I. Attendees

<table>
<thead>
<tr>
<th>Attendance</th>
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<tr>
<td></td>
<td>Julie Aaronson</td>
<td>✓</td>
<td>Jennifer Jeffery</td>
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<td></td>
<td>Mahshid Abbasi (AA – SG)</td>
<td>✓</td>
<td>Tyler Korff (AA – WHA)</td>
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<td></td>
<td>Amanda Allen</td>
<td>✓</td>
<td>David Kucera</td>
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<tr>
<td></td>
<td>Lacee Barbre</td>
<td>✓</td>
<td>Beverly Marks (RICH)</td>
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<tr>
<td></td>
<td>Gary Bonewald</td>
<td>✓</td>
<td>Tessa Mathews</td>
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<td>Allyson Chuc</td>
<td>✓</td>
<td>Natalie Pittman (RICH)</td>
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<td>Leigh Ann Collins</td>
<td>×</td>
<td>Amanda Shelton (RICH)</td>
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</tr>
<tr>
<td></td>
<td>Susan Denman-Briones (SG)</td>
<td>✓</td>
<td>Natalie Stavinoha</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Sara Fira</td>
<td>✓</td>
<td>Emily Voulgaris</td>
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<tr>
<td></td>
<td>Arin Galarza (AAS – RICH)</td>
<td>✓</td>
<td>Kelley Whitley</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Ken Grubb (SG)</td>
<td>✓</td>
<td>Vershonda Williams (SG)</td>
<td>✓</td>
</tr>
<tr>
<td>Others Present</td>
<td>Jami Hughes</td>
<td>✓</td>
<td>TBD – Systems Analyst</td>
<td>✓</td>
</tr>
</tbody>
</table>

II. Agenda

AGENDA

I. Approval of previous meeting minutes
   • 9/13/2018 minutes

II. Faculty Pathway Coach Guidelines
   • Academic
   • Vocational

III. Implementation Tracking Tables
   • Strategy 1.1
   • Strategy 1.2
   • Strategy 2.1
   • Strategy 2.2
• Strategy 3.1  
• Strategy 3.2

IV. Marketing  
• Re-Ordering Marketing Materials  
• Producing Video for Presentation for the On-Site Team

V. Assigning Advisors  
• Recommendation – to be sent to Proactive Advising Committee, Banner Team, OAR

VI. Next Meeting

III. Information and Action Items

DISCUSSION

I. Approval of previous Meeting Minutes:  

T. Emmons brought the meeting to order at 10:00 a.m. The QEP minutes from 09/13/2018 were shared with committee members prior to today’s meeting via e-mail for their review. Minor changes. N. Stavinoha made motion to approve the minutes. All in favor. Minutes approved.

II. Faculty Pathway Coach Guidelines:  

• Academic  
  The Academic Pathway Coach Guidelines were shared with committee members on 9/14/2018 for their review prior to this meeting. Committee members were asked to send any changes needed to T. Emmons via email ASAP.  

• Vocational  
  The goal for the Vocational Pathway Coach is written to empower the Program Directors to be an informational source for the student, since they are the keeper of the knowledge for their respective program. The role of the Vocational Pathway Coach is to advise only the FTIC (first time in college) students (as the plan was initially written). However, the practice this past summer was that the primary advisors were referring all vocational students to their respective Division. i.e. Vocational Science, Technology & Business, etc. Roles and responsibilities need to be re-communicated.

Discussion in regards to adding a statement that the Academic and the Vocational Pathway Coach are not intended to replace the Professional Advisors/Counselors. The committee suggested instead, add a disclaimer (in addition to the specified goal) that reads, “The Professional Advisors/Counselors are available to support the Academic and the Vocational Pathway Coaches in the event a student is facing any issues that are not related to the planning of their pathway. i.e. anxiety issues, etc.”
Both guidelines for the Pathway Coaches (Academic & Vocational), should probably begin with, “The goal of the Vocational/Academic Pathway Coach is [insert description here]. The Pathway Coaches sentiments are not to replace the role of the Professional Counselors/Advisors.”

Committee members were reminded that the role of the Pathway Coach is being someone who will follow the student through their pathway to include communication regarding specific information. i.e. registration dates, due dates, etc. Committee members agreed to add to the goal that “Pathway Coaches will serve as a contact point throughout a student’s college career at WCJC (Wharton County Junior College)”. It was also recommended to update the Student Handbook to include advising information. S. Denman will update the Advising Syllabus and post on the Intranet.

### III. Implementation Tracking Tables:

The following strategies are part of the plan. Tracking tables have been created for each strategy for the committee to ensure that 1) what is written is being done, 2) we are tracking what is/has been done and change (if needed) based on outcome and 3) provide evidence (if needed) of processes and/or data.

- Strategy 1.1
- Strategy 1.2
- Strategy 2.1
- Strategy 2.2
- Strategy 3.1
- Strategy 3.2

T. Emmons have already been receiving information (from S. Fira, N. Stavinoha, S. Denman, etc) to cross check that strategies are on track.

### IV. Marketing:

A re-order of QEP marketing materials was approved. More vertical and horizontal banners have been orders for the Wharton, Richmond and Sugar Land campuses to be displayed indoors. Pens, pencils and spiral notebooks have been ordered for the giveaway tables that will be held on each campus (Wharton, Richmond, Sugar Land) on scheduled days. (6 events/2 days each campus) And, more posters will be ordered for each of the three campuses.

D. Leenhouts to send QEP update emails to students beginning this week (9/25/2018).

### V. Assigning Advisors:

T. Mathews will pull a list of students to determine how students are assigned to the Pathway Coach (Vocational). Report can be printed per campus by 1) Major and/or 2) specific courses. The committee agreed that Allied Health’s initial plan to assign selected students to the Division Secretaries needs to be re-visited and another plan in place; the Division Secretary is not an option. Instead, allied health division secretaries provide recruiting and admissions information to prospective students. Pathway coach duties relate to connection, registration, and retention tasks to be handled by program directors and faculty.
IV. Action Items

<table>
<thead>
<tr>
<th>ACTION/DISCUSSION ITEMS FOR NEXT MEETING</th>
<th>OWNER</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Update the Advising Syllabus and post on the Intranet.</td>
<td>S. Denman</td>
<td></td>
</tr>
<tr>
<td>2. Update the Academic/Vocational Pathway Coach guidelines per committee discussion.</td>
<td>T. Emmons</td>
<td></td>
</tr>
<tr>
<td>3. Update strategies per committee discussion.</td>
<td>T. Emmons</td>
<td></td>
</tr>
<tr>
<td>4. Print reports to determine how students are assigned to the Vocational Pathway Coach.</td>
<td>T. Mathews</td>
<td></td>
</tr>
</tbody>
</table>

V. Adjournment

<table>
<thead>
<tr>
<th>ADJOURNMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time meeting adjourned</td>
<td>11:25a</td>
</tr>
<tr>
<td>2. Next Meeting Date:</td>
<td>Tuesday, October 9, 2018</td>
</tr>
<tr>
<td>3. Next Meeting Location</td>
<td>Wharton CDC, Richmond 138, Sugar Land 201A, BB Collaborate</td>
</tr>
</tbody>
</table>
Career Exploration and Skills Assessment Tools

Strategy 1.1

### Strategy 1.1: Incorporate career exploration and skills assessment tools into recruitment events, ApplyTexas application software, and New Student Orientation sessions.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Responsible Parties</th>
<th>Progress/Results</th>
<th>Future Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify TSI pre-assessment activities to include career exploration information via Career Coach.</td>
<td>Spring 2018</td>
<td>Testing Coordinator</td>
<td>A link to Career Coach was incorporated into the TSI pre-assessment interface beginning Summer 2018 (see Attachment A). Also in Summer 2018, information about Career Coach was added to the institutional message each student receives with his/her print and electronic score reports upon completion of the TSI Assessment (see Attachment B).</td>
<td>The Career Coach link will continue to be made accessible via these interfaces for all future administrations of the TSI.</td>
</tr>
</tbody>
</table>
| Develop recruitment materials and presentations that include career exploration resources and guides. | Spring 2018 | Recruitment Staff            | Career Coach slides were added to the following Recruitment PowerPoint presentations for use in Spring 2018 recruiting events (see Attachment C):  
  - College Connections – Sessions 1 & 2  
  - Junior/Senior Day Presentation  
  - General WCJC Presentation  
  - Fort Bend ISD College and Career Advisor Presentation | The Career Coach slides will continue to be included in all future recruitment materials and presentations. |
<table>
<thead>
<tr>
<th>Modify Primary Advising activities to include career exploration information via Career Coach.</th>
<th>Spring 2018</th>
<th>Director of Academic Advising and Counseling; Academic Advising Staff</th>
<th>Emailed Susan Denman-Briones 9/21/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify New Student Orientation activities to include career exploration information via Career Coach.</td>
<td>Spring 2018</td>
<td>Director of Academic Advising and Counseling; Academic Advising Staff</td>
<td>Career Coach slides were added to the following New Student Orientation PowerPoint presentations for use in Spring 2018 NSO events (see Attachment D): The Career Coach slides will continue to be included in all future New Student Orientation materials and presentations.</td>
</tr>
<tr>
<td>Incorporate a link to Career Coach into the WCJC interface of ApplyTexas for all new and incoming students.</td>
<td>Spring 2018</td>
<td>Director of Admissions and Registration</td>
<td>A statement directing students who are unsure of their major to visit Career Coach at wcjc.edu&gt;Programs&gt;CareerCoach was included on the first page of the Apply Texas application (see Attachment E) The statement will continue to be included on the first page of the Apply Texas application.</td>
</tr>
<tr>
<td>Task</td>
<td>Timeframe</td>
<td>Responsible Party</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Provide recruitment sessions in area high schools that allow prospective students to complete Career Coach assessment tool.</td>
<td>Spring/Summer 2018</td>
<td>Recruitment Staff</td>
<td>The Recruitment Staff expanded their College Connections recruitment event to offer an optional opportunity to complete the Career Coach assessment via the WCJC website. See Attachment ?? for MOU with Fort Bend ISD detailing the College Connections events offered by WCJC staff to area high school students. Recruitment Staff will continue to include the Career Coach assessment offering during their College Connections sessions at area high schools.</td>
</tr>
<tr>
<td>Incorporate review of career assessment results into the standard process for Primary Advising sessions for all new and incoming students.</td>
<td>Summer 2018 (ongoing)</td>
<td>Director of Academic Advising and Counseling; Academic Advising Staff</td>
<td>Emailed S. Denamn-Briones 9/21/18</td>
</tr>
</tbody>
</table>
| Disseminate updated recruitment materials during recruiting events.   | Fall 2018 (ongoing) | Recruitment Staff                                            | Recruitment materials were updated during Spring and Summer of 2018 to include information related to career advising and assessment. Materials include:  
  - Career and Technical Brochure  
  - Financial Aid Brochure  
  - Disability Services Brochure  
  - Career Coach Handout  
  These materials have been regularly disseminated by Recruitment Staff during events in Summer and Fall 2018.  
  Recruitment with work with the Office of Marketing and Communication to update additional materials, most notably the College View Book, to include information related to career awareness. Future materials will also include career information, as appropriate. |
Monitor the efficacy of this strategy through a comprehensive review of assessment metrics. Make recommendations for changes as appropriate.

| Spring semester (annually) | QEP Implementation Team; VP of Planning and IE |  |  |
HELPFUL WCJC.EDU LINKS

- High school senior timeline
- New student/freshman timeline
- Admissions FAQ’s
- Student downloadable forms
- Dual credit information
- Career Coach
Individual Score Report

Student Name | Student Id | Major Name
Date of Birth | Date of Test | Site Name

Message from the institution

**Destination Bound! Choose, Connect, Complete at Wharton County Junior College!**

<table>
<thead>
<tr>
<th></th>
<th>College Ready Score</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>351-360</td>
<td>340 or higher objective score with a 4 or higher on the essay; OR 5, 6, 7, or 8 on the essay</td>
<td>350-360</td>
</tr>
</tbody>
</table>

I am college ready in all areas, now what?

If you are college ready in all areas, you should work on completing the remainder of your WCJC Admissions Checklist. Your Admissions Checklist can be found at WCJC.EDU -- ADMISSIONS STATUS. When you have completed all other items on your checklist, you are ready to see an Academic Advisor.

My essay is "Pending, Hand-Score." What does that mean?

Your essay has been pulled for scoring by a human grader, which usually takes about 4 hours. Check your email for a message from Accuplacer. This message has a link to your score report, which will update when your essay score is complete.

Can I retest?

If you are not satisfied with your score (not college ready), you may schedule an appointment to retake all or part of the TSIA. The testing fee is $25 for each test attempt.

I don't want to retest. Can I still register for classes?

Yes! You will need to meet with an Academic Advisor to discuss appropriate college-readiness courses you can take.

Can my scores be used at another college?

Yes! Your scores are valid at any Texas public college or university. Your future institution can retrieve your scores through a database called "Cross-Institutional Reporting." Check their website for instructions.

How can I discover which educational program and/or career is right for me?

Career Coach is a free online resource that includes interest assessments to help you identify and research your options. Start exploring your future at https://wcjc.emsicc.com.
Attachment C –

WCJC Recruitment Presentations – Career Coach
NEW STUDENT ORIENTATION

Does this sound like you?

Some students start college but haven’t decided exactly what they want to do in college or for a future career. Many students change their minds once they start classes. This is not unusual and can be an exciting part of the college experience.

Student who aren’t sure of their career direction will find some help on internet websites suggested on the Online Career Resources pages. Here you’ll find everything from Career Planning Information and Online Career Assessments to Job Search Resources.

Click Career Coach and take a free Career Assessment questionnaire now!

Academic advisors are a great resource for students. First review the online resources listed above and complete career testing through Career Coach or other links. Bring information you’ve found or questions you have with you when you meet with your academic advisor.

Go to the WCJC Academic Advising and Counseling website for contact information for advisors and counselors at each campus.
It is not uncommon for entering college students to be undecided about an academic major/program or career choice. Even students who have begun the courses in their major or degree plan admit to various levels of uncertainty or indecision.

That does not mean that undecided students should relax and think “everything will work out.” Having a goal will motivate you to be more successful as a college student.

For assistance with selecting a major, visit your campus academic advisor or counselor. You may want to complete a career assessment and discuss it with your advisor.

Valuable resources for career exploration are listed below:

OnlineCareer Resources websites for a variety of useful career planning websites.

MyPlan career assessment - get the code from your advisor for the career assessments.

Career Coach for educational and job search information.
Attachment E –

Apply Texas – Career Coach

| First choice school/college        | Wharton County Junior College |
| First choice major/program        | AA Anthropology (Behavioral Science) |

Want to change your school(s)/college(s) and/or major(s)/program(s)? Go back to the "select major" page.

Wharton County Junior College has a message for AA Anthropology (Behavioral Science) applicants:

If you are unsure of your selected major visit Career Coach at wcjc.edu>Programs>Career Coach.
MEMORANDUM OF UNDERSTANDING
WHARTON COUNTY JUNIOR COLLEGE AND
FT. BEND INDEPENDENT SCHOOL DISTRICT
COLLEGE CONNECTIONS PROGRAM

This Memorandum of Understanding ("MOU") is entered into as of the 18th day of August, 2018, between the Fort Bend Independent School District (FBISD), a Texas independent school district located at 16431 Lexington Blvd. Sugar Land, Texas 77479, and Wharton County Junior College ("WCJC").

WHEREAS, Currently, FBISD has seven high schools in the WCJC service area (Austin, Bush, Clements, Dulles, Kempenr, Ridge Point, and Travis). WCJC is the third most popular postsecondary institution students choose to attend following graduation from high school and is the number one destination for three of the high schools (Austin, Kempenr, and Travis). The College Connections Program (CCP) will assist high school seniors from the WCJC service area as they transition to college. Wharton County Junior College will provide information on campus locations, types of programs offered, benefits and cost of attending, updates on TSIA and FAFSA along with scholarship processes and deadlines. The program will increase students' awareness of educational opportunities after high school graduation. Optional session on career counseling will be available as requested.

WHEREAS, In order to increase matriculation rates of FBISD students to postsecondary education, FBISD and WCJC will continue the College Connections Program at all seven high schools in the FBISD service area. Two sessions will be offered per high school each academic year. Session I in the fall and Session II in the spring.

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this MOU and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, FBISD and WCJC, intending to be legally bound, agree as follows:

1. Scope of Services. FBISD and WCJC agree to maintain and continue the College Connections Program that meets the terms of this agreement as outlined below in the Support and Services section of this MOU. FBISD and WCJC will meet regularly to insure the integrity and evaluate the effectiveness of the program.

2. Term. The initial term of this MOU shall begin on August 1, 2018 and continue for a period of three years: 2018-2019, 2019-2020, 2020-2021. Thereafter, WCJC may renew this MOU for two (2) consecutive one (1) year terms by delivering written notice to FBISD. The initial term and any renewal term(s) are collectively referred to in this MOU as "Term." Either party may terminate this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other party, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties.
3. **Support and Services.** FBISD and WCJC agree to the following conditions for service area:

- **Session I** – All seniors interested in participating in the CCP will be guided through the ApplyTexas application process in computer labs on the high school campus and encouraged to submit a WCJC application. Students will then be able to copy this application to other Texas colleges if needed. Break-out session with WCJC information on benefits, cost of attending and programs will be provided as set by the high schools. Session I will be offered in the fall of the academic year.

- **Session II** – In spring of the academic year, all seniors participating in the CCP will attend a primary advising session conducted by WCJC staff and will be provided information on completing the application process, FAFSA (Free Application for Federal Student Aid) deadlines, NSO (New Student Orientation) process, registration dates, and program information. Important procedures needed to complete enrollment to WCJC for summer or fall following graduation will also be provided.

- **Optional Session-Career Counseling:** Students will be guided through a career counseling session browsing programs of study, careers and job opportunities; students will be exposed to career assessment tools during the session.

Fort Bend ISD High Schools in the WCJC Service Area that will continue to participate in College Connections:

- Austin High School
- Bush High School
- Clements High School
- Dulles High School
- Kempner High School
- Ridge Point High School
- Travis High School

Additional FBISD High Schools will be added as requested.

4. **Non-Compliance.** Notwithstanding any provision herein to the contrary, if WCJC does not comply with any part of this MOU, and the failure to comply is not corrected within thirty (30) calendar days after written notice from the FBISD, this MOU may be terminated immediately upon written notice from the FBISD, in the ISO’s sole discretion.

5. **Liability.** Neither the FBISD or its trustees, officers, employees or agents shall have any liability or responsibility for any claim or cause of action of any person or group arising from (a) the use of district property and/or equipment by WCJC and WCJC’s officers, volunteers, employees, contractors, agents, invitees, licensees, participants, and visitors, or (b) noncompliance with this MOU, or (c) any act, omission, or negligence of WCJC, or any of its officers, agents, employees, contractors, invitees, licensees, volunteers, participants or visitors.

EXCEPT AS MAY OTHERWISE BE PROVIDED HEREIN, the FBISD MAKES NO EXPRESSED OR IMPLIED WARRANTIES OF ANY KIND, TO THE FULLEST EXTENT PERMISSIBLE UNDER APPLICABLE LAW, the FBISD DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO,
WARRANTIES OF PERFORMANCE, MERCHANTABILITY, FITNESS FOR A PARTICULAR
PURPOSE, ACCURACY, OMISSIONS, COMPLETENESS, AND DELAYS. EXCEPT AS
EXPRESSLY PROVIDED HEREIN OR AS REQUIRED BY LAW, UNDER NO CIRCUMSTANCES
SHALL the FBISD BE LIABLE FOR EXEMPLARY, SPECIAL, PUNITIVE, CONSEQUENTIAL,
OR INCIDENTAL DAMAGES, INCLUDING, WITHOUT LIMITATION, LOST PROFITS,
BUSINESS REVENUE, OR GOODWILL DUE TO ANY CAUSE WHATSOEVER, EVEN IF the
FBISD HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

6. Indemnity. WCJC AGREES THAT WCJC SHALL INDEMNIFY, DEFEND, AND HOLD
HARMLESS the FBISD AND the FBISD’S PAST, PRESENT, AND FUTURE
TRUSTEES, OFFICERS, AND EMPLOYEES, FROM AND AGAINST ALL CLAIMS,
DEMands, CAUSES OF ACTION, DAMAGES, COSTS, AND EXPENSES, INCLUDING,
WITHOUT LIMITATION, COURT COSTS AND REASONABLE ATTORNEYS’ FEES, OF ANY
KIND OR NATURE ASSERTED BY ANY THIRD PARTY, OCCURRING OR IN ANY
WAY INCIDENT TO, ARISING OUT OF, OR IN CONNECTION WITH ANY ACTS OF WCJC
AND/OR WCJC’S PARTICIPANTS, VISITORS, AGENTS, EMPLOYEES, CONTRACTORS,
INVITEES, OR LICENSEES DONE IN CONNECTION WITH THIS MOU. WCJC’s obligations
under this clause shall survive termination or expiration of this MOU.

7. Notice. All notices or other communications required or permitted hereunder shall be in writing,
and shall be personally delivered or sent by registered or certified mail, return receipt request, courier
delivery, electronic mail, facsimile or received overnight mail, and shall be deemed received upon the
earlier of (a) the date of delivery, if personally delivered or (b) three (3) business days after the date of
posting by the U.S. postal service, if mailed. All such notices or communications shall be addressed as
follows:

If to FBISD: Charles E. Dupre
Superintendent
Fort Bend ISD
16431 Lexington Blvd.
Sugar Land, TX 77479

With copy to: Cynthia Rincon
General Counsel
Department of Legal
Services
Fort Bend ISD
16431 Lexington Blvd.
Sugar Land, TX 77479

If to WCJC: Betty McCrohan
WCJC President
911 E. Boling Highway
Wharton, Texas 77488

Either party may change such address for notice for the party designated to receive such notice by giving
advance written notice to the other party as provided in this paragraph.

8. Relationship of the Parties. It is understood and agreed that WCJC is a separate legal entity from
the FBISD and WCJC is not an employee, agent, joint venture, or partner of the FBISD. Nothing
in this Agreement shall be interpreted or construed as creating or establishing the relationship of
employer and employee between the FBISD and either WCJC or any employee or agent of WCJC.

9. No Waiver of the FBISD’s Immunity. The execution of this MOU and the performance by the
FBISD of any of its obligations hereunder are not, and are not intended to waive or relinquish, and the
FBISD shall not waive or relinquish, any governmental, sovereign immunity or defense from or to liability or prosecution available to the FBISD, its trustees, officers, employees, or agents under federal or Texas laws.

10. **No Third Party Beneficiaries.** Nothing in this MOU shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party to this MOU.

11. **Governing Law and Venue.** This MOU shall be governed by and construed in accordance with the laws of the State of Texas, without regard to its conflicts of law’s provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of this Agreement shall be in Fort Bend County, Texas.

12. **Entire Agreement.** This MOU and the attached and incorporated addendum or exhibits, if any, contain the entire agreement of the parties relative to the purpose(s) of the MOU and supersede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties to this MOU.

13. **Severability.** In the event that any one or more of the provisions contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in any ambiguities in this MOU are to be construed against the drafter shall not be employed in the interpretation of this MOU.

14. **Changes and Amendments.** This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing, to be attached to and incorporated in this MOU.

15. **Assignment.** Neither this MOU nor any rights, duties, or obligations under it shall be assignable by WCJC without the prior written acknowledgment and authorization of the FBISD. Any attempted assignment by WCJC without the FBISD’s prior written consent shall be void.

16. **No Waiver.** No failure on the part of either party at any time to require the performance by the other party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such party’s right to enforce such term, and no waiver on the part of either party of any term hereof shall be taken or held to be a waiver of any other term hereof or the breach thereof. No waiver, alteration, or modification of any of the provisions of this MOU shall be binding unless in writing and signed by duly authorized representatives of the parties hereto.

17. **Captions.** The captions herein are for convenience and identification purposes only, are not an integral part hereof, and are not to be considered in the interpretation of any part hereof.

18. **Counterparts.** This MOU may be executed in separate counterparts, each of which when so executed shall be an original, but all of such counterparts shall together constitute but one and the same instrument.

Executed this ________ day of __________, 2018.
WHARTON COUNTY JUNIOR COLLEGE

Betty McCrokan
President

Wharton County Junior College is an equal opportunity institution. It does not discriminate against any person in its employment, personnel relations, admission or services because of the person's age, race, color, religion, sex, place of national origin, or handicap. The college complies with the provisions of Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act of 1999.
Professional Development – Career Exploration & Skills Assessment Tools

Strategy 1.2

**Strategy 1.2:** Provide professional development sessions related to the utilization of career exploration and skills assessment tools for college recruiters and academic advisors.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Responsible Parties</th>
<th>Progress/Results</th>
<th>Future Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify relevant professional development topics regarding the use of career exploration and personal skills assessment tools to provide to recruiters and academic advisors.</td>
<td>Spring 2018 (ongoing)</td>
<td>QEP Planning Committee; Director of Academic Advising and Counseling</td>
<td>Initial training needs were identified in Spring 2018 related to the use, implementation, and understanding of the Career Coach assessment tool, Career Coach resume builder, and on-campus career counseling resources.</td>
<td>Student feedback regarding efficacy of career counseling will be used to help determine future professional development needs and session topics.</td>
</tr>
<tr>
<td>Develop professional development sessions based on topics identified.</td>
<td>Spring 2018 (ongoing)</td>
<td>QEP Planning Committee; Director of Academic Advising and Counseling</td>
<td>An initial professional development session was created by the Director of Academic Advising and Counseling during Summer 2018. The session was focused on training current advisors and recruiters how to effectively use the Career Coach assessment tool, Career Coach resume builder, and on-campus career counseling resources.</td>
<td>Student feedback regarding efficacy of career counseling will be used to help determine future professional development needs and session topics.</td>
</tr>
<tr>
<td>Create pre- and post-assessment activities to include in professional development sessions.</td>
<td>Summer 2018 (ongoing)</td>
<td>Director of Academic Advising and Counseling; VP of Planning and IE</td>
<td>An assessment tool was developed in Summer 2018 for administration both before and after the professional development session to determine the increase in understanding among session attendees.</td>
<td>In the event that additional professional development sessions are created, additional pre-/post-assessments will be developed to help evaluate the efficacy of the trainings.</td>
</tr>
<tr>
<td>Task</td>
<td>Timeframe</td>
<td>Responsible Parties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin providing regular, recurring professional development sessions for recruiters and academic advisors; administer pre- and post-assessment as part of training sessions.</td>
<td>Summer 2018 (ongoing)</td>
<td>Director of Academic Advising and Counseling; VP of Planning and IE; Office of Institutional Research Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An initial training session was provided for all advisors/recruiters on July 20, 2018 on the Wharton campus. Attendees were required to answer both the pre- and post-assessment surveys related to their understanding of the session topics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional training sessions will be offered on an as-needed basis, with an annual refresher course required of all advisors/recruiters each summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gather assessment results from professional development sessions to monitor efficacy of trainings. Revise trainings accordingly.</td>
<td>Fall 2018 (ongoing)</td>
<td>Director of Academic Advising and Counseling; VP of Planning and IE</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Response Rate:</strong> 81.25%</td>
<td></td>
<td><strong>Results by Question (all items rated on a 5-point Likert scale):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand and can explain the various components of Career Coach.</td>
<td></td>
<td>• Pre-test average score: 3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Post-test average score: 4.5</td>
<td></td>
<td>• + 1.5 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand how Career Coach relates various career fields to the programs offered at WCJC.</td>
<td></td>
<td>• Pre-test average score: 2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Post-test average score: 4.6</td>
<td></td>
<td>• + 1.8 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to interpret the results of the career assessment tool provided through Career Coach and can relay this information to students.</td>
<td></td>
<td>• Pre-test average score: 2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Post-test average score: 4.3</td>
<td></td>
<td><strong>Based on results, the training was highly effective and is not currently in need of revision. Additional surveys will be generated and reviewed based on the needs for future professional development sessions.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expand professional development materials available regarding integration of career exploration and personal skills assessment in recruitment/admissions processes; make</td>
<td>Fall 2018 (ongoing)</td>
<td>QEP Implementation Team; Director of Academic Advising and Counseling; Library Staff</td>
<td>Emailed Natalie and Sara about PD done with Career Coach in advising meetings.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
</tbody>
</table>
| **• + 1.5 points**  
I can direct students to the resume builder provided through Career Coach.  
**• Pre-test average score: 2.8**  
**• Post-test average score: 4.7**  
**• + 1.9 points**  
I know who to send students to at WCJC if they need additional career guidance/support.  
**• Pre-test average score: 3.7**  
**• Post-test average score: 4.7**  
**• + 1.0 point**  
I know where to find additional career information on the WCJC website.  
**• Pre-test average score: 3.2**  
**• Post-test average score: 4.6**  
**• + 1.4 points** | | Video tutorials for Career Coach |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeframe</th>
<th>Responsible Parties</th>
<th>Begins</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>available to staff via the college library and online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule presentations by guest lecturers and external consultants to</td>
<td>Spring 2019</td>
<td>QEP Implementation Team; Library Staff</td>
<td>TBD – Spring 2019</td>
<td>TBD – Spring 2019</td>
</tr>
<tr>
<td>enhance understanding of topics relevant to career exploration and</td>
<td>(ongoing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>skills assessment in student recruitment and advising.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor the efficacy of this strategy through a comprehensive review of</td>
<td>Spring semester</td>
<td>QEP Implementation Team; VP of</td>
<td>TBD – Spring 2019</td>
<td>TBD – Spring 2019</td>
</tr>
<tr>
<td>assessment metrics. Make recommendations for changes as appropriate.</td>
<td>(annually)</td>
<td>Planning and IE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>---------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>1.1) I understand and can explain the various components of Career Coach.</td>
<td>7.7%</td>
<td>38.5%</td>
<td>38.5%</td>
<td>7.7%</td>
</tr>
<tr>
<td>1.2) I understand how Career Coach relates various career fields to the programs offered at WCJC.</td>
<td>7.7%</td>
<td>38.5%</td>
<td>23.1%</td>
<td>23.1%</td>
</tr>
<tr>
<td>1.3) I am able to interpret the results of the career assessment tool provided through Career Coach and can relay this information to students.</td>
<td>15.4%</td>
<td>30.8%</td>
<td>23.1%</td>
<td>15.4%</td>
</tr>
<tr>
<td>1.4) I can direct students to the resume builder provided through Career Coach.</td>
<td>15.4%</td>
<td>30.8%</td>
<td>30.8%</td>
<td>7.7%</td>
</tr>
<tr>
<td>1.5) I know who to send students to at WCJC if they need additional career guidance/support.</td>
<td>7.7%</td>
<td>23.1%</td>
<td>15.4%</td>
<td>15.4%</td>
</tr>
<tr>
<td>1.6) I know where to find additional career information on the WCJC website.</td>
<td>15.4%</td>
<td>23.1%</td>
<td>15.4%</td>
<td>23.1%</td>
</tr>
</tbody>
</table>
Profile

Subunit: Institutional Research
Name of the instructor: Career Coach
Name of the course: Career Coach Jul 2018
(Any additional notes)

Values used in the profile line: Mean

<table>
<thead>
<tr>
<th>1.</th>
<th>I understand and can explain the various components of Career Coach.</th>
<th>Strongly Agree</th>
<th>n=13</th>
<th>av=3.0</th>
<th>md=3.0</th>
<th>dev=1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>I understand how Career Coach relates various career fields to the programs offered at WCJC.</td>
<td>Strongly Agree</td>
<td>n=13</td>
<td>av=2.8</td>
<td>md=3.0</td>
<td>dev=1.1</td>
</tr>
<tr>
<td>1.3</td>
<td>I am able to interpret the results of the career assessment tool provided through Career Coach and can relay this information to</td>
<td>Strongly Agree</td>
<td>n=13</td>
<td>av=2.8</td>
<td>md=3.0</td>
<td>dev=1.2</td>
</tr>
<tr>
<td>1.4</td>
<td>I can direct students to the resume builder provided through Career Coach.</td>
<td>Strongly Agree</td>
<td>n=13</td>
<td>av=2.8</td>
<td>md=3.0</td>
<td>dev=1.3</td>
</tr>
<tr>
<td>1.5</td>
<td>I know who to send students to at WCJC if they need additional career guidance/support.</td>
<td>Strongly Agree</td>
<td>n=13</td>
<td>av=3.7</td>
<td>md=4.0</td>
<td>dev=1.5</td>
</tr>
<tr>
<td>1.6</td>
<td>I know where to find additional career information on the WCJC website.</td>
<td>Strongly Agree</td>
<td>n=13</td>
<td>av=3.2</td>
<td>md=3.0</td>
<td>dev=1.5</td>
</tr>
</tbody>
</table>
Attachment B –
Post-Training Assessment Results

Career Coach
Post Survey Career Coach Presentation (CareerCoach2)
No. of responses = 12

Survey Results

Legend

Question text

1.  
11. I understand and can explain the various components of Career Coach.
   Strongly Disagree
   Strongly Agree
   n=12
   mean=4.5
   dev=0.5

12. I understand how Career Coach relates various career fields to the programs offered at WCJC.
   Strongly Disagree
   Strongly Agree
   n=12
   mean=4.6
   dev=0.6

13. I am able to interpret the results of the career assessment tool provided through Career Coach and can relay this information to students.
   Strongly Disagree
   Strongly Agree
   n=12
   mean=4.3
   dev=0.3

14. I can direct students to the resume builder provided through Career Coach.
   Strongly Disagree
   Strongly Agree
   n=12
   mean=4.7
   dev=0.7

15. I know who to send students to at WCJC if they need additional career guidance/support.
   Strongly Disagree
   Strongly Agree
   n=12
   mean=4.7
   dev=0.7

16. I know where to find additional career information on the WCJC website.
   Strongly Disagree
   Strongly Agree
   n=12
   mean=4.6
   dev=0.6
Profile

Subunit: Institutional Research
Name of the instructor: Career Coach
Name of the course: Post Survey Career Coach Presentation

Values used in the profile line: Mean

1.

1.1) I understand and can explain the various components of Career Coach.
1.2) I understand how Career Coach relates various career fields to the programs offered at WCJC.
1.3) I am able to interpret the results of the career assessment tool provided through Career Coach and can relay this information to
1.4) I can direct students to the resume builder provided through Career Coach.
1.5) I know who to send students to at WCJC if they need additional career guidance/support.
1.6) I know where to find additional career information on the WCJC website.

| Strongly Agree | n=12 | ave=4.5 | md=4.5 | std=0.5 |
| Strongly Agree | n=12 | ave=4.6 | md=6.0 | std=0.5 |
| Strongly Agree | n=12 | ave=4.3 | md=4.0 | std=0.8 |
| Strongly Agree | n=12 | ave=4.7 | md=6.0 | std=0.5 |
| Strongly Agree | n=12 | ave=4.7 | md=6.0 | std=0.5 |
| Strongly Agree | n=12 | ave=4.6 | md=6.0 | std=0.7 |
Implementation of EAB Navigate

Strategy 2.1

*Choose. Connect. Complete.*
**Strategy 2.1:** Implement a multi-functional technology platform, EAB Navigate, to proactively connect students, faculty, and staff.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Responsible Parties</th>
<th>Progress/Results</th>
<th>Future Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place a request for bids and use bids to select a multi-functional technology platform capable of proactively connecting students, faculty, and staff. (EAB Navigate selected as a result of this process.)</td>
<td>Spring 2018</td>
<td>QEP Planning Committee; Proactive Advising Task Force; Executive Cabinet; President</td>
<td>In Spring 2018, the college released a Request for Proposals to collect bids from various software companies to purchase a system that would provide students with the ability to create and track their individual education plans, schedule advising and tutoring appointments, receive major selection and career guidance, and receive multi-modal communications. In addition, the software platform had to provide college employees with the ability to receive comprehensive student activity reports, review predictive analytics on scheduling needs, and readily communicate with students. A total of four bids were received and, following a review by members of the QEP Planning Committee, EAB Navigate was selected as the technology-of-choice.</td>
<td>Implementation of EAB Navigate to proceed (see remainder of strategy tasks below).</td>
</tr>
<tr>
<td>Develop a Leadership Team responsible for the oversight of implementation of EAB Navigate.</td>
<td>Summer 2018</td>
<td>QEP Coordinator; VP of Instruction</td>
<td>A Leadership Team was identified to help guide the implementation of EAB Navigate. Additional teams were also identified to ensure all facets of the plan were overseen by experienced individuals. See Attachment A for the comprehensive roster of Teams and Members.</td>
<td>Teams will be integral to ensuring implementation of the software (see remainder of strategy tasks below).</td>
</tr>
<tr>
<td>Task Description</td>
<td>Start Date</td>
<td>Duration</td>
<td>Task Details</td>
<td>Action Note</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Conduct comprehensive mapping of all recruiting, admissions, advising, and registration processes and workflows.</td>
<td>Summer 2018</td>
<td></td>
<td>EAB Navigate Leadership Team; QEP Implementation Team; Academic Advising Staff; EAB Staff</td>
<td>EAB hosted an initial kick-off meeting on August 1, 2018 with all members of the QEP Implementation Team and EAB Leadership Team during which all onboarding processes were mapped for use during the implementation process. See Attachment B for kick-off presentation. Mapping will be used throughout the EAB Navigate implementation process (see remainder of strategy tasks below).</td>
</tr>
<tr>
<td>Begin onboarding of EAB Navigate platform based on processes and workflows previously identified.</td>
<td>Summer 2018</td>
<td></td>
<td>EAB Navigate Leadership Team; QEP Implementation Team; Academic Advising Staff; EAB Staff</td>
<td>The Leadership Team had many phone calls and email interactions following the kick-off meeting and through the first weeks of the Fall 2018 semester in order to prepare for implementation and onboarding of EAB Navigate. Teams will continue to meet, both in person and online, with the EAB staff throughout the implementation of the software.</td>
</tr>
<tr>
<td>Hire a Systems Analyst designated for the implementation of EAB Navigate platform.</td>
<td>Fall 2018</td>
<td></td>
<td>VP of Technology</td>
<td>Position has been posted, twice, to the WCJC HR website. During the first posting, there were an insufficient number of qualified candidates to move forward with interviews and the position was posted for a second time. See Attachment C for Systems Analyst Position Description. Position is scheduled to close on September 26, 2018.</td>
</tr>
<tr>
<td>EAB Staff to provide user experience testing and training for advisors, recruiters, and other student support staff.</td>
<td>Fall 2018</td>
<td></td>
<td>EAB Navigate Leadership Team; QEP Implementation Team; Student Support Services Staff; EAB Staff</td>
<td>A full-day, on-site training is scheduled for October 24, 2018. See Attachment D for draft agenda. Future actions will be determined following the training on October 24.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Activity</th>
<th>Start Date</th>
<th>Responsible Parties</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launch Phase I of EAB Navigate for first-time, new students.</td>
<td>Spring 2019</td>
<td>EAB Navigate Leadership Team; QEP Implementation Team; Student Support Services Staff; EAB Staff</td>
<td>TBD – Spring 2019</td>
<td>TBD – Spring 2019</td>
</tr>
<tr>
<td>Drive student adoption efforts through coordinated marketing plan.</td>
<td>Spring 2019</td>
<td>EAB Navigate Leadership Team; Marketing and Communications; EAB Staff</td>
<td>TBD – Spring 2019</td>
<td>TBD – Spring 2019</td>
</tr>
<tr>
<td>EAB Staff to provide user-experience testing and training for student support staff and all full-time faculty.</td>
<td>Spring 2019 (ongoing)</td>
<td>EAB Navigate Leadership Team; EAB Staff</td>
<td>TBD – Spring 2019</td>
<td>TBD – Spring 2019</td>
</tr>
<tr>
<td>Full launch of EAB Navigate.</td>
<td>Fall 2019</td>
<td>EAB Navigate Leadership Team; EAB Staff</td>
<td>TBD – Spring 2019</td>
<td>TBD – Spring 2019</td>
</tr>
<tr>
<td>Satisfaction survey of EAB Navigate implementation/utilization distributed to faculty, staff, and students.</td>
<td>Fall 2020 (ongoing)</td>
<td>EAB Navigate Leadership Team; VP of Planning and IE</td>
<td>TBD – Spring 2019</td>
<td>TBD – Spring 2019</td>
</tr>
<tr>
<td>Monitor the efficacy of this strategy through a comprehensive review of assessment metrics. Make recommendations for changes as appropriate.</td>
<td>Spring semester (annually)</td>
<td>QEP Implementation Team; VP of Planning and IE</td>
<td>TBD – Spring 2019</td>
<td>TBD – Spring 2019</td>
</tr>
</tbody>
</table>
EAB Leadership Team

LEADERSHIP TEAM:

1. **Program Sponsor**—Leigh Ann Collins*
   a. Overall program & organizational champion
   b. Ensures support for initiative & holds team accountable

2. **Program Owner**—Tracy Emmons*
   a. Primary point of contact between institution & EAB; involved in project planning & oversight of day-to-day
   b. Ensures ongoing support for initiative & drives communication and advocacy at all levels of the institution

3. **Technical Leader**—Pam Youngblood*
   a. Demonstrates familiarity with the current information systems infrastructure and can drive technology initiatives forward
   b. Leads overall effort to ensure initial configuration, data extraction, data transfer, and ongoing maintenance go smoothly

ENGAGEMENT TEAM:

Engagement Team Leaders

1. **Workflow & Training**—Natalie Stavinoha*
   a. Represent various stakeholders to influence key site setup & act as early experts of the platform who are equipped to train others

2. **Promotion & Communication**—Zina Carter*
   a. Develop & execute adoption & utilization promotion plans; build campus awareness; engage stakeholders

3. **Content Development**—Vershonda Williams*
   a. Customize template content to fit your institution. Develop additional content for special populations

4. **Academic Planning**—Kevin Dees*
   a. Ensure academic data & program descriptions are accurate; guide students to best-fit programs & timely completion of required courses.

5. Faculty Champion—Ken Grubb*
6. Application Administrator—Natalie Stavinoha*
7. Content Administrator—Vershonda Williams*

**Workflow & Training Team**, Leader—Natalie Stavinoha*

1. Faculty Advisors—Ken Grub, Stephen Lyford
2. Advising Leads—Sara Fira
3. Success Coaches—Natalie Stavinoha, Michele Smith
4. Technology Trainers—Bob Falco, Tessa Matthews, Karen Preisler

**Promotion & Communication**, Leader Zina Carter

1. Campus Marketing Rep—Zina Carter
2. Communications Expert—Ben Sharp
3. Social Media Lead—Mary Koczanowski
4. Student/Faculty Reps—Celine Siewert, Lindsey Reeves, Lori Saucedo
**Content Development**, Leader Vershonda Williams
1. Content Administrator—Vershonda Williams
2. Student Success Rep—Rose Flores
3. Academic Advisor—Sara Fira
4. Career Services Rep—Gary Bonewald
5. Financial Aid/Bursar Rep—Lori Blust
6. Student Affairs Rep—Chris Ramsey, Leslie Kolojaco, Maryann Glaze
7. Student/Faculty Rep—Marissa Saenz

**Academic Planning**, Leader Kevin Dees
1. Faculty Advisors—Andrea Shropshire, Ken Grubb
2. Academic Leadership—Amanda Shelton
3. Registrar’s Office—Emily Voulgaris
4. Academic Advisor—Beverly Marks
5. Information Technology—New Position IT

Estimated Initial Timeline:
- Leader Conference Calls: June – September 2018
- Student Technology & Advising Launch: January – April 2019
- Academic Planning & Registration Launch: September – October 2019
- Kickoff Dates—either August 1st or 2nd

NOTE: Membership is dynamic and fluid thus may change to benefit Navigation implementation.
Attachment B –

EAB Navigate Kick-Off Presentation

Hardwiring Student Success at Wharton County Community College

August 1, 2018

Impacting Student Success -- Enabling students to achieve their educational goals by improving our processes that support student success
Appreciating the Challenge of Student Success

Feels Like the Stakes Have Never Been Higher

State Funding for Higher Education Remains Below Pre-Recession Levels in Most States

- Public Scrutiny Over Job Placement Outcomes
- Lack of Insight Value of Higher Education
- Increased Oversight from Governments
- Concern for the Achievement Gap
- Moral Imperative to Fulfill Our Promise

External Pressures

Internal Pressures

National Decline in Enrollment
A Tough Funding Environment
State funding for higher education remains below pre-recession levels in most states

Community Colleges Hit the Hardest
State funding has not returned post-recession, even as enrollments decline and competition heats up

Chasm Between Tuition Revenue Dependence and Enrollments Grows

Odds Against Them
New students enter college exhibiting historically risky profiles

Snapshot of Community College Students

- First-generation: 36%
- Low-income: 72%
- Family dependents: 33%
- Employed: 74%

- Not taking correct classes
- Hard to schedule classes and work
- Overwhelmed

At-risk student: "I'm not smart enough"; "I'll work more hours"; "My family needs me"
Missing an Opportunity to Get Ahead of the Onboarding Problem

Complex: Onboarding Process Makes It Too Easy for Students to Get Discouraged and Opt Out of Enrollment

The Evolving Advisor

Moving Beyond Transactional Responsibilities to Provide More Holistic Care

Current vs. Ideal Allocation of Advising Time

Traditional: 24 professional advisors

Advisers want to spend >50% less time on transactional activities...

In favor of more time on long-term planning and coaching

Goal-Setting & Planning

- Helping students think beyond the next semester
- Academic interests, major selection, internships, career planning, co-curricular

Personal Coaching

- Engagement, satisfaction, home issues, time management

The Student Success Collaborative and Navigate
Overview of the Student Success Collaborative
Combining Research, Technology and Consulting to Drive Meaningful Student Success Improvements

**Best Practice Research**
- Published student success best practices and research
- Improving Outcomes on Life
- The Shifting Landscape
- Breaking Early Warning
- Eliminating Dropout for Rent
- Identifying Adult Learner Graduates

**Executive Network and Resources**
- National Summits
- Expert Consultations
- Onsite Presentations

**Data and Technology**
- Intelligence for Administrators
  - 475M* Student course records in our analytics database
- Strategic Care for Faculty and Staff
  - 340K+ Staff and faculty members active in our SSMs
- Smart Guidance for Students
  - 2.5M+ Students supported across our member institutions

**Dedicated Change Management Consulting**
- Kickoff
  - EAB-trained onsite change management planning sessions and data integration
- Strategy Formation
  - Project plan sharing, goal setting and process improvement planning
- Implementation Support
  - Facilitated campus working groups, training sessions, and implementation plans
- Ongoing Coaching
  - Data insights integrated with local processes to continuously achieve institutional effectiveness

**Inside Our Technology**
Navigate: EAB's Student Success Management System for Community Colleges

Navigate is the student success technology solution that is closing the achievement gap with term over term academic planning, an early warning system, communication and case management tools – all in one seamless Student Success Management System (SSMS).

The SSMS is an enterprise-level technology that links administrators, advisors, deans, faculty, other staff and students in a coordinated care network designed to help schools proactively manage student success and deliver a Return on Education.

**Our Members**
- 85 Community Colleges Using Navigate
- 745K Navigate Student Users

**Our Impact**
- 2% Average Increase in First-Term Persistence
- 3-5% Average Increase in Application to Enroll Conversion

**SSMS Pillar 1: Smart Guidance**

- **Guided Onboarding**
  - Customized in-app guidance; proactively helping students to take action

- **Best-Fit Program Selection**
  - Student-initiated program of study and career exploration using their skills and interests

- **Academic Planning**
  - Smart course selection, scheduling, and registration to get and keep students on path

- **Milestones**
  - Ongoing guidance and alerts for students to keep them on track toward graduation

Provide curated, intelligent guidance at the most pivotal moments along the college journey, simplifying and structuring student pathways to completion.
SSMS Pillar 2: Strategic Care

Create a connected and coordinated network of support for every student, enabling targeted intervention and proactive, **strategic care**

- **Smart Student Profile**
  - Actionable student data (academic, financial, and behavioral) to support holistic and strategic student care

- **Campaign Management, Appointments, and Multi-Modal Communications**
  - Improved advisor efficiency and proactive advising with targeted communication at scale

- **Coordinated Care Network**
  - Coordinated campus-wide student support through early alerts, care referrals, closed-loop reporting, and centralized interaction records

SSMS Pillar 3: Intelligence

- **SSMS Activity Analytics**
  - Aggregate and line item reports on student groups, alerts, cases, appointments, and risk

- **Advanced Search Querying**
  - Cohort-level and individual student attributes are easily able to be segmented and outreach targeted

- **Population Health Analytics**
  - Key academic progress and performance indicators to identify and assess interventions

**Unlock the power of data analytics, bringing real-time insights and student success management intelligence to administrators and leaders**
WHARTON COUNTY JUNIOR COLLEGE invites applications for the position of:

Systems Analyst

SALARY: $62,735.00 - $69,402.00 Annually

OPENING DATE: 09/05/18

CLOSING DATE: 09/26/18 10:00 AM

GENERAL DESCRIPTION:
The Systems Analyst analyzes user requirements, procedures, and problems to automate processing, or improve existing computer information systems and to develop new computer information systems. Codes, tests and implements procedures to ensure data accuracy and integrity. The position reports to the Senior Systems Analyst.

REQUIREMENTS:
Bachelor’s Degree in computer information systems or eight years of full time work experience in programming or a combination of education and work experience is required. An additional two years of full time work experience in programming using SQL Plus or PL/SQL on an Oracle or another enterprise-class relational database management system including experience with Microsoft Access is required. A criminal background check is required.

To be considered for this position, all qualified applicants must attach to their online application the following documents:

1. Copy of college transcript(s) showing completion of a bachelor’s degree (if using education to meet minimum requirements)
2. Resume
3. Cover letter outlining relevant work experience

All documents must be attached to one online application to be considered. Please re-open your application form to verify all documents are properly attached.

Wharton County Junior College is an Equal Opportunity/Affirmative Action Employer.

It is the institution's policy, in compliance with Title IX as implemented, to provide equal employment opportunities without regard to race, color, religion, national origin, gender, age or disability.

APPLICATIONS MAY BE FILED ONLINE AT:
http://www.wcjc.edu
911 Boling Highway, A-206
Wharton, TX 77488
979-532-6947
979-532-6561
hr@wcjc.edu

Position #1808 A 015
SYSTEMS ANALYST
JJ
Attachment D –

EAB On-Site Training Agenda (Draft)
Sending Notifications through EAB

Navigate

Strategy 2.2

Strategy 2.2: Send notifications from WCJC faculty and staff to WCJC students using the EAB Navigate platform.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Responsible Parties</th>
<th>Progress/Results</th>
<th>Future Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify types of Early Alert Notifications that need to be programmed into EAB Navigate and ensure Banner data compatibility.</td>
<td>Fall 2019</td>
<td>EAB Leadership Team; Director of Admissions and Registration; Systems Analyst</td>
<td>TBD – Fall 2019</td>
<td>TBD – Fall 2019</td>
</tr>
<tr>
<td>Send Early Alert Notifications through EAB Navigate.</td>
<td>Spring 2020 (ongoing)</td>
<td>EAB Leadership Team; Director of Admissions and Registration; Admissions and Registration Staff</td>
<td>TBD – Spring 2020</td>
<td>TBD – Spring 2020</td>
</tr>
<tr>
<td>Identify types of Registration and Probation/Suspension Notifications that need to be programmed into EAB Navigate and ensure Banner data compatibility.</td>
<td>Fall 2020</td>
<td>EAB Leadership Team; Director of Admissions and Registration; Systems Analyst</td>
<td>TBD – Fall 2020</td>
<td>TBD – Fall 2020</td>
</tr>
<tr>
<td>Task</td>
<td>Timeframe</td>
<td>Responsible Parties</td>
<td>Start Date</td>
<td>End Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Send Registration and Probation/Suspension Notifications through EAB Navigate.</td>
<td>Spring 2021 (ongoing)</td>
<td>EAB Leadership Team; Director of Admissions and Registration; Admissions and Registration Staff</td>
<td>TBD – Spring 2021</td>
<td>TBD – Spring 2021</td>
</tr>
<tr>
<td>Identify types of Financial Aid Notifications that need to be programmed into EAB Navigate and ensure Banner data compatibility.</td>
<td>Fall 2021</td>
<td>EAB Leadership Team; Director of Financial Aid; Systems Analyst</td>
<td>TBD – Fall 2021</td>
<td>TBD – Fall 2021</td>
</tr>
<tr>
<td>Send Financial Aid Notifications through EAB Navigate.</td>
<td>Spring 2022 (ongoing)</td>
<td>EAB Leadership Team; Director of Financial Aid; Financial Aid Staff</td>
<td>TBD – Spring 2022</td>
<td>TBD – Spring 2022</td>
</tr>
<tr>
<td>Monitor the efficacy of this strategy through a comprehensive review of assessment metrics. Make recommendations for changes as appropriate.</td>
<td>Spring semester (annually)</td>
<td>QEP Implementation Team; VP of Planning and IE</td>
<td>TBD – Spring 2020</td>
<td>TBD – Spring 2020</td>
</tr>
</tbody>
</table>
Professional Development – Pathway Coaches

Strategy 3.1

Strategy 3.1: Provide professional development sessions related to serving as a pathway coach for academic and vocational faculty.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Responsible Parties</th>
<th>Progress/Results</th>
<th>Future Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify relevant professional development topics related to expectations and responsibilities for Vocational Pathway Coaches.</td>
<td>Summer 2018</td>
<td>QEP Implementation Team; Director of Academic Advising and Counseling</td>
<td>Initial training needs were identified in Spring 2018 related to the roles, responsibilities, and expectations for Vocational Pathway Coaches.</td>
<td>Feedback from Vocational Pathway Coaches is being collected at regular intervals throughout academic year 2019 to help determine future professional development needs and session topics.</td>
</tr>
<tr>
<td>Develop Vocational Pathway Coach professional development sessions and training guides based on identified topics and necessary skills.</td>
<td>Summer 2018</td>
<td>QEP Implementation Team; Director of Academic Advising and Counseling; Director of Institutional Research</td>
<td>An initial professional development session was created by the Director of Academic Advising and Counseling during Summer 2018. The session was focused on training faculty and staff on how to interact with students in a one-on-one, advising capacity. A second professional development session was created by the Director of Institutional Research to train faculty and staff on the use of Banner during professional development sessions.</td>
<td>Future training sessions will be managed by the EAB Workflow and Training Team and will focus on providing hands-on training in Banner to faculty and staff who will serve as coaches for students.</td>
</tr>
<tr>
<td>Create pre- and post-assessment activities to administer as part of the professional development sessions.</td>
<td>Summer 2018</td>
<td>QEP Implementation Team; Director of Academic Advising and Counseling; VP of Planning and IE; Office of Institutional Research Staff</td>
<td>Pre- and post-training assessments were not administered during the initial set of training sessions. However, feedback on the strengths and weaknesses of the session were discussed by Vocational Pathway Coaches during a focus group session in September 2018.</td>
<td>All future Pathway Coach trainings will include both a pre- and post-training assessment to help assess the efficacy of the sessions.</td>
</tr>
<tr>
<td><strong>Notify all individuals who will be trained as a Vocational Pathway Coaches regarding training session availability.</strong></td>
<td><strong>Summer 2018</strong></td>
<td><strong>Director of Academic Advising and Counseling; Director of Institutional Research</strong></td>
<td>A list of all potential Vocational Pathway Coaches was generated by the Office of Institutional Research. Both the Director of Academic Advising and Counseling and Director of Institutional Research contacted the group of Coaches notifying them of training session dates and times in early July 2018. See Attachment A for the roster of all potential Vocational Pathway Coaches. During each subsequent spring semester, the Dean of Vocational Instruction will be responsible for generating a list of all Pathway Coaches in his/her programs and notifying those individuals of the need to attend training. The list will be provided to the EAB Workflow and Training Team to help monitor training attendance to ensure that all Vocational Pathway Coaches have been trained.</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Begin providing regular, recurring professional development sessions for Vocational Pathway Coaches; administer pre- and post-assessment as part of training sessions.</strong></td>
<td><strong>Summer 2018 (ongoing)</strong></td>
<td><strong>EAB Workflow &amp; Training Team; VP of Planning and IE; Office of Institutional Research Staff</strong></td>
<td>Two types of training were provided to all Vocational Pathway Coaches, advising and Banner, during multiple sessions in July 2018. Trainings were provided by the Director of Academic Advising and Counseling and the Director of Institutional Research, respectively. Attendance was monitored to ensure that all potential Vocational Pathway Coaches were trained. See Attachment B for the advising training guide and Attachment C for the Banner training guide. See Attachment D for training attendance record. Pre- and post-training assessments were not administered during the initial set of training sessions. Trainings will continue to be held each summer with all Vocational Pathway Coaches required to attend one session per year. All future Pathway Coach trainings will include both a pre- and post-training assessment to help assess the efficacy of the sessions.</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Fall 2018 (ongoing)</td>
<td>Feedback on the strengths and weaknesses of the session were discussed by Vocational Pathway Coaches during a focus group session in September 2018. See Attachment E for Pathway Coach feedback.</td>
<td>Based on the feedback received, the determination was made to charge the EAB Workflow &amp; Training Team to offer all future training sessions for Pathway Coaches to avoid redundancy and lessen the number of sessions Pathway Coaches are required to attend. In addition, the training guides provided to Pathway Coaches were noted as being in need of revision, namely by being more clear in describing information on various Banner screens and having additional details regarding who to have the student contact in the event that they are not TSI satisfied or have holds. Vocational Pathway Coach training guides are being revised in Fall 2018 to prepare for 2019 trainings. See Attachment F for current draft of revised training guide.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Gather assessment results to monitor efficacy of trainings. Revise accordingly.</td>
<td>EAB Workflow &amp; Training Team; QEP Implementation Team; VP of Planning and IE</td>
<td>Identify relevant professional development related to expectations and responsibilities for Academic Pathway Coaches.</td>
<td>Identify relevant professional development related to expectations and responsibilities for Academic Pathway Coaches.</td>
<td>Winter 2019</td>
</tr>
<tr>
<td>Task</td>
<td>Timeframe</td>
<td>Responsible Parties</td>
<td></td>
<td></td>
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<td>----------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Develop Academic Pathway Coach professional development sessions and training guides based on identified topics and necessary skills.</td>
<td>Fall 2019</td>
<td>QEP Implementation Team; Director of Academic Advising and Counseling; Director of Institutional Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create pre- and post-assessment activities to administer as part of the professional development sessions.</td>
<td>Fall 2019</td>
<td>QEP Implementation Team; Director of Academic Advising and Counseling; VP of Planning and IE; Office of Institutional Research Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notify all individuals who will be trained as Academic Pathway Coaches regarding training session availability.</td>
<td>Spring 2020</td>
<td>Director of Academic Advising and Counseling; Director of Institutional Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin providing regular, recurring professional development sessions for Academic Pathway Coaches; administer pre- and post-assessment as part of training sessions.</td>
<td>Spring 2020 (ongoing)</td>
<td>EAB Workflow &amp; Training Team; VP of Planning and IE; Office of Institutional Research Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gather assessment results to monitor efficacy of trainings. Revise accordingly.</td>
<td>Fall 2020 (ongoing)</td>
<td>EAB Workflow &amp; Training Team; QEP Implementation Team; VP of Planning and IE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Monitor trainings to ensure that all Pathway Coaches attend a minimum of one training session per year to encourage ongoing and sustained professional development among coaches.  

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Team/Role</th>
<th>Timeframe</th>
<th>Team/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2021 (ongoing)</td>
<td>EAB Workflow &amp; Training Team; VP of Instruction</td>
<td>TBD – Summer 2021</td>
<td>TBD – Summer 2021 (annually)</td>
</tr>
</tbody>
</table>

Monitor the efficacy of this strategy through a comprehensive review of assessment metrics. Make recommendations for changes as appropriate.  

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Team/Role</th>
<th>Timeframe</th>
<th>Team/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring semester (annually)</td>
<td>QEP Implementation Team; VP of Planning and IE</td>
<td>TBD – Spring 2020 (annually)</td>
<td>TBD – Spring 2020 (annually)</td>
</tr>
</tbody>
</table>
# Vocational Pathway Coach Roster

<table>
<thead>
<tr>
<th>Division</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health</td>
<td>Carol Derkowski</td>
<td>Division Chair; Program Director - Dental Hyg</td>
</tr>
<tr>
<td></td>
<td>Kelly Crosson</td>
<td>Division Secretary</td>
</tr>
<tr>
<td></td>
<td>Lori Baumgarten</td>
<td>Division Secretary</td>
</tr>
<tr>
<td></td>
<td>Sarah Kresta</td>
<td>Division Secretary</td>
</tr>
<tr>
<td></td>
<td>Carol Riley</td>
<td>Division Secretary</td>
</tr>
<tr>
<td></td>
<td>Andrea Shropshire</td>
<td>Program Director - ADN</td>
</tr>
<tr>
<td></td>
<td>Debbie Luttringer</td>
<td>Program Director - HIT</td>
</tr>
<tr>
<td></td>
<td>Victoria Schultz</td>
<td>Program Director - HS</td>
</tr>
<tr>
<td></td>
<td>Elizabeth Rohan</td>
<td>Program Director - LVN</td>
</tr>
<tr>
<td></td>
<td>Kelly Wallace</td>
<td>Program Director - PTA</td>
</tr>
<tr>
<td></td>
<td>Sharla Walker</td>
<td>Program Director - Rad Tech</td>
</tr>
<tr>
<td>Technology &amp;</td>
<td>David Kucera</td>
<td>Division Chair; Program Director - EET</td>
</tr>
<tr>
<td>Business</td>
<td>Joey Balles</td>
<td>Division Secretary</td>
</tr>
<tr>
<td></td>
<td>Celine Siewert</td>
<td>Program Director - Business Office Tech</td>
</tr>
<tr>
<td></td>
<td>Stephen Lyford</td>
<td>Program Director - Computer Science</td>
</tr>
<tr>
<td></td>
<td>Barbara Lynn</td>
<td>Program Director - Early Childhood</td>
</tr>
<tr>
<td></td>
<td>Jo Ann Shimek</td>
<td>Program Director - Engineering Design</td>
</tr>
<tr>
<td></td>
<td>Erma Hart</td>
<td>Program Director - Paralegal Studies</td>
</tr>
<tr>
<td>Vocational Science</td>
<td>Tim Guin</td>
<td>Division Chair; Program Director - Police Ac</td>
</tr>
<tr>
<td></td>
<td>Michelle Smith</td>
<td>Division Secretary</td>
</tr>
<tr>
<td></td>
<td>Robert Sanchez</td>
<td>Program Director - HVAC</td>
</tr>
<tr>
<td></td>
<td>Philip Hamlin</td>
<td>HVAC Instructor</td>
</tr>
<tr>
<td></td>
<td>Curtis Cline</td>
<td>Program Director - Automotive Tech</td>
</tr>
<tr>
<td></td>
<td>Steve Witzkoski</td>
<td>Automotive Instructor</td>
</tr>
<tr>
<td></td>
<td>Jacqueline Kuehn</td>
<td>Program Director - Cosmetology</td>
</tr>
<tr>
<td></td>
<td>J. Martinez</td>
<td>Cosmetology Instructor</td>
</tr>
<tr>
<td></td>
<td>Sandra Kolafa</td>
<td>Cosmetology Instructor</td>
</tr>
<tr>
<td></td>
<td>Gary Bonewald</td>
<td>Program Director - EMS</td>
</tr>
<tr>
<td></td>
<td>Lara Ondruch</td>
<td>EMS Instructor</td>
</tr>
<tr>
<td></td>
<td>Frank Becak</td>
<td>EMS Instructor</td>
</tr>
<tr>
<td></td>
<td>Gerald Kinder</td>
<td>Program Director - Manuf Tech</td>
</tr>
<tr>
<td></td>
<td>Rudolph Henry</td>
<td>Program Director - Nuc Power</td>
</tr>
<tr>
<td></td>
<td>Willie Myles</td>
<td>Program Director - Process Tech</td>
</tr>
<tr>
<td></td>
<td>Ricky Schooler</td>
<td>PTAC Instructor</td>
</tr>
<tr>
<td></td>
<td>Aaron Dittmar</td>
<td>Program Director - Welding</td>
</tr>
<tr>
<td></td>
<td>Sean Franco (TFT)</td>
<td>Welding Instructor</td>
</tr>
</tbody>
</table>
Vocational Faculty Training Guide
Summer 2018

“Advising can be the single most significant component of a student's successful college experience.” (Light, 2001)
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Disability Services 7
Veterans 7
Withdrawal 7
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PURPOSE OF TRAINING MANUAL
This manual is intended to help faculty advisors effectively serve students who are enrolled at WCJC. Please read the manual carefully to learn about advising procedures and recent changes. Suggestions or comments about the contents of the manual may be conveyed to the Director of Academic Advising and Counseling.

Supplemental Resources
Most of the information contained herein is also available online. Online resources have been hyperlinked from this document for easy access. An index of helpful advising links is located in the Appendix.

INTRODUCTION
Advising Overview
The procedures contained in this manual provide guidelines to be used by all vocational faculty, department and division chairs and departmental and division chair secretaries whose duties include academic advising for vocational students.

New Students. WCJC has established Enrollment Steps with information to guide new students who are interested in taking college-level, credit-bearing courses.. Primary advising is an integral part of the enrollment process.

New students must participate in a new student orientation either in person or online. Transfer, transient and dual credit students qualify for a NSO exemption.

After completing a NSO session, new students must meet with a vocational faculty advisor unless they are not TSI satisfied (if required by the program) and then they meet with a professional advisor that collaborates with the department to advise students.

College Mission and Advising
WCJC champions learning and success, delivers outstanding teaching and service, and develops career skills for today and tomorrow. The process of academic advising promotes the overall college mission by partnering faculty and staff with students as they work to attain academic and personal goals. This partnership can be strengthened through a collaborative, advising-as-teaching model, where advisors support students as they become proactive in making thoughtful, informed decisions, about their own education.

Advising Philosophy
Holistic & Proactive
Academic advising can be an integral part of the learning process. The desired outcome is that students learn to make increasingly independent choices as they move toward realizing their full potential. Vocational faculty and academic advising staff can support students in this process by providing guidance in the exploration of academic programs and career and major pathways, by encouraging the practice of self-
discovery, and by acting as agents of referral to campus resources available on the college website under Student Services.

Effective academic advising leads students to:

- Assess interests, abilities, and career goals.
- Define their educational objectives.
- Understand the courses required to complete a credential and register for courses appropriate to their skill levels and plans of study.
- Make full use of the resources and facilities at WCJC
- Be knowledgeable about various policies and procedures.
- Develop strategies to be successful in the college environment and beyond.

We describe academic advising as an interactive process that connects students with a knowledgeable vocational faculty or staff advisor. To meet advising objectives, both the advisor and the student must be engaged participants.

Advisors should actively promote the college by helping to build a welcoming, engaging, unifying, and constantly improving learning environment. Advisors should also adhere to the principles and guidelines outlined by The Council for the Advancement of Standards in Higher Education (CAS) and the National Academic Advising Association (NACADA), which include the following:

- Advisors work to strengthen the importance, dignity within the academic setting, potential, and unique nature of each individual.
- Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution.
- Advisors encourage, respect, and assist students in establishing their goals and objectives.
- Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.


Unless the student has completed the FERPA form and given written consent, information contained in student records or disclosed in individual advising sessions must remain confidential. In addition, advisors must comply with all requirements of the Family Educational Rights and Privacy Act (FERPA) and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. Read more about FERPA.

Advising in Practice

Key components of a proactive, holistic, collaborative, advising-as-teaching model are listed below:

- Dialogue.
- Provide students with what they need before they know they need the resource.
- See the student as a whole person
- Two-way flow of ideas and information (recognizing that the advisor may have specialized knowledge that the student does not).
- Question-and-answer approach.
- Knowledge of resources, partnerships between academic and student services units occurs within and beyond registration period formally and informally.
• Faculty and staff adopt an attitude of learning.

“It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising.” (Kuh, 1997)²

ADVISING PROCESS

Educational Planning and Goals
During the Primary Advising session it is important that advisors check in with each student and ask questions about their long-term educational and career goals.

Students will be developing an educational plan that outlines their pathway to degree or goal completion. They should bring this plan with them to share with you, it can also be found in the Online section of Self-Service. You will also be able to access SPACMNT notes outlining details from previous advising sessions.

Placement
Appropriate course placement is based on high school performance, test scores, or previous college credit. Additional information can be found on the Testing Center website page.

WCJC administers the Texas Success Initiative on all campus locations for math, reading, writing, and essay. Students are allowed to take this test as often as they wish for a fee. Placement test score ranges appear in Appendix C. Under no circumstance should an advisor waive a developmental course. Students that need developmental/college readiness coursework should be directed to a professional academic advisor.

The following TSIA scores will determine a student’s readiness to enroll in entry-level college coursework.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Math</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-Ready Score Requirement</td>
<td>Score: 350 - 390</td>
<td>Score: 351 - 390</td>
<td>Essay Score 5 - 8 OR Essay Score 4 w/ Multiple Choice Score: 340 - 390</td>
</tr>
</tbody>
</table>

In addition, the Testing Center offers additional testing required for some programs.

Credit by Exam, AP credit, CLEP and IB Credit information is available.

College Transcripts and Prior Coursework
All students entering with prior college credit are required to submit official transcripts from previously attended higher education institutions to verify course prerequisites have been met. Incoming course credit is recorded in the student’s transcript screen in Online Services. Students with questions regarding transfer credit may contact Emily Voulgeris or Rose Flores at the Main Campus in Wharton. 979-532-6382 or 979-532-6537. If a student requests a degree evaluation for certain allied health programs, the form is located on the Student Forms portion of the Admissions webpage. Only official transcripts from regionally accredited colleges and universities will be accepted for evaluation.

We currently only accept international students for the nuclear power program.
**Course Selection**

If a student is not TSI satisfied (and are working toward a level 2 certificate or AAS), please send the student to a professional academic advisor for course placement. If a student is TSI satisfied or doesn’t have the TSI as a requirement, recommend courses based on the academic pathway map for their year of entry into the college. As a first step, verify their academic pathway major goal as indicated in SAA CKL. If the major is correct, Complete the Vocational Class Schedule Approval Form based on their academic goals, availability, outside of school commitments.

**Programs/Plans of Study.** Students should follow a plan within their Program of Study to make course selections. A student admitted to a degree, diploma, or certificate program must meet the requirements listed on the curriculum’s plan of study for the academic year during which the student was accepted. Before any course may be taken, prerequisite courses must be completed satisfactorily. A grade of C or better is required in College Readiness/ Developmental Education courses.

Plans of Study should be provided to each student at the Primary Advising session and are always available online. Once you access the electronic version in Self-Service you can click on information links for specific course requirements and prerequisite information.

Due to their specialized nature, allied health programs require a secondary admissions process. Program entry requirements are clearly outlined on each webpage.

**Course Registration**

Students should be instructed that the advising process is related to, but separate from, registration. They will use Self-Service to enroll in courses after their first semester unless your program specifically requires registration in the Office of Admission and Registration. The WCJC Connect link provides students with step-by-step instructions for all of their WCJC accounts (MyWCJC Portal, Student E-mail, Online Services, Schedule Planner, BB, Wifi, etc.).

**Continuing students registration.** Continuing students should be eligible to participate in online registration. Details are located on the Registering for Courses website.

**Tuition payments.** Payments are due according to the schedule on the Payment Deadlines. Students may now finance their tuition using the Payment Plan. Students will need to set up Payment Plan through Online Service before the tuition deadline to assure they are not dropped from classes for non-payment. Payment plans break down the tuition balance into affordable monthly payments. There's no interest, setup fees are affordable, and it's easy to enroll. Residency for indistrict and out of district for tuition purposes, please send the student to the Office of Admission and Registration.

**Course audit.** A student who wishes to enroll in and regularly attend a course on a noncredit basis may audit the course. Enrollment is subject to space availability and the program director’s prior approval. Review the college catalog for more information.

**Course limit.** A full time student is a student taking 12 SCH in fall and spring, 3 SCH in the mini terms in winter and May and 7 SCH in each summer term. The maximum for the fall and spring is 19 SCH, 7 SCH in summer and 3 SCH in the mini terms.

**Major Pathway Restriction.** If a student attempts to register for a course outside the declared Major Pathway, the student receives a Major Pathway Restriction Error and cannot register for that course until they obtain Academic Advisor or Division Chair approval.
Graduation Requirements
To be eligible for graduation, students must complete all courses and credit hours required in the plan of study under which they were admitted with a minimum grade point average of 2.0 (C). In addition, specific programs may require a grade of no less than C in some courses as designated in the appropriate plan of study.

Every academic year, each curriculum program produces a plan of study for students admitted in that specific year. A student who applies for readmission is accepted under the plan of study in effect at the time of readmission, not under the plan of study in effect at the time of the original admission. Students who change their curriculum program are also admitted to the new program under the current year’s plan of study.

Students should complete a Graduation Application form for their degree, diploma, or certificate one semester before their anticipated date of graduation. For example, students should apply for graduation when they register for fall semester if they plan to graduate at the end of spring semester.

First Year Follow-up
Offered in the fall and spring in person. Recommended, but not required for all FTIC. Information can be attained on the website. Some departments may wish to provide this to their students online or provide their own department first year follow-up.

Financial Aid
To be eligible for financial aid, students must apply at www.fafsa.gov. All financial aid questions should be directed to the Office of Financial Aid at the campus of the student’s enrollment.

Disability Services
To be eligible for disability services, students should contact the Office of Disability Services 979-532-6384 or disabilityservice@wjc.edu. All disability services questions should be directed to the Office of Disability Services, the Coordinator of Disability Services. If the Coordinator is unavailable please contact the Coordinator’s supervisor, the Director of Academic Advising and Counseling.

Veterans
Ask your advisees if they have veteran status. If you are working with a veteran student who is not receiving educational benefits, please refer the student to Office of Financial Aid
If the student is not a veteran, but states that a parent or spouse is in the military, please refer the student to the Office of Financial Aid for more information. Parents and spouses can transfer educational benefits to their children and/or spouse.

Withdrawal
Tuition refund dates
Withdrawal dates
Drop form
Probation and Suspension

If a student is on probation they receive a letter from the Office of Admission and Registration indicating that they are to consider meeting with an academic advisor to discuss course placement, academic counseling (study skills, test taking skills, time management, etc), etc.

If a student is returning from suspension, please advise the student, complete the Vocational Class Schedule Approval Form, indicate on the form to remove the suspension and place the student on probation then send the student to the Office of Admission and Registration.

Counseling

If a student is experiencing personal difficulties, please refer them to the Counseling staff.

Questions?

REMINDER: All professional academic advising staff support vocational faculty and are happy to provide any support, resources or information to assist you.

Please contact a member of the Academic Advising and Counseling staff with any questions.

1

2
Appendix

Process for a New Student
1. Apply at www.applytexas.org
2. Submit transcripts
3. Complete any testing such as, TSI if necessary.
4. If under 22 years of age submit their bacterial meningitis documentation and record form to the OAR
5. Complete New Student Orientation (online, in person)
6. Complete their primary advising appointment (online, in person)
7. Register for classes
8. Pay for classes.
9. Buy books or other necessary items for class.
10. Attend classes.

WCJC Quick Flow in Banner: VOCF

Process for Primary Advising for FTIC (PA)
1. Greet the student warmly
2. Review the SZATXSI screen. If the student is not TSI satisfied and TSI is required of your program call a member of the academic advising staff and refer the student. If the student is TSI satisfied, go to step #3 below.
3. Review their SAAACKL banner screen, verify major, end hold of primary advising and indicate the next steps. Ask if they had any questions after completion of the NSO. If the major is different than what is indicated on SAAACKL screen, please ask the student to complete a change of major form.
4. Review the SOAHOLD screen. If there are holds refer the student to correct location.
5. Provide the student with a copy of the vocational pathway map. Ask the student about their availability - FT or PT student?
6. Provide the student with a vocational class schedule approval form with the classes indicated. Sign the form. Direct the student to the Office of Admission and Registration to submit the form.
7. Complete the SPACMNT screen with a brief summary of your conversation.

Process for Advising for Continuing and Transfer Students (advising after primary advising is not required by WCJC unless not TSI satisfied, advising may be required by your program, some students may have additional advising visits)
1. Greet the student warmly
2. Review the SZATXSI screen. If the student is not TSI satisfied and TSI is required of your program call a member of the academic advising staff and refer the student. If the student is TSI satisfied, go to step #3 below.
3. Review the SOAHOLD screen. If there are holds refer the student to correct location.
4. If form is required, provide a Vocational Class Schedule Approval form.
5. Complete the SPACMNT screen with a brief summary of your conversation.
ADVISING PROCEDURES FOR VOCATIONAL STUDENTS:

As part of the Proactive Advising Plan, vocational advising is to start summer 2018 for all vocational programs.

Students wishing to participate in a level 2 certificate or AAS degree that are not college ready (NCR) will meet with a professional academic advisor every semester until they complete all required college readiness requirements. The professional academic advisor will work collaboratively with the department/division chair in determining the course recommendations.

A. NEW STUDENTS ONLY with BLOCK SCHEDULING

The following programs are designated as participating in Block Scheduling at WCJC

1. Process Technology - RICHMOND ONLY
2. Electronics Engineering Technology (Wharton)
3. Automotive Technology (Wharton)
4. Welding (Wharton)
5. HVAC (Wharton)
6. Cosmetology**
7. Police Academy**
8. Vocational Nursing**
9. Emergency Medical Services (Basic, Paramedic, Advanced EMT)**
10. AAS in Nursing**
11. Dental Hygiene**
12. Physical Therapy Assistant**
13. Radiologic Technology**

At the new student’s required advising meeting, department chair/division chair or department/division secretary will go over and complete a:

1. Program Enrollment (PE) form (change as of April 2018)
2. Vocational Class Schedule Approval form (VCSA)
3. Program vocational map
4. The faculty/division advisor routes the signed PE form to Sara Fira via inter-office mail
5. The student receives a copy of signed PE form, the program academic map, and will take the signed VCSA form to the OAR to register for classes.

**PROGRAMS WITH FORMAL APPLICATION FOR ACCEPTANCE

These programs require program-level admission and the students should be referred to the division office.

PROGRAMS WITH NO FORMAL APPLICATION FOR ACCEPTANCE

B. NEW STUDENTS – Programs that do not require program-specific admission.
1. Business Office Technology
2. Computer Science- Network Support Technician
3. Computer Science-Digital Media
4. Computer Simulation and Game Development
5. Early Childhood/Child Development
6. Engineering Design
7. Law Enforcement
8. Manufacturing Technology
9. Nuclear Power Technology
10. Paralegal Studies
11. Process Technology (Bay City)

At the new student’s required advising meeting, department chair/division chair or department/division secretary will go over and complete a:
1. Vocational Class Schedule Approval form (VCSA)
2. Program academic map
3. The student will take the signed VCSA form to the OAR to register for classes.

PROGRAMS WITH FORMAL APPLICATION FOR ACCEPTANCE

C. NEW STUDENTS ONLY with a required Program Specific Application
These programs do have a required program-specific admission application and students should be referred to the Division Office.

1. Human Services
2. Health Information Technology

At the new student’s required advising meeting, department chair/division chair or department/division secretary will go over and complete a:
1. Vocational Class Schedule Approval form (VCSA)
2. Program vocational academic map
3. The student will take the signed VCSA form to the OAR to register for classes.
CONTINUING/RETURNING STUDENTS
Continuing/Returning students may register for classes provided they have no holds for academic or financial reasons.

The department or division of each program may create a VCSA form for continuing students. If the department or division creates a VCSA form for continuing/returning students they will communicate that with their students on their initial visit with the new student.

At the 30th SCH, students will receive information regarding graduation requirements and the graduation application.

If the student wishes to register for block scheduling, the student should coordinate with the program director, division chair, or division secretary of the program to obtain a Vocational Class Schedule Approval form. If the student has not previously participated in block scheduling, the student should complete a program enrollment form.

Division Chairs will verify the accuracy of the academic maps, update any block schedule information and course sequences, course prerequisites, and website information by March 21, 2018 for 2018-2019 academic year.
Vocational Class Schedule Approval Form

Please complete entire form in blue or black ink only.

Student ID @ ___________________ First Name _______________ Last Name ____________________

Major Pathway ____________________________________________ Semester __________ 20_________

<table>
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<tr>
<th>CRN</th>
<th>SUBJECT</th>
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</tbody>
</table>

I agree to the schedule above. The courses I selected meet my educational goals. I am responsible for the courses and any changes I make to my schedule will be in accordance with the academic calendar and WCJC policies. If I decided not to attend WCJC, these classes must be officially dropped by me. I am aware of and responsible for all tuition and fees including charges associated with schedule changes, payment deadlines, withdrawal, and repeated courses.

I understand the Gainful Employment Disclosure Template for the WCJC Gainful Employment Programs are found on the program’s webpage www.wcjc.edu/programs.

Program Director, Division Chair, or Division Secretary __________________________ Date ________________

Comments _________________________________________________________________________________________
_______________________________________________________________________________________________

Student Signature __________________________________ Date ________________________________

03/09/18
Banner Screens:

New Quickflow has been created in Banner :VOCF

VOCF will take you through all primary advising screens for your PA, primary advising sessions.

1. General Person Search – SOAIDEN

Step 1: (Query) Alternate ID Search for individual on SOAIDEN by last name, first name and birthdate. (Wildcard characters may be used %).
Execute Query Highlight and double click on correct selection.
2. **Student Test Information - SZATXSI**

This screen is for view access only.

**Step 1:** Enter student’s ID number in the ID box, including the @ symbol.

**Step 2:** Select **Block**, select **Next**

**Step 3:** Review the Overall Status

- **PDE:** Previously determined exempt, student is TSI satisfied
- **CR:** College Ready, student is TSI satisfied
- **NCR:** Student is not college ready and not TSI satisfied. If the student has the TSI required as part of their major pathway, please direct the student to meet with a professional academic advisor.
3. Student Checklist screen- SAAACKL (Admission Requirements)

The only hold that you will end is the primary advising hold. All other holds are ended in the respective locations.

Step 1: Enter student’s ID number in the ID box, including the @ symbol.

Step 2: Select Block, select Next

Step 3: Review Status: D is accepted and indicates that the student has completed all checklist items. C is completed, but is in the queue to receive a D. I means incomplete. If it not a D, all checklist items have not been satisfied.

Step 4: Review the Major in the Field of Study area with the student. If the major is correct, continue to the next step. If the major is not correct, ask the student to complete a Change of Major form.

Step 5: Click on the checklist tab. All checklist items must be satisfied. If the student has not satisfied all checklist items (other than PA) they must first complete all checklist items. Checklist items can be submitted to the Office of Admission and Registration. Find the Primary Advising under Admission Request. Type today’s date under the Received Date. Type your name in the item Description. Select the drop down arrow under Status for Complete.

Step 6: Select File at the top left of the screen and click Save

Other Checklist Items for FTIC:
BMV: WCJC Meningitis Record Form: Send student to the Office of Admission and Registration
BMVS: Bacterial Meningitis Shot Records: Send student to the Office of Admission and Registration
HSF: Final High School Transcript: Send student to the Office of Admission and Registration
MO: Mandatory Orientation: Student completes online
TSIM: Math Score: If required (AAS or level 2 cert) and they need send to Testing Center
TSIR: Reading: If required (AAS or level 2 cert) and they need send to Testing Center
TSIW: Writing Test Score: If required (AAS or level 2 cert) and they need send to Testing Center
Any residency issues need to be directed to the Office of Admission and Registration
4. Hold Screen – SOAHOLD

Do not delete any holds, they are for view access only.

Step 1: Enter the student’s ID number, including the @ symbol

Step 2: Select Block, select Next

Step 3: Indicate any holds that appear to the student. The Hold Type will be indicated and the Reason for the hold. If primary advising appears, that is what you are releasing in the SAAACKL screen. If mandatory advising appears, that indicates that the student is not TSI complete and the student should be directed to a professional academic advising staff member.
5. Entry Steps into SPACMNT for Vocational Faculty Advising Comments

1. Enter SPACMNT in Go To Banner box
2. Enter student's ID, Block Next
3. Enter Comment Type
   Code 100 General Comment
4. Enter Originator VOCF
5. Enter INP In Person Visit
6. Under Comments
   Enter Date MMDDYY, Your Full Name, Semester
   Information  Example: Provided change of major form, courses, can only take one
class, discussed GPA, recommended summer 1 class MATH 0308 on class schedule
worksheet, etc.

If you have any additional entries to make under a student that is already entered in the
SPACMNT screen:

1. At the top select Record
2. Select Insert
3. Follow steps 2 to 5 above
4. Under Comment
   Click in box
   Enter date MMDDYY, Your Full Name, Semester
   Information
Online Services Faculty Menu

In addition to Banner, the Online Services Advisors Menu is available for a number of student needs including:

- Degree Evaluation
- Academic Transcript (Unofficial)
- Holds
- Test Scores
- Student (Person) Search
- Schedule Planner Advisor Mode

Step 1: Begin by clicking the Online Services link on the college homepage at www.wcjc.edu.
Step 2: Click Enter Secure Area and log on as instructed.
Step 3: Click the Faculty Services Menu.

Select Student Menu to view a student’s schedule, view test scores, view holds, view student information.
Select Advisor Menu to view an academic transcript (including any transfer work applied), degree evaluation, and the Schedule Planner advisor mode.

EXAMPLES:

Degree Evaluation

Step 1: Search for the student by entering their WCJC ID# or name. Click the Submit button on the screen that appears asking you to confirm the name of the student you wish to access.
Step 2: Online Services does depend on you having the student’s PIN in order to access their records – enter the PIN when prompted; click Submit.
Step 3: The student’s current degree information appears. Clicking the What If Analysis link at the bottom of the page allows you to request a degree evaluation based on the current major or another as desired.

Academic Transcript

Step 1: Enter the student’s PIN when prompted; click Submit. Select the type of transcript you wish to view; click Submit.
Your result will be an unofficial transcript that includes: Transfer Credit (when applicable) Institution Credit Total hours GPA The transcript may be printed from Online Services.
## Attachment D –

### Vocational Pathway Coach – Training Attendance

<table>
<thead>
<tr>
<th>Division</th>
<th>Name</th>
<th>Title</th>
<th>Attended Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health</td>
<td>Carol Derkowski</td>
<td>Division Chair; Program Director - Dental Hyg</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Kelly Crosson</td>
<td>Division Secretary</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Lori Baumgarten</td>
<td>Division Secretary</td>
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</tr>
<tr>
<td></td>
<td>Sarah Kresta</td>
<td>Division Secretary</td>
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</tr>
<tr>
<td></td>
<td>Carol Riley</td>
<td>Division Secretary</td>
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</tr>
<tr>
<td></td>
<td>Andrea Shropshire</td>
<td>Program Director - ADN</td>
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</tr>
<tr>
<td></td>
<td>Debbie Luttringer</td>
<td>Program Director - HIT</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Victoria Schultz</td>
<td>Program Director - HS</td>
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<tr>
<td></td>
<td>Elizabeth Rohan</td>
<td>Program Director - LVN</td>
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<tr>
<td></td>
<td>Kelly Wallace</td>
<td>Program Director - PTA</td>
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<tr>
<td></td>
<td>Sharla Walker</td>
<td>Program Director - Rad Tech</td>
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</tr>
<tr>
<td>Technology &amp; Business</td>
<td>David Kucera</td>
<td>Division Chair; Program Director - EET</td>
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<tr>
<td></td>
<td>Joey Balles</td>
<td>Division Secretary</td>
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</tr>
<tr>
<td></td>
<td>Celine Siewert</td>
<td>Program Director - Business Office Tech</td>
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</tr>
<tr>
<td></td>
<td>Stephen Lyford</td>
<td>Program Director - Computer Science</td>
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</tr>
<tr>
<td></td>
<td>Barbara Lynn</td>
<td>Program Director - Early Childhood</td>
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<td></td>
<td>Jo Ann Shimek</td>
<td>Program Director - Engineering Design</td>
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<td>Erma Hart</td>
<td>Program Director - Paralegal Studies</td>
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<tr>
<td>Vocational Science</td>
<td>Tim Guin</td>
<td>Division Chair; Program Director - Police Ac</td>
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<td></td>
<td>Michelle Smith</td>
<td>Division Secretary</td>
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<td>Robert Sanchez</td>
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<td></td>
<td>Philip Hamlin</td>
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<tr>
<td>Curtis Cline</td>
<td>Program Director - Automotive Tech</td>
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<tr>
<td>Steve Witzkoski</td>
<td>Automotive Instructor</td>
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<td>Jacqueline Kuehn</td>
<td>Program Director - Cosmetology</td>
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<tr>
<td>J. Martinez</td>
<td>Cosmetology Instructor</td>
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<tr>
<td>Sandra Kolafa</td>
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<tr>
<td>Gary Bonewald</td>
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<tr>
<td>Lara Ondruch</td>
<td>EMS Instructor</td>
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<tr>
<td>Gerald Kinder</td>
<td>Program Director - Manuf Tech</td>
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<tr>
<td>Rudolph Henry</td>
<td>Program Director - Nuc Power</td>
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<td>Willie Myles</td>
<td>Program Director - Process Tech</td>
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<td>Ricky Schooler</td>
<td>PTAC Instructor</td>
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<tr>
<td>Aaron Dittmar</td>
<td>Program Director - Welding</td>
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<tr>
<td>Sean Franco (TFT)</td>
<td>Welding Instructor</td>
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Attachment E –

Vocational Pathway Coach Focus Group Feedback

In an effort to improve upon the Vocational Pathway Coach program and processes, a focus group was held on September 11, 2018. Vocational Pathway Coaches came together to discuss the successes of the first round of trainings and initial interactions with students, the problems, and suggestions for improvements in the future.

Successes

- Pathway Coaches enjoyed working with FTIC students and helping them to learn more about their programs
- Pathway Coaching allowed program directors to immediately straighten out any issues/problems that a student may have with regard to their individual program
- Instances where an Academic Advisor called over to the Vocational Pathway Coach prior to sending a student to their office was particularly helpful

Problems

- Due to summer schedules, division secretaries wound up bearing a majority of the burden with regard to the Primary Advising sessions
- Academic Advisors were sending all vocational students to the Vocational Pathway Coaches, regardless of whether they were FTIC CR or not
- Primary Advising sessions take approximately 1 hour; potentially longer once sections began to close

Needs/Suggested Changes

- Trainings need to be streamlined – one session with all necessary information
- Training on Banner 9; VOCF bugs worked out
- Clarity regarding what interactions with students need to be logged in Banner and what doesn’t
- Specific times/expectations for when VPCs should contact students throughout the year
Vocational Pathway Coaching

Strategy 3.2

**Strategy 3.2:** Assign all FTIC CR vocational students to a Vocational Pathway Coach to serve as their designated advisor.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Responsible Parties</th>
<th>Progress/Results</th>
<th>Future Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure all Vocational Pathway Coaches attend professional development training prior to being assigned students (see Strategy 3.1).</td>
<td>Summer 2018 (ongoing)</td>
<td>EAB Workflow &amp; Training Team; VP of Instruction; Division Chairs/Dept Heads</td>
<td>See Strategy 3.1 re: Vocational Pathway Coach Training/Monitoring.</td>
<td>See Strategy 3.1 re: Vocational Pathway Coach Training/Monitoring.</td>
</tr>
<tr>
<td>Modify advising and registration processes for FTIC vocational students.</td>
<td>Summer 2018</td>
<td>QEP Implementation Team; Director of Academic Advising and Counseling; Director of Admissions and Registration</td>
<td>FTIC vocational student advising and registration processes updated, effective June 22, 2018 (start of Fall 2018 registration). FTIC vocational students to have their Primary Advising session with their assigned Vocational Pathway Coach. During this session, students will complete their Fall schedule with their Pathway Coach and be directed to the Registrar’s Office in order to register. See <a href="#">Attachment A</a> for informational insert re: Primary Advising included in students’ WCJC acceptance packet. See <a href="#">Attachment B</a> for WCJC webpage re: Primary Advising processes.</td>
<td>Informational insert and WCJC webpage continue to be revised following feedback from students and QEP Implementation Team. Revisions to be completed prior to Spring 2019 registration.</td>
</tr>
<tr>
<td>Update Program Director/Department Head Handbook, Division Chair Handbook, Advising Handbook, Advising Syllabus and institution literature/websites to reflect new primary and ongoing advising procedures for FTIC CR vocational students.</td>
<td>Summer 2018</td>
<td>VP of Instruction; Division Chairs; Director of Academic Advising and Counseling</td>
<td>The 2018-19 editions of all handbooks listed were updated to include information regarding the expectations associated with Vocational Pathway Coaching of FTIC CR vocational students. All handbooks were published on the WCJC Intranet in August 2018. See <a href="#">Attachment C</a> for excerpts from the various handbooks cited.</td>
<td>The QEP Coordinator will ensure that all handbooks maintain accurate and up-to-date information related to the QEP on an annual basis.</td>
</tr>
<tr>
<td>Task</td>
<td>Team/Leader</td>
<td>Details</td>
<td>Feedback/Next Steps</td>
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<td>--------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Review Vocational Pathway Coach guidelines and disseminate to all</td>
<td>QEP Implementation Team;</td>
<td>Guidelines and training materials were developed during Summer 2018 and disseminated to all Vocational Pathways Coaches during the Summer 2018 training sessions. See Attachment D for complete set of Vocational Pathway Coach Guidelines.</td>
<td>Feedback was provided to the QEP Implementation Team regarding the efficacy of the guidelines. Revisions based on this feedback were discussed in September 2018. Updates will be reviewed by the Intentional Advising Task Force in October 2018. Revised guidelines are scheduled to be disseminated to all Vocational Pathway Coaches in November 2018.</td>
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<td>Vocational Pathway Coaches.</td>
<td>Intentional Advising Task Force;</td>
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<td></td>
<td>Director of Academic Advising and</td>
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<td>Counseling</td>
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<td>Develop framework for dates/times when Vocational Pathway Coaches</td>
<td>QEP Implementation Team; VP of</td>
<td>Continuing advising frameworks were initiated during Summer 2018 and approved by the QEP Implementation Team in September 2018. The framework was published on the WCJC Intranet and provided to all Vocational Pathway Coaches in October 2018. See Attachment E for the approved Vocational Pathway Coach continuing advising framework.</td>
<td>Feedback from Vocational Pathway Coaches will be requested in May 2019 to help determine the need for additional modifications/revisions to the framework. Any necessary revisions will be approved by the QEP Implementation Team and distributed prior to the start of the next academic year.</td>
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<td>are expected to communicate with assigned students and provide</td>
<td>Instruction; Director of</td>
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<td>framework to all Vocational Pathway Coaches.</td>
<td>Academic Advising and Counseling</td>
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<td>Establish Division-specific processes to assign all incoming</td>
<td>VP of Instruction; QEP Coordinator;</td>
<td>Each Vocational Division developed a process to assign all FTIC vocational students to a Vocational Pathway Coach in July 2018. Division-specific processes were forwarded by the Division Chairs to the QEP Coordinator and QEP Implementation Team. See Attachment F for the Division-specific assignment processes for each Vocational Division.</td>
<td>Feedback was provided by each Division Chair to the QEP Implementation Team in September 2018 regarding the efficacy of their specific assignment process. In addition, updates to the process, if applicable, were suggested by each Division Chair. Future revisions to the assignment process will be at the discretion of the Division Chairs with a request that all updates be provided to the QEP Implementation Team for the</td>
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<td>FTIC CR vocational students to a Vocational Pathway Coach upon</td>
<td>Division Chairs; Program Directors</td>
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<td>entry into the college.</td>
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<tr>
<td>Purpose</td>
<td>Time Frame</td>
<td>Participants</td>
<td>Notes</td>
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<td>Monitor the number of student assignments per Vocational Pathway Coach to modify the assignment process as needed.</td>
<td>Fall 2018 (ongoing)</td>
<td>VP of Instruction; Division Chairs; Program Directors</td>
<td>Following the census date (September 12, 2018), the Vocational Division Chairs were asked to provide a list of assigned students for each Coach. Feedback was requested regarding the assigned student load for each Pathway Coach with Division Chairs asked to revise the assignment process, if necessary. In addition, the lists were collated and checked against the list of all FTIC vocational students to ensure that all students had been assigned. Division Chairs requiring a change in the assignment process based on student load will submit revisions to the QEP Implementation Team by November 2018.</td>
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<td>Monitor the efficacy of this strategy through a comprehensive review of assessment metrics. Make recommendations for changes as appropriate.</td>
<td>Spring semester (annually)</td>
<td>QEP Implementation Team; VP of Planning and IE</td>
<td>TBD – Spring 2019</td>
<td>TBD – Spring 2019</td>
</tr>
</tbody>
</table>
Attachment A –

Primary Advising Insert for WCJC Student Acceptance Packet
Wharton County Junior College
911 Boling Highway • Wharton, Texas 77488 • (979) 532-4560

PRIMARY ADVISING INFORMATION INSERT

⚠ MUST READ: IMPORTANT PRIMARY ADVISING INFORMATION ⚠

(MANDATORY) Primary Advising is required for:
All New-First-Time-in-College students

Two methods to complete primary advising – follow the method for your declared major
pathway (program of study).

• METHOD “A” FOR PRIMARY ADVISING
  o Students in an Associate of Arts (AA) transfer major pathway
  o Students interested in pursuing one of WCJC’s Allied Health programs but haven’t
    been accepted into the program
CONSULT AN ACADEMIC ADVISOR

Please consult with an academic advisor to get valuable primary advising information. Contact
information for all advisors can be found on the WCJC website: Students > Academic Advising.

• METHOD “B” FOR PRIMARY ADVISING
  o Students in an Associate of Applied Science (AAS) major pathway
  o Students in a Certificate pathway
CONSULT THE PROGRAM DIRECTOR/DIVISION SECRETARY

Arrange your primary advising session with the program director or division secretary to go
over program specific information. See the listings below for Division contact information.

Division of Allied Health – phone number 979-532-6393
*ADDITIONAL PROGRAM APPLICATIONS ARE REQUIRED FOR ALL PROGRAMS
Health Information Technology, Human Services, Vocational Nursing—ONLY! Pre-Allied
Health see Method “A”

Division of Technology and Business – phone number 979-532-6394
Business and Office Administration, Computer Science, Early Childhood Development;
Electronics Engineering Technology, Engineering Design, Paralegal Studies

Division of Vocational Science – phone number 979-532-6554
*ADDITIONAL PROGRAM APPLICATIONS ARE REQUIRED FOR COSMETOLOGY, EMS,
AND POLICE ACADEMY PROGRAMS
Air Conditioning/Heating/Refrigeration/Electrical Technology, Automotive Technology,
Cosmetology, Emergency Medical Services, Nuclear Power Technology, Manufacturing
Technology, Police Academy, Process Technology, Welding

*Program applications can be found on the WCJC website: Programs > select the program in
which you are interested.
Attachment B –

WCJC Primary Advising Webpage
Primary Advising Information

(MANDATORY) Primary Advising is required for:

All New-First-Time-in-College students—this includes students who were previously enrolled at dual credit students

Students have two methods to complete primary advising – follow the method for your declared major pathway (program of study).

METHOD “A” FOR PRIMARY ADVISING

- Students in an Associate of Arts (AA) transfer major pathway
- Students interested in pursuing one of WCJC’s Allied Health programs but have not been accepted into the program

THESE STUDENTS SHOULD CONSULT WITH AN ACADEMIC ADVISOR FOR PRIMARY ADVISING

Academic Advisors are available on the Sugar Land, Richmond, Wharton Campuses and in the online environment chat rooms. Please go to the Academic Advising Page to see the hours of operation for each campus, the advising staff and the link to online academic advising.

METHOD “B” FOR PRIMARY ADVISING

- Students in an Associate of Applied Science (AAS) major pathway
- Students in a Certificate pathway

THESE STUDENTS SHOULD CONSULT WITH THE PROGRAM DIRECTOR OR DIVISION SECRETARY FOR PRIMARY ADVISING

Arrange your primary advising session with the program director or division secretary to go over program specific information. See the listings below for Division contact information.

Division of Allied Health – phone number 979-532-6393

*ADDITIONAL PROGRAM APPLICATIONS ARE REQUIRED FOR ALL PROGRAMS

Health Information Technology, Human Services, and Vocational Nursing—ONLY! Pre-Allied Health see Method “A”

Division of Technology and Business – phone number 979-532-6394


Division of Vocational Science – phone number 979-532-6554

*ADDITIONAL PROGRAM APPLICATIONS ARE REQUIRED FOR COSMETOLOGY, EMS, AND POLICE ACADEMY PROGRAMS


*Program applications can be found on the WCJC website. Go to the Program webpage. Then click on a specific program link. Program applications are available on the left side navigation.
Attachment C –

WCJC Handbook Excerpts re: Vocational Pathway Coaches
Articulation Agreements
Articulation agreements aim to facilitate transfer of courses from WCJC to a university. Such agreements provide a smooth curriculum transition for students, allowing them to transfer with minimal to no loss of credits or duplication of coursework.

A 2+2 articulation agreement delineates course-by-course equivalency between a specific WCJC vocational program and a specific university program. The Transfer Articulation Agreement Process and templates for agreements are located on the Intranet under Reports and Documents → Articulation Agreements. The Coordinator of Retention, Dual Credit, and University Transfer oversees articulation agreements and works with Department Heads/Program Directors in developing such agreements. Division Chairs shall assist with this process if appropriate.

Student Academic Advising
Students enrolled in programs offered by the department frequently seek career and/or academic advising assistance. Vocational Program Directors are responsible for academic advising of vocational students. Division Chairs also advise vocational students, effective fall 2018, as part of the QEP and Academic Advising Plan. Division Chairs and Department Heads/Program Directors review a student's transcript against his degree program and advise him of needed courses. Student transcripts can be accessed via WCJC Online Services. Once logged into the system, select Faculty Services → Advisor Menu → Student Academic Transcript. Follow the information in the Vocational Faculty Training Guide located on the Intranet. Effective fall 2020, academic faculty will participate in advising academic students once FTIC academic students attain 30 SCH of college-level courses. More information is forthcoming.

Waiving Course Pre-requisites
Pre-requisites are established to support student success and should not be waived without strong justification. Upon recommendation from the Department Head/Program Director, the Division Chair may waive a course pre-requisite for a specific student. Requests should be made by the Department Head/Program Director via email to the Division Chair and should include the student's name, Student ID, the specific course section CRN for which the student wishes to register, and the justification for waiving the pre-requisite. If the Division Chair approves the waiver, the request is forwarded to the Registrar's Office. If an existing pre-requisite is deemed no longer appropriate, a CIR agenda item is required.

Student Complaints and Issues
The Department Head/Program Director is the “first-line responder” to student complaints and questions. However, if the Department Head/Program Director is unable to find a suitable resolution to the problem, the Division Chair should be contacted.

Detailed instructions on how to handle student problems are noted in the Instructor Procedures located on the Intranet under Policies and Regulations → Handbooks → Instructor Procedures.

College regulations and the Student Handbook contain information on student grievances. WCJC Regulation 592 outlines Student Disciplinary Actions and issues, including cheating and disruptive behavior. For a repeated non-threatening incident, the instructor may dismiss the student for the remainder of the class period. For a threatening incident, the instructor should immediately contact security for assistance. With any incident, the instructor should document the occurrence and inform his/her supervisor. Division Chairs should ensure the instructional dean, VPSS, and the VPI are informed. Communication through the chain of command is important since the student may be involved in previous incidents of which the instructor has no knowledge.

Reporting Sexual Harassment/Abuse of a Student
Per the Clery Act, Campus Security Authority (CSA) personnel must report to campus security any knowledge or report of student abuse/assault/violence. CSA includes coaches, department heads, division chairs, deans, vice presidents, sponsors of student organizations, and other employees with administrative authority. Sexual harassment/abuse includes stalking, dating violence, sexual assault, and domestic violence. Campus security will report such incidents or allegations of such incidents to local police.

CSA shall refer the student victim to college counselors who shall provide information on community support services.
Errors in the catalog, changes in degree programs, and modifications to course descriptions are submitted to the Division Chair who forwards the approved revisions to the Deans’ Office, the VPI Office, or CIR when appropriate. Annual updates must be submitted by the end of the fall semester in order to be included in the subsequent year’s catalog.

HB 2504
Texas HB 2504 requires the posting of specific information, including syllabi for all courses and faculty biographies, on the college’s website. Program Directors/Department Heads are responsible for ensuring this information is accurate. It should be reviewed prior to the start of the academic year.

Instructional Equipment and Five-Year Equipment Plans
Program Directors/Department Heads are responsible for assisting faculty in their departments with the acquisition and maintenance of instructional equipment.

In addition, Program Directors maintain a Program Five-year Equipment Plan in an Excel spreadsheet that must be submitted to their Division Chair by September 30th of each academic year. Division Chairs combine equipment plans for all programs within the division and submit a prioritized Division Five-year Equipment Plan to the Dean of Vocational Instruction by the end of October. During the November Vocational Division Chair meeting, the Vocational Division Chairs and Dean of Vocational Instruction discuss and prioritize needs for all vocational programs, resulting in a Vocational Instruction Five-Year Equipment Plan.

Grants
WCJC has an approval and priority process for requesting grant funds. Program Directors/Department Heads should work with their Division Chair to assess need and grant availability and to complete appropriate forms. All grants must be submitted to the Division Chair for approval. Grants must be pre-approved by the President prior to grant submission.

Student Academic Advising
Students enrolled in programs offered by the department often seek career and/or academic advising assistance from Program Directors/Department Heads. Vocational Program Directors serve as Pathway Coaches and are responsible for academic advising of vocational students, effective fall 2018, as part of the QEP and Academic Advising Plan. Follow the information in the Vocational Faculty Training Guide located on the Intranet. Effective fall 2020, academic faculty serve as Pathway Coaches and will participate in mentoring academic students once FTIC academic students attain 30 SCH of college-level courses. More information is forthcoming.

Student Majors
It is imperative that students have the correct major selected within the banner system. Students may not receive financial aid for courses outside of the declared major. If the student enrolls in courses outside of the declared major and uses financial aid, the student and/or college may have to repay funds to the Department of Education. And, students with financial aid tied to military service, and who have declared an academic major, may lose financial aid if the student enrolls in a vocational course. These students should seek financial aid advising and/or verify correct majors.

Effective fall 2017, students declaring a vocational major will not have the ability in Banner to enroll in a course outside their declared major. The student will receive an error message and instructions to communicate with an academic advisor. Upon advising consultation, students may then enroll in a course outside their declared major if they still wish to do so.

Students may complete a Change of Major form online via the internet under Admissions → Student Forms → Change of Major Form. Majors cannot be changed after the official census date; the update will follow in the subsequent term. All vocational faculty members should use class rolls to verify correct majors, such as the Class List with Grid. See the attachment entitled Procedure on How to Check Student Major.
Students Served:

- Prospective students (high school concurrent or dual credit, GED or HS Diploma recipients)
- Undecided students
- A.A.S., A.A., or Certificate seeking students
- Students who plan to transfer to another college or university to complete their degree
- Students seeking personal enrichment courses
- Currently enrolled students
- Students who score into developmental courses, specifically reading, have a mandatory hold placed on their student records by the Registrar’s Office and must meet with an advisor every semester until they have satisfied the developmental reading requirements.

Academic Advising Description/Definition

It is understood that the majority of current staff providing the academic advising are counselors that provide services in addition to academic advising and academic advisors. The Coordinator of Disability Services provides academic advising for ADA students. This syllabus only addresses the counselors’ roles within the academic advising portion of their responsibilities and academic advisors.

Academic advising is an educational process that, by intention and design, facilitates students’ understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning. (NACADA, 2004)

At Wharton County Junior College, academic advising provides students with the opportunity to build a relationship with their counselor/advisor for the purpose of gaining assistance in planning their educational career, in learning the skills needed for academic success, and in learning how to access the variety of resources and services available to them on the Wharton County Junior College (WCJC) campus.

Academic advising is a collaborative educational process whereby students and their counselors and/or academic advisors are partners in meeting the essential learning outcomes, ensuring student academic success, and outlining the steps for achievement of the students’ personal, academic, and career goals. This advisor/student partnership requires participation and involvement of both the counselor/academic advisor and the student as it is built over the student’s entire educational experience at WCJC. Both the student and the counselor/academic advisor have clear responsibilities for ensuring the advising partnership is successful.

All students that are first time in college (FTIC) after completing items on their admission checklist are required to meet with either a Vocational Pathway Coach if they are attaining an AAS or certificate or a professional academic advisor if attaining an AA or transfer to a university to complete the student’s primary advising requirement. If the student is not TSI satisfied and are pursuing a level 2 certificate, AAS or AA they are required to meet with a professional academic advisor for remediation coursework assistance.
Attachment D –

Vocational Pathway Coach Guidelines
Attachment E –

Vocational Pathway Coach Continuing Advising Framework
Attachment F –

Division-Specific Assignment Process for FTIC Vocational Students
Division of Allied Health

For the Division of Allied Health, the Program Secretary serves as the Vocational Pathway Coach for those programs that accept FTIC students. All FTIC vocational students are assigned to the Program Secretary for the purposes of their primary and continued advising while at WCJC.

Vocational Pathway Coaches

*Health Information Technology, LVN, and Human Services*
Kelly Crosson
979.532.6393; crossonk@wcjc.edu

Advising Requirements
It is the responsibility of the Vocational Pathway Coach to contact their assigned students at least twice during the academic year, in accordance with the Vocational Pathway Coach Guidelines and Continuing Advising Framework that have been developed.

Students who need to schedule an advising appointment with their Vocational Pathway coach should call or email their respective Coach with at least 24 hours’ prior notice to ensure availability. Advising sessions may be conducted face-to-face, via email or phone, or through Blackboard Collaborate.

Alternative Advising Procedures
In the event that a Vocational Pathway Coach is unavailable, advising sessions may be conducted by the Division Chair.

*Division Chair*
Carol Derkowski
979.532.6428; carold@wcjc.edu

If the Division contacts are unavailable, advising should be completed by a WCJC Academic Advisor in the Division of Student Services. In all alternative advising instances, the individual who meets with a student should email the student’s assigned Vocational Pathway Coach regarding details of the advising session and any required follow-up.
Division of Technology and Business

For the Division of Technology and Business, the Program Director serves as each program’s Vocational Pathway Coach. Therefore, all FTIC vocational students are assigned to their respective Program Director for the purposes of their primary and continued advising while at WCJC. The Program Director may assign students to other faculty in their program to serve as a Vocational Pathway Coach, depending on the size and needs of the individual program. As such, all faculty in each program are provided with Vocational Pathway Coach training on a continual basis.

Vocational Pathway Coaches

**Computer Science**  
Stephen Lyford  
979.532.6479; lyfords@wcjc.edu

**Electronics Engineering Technology**  
David Kucera  
979.532.6342; davidk@wcjc.edu

**Education and Early Childhood**  
Barbara Lynn  
281.239.1556; barbaral@wcjc.edu

**Engineering Design**  
Jo Shimek  
979.532.6339; joanl@wcjc.edu

**Paralegal Studies**  
Emma Hart  
281.239.1555; harte@wcjc.edu

Advising Requirements

It is the responsibility of the Vocational Pathway Coach to contact their assigned students at least twice during the academic year, in accordance with the Vocational Pathway Coach Guidelines and Continuing Advising Framework that have been developed.

Students who need to schedule an advising appointment with their Vocational Pathway coach should call or email their respective Coach with at least 24 hours’ prior notice to ensure availability. Advising sessions may be conducted face-to-face, via email or phone, or through Blackboard Collaborate.

Alternative Advising Procedures

In the event that a Vocational Pathway Coach is unavailable, advising sessions may be conducted by the Division Chair or Division Secretary.

**Division Chair**  
David Kucera  
979.532.6342; davidk@wcjc.edu

**Division Secretary**  
Joe Ann Balles  
979.532.6394; ballesj@wcjc.edu

If the Division contacts are unavailable, advising should be completed by a WCJC Academic Advisor in the Division of Student Services. In all alternative advising instances, the individual who meets with a student should email the student’s assigned Vocational Pathway Coach regarding details of the advising session and any required follow-up.
Division of Vocational Science

For the Division of Vocational Science, the Program Director serves as each program's Vocational Pathway Coach. Therefore, all FTIC vocational students are assigned to their respective Program Director for the purposes of their primary and continued advising while at WCJC.

Vocational Pathway Coaches

**AC, Heating, Refrigeration, and Electrical Tech**
Robert Sanchez
979.532.6302; roberts@wcjc.edu

**Emergency Medical Services**
Gary Bonewald
979.532.6540; bonewaldg@wcjc.edu

**Automotive Technology**
Curtis Cline
979.532.6548; curtisc@wcjc.edu

**Nuclear Power Technology**
Rudolph Henry
979.244.4666; henryr@wcjc.edu

**Cosmetology**
Jacqueline Kuehn
979.532.6327; jaqelr@wcjc.edu

**Process Technology**
Willie Myles
979.244.8133; mylesw@wcjc.edu

**Police Academy**
Tim Guin
979.532.6575; guint@wcjc.edu

**Welding Technology**
Aaron Dittmar
979.532.6952; dirrmara@wcjc.edu

**Manufacturing Technology**
Gerald Kinder
979.318.7367; kinderg@wcjc.edu

Advising Requirements

It is the responsibility of the Vocational Pathway Coach to contact their assigned students at least twice during the academic year, in accordance with the Vocational Pathway Coach Guidelines and Continuing Advising Framework that have been developed.

Students who need to schedule an advising appointment with their Vocational Pathway coach should call or email their respective Coach with at least 24 hours’ prior notice to ensure availability. Advising sessions may be conducted face-to-face, via email or phone, or through Blackboard Collaborate.

Alternative Advising Procedures

In the event that a Vocational Pathway Coach is unavailable, advising sessions may be conducted by the Division Chair or Division Secretary.

**Division Chair**
Tim Guin
979.532.6575; guint@wcjc.edu

**Division Secretary**
Michelle Smith
979.532.6554; michelles@wcjc.edu
If the Division contacts are unavailable, advising should be completed by a WCJC Academic Advisor in the Division of Student Services. In all alternative advising instances, the individual who meets with a student should email the student’s assigned Vocational Pathway Coach regarding details of the advising session and any required follow-up.
From: Carter, Zina  
Sent: Monday, September 17, 2018 4:45 PM  
To: Kocian, Bryce; Youngblood, Pam; Leenhouts, David; Cortez, Anna; Emmons, Tracy; Collins, Leigh Ann  
Cc: McCrohan, Betty; Machicek, Cheryl; Sharp, Benjamin; Koczanski, Mary; Feyen, Mike; Malmberg, Eric  
Subject: Additional Marketing Materials Ordered for the QEP

Bryce, Pam, Amanda, Dave, Anna, Tracy and Leigh Ann,

President McCrohan has granted approval to reorder existing QEP marketing materials as follows:

- Vertical banners for the Wharton, Richmond, and Sugar Land campuses - for inside the buildings
- Horizontal banners for the Wharton, Richmond, and Sugar Land campuses - for display outside/posted in the ground
- Pens, Pencils, and Spiral notebooks to give away at information tables (6 events total/2 at each campus)
- Posters
- Buttons (for employees)

As soon as the pens, pencils, and spirals arrive we will make them available for Anna, as she is coordinating efforts for the information table events at each campus.

When the banners arrive, I will work with Mike Feyen and the campus directors for their setup and placement.

The posters and buttons will be provided to the executive cabinet with directions from President McCrohan on how she would like for them to be used.
T-shirts will not be reordered.

If you have any questions, please give me a call at extension 6417.

Thank you for your support.

Zina Carter
Director of Marketing and Communications
Wharton County Junior College
911 Boling Highway
Wharton, Texas 77488
P: 979.532.6417
F: 979.532.6493
E: zinac@wcjc.edu