

Student Success Initiative Steering Committee

October 3, 2009

Rm. 502

Derek S. Thomas, dthomas@austincc.edu

Items Discussed

- 1) Targeted Communications for Retention
 - a) Follows rhythm of the semester. See attached presentation and Rhythm of First Semester Descriptions
 - i) Two additional targeting periods will be added:
 - (1) Before school starts
 - (2) Between midterms and finals
 - b) Email and possibly portal driven.
 - c) Example provided from University of Nebraska – Lincoln. See attached.
 - d) Subcommittee lead by Dr. Christensen formed to tailor timelines, approach, target areas and portal criteria to forward to newly created Web Advisory Committee.
 - 2) Support Services Documents
 - a) For each major college group:
 - i) Students
 - ii) Faculty
 - iii) Staff – Currently being reviewed and revised jointly by Prof-Tech Rep Susan Jones and ACCCEA Rep Derek Thomas with support from student services.
 - iv) Administration
 - v) Board
 - b) Will be available in multiple formats including pamphlets, posters, flyers and website and designed to let each group know about services that help students or themselves.
 - c) Will be on web soon.
 - 3) Campus Student Forums
 - a) CCCSE Focus Group Toolkit Moderators Guide distributed as a possible source for questions for the forums. Suggestions should be sent to Dr. Christensen.
 - 4) Data Retreat for Educational Departments
 - a) Retreat is November 1, 2009.
 - b) Whole group and by department discussions of Performance Data and its correlation to student retention.
 - c) OIE is developing “Data Cubes” which basically are a three dimensional view of data that can be “sliced” to answer different questions - e.g. by ethnicity.
 - d) Sample Performance Snapshot attached.

9-1

**RETENTION
COMMUNICATIONS**
STUDENT SUCCESS INITIATIVE

Public Information & College Marketing

CURRENT COMMUNICATIONS

Existing communication tracks:

- Recruitment & Admissions
- Financial aid
- Academic standards & TSI alerts
- Career hold/undeclared major alerts
- Transfer & graduation alerts
- Grade reports
- Publications (Handbook, Catalog, Student Life calendar, Accent newspaper)

THE NEXT LEVEL

- Retention-oriented communications:**
 - Goal: Help students persist from semester to semester
 - Predictable source of relevant motivation, information & engagement
 - Relevancy = Timing & target
 - Speak directly to student's ultimate reason for going to college (97% = "To better myself"; "to advance my education")
 - Generated from degree/major programs for relevancy
 - Parallel stream on "college success/appreciation" – Dev Ed
 - Align with the rhythm of the semester

RHYTHM OF SEMESTER

- ☐ Weeks 1 & 2
 - Anxious, excited
- ☐ Weeks 3 & 4
 - Settling in
- ☐ Midterms
 - Tension, disappointment, realization of long-term commitment
- ☐ Finals
 - Hitting the wall

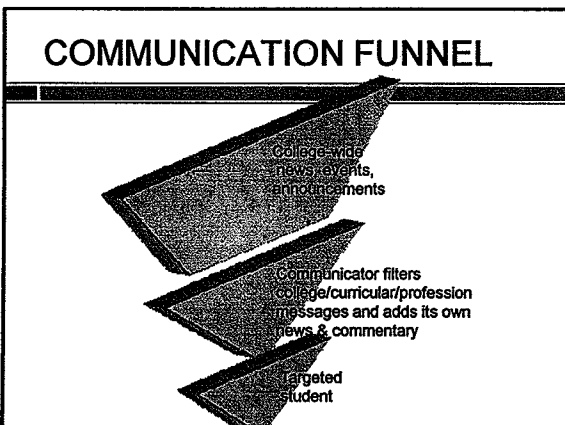
RECOMMENDATION

- ☐ Targeted direct email communications from:
 - Instructional divisions or departments
 - Dev. Ed/"College Success/Appreciation"
- ☐ Opt-in communications, if desired
 - Available to students & program communicators
 - Helps broaden retention net to those not targeted
 - Possible opt-in areas include:
 - CPPPS, President's Office, Transfer Services, Early College Start, Student Life, ACC Foundation/Scholarship Services, Parent/Family

TARGETING

Steps for successful communications:

- ☐ Define your target student profile
 - Common characteristics
 - Math major, biology major, welding major, etc.
- ☐ Capturing & distill news and features through the target student perspective
- ☐ Address target student's short & long-term goals
- ☐ Facilitate student interaction w/ their discipline
- ☐ Create a community of like-minded learners



- ### STUDENT MESSAGES
- Direct & indirect messages:
 - "Remember why you're here"
 - "You're making progress toward your goal"
 - "You're already benefiting from your goal"
 - "We are what you aspire to become, and we understand your goal"

- ### TECH SPECS
- Content-driven, not designed (no desktop publishing)
 - Direct email via ACCmail
 - Distribution options, absent a portal system ...
 - Email broadcast services:
 - 1-1.5 cents/email
 - Robust functionality
 - Generate data
 - Datatel:
 - Free (minus IT programmer costs)
 - Limited functionality (blind between communicator & student)
 - No data

GET STARTED

- Timetable – Early registration? Spring?
- Discipline/department writer/editor
- Content for 1st blast time & target
- Datatel query on target student
- Distribution channel (Datatel/email service)
- Baseline measures & tracking
- Subscriber area for opt-in, if desired

PICM'S ROLE

PICM can:

- Internal marketing campaign
- Opt-in subscription area, if desired
- Consult on:
 - Distribution functionality
 - Writing/editing
 - Target student profile development

Questions? Concerns?

Rhythm of the First Semester

First few weeks of school

- Students have high expectations for success in coursework
- Explosion of activities, events, organizations trying to recruit them, first week of class, absorbing new faces and syllabi
- Everything is new: Some students thrive on excitement, while others are overwhelmed and retreat into bouts of self-doubt
- Reactions to college are intense: They love it or hate it

3rd to 4th week of the semester

- Students start to settle down, realize this is not “summer camp with homework” but a long-term commitment
- Some adjust to routine, while others are overwhelmed by long-term commitment
- Idealized expectations of intense academic discussions with peers and faculty give way to boring classroom lectures or long study sessions
- Long stretches of day time without classes leads to poor time management
- Time for family issues to become problems

Midterm

- Tension of midterm exams or projects – students might pull their first all-nighters
- Students spend all their time studying or worrying about NOT studying
- Increase in colds and flu due to lack of sleep and stress
- Feeling unsure of academic progress – family has been asking “How are you doing in your classes?”
- Disappointment and self-doubt when all midterm grades are not positive, especially for those students who made good grades effortlessly in high school

Finals

- “Hit the wall” time – students studying endlessly while holding themselves together until they can get some time off

Timing	1 st Few Weeks	3 rd to 4 th Weeks	Midterm	Finals
General Dept/Division	Welcome from dean/dept chair Where to go for help/advising Sign up for regular emails	Noteworthy news Topic of interest Events of note	Noteworthy news Topic of interest Events of note	Note from dean/dept chair Graduation/degree planning What's coming next semester
Biology Department	<p>Fall Semester – Aug/Sept</p> <p>Welcome to the ACC Biology Department. We are one of the fastest growing departments at ACC and the starting point for students wanting to enter the medical field.</p> <p>##</p> <p>The first month of the semester is a great time to see an advisor who will help you get on track with your degree and/or transfer plans. Call Janette at 223.1111 to schedule a Biology Department advising session.</p> <p>##</p> <p>It's also important to stay in touch with the Biology Department for news and announcements that could impact you. Sign up at XXX to receive news and announcements from the department.</p>	<p>Fall Semester – October</p> <p>Take advantage of the many opportunities ACC provides students for academic support, leadership development, and just fun.</p> <p>##</p> <p>Is your first big assignment or exam coming up? Here's what to expect.</p> <p>##</p> <p>The Biology Department has faculty and staff at every campus to help you. Stop by and say hi! Here they are:</p> <p>##</p> <p>Early registration starts soon. Don't forget you can put your classes on layaway with the tuition installment plan. There's a contract you can complete online to get started. Visit austinc.c.c.edu for details.</p>	<p>Fall Semester – November</p> <p>Biology professors say the semester is going well. If you need extra help, be sure to ask.</p> <p>##</p> <p>Professors Name and Name are hosting a "Name That System" Party for students wanting to prep for their Anatomy final.</p> <p>Drop by for cookies, punch, and quizzing.</p> <p>##</p> <p>See all that you can be. Explore biology careers with the ACC Career Planning and Services website. And don't forget to consider teaching as a career.</p> <p>##</p> <p>The last withdrawal deadline is approaching. Please speak with your Biology Advisor if you are thinking of dropping a class.</p>	<p>Fall Semester – December</p> <p>You did it! Not every student can get to this point, so pat yourself on the back. ACC's curriculum is extremely rigorous so you're prepared in your chosen path, either at a university or in a profession.</p> <p>##</p> <p>Make sure your college counts. Visit the Biology degree plan and talk with your advisor about when you can graduate. Did you know how much an associate degree will earn in your lifetime?</p> <p>##</p> <p>Mark your calendar for important spring dates – FAFSA priority deadline</p> <p>Graduation application deadline</p>
Student is ...	Adjusting to college/classes Excitement/Overwhelmed	First text anxiety Uncertain what to expect	Tired of semester Unsure whether to register for spring Considering withdrawal	Seeing results, new optimism. Need to recommit

N University of Nebraska-Lincoln

Office of Undergraduate Studies

The Transfer Connection

Greetings,

Come to the Ice Cream Social tomorrow, Thursday, September 10 to meet other transfer students and college representatives. Learn about Tau Sigma, National Honor Society for Transfer Students, take a breather from the first weeks of class and chill with some UNL Dairy Store ice cream. Meet in Love Library South Room 110 from 4:00 to 5:00 or for as long as you can stay. This informal event will not have a program, but college officials and Tau Sigma officers will be introduced.

What does it take to be a successful student? It may depend on how you define success. Are you barely passing or making the most of your opportunities? Getting by or getting everything you can for your education dollars? What would it take to step up? Make sure you take advantage of the student services. Use the Libraries, Career Services Center, University Health Center, and other services paid for by your fees.

The Transition website can link you to information you need to get started on the right track. This page can help you get accustomed to the UNL web: <http://transition.uni.edu/look.shtml>

Make sure the university has your current email address. You will receive important information including your student bills by email. Update your email and mailing address in WAM! While you are there, you may want to enroll in Direct Deposit of refunds. If you get scholarship or loan payments that you need for bills through the semester, Student Accounts must send that money to you. Checks can get lost in the mail, have to be deposited in your bank, and could be sent to an old address. Choose the account where you want the money to go. More information at: <http://stuaccts.unl.edu/refunds/directdeposit.shtml>

Tuition & Fees due. Today, Wednesday, September 9 is the due date for the current billing cycle which includes tuition and fees. Consolidated student bills are due the second Wednesday of each month.

UNL students who are parents of young children. A support group will be starting Wednesday, September 16 and will run the first and third Wednesday of the month. The group will meet in room 338 of the Women's Center over the lunch hour, noon to one. Bring your lunch and share your experiences as a parent and student at UNL. Women and men are welcome! Facilitated by Belinda Hinojos and Lawrence Chatters
For more information call 402-472-2597 ext.6 or email belindahinojos@aim.com.

EVENTS

Thursday, September 10, 8:00 p.m., Nebraska Union

Student Veterans Group - Learn about the 9/11 GI Bill from Gary Chalupa, Lancaster County Veterans Service Officer. For more information, email Steve Vossler, President (svossler2@gmail.com) or Laura Roost, Vice-President (roost@huskers.unl.edu).

Monday, September 14, 7:00 pm-8:00 pm, Lied Center for Performing Arts

E.N. Thompson Forum on World Issues - Encountering China

"China's Trade and Soft Power Relationships with Asia and the United States - Reason to Worry?" Doug Bereuter
The issue of the United States' trade deficit with China is becoming more controversial as America loses manufacturing jobs. Pair that with China's focus on developing soft power (the ability of a country to persuade others to do what it wants without force or coercion) and interesting questions arise. How will increasing Chinese soft power affect the U.S.? Is China's model of growth and stability more attractive to the developing world? Doug Bereuter is uniquely qualified to provide insights into these questions and more. A Nebraska Colloquium event. <http://enthompson.unl.edu/>

Friday, September 18, Pioneers Park Concession Building, evening, various start times.

Hayrack Rides in Pioneers Park. Bring the family for a 20 minute hayrack ride with a nature focus. Register by 9/17. Times assigned beginning at 6:30. Registration Fee: \$6.

<http://www.lincoln.ne.gov/city/parks/programsheets/NatureCenter08-27-09.pdf>

unl.edu/ous/.../sept0909.shtml

Support Services / Staff

1 Be Prepared

Provide exceptional customer care.

Servant-Leadership maximizes the potential of individuals, both those who are served and those who lead. Faculty can use multiple servant-Leadership concepts while working with students.

<http://www.austincc.edu/servant/teaching.php>

2 Be Connected

Use ACC's support systems and policies that promote student success.

ACC's mandatory orientation makes the college transition as smooth as possible. Students learn the ins and outs of ACC, how to succeed in college, and ways to get involved and meet new friends.

<http://www.austincc.edu/support/advising/orientation.php>

Student Success Course increases success in college and in life. Students learn self-management principles, time management, and learning strategies.

<http://www3.austincc.edu/catalog/fy2009/deschude.htm>

ACC's online eServices allows student to access course information on Blackboard, e-mail, degree plans and grades. <http://www.austincc.edu/>

Financial Aid helps students finance their educational goals
<http://www.austincc.edu/support/financialaid/>

Learning Labs provides students with *free* one-on-one and group tutoring as well as guided study groups. <http://www.austincc.edu/tutor/>

Veterans Affairs assists survivors and their dependents with educational benefits, and

counseling for students having difficulty transitioning from military life to college.
<http://www.austincc.edu/support/veterans/>

Career Centers provide assistance with identifying majors and internship information.
<http://www.austincc.edu/career/>

Academic Advisors provide assistance ...

<http://www.austincc.edu/support/advising/transfer/>

Counseling

Admissions and Records assists with applications, records, residency, graduation, transcripts, ID cards, withdrawing and more.
<http://www.austincc.edu/support/admissions/>

Faculty advising supports the College's mission and enables students to meet their educational and career goals.

<http://www.austincc.edu/faculty/advising/>

Honors Program develops the potential of highly motivated students.
<http://www.austincc.edu/honors/>

Library Services helps students successfully complete research assignments and projects. ACC Library Services offers online tutorials, study guides and multiple ways to contact librarians for help. <http://library.austincc.edu/>

Office for Students with Disabilities (OSD) assists students with documented disabilities by providing one-on-one advising, accommodation, and a variety of support services.

Achieving the Dream is a multiyear national initiative to help more community college students succeed, particularly student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

<http://www.achievingthedream.org/default.tp>
For information on ACC's role in Achieving the Dream, go to:

<http://www.austincc.edu/newsroom/index.php/2009/06/>

The Community College Survey of Student Engagement (CCSSE) provides a focus on educational activities and practices that research shows are related to student success: how students spend their time; what they feel they have gained from their classes; how the college supports their learning; and how they assess the quality of their interactions with faculty, counselors and peers.

http://www.austincc.edu/oiepub/ext_rpts/ccsse/student.html

The Noel-Levitz Student Satisfaction Inventory (SSI) determines what aspects of college life matter most to ACC students and how satisfied they are with them.

http://www.austincc.edu/oiepub/ext_rpts/noel-levitz.html

The Survey of Entering Student Engagement (SENSE) surveys new students and their experiences in the first few weeks of attending a college to collect data about institutional practices and student behaviors that may affect student success in the first year of college.

<http://www.austincc.edu/oiepub/pubs/surveys/sense.htm>

Closing the Gaps by 2015 has four goals: to close the gaps in student participation, student success, excellence, and research.

<http://www.austincc.edu/oiepub/ctg/index.html>

Shared Governance is a collaborative decision-making process by which trustees, administrators, faculty, staff, and students work as a community of colleagues to advance the mission, goals, and values of the college. It requires open communication among stakeholders in an environment of mutual respect, collegiality, and accountability.

<http://www.austincc.edu/board/policies/c5.php>

Service learning courses offer students opportunities to apply their education in service to the community.

<http://www.austincc.edu/service/>

Student rights and responsibilities.

<http://www.austincc.edu/handbook/>

FERPA, The Family Educational Rights and Privacy Act protects the privacy of student education records.

<http://www.austincc.edu/visitors/ferpa.php>

3 Be Proactive

Go the extra mile.

Support academically at-risk students by anticipating and following up on their needs.

Pursue continuous professional development.

Identify roadblocks and bottlenecks in paperwork and processes to reduce barriers. Forward suggestions for improvements to the **Student Success Initiative Steering Committee.**

<http://www.austincc.edu/oiepub/pubs/surveys/sense.htm>

SUPPORT SERVICES/STAFF

<p style="text-align: center;">Be prepared Provide Exceptional Customer Care</p>	<p style="text-align: center;">Be connected Find and Use Support Systems</p>	<p style="text-align: center;">Be proactive Go the Extra Mile</p>
<ul style="list-style-type: none"> • Have a welcoming demeanor. Model Servant Leadership Standards • Create a supportive climate through active listening and firm guidance. • Respond to student questions and requests courteously and respectfully, taking the extra step to reach closure whenever possible. • Respect the diversity of ACCC's student body. 	<ul style="list-style-type: none"> • Uphold ACC Policies • Assure that student complaints follow due process; that is, listen patiently and completely and resolve at the lowest possible level. • Provide services that are aligned, convenient, and understandable. • Know and use the ACC policies specific to your department. • Collaborate with faculty to address instructional needs. 	<ul style="list-style-type: none"> • Support academically at-risk students by anticipating and following up on their needs. • Pursue continuous professional development. • Identify roadblocks and bottlenecks in paperwork and processes to reduce barriers. Forward suggestions for improvements to the Student Success Initiative Steering Committee.

Administrators

1 Be Prepared

Use the best leadership strategies.

Servant-Leadership maximizes the potential of individuals, both those who are served and those who lead. Faculty can use multiple servant-Leadership concepts while working with students.

<http://www.austincc.edu/servant/teaching.php>

Shared Governance is a collaborative decision-making process by which trustees, administrators, faculty, staff, and students work as a community of colleagues to advance the mission, goals, and values of the college. It requires open communication among stakeholders in an environment of mutual respect, collegiality, and accountability.

<http://www.austincc.edu/board/policies/c5.php>

Champion student success.

Showcase and expand best practices.

2 Be Connected

Collaborate with faculty, staff, and students for student success.

Provide data

<http://www.austincc.edu/oiepub/>

Make data-driven decisions.

Respect the diversity of the ACC community, including diverse opinions.

3 Be Proactive

Support faculty and student initiatives.

Provide funding and resources.

Listen to student, faculty, and staff needs.
(brown-bag)

Reflect the diversity of the student body in hiring practices.

Encourage and support innovation.

ADMINISTRATORS

Be prepared Use the Best Leadership Strategies	Be connected	Be proactive Support Faculty & Students Initiatives
<ul style="list-style-type: none"> • Model Servant Leadership • Champion student success. • Create a college-wide culture of student success through the shared-governance structure. • Showcase and seal ^{Expand} up the best student success practices. 	<ul style="list-style-type: none"> • Collaborate with faculty and students for student success. • Respect the diversity of the ACC community, including diverse opinions. • Support and demonstrate data-focused research and decision-making 	<ul style="list-style-type: none"> • Model servant leadership • Provide funding and resources. • Reflect the diversity of the student body in hiring practices. • Encourage and support innovation.

BOARD

1 Be Prepared

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Model expectations for student and institutional success.

Participate in periodic student forums to understand the student experience of ACC.

Support institutional membership and participation in national organizations and research initiatives focused on student success.

Create and **sustain** a culture of evidence by using data to guide board decisions.

Embed discussion of institutional effectiveness measures in the annual Board Work Plan.

Review student outcomes and master planning policies to ensure alignment with national research/best practices regarding student success.

Ensure that the master plan and operating budgets are aligned around institutional advancement/student success goals.

Benchmark performance data across state and national peers.

2 Be Connected

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Support strong planning and effectiveness process.

Demonstrate partnership with the President/CEO in support of key institutional goals, especially those related to student success.

Develop strong trustee advocacy efforts to promote the value of community colleges and to garner better funding support.

3 Be Proactive

Support faculty and student initiatives.

Ensure that institutional capacity includes focus on facilities, faculty, staffing, technology, and other resources necessary to promote student success.

Published by the Center for Community College Student Engagement

Initiative on Student Success

[Name of College]
Student Focus Group Outline and Discussion Protocol

Focus Group Outline and Timeline

- Meeting Overview
- Sign consent/human subjects' forms
- Participant Introductions
- Complete the Student Profile Sheet
- Discussion (includes 2 response forms to be filled out by participants)
- Summary
- Thanks and give stipends

Approximate Total Time: 75-90 minutes

Outcomes for the Focus Group:

(The outcomes listed below are for your consideration in selecting outcomes for your focus groups. They do not necessarily match the wording and order of outcomes listed in the discussion guide that follows.)

- *To understand why you attend a community college, specifically (college name)*
- *To understand what causes or would cause students to leave school*
- *To understand how involved students are in their own learning.*
- *To understand the role of relationships in student persistence and success.*
- *To understand what the college does well and what it needs to improve to help students stay in school and achieve their goals*

Tips for the Moderator to Remember:

- Remind students of the value of differing points of view:
 - Does anyone see it differently?
 - Are there any other points of view?
- Probes (questions to elicit more detailed responses):
 - Would you explain further?
 - Can you give me an example of what you mean?
 - Would you say more?
 - Is there anything else?
 - Please describe what you mean.
 - Tell me more about that.
 - Does someone have a similar experience?
 - Does anyone have a different experience?

The Focus Group Discussion:

A. Introduction by Moderator

1. Explain purpose of focus group.
2. Explain desired outcomes and how information gathered will be used.
3. Explain and sign consent/human subjects' forms.
4. Describe moderator role:
 - To ask questions and keep the group on track
 - Explain that we'll be moving through the material fairly quickly, even though people might have more to say about a topic.
5. Describe participants' role:
 - Share experiences and opinions, both positive and negative.
 - No right or wrong answers
 - Everyone to participate in discussion and fill out response forms as requested
6. Logistics
 - 90 minutes maximum
 - Arrangements for water and restroom break
 - Other?
7. Ground rules:
 - One person speaks at a time; no side conversations.
 - No one person dominates; everyone will have a chance to be heard.
 - There are no right or wrong answers; the discussion is about your experiences at this college.
8. Audio taping/note taking
 - For the purposes of writing a report to share with people at (college); introduce note-taker.
 - No names will be used in the report.
 - Thanks from (college) for taking time to share your insights.

The Focus Group Question and Answer Session (Note-taking Begins)

B. Background of, and general information about, participants

1. Fill out Student Profile Sheet to better understand the characteristics of the students we're hearing from.
2. Introduce participants, including: a) name, b) major, c) how long you've attended this college, d) other colleges you've attended.
3. What is your educational goal? Degree? Certificate? Transfer? Upgrade skills for a promotion? Learn new skills to prepare for career change? Other?
4. If earning a degree or certificate is not your goal, why not?
5. What transportation do you rely on to come to school? Is the transportation you are using convenient and available when you need it?
6. In general, are the people closest to you – spouse, partner, parents, children, employers, friends, roommates, others – supportive of your choice to be in school and understanding about the time you spend in school-related activities?
7. If not, describe the situation. If you are not getting the support you need, has this ever been or might it be a factor in your decision about whether or not to attend school?

C. Outcome #1: To understand what motivates students to pursue higher education.

1. When did you decide to go to college? While in high school? After high school? Did you work for a while before deciding to return to school?

2. Why did you decide to go to college? Did anyone urge you to go to college? Parents? Friends? High school teachers or counselors?
3. Why did you select a community college?
4. What were your goals when you started college? What did you hope to gain as a result of your college experience?
5. Have your goals changed since you've been in college? What are they now? What caused your goals to change?

D. Outcome #2: To understand how students perceive the college's effectiveness in meeting their needs.

1. Tell us how you would complete this sentence: *"This college is like a _____."*
Tell us more about your response.
2. In your opinion, what are the college's strengths?
3. In your opinion, what are the college's weaknesses?
4. How good a job do you think the college is doing in helping you achieve your educational goals? Excellent? Very good? Good? Fair? Poor?

E. Outcome #3: To understand what impact responsibilities outside of school have on students' potential for academic success.

Students fill out Response Sheet 1: Non-Academic Responsibilities

1. What responsibilities or activities do you have outside of school? (job, family, other)
2. How do these responsibilities/activities affect your ability to stay in school? Attend class? Keep up with your assignments? Study outside of class? Fulfill any other school responsibilities?
3. Does the college offer any support services to help you with your nonacademic responsibilities? If so, what are they?
4. If so, have you used any of those services? What, if anything, was helpful to you? Describe your experience using those services.
5. If the college does not offer any such support services, what type of services would you like to see?
6. (*If childcare has not been mentioned*) Do any of you rely on childcare services either at the college or elsewhere in order to attend classes? If so, where? Is the cost of this childcare manageable for you? Are the hours convenient for your class schedule? Have any issues surrounding childcare (*cost, location, hours, other*) ever made it difficult or impossible to attend classes at this college?

F. Outcome #4: To understand the importance of various college services in helping students reach their academic goals.

Academic Support:

1. What type of programs, offices, or services does the college offer to help you reach your academic goals? (Academic advisors in your department, "general" academic advisors, personal counselors, tutors, other)
 - How many have used each of the services you have listed?
 - Of the services you have used, describe your experience (helpful, not helpful)
2. Are there additional programs or services that you would like to see the college offer that you believe would help you academically?

Financial Support: Students fill out Response Sheet 2: Financial Matters

1. How are you financing your education?
2. What type of financial aid are you receiving? Is it adequate?
3. What type of financial support services does the college provide?
4. Have you used the services? If so, describe how the experience went. If not, why not?

5. Describe how the cost of college influences or affects your decision to attend.
6. What additional financial support services would you like the college to provide?

G. Outcome #5: To understand students' academic experience at the college

1. Class scheduling: How many are taking classes during the day? Evening? Weekends? Online? Combination?
2. For those who have taken a combination of day, evening/weekend and online classes, have you found any difference in the quality of those classes or the quality of the instruction you are receiving? If so, describe.
3. Quality of classes – How would you describe the quality of the classes you are taking? Are they challenging? Are there adequate course offerings in your major?
4. We'd like to hear about the types of classroom experiences you are having, what experiences you get the most out of and what types of experiences aren't as helpful to you.
 - How often do you ask questions in class or contribute to class discussion? Every class? Sometimes? Never?
 - How often are you expected to make a class presentation during a typical semester (*or quarter*)? More than 4 times per semester? Between 1 and 4? Never?
 - How many of you work on class projects with other students *during class*? Frequently? Sometimes? Never?
 - How many of you work with other students on class projects *outside of class*? More than 4 times per semester? Between 1 and 4 times per semester? Never?
 - Think about a class you struggled with. How would you describe it? What made it tough for you? Did you talk with your instructor about the difficulty you were having? What was her/his response?
 - Think about a class where you really did well. How would you describe it? What made it work for you?
 - In general, are most of your classes like the first one you described – the one you struggled with – or like the second class you described – the one in which you did well?
5. Quality of instruction – In general, how would you describe the quality of your instructors?
 - Think about an instructor who you would say is one of the best you have had. What are the qualities or characteristics that individual has that help you learn? Style of teaching? Level of interaction with students? Availability to students outside of class? High expectations? Other?
 - In general, do you have contact with your instructors outside of class? When you contact an instructor, what kind of an issue are you usually contacting him or her about?
6. Online classes – For those who have taken online classes, describe your experience in accessing information presented in those classes and learning the content.
 - What are the qualities or characteristics of the best online instructors you have had?
7. How many are enrolled now or have been enrolled in courses that you were required to take before you could enroll in regular college credit courses, such as ESL, developmental math, developmental reading, other? What specific required courses have you/are you taking?
 - How many of you needed to repeat the class one or more times in order to move ahead into credit classes?

- Does the college offer enough help so that students can pass these courses as quickly as possible?
- What more do you believe the college should be doing to help students pass these courses as quickly as possible?
- Have you ever considered not continuing in school because of these classes?

H. Outcome #6: To understand the significance of relationships in student persistence and success.

1. When you think about your experience at this college outside of the time you spend in class, are there particular relationships you have developed here that come to mind?
2. Who are these relationships with? Other students? Instructors? Counselors? Academic advisors? Other staff members? Others?
3. How important would you say these relationships are to your success here? Which ones in particular? How are they important to you? Describe what impact they have on your success here (positive and negative).
4. If there are times when you have considered whether to continue attending this college, have any of those relationships have any impact on your decision? In what way(s)?

I. Outcome #7: To understand what the college needs to improve and build upon in order to help students succeed.

1. Describe a time or an experience you have had at the college that has not been favorable. In your opinion, how could the college have made this experience more positive?
2. What advice would you give the college about one or two things the college could do to help students succeed?
3. In your opinion, what does the college do well that helps you stay in school?
4. What is the single most important factor that keeps you coming back to this college?

J. Summary and Close of Focus Group

1. Thank you for participating
2. Hand out stipends

First in family

SAMPLE

Austin Community College Fall 2009 Accounting Department Performance Snapshot

Student Access

	Progress to Target	Chg from Prior Year
1. Course Enrollment - All Students		
1a. Fall		↑
1b. Spring		↑
1c. Summer		↓
2. Declared Majors		
2a. White		↑
2b. Black		↓
2c. Hispanic		↑
2d. Asian/Pacific Islander		↓
2e. American Indian/Alaskan Native		→
2f. Non-Resident Alien		↓
2g. Other/Unknown		↑
2h. Total		↓
3. Majors' Intent		
3a. Earn an Associate's Degree		↑
3b. Earn a Certificate		↑
3c. Earn Credits for Transfer		↓
3d. Courses related to employment		↑

Student Success

	Progress to Target	Chg from Prior Year
4. Course Grades of C or Better - All Students		
4a. All Courses		↑
4b. ACCT 2301		↓
4c. ACCT 2302		↑
4d. ACNT 1403		↑
4e. ACNT 1370		↑
4f. ACNT 2303		↓
4g. All Traditional Classroom Courses		↑
4h. All Distance Learning Courses		↑
5. Majors Returned		
5a. Fall to Spring		↑
5b. Fall to Fall		↑
6. Grade of C or Better in Both Courses - All Students		
6a. ACCT 2302 => ACNT 2309		
6b. ACNT 1347 => ACNT 1393		NCD
6c. ACNT 1371 => ACNT 2304		NCD
6d.		
6e.		
7. Outcomes for Majors		
7a. Total Associate Degrees		↓
7b. Total Certificate Awards		↑
7c. Transfer Rate: Intent & Degree		N/A
7d. Transfer Rate: Intent		N/A
7e. 3-Year Job Placement Rate		NCD
7f. Licensure Rate		ND

Stewardship

	Progress to Target	Chg from Prior Year
8. Student Community Service - All Students		
8a. Service Learning--# Students		ND
8b. Internships--# Students		ND
9. Department Faculty Advising (Estimate)		
9a. # Students advised by faculty		NCD
9b. # Faculty advising students		NCD
10. Department Efficiencies		
10a. Expenditures per Credit Hour		↑
10b. % SCH Taught by Full-Time Faculty		↑
10c. % Full-time discipline faculty		↓
10d. Average Full-Time Faculty Section Size		↑
10e. Average Adjunct Faculty Section Size		↓

Symbols

- Achieved target
- Within 10% of target
- Did not achieve target
- No target set
- ↑ ↓ → Comparison to previous year (Increase, decrease, no change)
- N/A Not Applicable
- ND Data Not Currently Available
- NCD No Comparison Data

Legend

DRAFT

AUSTIN COMMUNITY COLLEGE
Fall 2009 Accounting Department Performance Snapshot

Cohort	Core Indicator	Target	Current Dept. Data	Current Data Period	Previous Dept. Data
All Students	1a. Fall		1,425	Fall 2008	1,343
	1b. Spring		1,498	Spring 2009	1,405
	1c. Summer		993	Summer 2009	2,619
Majors	2a. White		363	Fall 2008	284
	2b. Black		63	Fall 2008	70
	2c. Hispanic		200	Fall 2008	193
	2d. Asian/Pacific Islander		92	Fall 2008	93
	2e. American Indian/Alaskan Native		3	Fall 2008	3
	2f. Non-Resident Alien		21	Fall 2008	24
	2g. Other/Unknown		12	Fall 2008	11
	2h. Total		672	Fall 2008	678
	3a. Earn an Associate's Degree		158	Fall 2008	145
	3b. Earn a Certificate		114	Fall 2008	98
	3c. Earn Credits for Transfer		231	Fall 2008	239
	3d. Courses related to employment		127	Fall 2008	99
All Students	4a. All Courses		70.7%	Fall 2008	67.0%
	4b. ACCT 2301		63.4%	Fall 2008	65.2%
	4c. ACCT 2302		76.8%	Fall 2008	64.7%
	4d. ACNT 1403		72.9%	Fall 2008	69.2%
	4e. ACNT 1370		95.2%	Fall 2008	88.2%
	4f. ACNT 2303		62.5%	Fall 2008	63.0%
	4g. All Traditional Classroom Courses		72.2%	Fall 2008	69.5%
	4h. All Distance Learning Courses		60.5%	Fall 2008	52.0%
Majors	5a. Fall to Spring		64.2%	2007-08	59.4%
	5b. Fall to Fall		42.9%	2007-08	41.0%
All Students	6a. ACCT 2302 => ACNT 2309			F '08-Spr '09	
	6b. ACNT 1347 => ACNT 1393		NCD	F '08-Spr '09	NCD
	6c. ACNT 1371 => ACNT 2304		NCD	F '08-Spr '09	NCD
	6d.				
	6e.				
Majors	7a. Total Associate Degrees		16	AY 2008	19
	7b. Total Certificate Awards		11	AY 2008	6
	7c. Transfer Rate: Intent & Degree		N/A		N/A
	7d. Transfer Rate: Intent		N/A		N/A
	7e. 3-Year Job Placement Rate		96.7%	AY 2008	NCD
	7f. Licensure Rate		ND		ND
All Students	8a. Service Learning--# Students		ND		ND
	8b. Internships--# Students		ND		ND
	9a. # Students advised by faculty		220	AY 08	NCD
	9b. # Faculty advising students		9	AY 08	NCD
Discipline/ Department	10a. Expenditures per Credit Hour		\$119.92	AY 2008	\$115.91
	10b. % SCH Taught by Full-Time Faculty		63.8%	AY 2008	62.9%
	10c. % Full-time discipline faculty		23.5%	AY 2008	25.8%
	10d. Average Full-Time Faculty Section Size		21.1	AY 2008	20.4
	10e. Average Adjunct Faculty Section Size		19	AY 2008	19.1

Austin Community College
Fall 2009 Allied Health Science Department Performance Snapshot

Student Access

Student Success

Stewardship

	Progress to Target	Chg from Prior Year
1. Course Enrollment - All Students		
1a. Fall		↑
1b. Spring		↑
1c. Summer		↑
2. Declared Majors		
2a. White	N/A	
2b. Black	N/A	
2c. Hispanic	N/A	
2d. Asian/Pacific Islander	N/A	
2e. American Indian/Alaskan Native	N/A	
2f. Non-Resident Alien	N/A	
2g. Other/Unknown	N/A	
2h. Total	N/A	
3. Majors' Intent		
3a. Earn an Associate's Degree	N/A	
3b. Earn a Certificate	N/A	
3c. Earn Credits for Transfer	N/A	
3d. Courses related to employment	N/A	

	Progress to Target	Chg from Prior Year
4. Course Grades of C or Better - All Students		
4a. All Courses		↑
4b. HPRS 1206		↑
4c. HPRS 2300		↑
4d. HPRS 1106		↓
4e. HPRS 2301		↑
4f. HPRS 1201		↓
4g. All Traditional Classroom Courses		↓
4h. All Distance Learning Courses		↑
5. Majors Returned		
5a. Fall to Spring	N/A	
5b. Fall to Fall	N/A	
6. Grade of C or Better in Both Courses - All Students		
6a. BIOL 2404 => HPRS 2300		↑
6b. BIOL 2304/2101 => HPRS 2300		↑
6c. HPRS 2300 => VNSG 1400		NCD
6d. HPRS 1206 => VNSG 1423		NCD
6e. HPRS 2300 => RNSG 1413		NCD
7. Outcomes for Majors		
7a. Total Associate Degrees	N/A	
7b. Total Certificate Awards	N/A	
7c. Transfer Rate: Intent & Degree	N/A	
7d. Transfer Rate: Intent	N/A	
7e. 3-Year Job Placement Rate	N/A	
7f. Licensure Rate	N/A	

	Progress to Target	Chg from Prior Year
8. Student Community Service - All Students		
8a. Service Learning--# Students		ND
8b. Internships--# Students		ND
9. Department Faculty Advising (Estimate)		
9a. # Students advised by faculty		→
9b. # Faculty advising students		→
10. Department Efficiencies		
10a. Expenditures per Credit Hour		↑
10b. % SCH Taught by Full-Time Faculty		↑
10c. # Full-time discipline faculty		↑
10d. Average Full-Time Faculty Section Size		↓
10e. Average Adjunct Faculty Section Size		↑

Legend

Symbols

- Achieved target
- Within 10% of target
- Did not achieve target
- No target set
- ↑ ↓ → Comparison to previous year

N/A Not Applicable
 ND Data Not Currently Available
 NCD No Comparison Data

**AUSTIN COMMUNITY COLLEGE
Fall 2009 Allied Health Science Department Performance Snapshot**

Cohort	Core Indicator	Target	Current		All Students
			Dept. Data	Current Data	
All Students	1a. Fall		927	Fall 2008	816
	1b. Spring		1,042	Spring 2009	975
	1c. Summer		578	Summer 2009	470
Majors	2a. White		N/A	N/A	N/A
	2b. Black		N/A	N/A	N/A
	2c. Hispanic		N/A	N/A	N/A
	2d. Asian/Pacific Islander		N/A	N/A	N/A
	2e. American Indian/Alaskan Native		N/A	N/A	N/A
	2f. Non-Resident Alien		N/A	N/A	N/A
	2g. Other/Unknown		N/A	N/A	N/A
	2h. Total		N/A	N/A	N/A
	3a. Earn an Associate's Degree		N/A	N/A	N/A
	3b. Earn a Certificate		N/A	N/A	N/A
3c. Earn Credits for Transfer		N/A	N/A	N/A	
3d. Courses related to employment		N/A	N/A	N/A	
All Students	4a. All Courses		73.3%	Fall 2008	70.9%
	4b. HPRS 1206		68.8%	Fall 2008	67.6%
	4c. HPRS 2300		75.5%	Fall 2008	69.0%
	4d. HPRS 1106		77.4%	Fall 2008	95.7%
	4e. HPRS 2301		88.9%	Fall 2008	82.9%
	4f. HPRS 1201		78.6%	Fall 2008	100.0%
	4g. All Traditional Classroom Courses		73.6%	Fall 2008	74.0%
	4h. All Distance Learning Courses		72.7%	Fall 2008	63.5%
	5a. Fall to Spring		N/A	N/A	N/A
	5b. Fall to Fall		N/A	N/A	N/A
All Students	6a. BIOL 2404 => HPRS 2300		64.5%	F '08-Sp '09	45.9%
	6b. BIOL 2304/2101 => HPRS 2300		86.9%	F '08-Sp '09	81.4%
	6c. HPRS 2300 => VNSG 1400		NCD	F '08-Sp '09	85.7%
	6d. HPRS 1206 => VNSG 1423		NCD	F '08-Sp '09	NCD
	6e. HPRS 2300 => RNSG 1413		NCD	F '08-Sp '09	91.1%
	7a. Total Associate Degrees		N/A	N/A	N/A
7b. Total Certificate Awards		N/A	N/A	N/A	
7c. Transfer Rate: Intent & Degree		N/A	N/A	N/A	
7d. Transfer Rate: Intent		N/A	N/A	N/A	
7e. 3-Year Job Placement Rate		N/A	N/A	N/A	
7f. Licensure Rate		N/A	N/A	N/A	
Majors	8a. Service Learning--# Students		ND		ND
	8b. Internships--# Students		ND		ND
	9a. # Students advised by faculty		240	AY 2008	240
All Students	9b. # Faculty advising students		3	AY 2008	3
	10a. Expenditures per Credit Hour		\$83.70	AY 2008	\$81.32
	10b. % SCH Taught by Full-Time Faculty		41.8%	AY 2008	41.2%
Discipline/Department	10c. # Full-time discipline faculty		31.8%	AY 2008	25.0%
	10d. Average Full-Time Faculty Section Size		21.9	AY 2008	22.3
	10e. Average Adjunct Faculty Section Size		22.4	AY 2008	22