather comments and ideas for strategies to accomplish the QEP

Question 2: What are the behaviors you expect to see in a student exhibiting personal responsibility?

- Need<sup>to</sup> show up to class / punctuality / <sup>mandatory</sup> attendance
  - Time management
  - Homework / assignments
  - \*Look @ emails / canvas - college
  - Do surveys
  - See advisor / welcome center on <sup>their</sup> status
  - See / study syllabus
  - (Monitor attendance). DISCUSSION on
- 
- It's <sup>up to</sup> them that's the problem



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### Conversation Regarding Student Personal Responsibility

- ✓ Narrow the focus of Personal Responsibility
- ✓ Gather comments and ideas for strategies to accomplish the QEP

Question 3: How can we best connect and collaborate across the college to improve in our efforts to help students grow in the area of personal responsibility?

① Academic Responsibility

① Marketing Campaign - Big ONE

② MAKE CONNECTIONS from the classroom

③



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### Conversation Regarding Student Personal Responsibility

- ✓ Narrow the focus of Personal Responsibility
- ✓ Gather comments and ideas for strategies to accomplish the QEP

Question 4: What are some barriers or hindrances across campus to teaching students personal responsibility?

1. SPC makes inappropriate exceptions to numerous deadlines, policies, procedures which encourages lack of responsibility.
2. #1 above causes morale/motivation for buy-in from faculty, staff at the college to be low.
3. SPC often does not demonstrate personal responsibility to students by failing to inform them of being dropped from classes, etc.

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## Quality Enhancement Plan

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Applied Science & Technology Division Meeting

November 12, 2014

Dean: Christopher Beardsall

Roundtable Discussions & QEP Input

QEP Functional Team Facilitators: Jill Zimmerman and María Luna-Chávez

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### Summary:

After a brief update on the current status of the development of the SPC QEP, division members were divided into four groups with each group assigned a question to discuss and answer. After 10 minutes of small group dialogue each group shared their ideas with the entire group.

Group 1 was asked to respond to: 1. What successful strategies are you currently employing in the classroom to instill personal responsibility? Outside of the classroom?

### Group 1 suggestions:

Currently foster personal responsibility in the classroom by:

- Having students work in collaborative teams/groups projects. For example, AMT Projects are given: individual for large classes or responsibility assigned for a certain component for smaller classes.
- Offer extra credit to monitor students and ensure that they are checking course website
- Online classes: make course information readily available by posting files and course information in ACES
- Making students responsible for maintaining and storing tools and equipment that are used during class
- Homework Timeliness: encourage students to turn in on time
- Mandatory attendance
- Making students responsible for checking email, course homepage, registration, Canvas registration

Currently foster personal responsibility outside of the classroom:

- Internships: Students are responsible for obtaining their internship, students will practice soft skills
- Follow up with students at the beginning, during mid-term and with on-site visits
- Encourage students to participate in clubs, promote volunteer activities; SEG grants give students opportunity to volunteer and become responsible.

Group 2 was asked to respond to: 2. What are some behaviors you expect to see in a student exhibiting personal responsibility?

### Group 2 suggestions:

Students exhibiting personal responsibility:

- Need to show up to class, be punctual

- Know time management
- Turn in Homework/assignments on time
- Check ACES emails/Canvas. Suggestion was made to educate students to link their ACES email with their smartphones. Tutorials can be offered to give students option to check their ACES email on their phone (MOWA App).
- Complete surveys
- See advisor and visit Welcome Center to check on their status
- Review and study Syllabus to understand course requirements
- Monitor attendance. Suggestion was made to assign assignment in which students need to log in to ACES to check their curriculum, students should complete Survey to pass the course.

Group 3 was asked to respond to: 3. How can we best connect and collaborate across the college to improve our efforts to help students grow in the area of personal responsibility?

Group 3 suggestions:

College can connect and collaborate by instilling academic responsibility in the classroom, developing a “Marketing Campaign” to engage students in different ways, advertise across the campus with Banners or by means of email. Suggestion was also made to educate students to ensure they know definition of Personal Responsibility.

Group 4 was asked to respond to: 4. What are some barriers or hindrances across campus to teaching students personal responsibility?

Group 4 suggestions:

Barriers or hindrances included:

- SPC makes inappropriate exceptions to numerous deadlines, policies, procedures, which encourages lack of responsibility. This causes morale/motivation for buy-in from faculty and staff at the college to be low.
- SPC often does not demonstrate personal responsibility to students by failing to inform them when being dropped from classes, etc.: SPC needs to inform students. Red tape: barriers to enroll, currently have an intrusive advising model, students need to be more independent.
- Registration process changes often, constant changes that can be a barrier for students. Late registration should not occur during first week of class. Late registration encourages lack of responsibility. Students will rely on registering late if we allow them to.

We are very thankful to the Applied Science & Technology Division for their time and valuable feedback for the QEP development. Each group’s summary responses are attached.





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College Services Division Meeting

November 14, 2014

Vice President of College Services: Lacy Hampton

Roundtable Discussions & QEP Input

QEP Functional Team Facilitators: Cindy Katz and Laura Miele

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### *Summary:*

After a brief update on the current status of the development of the SPC QEP, division members were divided into four groups with each group assigned a question to discuss and answer. After 10 minutes of small group dialogue each group shared their ideas with the entire group.

The first group was asked to respond to: 1. What successful strategies are you currently employing in the classroom to instill personal responsibility? Outside of the classroom? Group 1 did not consist of faculty so they responded to strategies outside the classroom. This group pointed to keeping the community informed, being good stewards, and ensuring the classroom environment is safe and conducive to learning.

Group two was asked to respond to: 2. What are some behaviors you expect to see in a student exhibiting personal responsibility? They provided the following: promptness, respectful, appropriate language, being ready for class, dressing appropriately, attentiveness, and cooperativeness

Group three was asked to answer: 3. How can we best connect and collaborate across the college to improve our efforts to help students grow in the area of personal responsibility? Group 3 offered that we should use social media, digital signage for reminders as in tip of the day/week, use Alamo app to message these, info Q & A sessions for students, communicate better with employees across campus so we can better assist students with questions, use student surveys to collect students' ideas and encourage involvement.

The fourth group responded to: 4. What are some barriers or hindrances across campus to teaching students personal responsibility? This group relayed that we cater to students too much and do not hold them accountable, need clear guidelines at the beginning of each semester, not enough flexibility, language and cultural barriers and students do not know what is expected of them; suggested a contract to make expectations clear

The College Services Division actively participated in sharing in dialogue and suggestions for the QEP development. Each group's summary responses are attached

1. What successful strategies are you currently employing ~~in the classroom~~ to instill personal responsibility? Outside of the classroom?

<sup>Campus Police</sup>  
- Keeping the campus community informed by issuing crime prevention reminders.

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- ensuring classroom environment is suitable for students and faculty ~~by ensuring~~

- <sup>Physical</sup> Inventory responsibility: Being good stewards  
Faculty and staff ensuring all department inventory is accounted for

- Student clubs

# SPC / IT

2. What are the behaviors you expect to see in a student exhibiting personal responsibility?

Promptness - punctuality

Respect

appropriate use of Language (NO cursing)

being ready and prepared for class

Dress appropriately

Follow the appropriate computer use policy

Thoughtful

Attentiveness

Cooperativeness

3. How can we best connect and collaborate across the college to improve in our efforts to help students grow in the area of personal responsibility?

1. - Social media
2. - Digital signage communicate tips & suggestions <sup>Campus</sup> ~~Campus~~ ACROSS
3. - USE Alamo Mobile App
4. - Informational sessions
5. - Communicate with employees on how to assist
6. - Student Surveys

VIC T. FRAGA - STAFF - IT

VERONICA BONEBRAK - STAFF - IT

TRAMY TRAW STAFF IT

Ryan Morales - STAFF IT

BERTHA NORWOOD FACILITIES

4. What are some barriers or hindrances across campus to teaching students personal responsibility?

- 1.) We cater to them too much, and let them <sup>have</sup> be initiators of personal responsibility.
- 2.) Students need a guideline; starting in the beginning of the semester.
- 3.) Language as a barrier
- 4.) Teachers being more available
- 5.) Connection with students
- 6.) Flexible with students
- 7.) Teachers not having the language of culture to connect to students
- 8.) Teachers being a role model; students should be accountable for their responsibility.

Danny Anguiano - Staff



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Workforce Development & Continuing Education Division Meeting

November 12, 2014

Dean: Art Hall

Roundtable Discussions & QEP Input

QEP Functional Team Facilitators: Irene Young and Laura Miele

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### *Summary:*

After a brief update on the current status of the development of the SPC QEP, division members were divided into four groups with each group assigned a question to discuss and answer. After 10 minutes of small group dialogue each group shared their ideas with the entire group.

The first group was asked to respond to: 1. What successful strategies are you currently employing in the classroom to instill personal responsibility? Outside of the classroom? Group 1 suggested that an orientation for students explaining rules/guidelines and requiring a students to sign a participation agreement is helpful. Also suggested was that the instructor should promote campus activities. Suggestions for outside the classroom included using online tutorials.

Group two was asked to respond to: 2. What are some behaviors you expect to see in a student exhibiting personal responsibility? They provided the following: self-sufficient, independent, punctual, attend class regularly, display respect and positive attitude. This group relayed that a student should be driven and connected.

Group three was asked to answer: 3. How can we best connect and collaborate across the college to improve our efforts to help students grow in the area of personal responsibility? Group 3 offered that we should be knowledgeable and informed about policies and procedures impacting students. The group purported that we should engage colleagues and students regarding policies and procedures that impact academic pursuits.

The fourth group responded to: 4. What are some barriers or hindrances across campus to teaching students personal responsibility? This group relayed that a lack of a common definition for personal responsibility is a hindrance. Also the group explained that students taking non-credit courses are less engaged in campus life and that including these students in activities like student orientation would be beneficial.

The Workforce Development and Continuing Education Division actively participated in sharing in dialogue and suggestions for the QEP development. Each group's summary responses are attached.

1. What successful strategies are you currently employing in the classroom to instill personal responsibility? Outside of the classroom?

## - Inside classroom

### Orientation

- Rules + student Guideline
- Participant acknowledge form
- follow-on information session
- promote campus activity
- rest

## Outside of classroom

- on line tutorials
- promotion of online registration

2. What are some behaviors you expect to see in a student exhibiting personal responsibility?

Self Sufficient / Ownership / Independent

Punctual / Attendance

Attitudes

Respectful

Driven - Connected - Disconnected



3. How can we best connect and collaborate across the college to improve in our efforts to help students grow in the area of personal responsibility?

- <sup>BE</sup> informed about policies + procedures at the college that will impact their success.
- by engaging colleagues + students about the policies + procedures that impact their student successful Academic Pursuits.

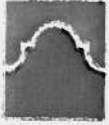
4. What are some barriers or hindrances across campus to teaching students personal responsibility?

Lack of definition of personal responsibility

Non-credit students are ~~dis~~engaged not as engaged in student life as credit students.

\* ~~for~~ example Credit students attend student orientation and non-credit students are not a part of.

~~CONFIDENTIAL~~



1. What successful strategies are you currently employing in or out of the classroom to instill student personal responsibility?

- <sup>Require</sup> Establish student-to-faculty <sup>semester</sup> ~~weekly~~ meetings each semester
- Contact students electronically
- <sup>Require</sup> Work with students on one-on-one basis after exams. Initial exams after feedback
- Have students to work in groups

1. What successful strategies are you currently employing in the classroom to instill personal responsibility?

1.) Assign due dates.

2.) Keeping attendance

3.) Giving pop quizzes.



1. What successful strategies are you currently employing in or out of the classroom to instill student personal responsibility?

### IN THE CLASSROOM

- HANDOUT W/ TERMS BUT EVERYTHING ELSE IS THEIR RESP.
- MAKE THEM DEFEND THEIR OPINIONS
- MUST REWRITE ESSAY FOR HIGHER GRADE
- THEY ARE RESPONSIBLE FOR EXAM CREATION

### OUTSIDE CLASSROOM

- ATTENDANCE IS GRADED
- TUTOR FOR FAILING STUDENTS
- PROOFREAD PAPERS B.4 THEY ARE DUE
-



1. What successful strategies are you currently employing in or out of the classroom to instill student personal responsibility?

- Set expectations
- Identify what their responsibilities are & consequences of not meeting those.
- Attendance - stress importance of
- Assignments - awareness of due dates
- Group activities
- Math dept has student sign off on the syllabus.
- Instructor lets students know they are ~~there~~ there to help.
- Academic dishonesty, plagiarism
- Very complete syllabus -
- One on one relationship with students



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1. What are the behaviors you expect to see in a student exhibiting personal responsibility?

- PUNCTUALITY
- TIMELINESS
- COMMUNICATION
- ACCEPTING RESPONSIBILITY FOR ACTIONS
- MATURITY
- STANDING UP FOR BELIEFS
- HONESTY
- WORK ETHIC

2. What are some behaviors you expect to see in a student exhibiting personal responsibility?

[ Ethical behavior - not engaging in plagiarism  
[ Academic honesty

Meet scheduled due dates

Being prepared for class



2. What are some behaviors you expect to see in a student exhibiting personal responsibility?

- Meeting course deadlines.
  - attending classes
  - Active participation in class environment.  
(insightful questions, response to class discussion, communication via email)
  - Read textbooks, engage of material.
  - Seek out academic support @ the various tutoring labs.
- Utilize free workshops available to students on campus to aid them become a better student.

# THE OVERACHIEVERS



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1. What are the behaviors you expect to see in a student exhibiting personal responsibility?

- Attendance - attend class
- Have the necessary materials
- Complete assignments by the due date
- Read and abide by syllabus
- Know your schedule and your instructor's name + contact information
- make use of the many support resources
- maintain calendar and manage time effectively
- Know their Advisor & Major program
- Effective note taking -
- FINANCIAL RESPONSIBILITY



1. What are the behaviors you expect to see in a student exhibiting personal responsibility?

- follow directions & adhere to due dates
- ask appropriate questions
- participate in discussions
- ~~the~~ registering on time and following a degree plan
- exercises proper classroom behavior
- helps other students when asked
-



1. What are some barriers or hindrances across the college to addressing student personal responsibility?

- Students dropped for financial reasons - NOT of their own doing. (Even if they have a financial plan)
- Policies + procedures there to help administration + NOT the student.
- loss of advisors (counselors) for students.
- Assign students a permanent advisor throughout their college career.
- Due date for pay registration before financial aid is out.
- Wrong advice to students going to university.



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1. What are some barriers or hindrances across the college to addressing student personal responsibility?

Generation raised by helicopter parents.  
Belief to do only what is required.  
Administrative pressure to raise student success.  
High school mentality; textbooks, etc.  
Personal Responsibility may differ from ~~student~~ situation to situation.

4. What are some barriers or hindrances across campus to teaching students personal responsibility?

- money, time, ~~education in~~ ~~school~~
- "social" education (appropriate way to handle situations and stressors)
- ignorance on what it takes to get education
- immaturity
- priorities ~~not~~ not on school/education
- Drugs and alcohol
- Family problems
- Health problems
- Work conflicts
- Sex drive/hormones



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1. What are some barriers or hindrances across the college to addressing student personal responsibility?

Instructors who do work for students rather than encourage students to do their own work often become barriers to student responsibility.



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1. How can we best connect and collaborate across the college to improve in our efforts to help students grow in the area of personal responsibility?

Conduct seminars with expert speakers  
on the subject.

(Provide a forum for) Interdisciplinary sharing of ideas that  
seem to work.



# THE UBERACHIEVERS



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1. How can we best connect and collaborate across the college to improve in our efforts to help students grow in the area of personal responsibility?

- Student meetings at different hours  
+ days throughout the semester
- An area where students can  
'go to' for vital information  
~~to~~ not "welcome center"
- Have advisors visible at  
Student Center / cafeteria on  
certain days.
- Classroom visitation by Advisors  
+ special dept.
- PROMOTE FINANCIAL LITERACY  
AND RESPONSIBILITY.
- Integrate financial responsibility  
across the curriculum

3. How can we best connect and collaborate across the college to improve our efforts to help students grow in the area of personal responsibility?

Consistent standards + expectations across the college  
Present expectations in student orientation  
Included in syllabus  
Give instructor flexibility to implement as appropriate.

3. How can we best connect and collaborate across the college to improve our efforts to help students grow in the area of personal responsibility?

- Faculty/Advisor relationship to address student challenges/progress.
- Have students participate in the Stephen Covey "7 Habits for Highly Effective People". Don't just <sup>limit</sup> ~~not~~ it to Student Development students.
- Have counseling sessions or focus groups throughout the semester speak with students about topics related to personal responsibility.



### QEP DISCUSSION QUESTIONS


1. What successful strategies are you currently employing in the classroom to instill personal responsibility? Outside of the classroom?

**FEEDBACK:**

⇒ In the classroom:

- Citing sources
- finding appropriate, accurate, factual information
  - being able to verify the information
- get help as soon as you need help, not wait until the last minute to seek help.

⇒ Outside of the classroom:

- ⇒ Returning  materials on time, in good condition.
- ⇒ Paying <sup>library</sup> fines — holding students accountable.
- ⇒ Explaining how to do research, not doing it for them.

⇒ "Successful strategies"? How do we know whether it's successful? Perhaps more research in the literature...

↳ (Suggestion from the larger group.)

Values & living those values in a measurable way.

Kimberly May  
Lucy Duncan  
Patrick Evans  
Elva Garza



## QEP DISCUSSION QUESTIONS

2. What are the behaviors you expect to see in a student exhibiting personal responsibility?

### FEEDBACK:

Align to Classroom expectations

- Be on time show up
- Complete Assignments on time
- Follow syllabi
- share knowledge

Take charge of your own learning

- Do your own work
- Complete Assignments on time
- Keep up with technology
- prepared for class
- regularly assess your skills

Belinda Esame

Kelli Wilder  
Becca Barnard  
Lucy Bartow



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### QEP DISCUSSION QUESTIONS

3. How can we best connect and collaborate across the college to improve in our efforts to help students grow in the area of personal responsibility?

#### FEEDBACK:

Market objective (make it visible to the students)  
make it visible at enrollment / registration  
help students utilize Critical thinking skills  
model responsibility  
help students see the "value" (payback issue)

(recorder)  
(AUTO)

Dr Karen Sides  
Anna Delgado  
Ray Williams  
Rita Castro



### QEP DISCUSSION QUESTIONS

4. What are some barriers or hindrances across campus to teaching students personal responsibility?

#### FEEDBACK:

- Being able to find time in the class ~~given that~~   
the to incorporate "teaching students personal responsibility"
- Performance is evaluated based on grades.
- Technology cumbersome (ACES)   
can be hindrance
- Hindrance may be student awareness or shock,
- Immediate feedback to influence long-term behavior.
- How to get students to figure out what own values are & live by them. Not a procedural way of "doing business."

Leis Lopez  
Judy Lucio  
N Schreiber



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## Quality Enhancement Plan

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Health Sciences Division Meeting November 19, 2014

Dean: Rose Spruill

Roundtable Discussions & QEP Input

QEP Functional Team Facilitators: Penny Pfeil and Laura Miele

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### Summary:

After a brief update on the current status of the development of the SPC QEP, division members were divided into five groups with each group assigned a question to discuss and answer. Question 1 was assigned to 2 groups to accommodate numbers. After 10 minutes of small group dialogue each group shared their ideas with the entire group.

The first group was asked to respond to: 1. what successful strategies are you currently employing in the classroom to instill personal responsibility? Outside of the classroom? Group 1A suggested: Having a well-defined course curriculum with specific due dates for assignments to be submitted by. First week of class "I-CARE" video, students watch video, divide into small student groups and have discussions on how they each can integrate personal responsibility in class. Student buddy system - Have a class buddy to get notes or assignments from if student is absent. Host "Student information" sessions before getting into the programs. Instructor continually reinforces class expectations related to personal responsibility throughout the duration of the class. Learning styles quiz at the beginning of the class to help students understand their learning styles and providing the students with tips to help them learn effective studying strategies. Students turn in and sign "Commitment" cards at the beginning of the semester to state their commitments of what they will do to be successful throughout the semester in class. Outside the class? Invite outside speakers from the field to discuss work force expectations. During Roll call randomly select students to respond to class preparation materials; i.e. Textbook chapters, videos, assignments, etc. that students were responsible for doing in preparation of class. Group 1B reported: Inside the classroom- requiring students to notify clinical instructors of tardies or absences, part of the clinical grade is a behavioral evaluation, requiring students to attend one professional meeting per semester related to their field of study. Outside the classroom- go over the syllabus (course contract) attend class, be on time, grading matrix including a category for professionalism, which is 5% of total grade.

Group two was asked to respond to: 2. what are some behaviors you expect to see in a student exhibiting personal responsibility? They provided the following: prepared for class, respect & accountability, engaging in meaningful conversation, initiative, punctual, attend class regularly

Group three was asked to answer: 3. how can we best connect and collaborate across the college to improve our efforts to help students grow in the area of personal responsibility? Group 3 offered that we should have an advisor/mentor prior to registration for students

The fourth group responded to: 4. what are some barriers or hindrances across campus to teaching students personal responsibility? This group responded: free foods, free T-shirts (noise) during class time disruptive, language, culture, generational gaps, inconsistency with policies and procedures, lack of awareness of available resources, attitude, previous experience with their past education, financial, and personal/family issues

The Health Sciences Division actively participated in sharing in dialogue and suggestions for the QEP development. Each group's self-prepared summary responses are attached.



# QUESTION 1 - Group A

Miele, Laura L

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**From:** Dawson, Randall N  
**Sent:** Wednesday, November 19, 2014 4:29 PM  
**To:** Miele, Laura L  
**Subject:** Fwd: QEP

Sent from my iPad

Randall Dawson  
Chair, Allied Health, Early Childhood, and Kinesiology  
St. Philip's College

Begin forwarded message:

**From:** "Dawson, Randall N" <[rdawson@alamo.edu](mailto:rdawson@alamo.edu)>  
**Date:** November 19, 2014 at 3:15:27 PM CST  
**To:** "Dawson, Randall N" <[rdawson@alamo.edu](mailto:rdawson@alamo.edu)>  
**Subject:** QEP

QEP

1. What successful strategies are you currently employing in the classroom to instill personal responsibility?

Jessica Cooper, Rick Lopez, Daniel Williams, and Randall Dawson

Having a well defined course curriculum with specific due dates for assignments to be submitted by.

First week of class "I-CARE" video, students watch video, divide into small student groups and have discussions on how they each can integrate personal responsibility in class.

Student buddy system - Have a class buddy to get notes or assignments from if student is absent.  
Host "Student information" sessions before getting into the programs.

Instructor continually reinforces class expectations related to personal responsibility throughout the duration of the class.

Learning styles quiz at the beginning of the class to help students understand their learning styles and providing the students with tips to help them learn effective studying strategies.

Students turn in and sign "Commitment" cards at the beginning of the semester to state their commitments of what they will do to be successful throughout the semester in class.

Outside the class?

Invite outside speakers from the field to discuss work force expectations.

During Roll call randomly select students to respond to class preparation materials; i.e. Textbook chapters, videos, assignments, etc. that students were responsible for doing in preparation of class.

**Sent from my iPad**

**Randall Dawson  
Chair, Allied Health, Early Childhood, and Kinesiology  
St. Philip's College**

# #1. B

## OUTSIDE CLASSROOM

- Reporting to Clinical on Time
  - notifying if will be tardy or absent
  - Part of Clinical grade is a "Behavioral Eval" which is 10% of their total Clinical Grade
  - ATTEND ONE Professional meeting per Semester

## IN CLASSROOM

- ~~Read~~ <sup>Go over</sup> the Syllabus (course contract)
  - ATTEND class - <sup>be</sup> Report on Time
  - Grading matrix includes a category for Professionalism - which is 5% of their total grade

What are  
#2 - Behaviors you expect to see in a student exhibiting  
personal responsibility? Preparation for Class

Syllabus Review - Give Rules

Respect + Accountability

sets forth the  
expectations

Preparation for class

Engaging in meaningful conversation

Initiative

Respect + Accountability for behavior

Ask Questions to become an  
active learner.

Attendance

lateness (10 mins. - close the door)

No facebook

Recorder: Blaine Harvey Rev. - Nursing Dept

Edward A. King Sr. (SEU) Special Projects

Ismael Bustos

SHARON EVANS - CDCU

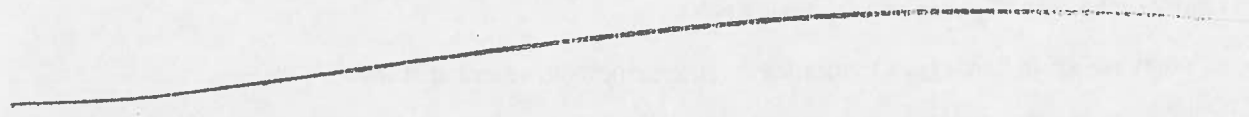
Annette Owens

Pam Ray, Early Childhood

→ demonstrate personal resp by meeting

#3 advising - /mentor prior to  
registration

3



-Free Foods, Free T-shirts During class times,

Quest . . .

-Language, Cult, Gen Gap

#4

-Inconsistency w/ Policy & Procedures

-Lack of Awareness of Avail resources

-Attitude

Previous experiences with their past educational, <sup>personal</sup> responsibilities

Financial & personal/-family issues

NO C. Mary-Helen Holguin

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