

Achieving Excellence Committee

draft of 4/17/09 minutes

Meeting Date: April 17, 2009

Time: 9:00am to 11:00am

Location: HBC, Room 301

Chair: Soon Merz

Co-chair: Ron Johns

Members Present: D'Maris Allen-Mierl, Steve Clary, Sylvia Galvan-Gonzalez, Ron Johns, Nancy Miller, Jennfier Gray, Caryn Newburger, Martha Perez, Charles Quinn, Mike McCarthy, Roslyn Wallace, Kathy Walton, Kirk White, Soon Merz

Absent: Sheila Ammons, David Borden, Kathleen Christensen, Zach Corbell, Lyman Grant, Norma Jacobs, Virginia Lawrence, Mike Midgley, Kyle Pierce, Margaret Reid, Chris Rosales, C. Jason Vidrine, Julie Wauchope, Diane Whitley-Bogard, Judge Worsham, Sabrina Worsham, Cleaburn Zwernemann

Agenda Item 1: Welcome and introduction of Sandra Shannon, a visitor from the Community College Survey of Student Engagement

Presenter: Soon Merz

Discussion: Soon conveyed President's Kinslow's wish that the AEC have a strong role in SACS related activities, including the upcoming Quality Enhancement Plan (QEP). The AEC should develop a list of potential QEP topics for broader consideration. ACC is sending a five member team to the SACS Summer Institute, July 19 – 22 in Houston, TX. Presently Soon Merz, Kathleen Christensen, Mike Midgley, and Mike McCarthy are scheduled to attend. AEC faculty members were invited to contact Soon if they wished to be considered for the fifth spot on the Houston team.

Decisions: None

Follow Up Items and Responsible person: Interested faculty members should contact Soon.

Agenda Item 2: Review and Approve Past Minutes

Presenter: Mike McCarthy

Discussion: Draft minutes the February 20, 2009 were reviewed and adopted as amended.

Decisions/Actions: None

Agenda Item 3: Soon introduced the facilitated group activity to narrow potential QEP topics. Soon recalled the importance of the QEP and noted that ACC just missed doing a QEP in its last reaffirmation of accreditation. ACC can benefit from the experience of other college's that have performed QEPs since. The QEP must focus on student learning outcomes so faculty must play an important role in the design, implementation, and assessment of the QEP.

Presenter: Roslyn Wallace performed an iterated data reduction activity to address the following questions and statement in turn:

- a. Considering ACC's most successful students, what traits or behaviors are most critically related to success?
- b. What weaknesses prevent ACC students for achieving academic success?
- c. What strategies do you suggest for addressing one or more of the weaknesses identified in the preceding item?
- d. List comments that you would like to make about possible topics or strategies that might be addressed in ACC's QEP.

Discussion: Participants were asked to jot down succinct responses to item a. above. The items were displayed, participants grouped similar items, named the grouped categories, and prioritized the grouping from most to least important. The activity was repeated for items b. and c. above. Item b. was amended to identify institutional aspects that prevent ACC students from achieving success. The compiled groupings are attached at the end of these minutes.

Decisions: The participants did not complete the entire activity for lack of time. Because of college-wide year-end activities, the AEC will not have a regular meeting in May. The participants acknowledged the importance of completing this activity and agreed to respond to item d. above via e-mail by Friday April 24, 2009 to complete the activity.

Follow Up Items and Responsible person: It was agreed that the Mike McCarthy would provide an early draft of these minutes along with the compiled prioritized groupings and responses to the AEC on Monday, April 20 for their consideration and informed response to item d. above. **AEC members will**

- d. List comments that you would like to make about possible topics or strategies that might be addressed in ACC's QEP**

Please **reply to all** at aec.ausincc.edu by close of business Friday, April 24, 2009 to complete this important activity.

The meeting ended at 11 a.m.

Next meeting: June 19, 2009

Achieving Excellence Committee Agenda
April 17, 2009
QEP Activity

a. Considering ACC's most successful students, what traits or behaviors are most critically related to success?

1. College Ready: 18% of votes

- a. Basic skills
- b. Proper academic background
- c. Prepare
- d. Academic preparation

2. Active Learners: 15% of votes

- a. Participate in class
- b. Participation
- c. Put effort into studying and class preparation
- d. Engaged

3. Proactive Attitude: 15% of votes

- a. Initiative
- b. Proactive
- c. Emotional intelligence
- d. Maturity
- e. Interest in the subject
- f. Determination
- g. Self-discipline
- h. Self-motivation
- i. Self-starters
- j. Ambitious
- k. Motivation
- l. Motivation
- m. Motivated

4. Attendance: 12% of votes

- a. Attend classes
- b. Use labs
- c. Attend class
- d. Attendance

5. Goal oriented: 11% of votes

- a. Understand the value and importance of education
- b. Purpose
- c. Focused on end results
- d. Set of goals
- e. They have goals (know what they want to do)

6. Time Management: 11% of votes

- a. Able to multi-task
- b. Are organized

- c. Don't over-commit, be realistic
 - d. Time
 - e. Balances – work, home, and school
- 7. College Support: 6% of votes**
- a. Uses student support services (advising, financial aid, etc....)
 - b. Knows about resources
 - c. Asks for help
 - d. Actively seek information
 - e. Utilizes support services
- 8. College Social Network: 5% of votes**
- a. Student population diversity
 - b. Relationships
 - c. Participate in extra-curricular activities
 - d. Generates positive relationships
 - e. Joins activities
 - f. Works with peers (support group)
 - g. Form connections with other students
- 9. Study Skills: 5% of votes**
- a. Completes assignments
 - b. Do their work well
 - c. Effective study skills
 - d. Good study skills
- 10. Faculty Interaction: 2% of votes**
- a. Means faculty support ends
 - b. Ask for help
 - c. Attend office hours
 - d. Form relationships with faculty
- 11. Personal Support: 0% of votes**
- a. Strong support system
 - b. Support system

b. What weaknesses prevent ACC students from achieving academic success?

- 1. Institutional Issues: 17% of votes**
- a. Lack of pre-req checks
 - b. Lectures
 - c. Poor outreach for student services
 - d. Parking
 - e. Inadequate orientation
 - f. Poor advising
 - g. Have to go through multiple hurdles to get an answer
 - h. Inconsistent practices between campuses
 - i. Students with problems not identified and directed to proper assistance
 - j. Lack of sense of student community

- k. Publishers constantly changing books
- l. ACC website (difficult to navigate)
- m. Accessibility to class (locations/scheduling)
- n. Poor advising by faculty/staff
- o. Non-supportive faculty
- p. Recruiting creates unrealistic expectations
- q. Faculty salaries prevent excellence in staffing
- r. Different answers from different people
- s. Faculty overloaded – not enough time
- t. Misadvising
- u. Mandatory study skills classes
- v. Price of books
- w. Lack of communication about current changes
- x. Registration and payment issues
- y. Lack of easy parking at busy times on some campuses
- z. Outreach to outlying communities (ex: students in Williamson county, etc)

2. Poor Attitude: 5% of votes

- a. Lack of focus
- b. Sense of entitlement
- c. Overconfidence
- d. Poor work ethic
- e. Going through the motions
- f. Do poorly in classes they don't like, do well in classes they do like
- g. Lack self-assertion when challenged
- h. Don't want to be here
- i. Lack of motivation
- j. Lazy
- k. Poor self-discipline
- l. Immaturity
- m. Think they're slumming at ACC
- n. No commitment
- o. Unfocused

3. Unrealistic Expectations: 14% of votes

- a. Unrealistic idea of time it takes to be successful
- b. Not adequate transition to college
- c. Unrealistic expectations about the demands of education
- d. Unrealistic expectations
- e. 1st generation
- f. Cultural transition – high school → college
- g. Assuming that college is like high school

4. Poor Academic Preparation: 11% of votes

- a. Lack appropriate background and skills
- b. Not college ready
- c. Poor academic preparation

- d. Weak academic preparation
 - e. Lack basic skills
 - f. Fear of math
 - g. Lack of knowledge
 - h. Not college ready
 - i. Not being college ready
- 5. Situational Issues: 11% of votes**
- a. Childcare
 - b. Personal issues
 - c. Personal crises
 - d. Drugs and alcohol use
 - e. Unstable home life
 - f. Lack of social support
- 6. Poor Study Skills: 8% of votes**
- a. Not doing school work
 - b. Poor study skills habits
 - c. Lack of learning skills
 - d. Lack of study skills
 - e. Poor study skills
 - f. Not studying
- 7. Attendance: 6% of votes**
- a. Absent
 - b. Lack of attending class
 - c. Lack of attendance
- 8. Money: 6% of votes**
- a. Financial aid problems
 - b. Not having texts and materials
 - c. Unemployment
 - d. Need to work full time
 - e. Lack of money
 - f. Lack of financial resources
- 9. Intrinsic Issues: 5% of votes**
- a. Health issues
 - b. Feel isolated
 - c. Mental illness
 - d. Poor self esteem
 - e. Emotional instability
- 10. Time Management: 5% of votes**
- a. Over commit
 - b. Other non-academic responsibilities
 - c. Too many responsibilities
 - d. Not organized
 - e. Over-committed on time
 - f. Over commitment

- g. Over commitment

11. Ignorance of College Resources: 3% of votes

- a. Poor support system
- b. Fear of asking for help
- c. Never open catalog
- d. Receive inconsistent information
- e. Don't know the ropes
- f. Lack of knowledge for college support systems
- g. Do not use resources
- h. Confusing college systems

12. Lack of Goals: 2% of votes

- a. Lack of goals
- b. No goals
- c. No sense of purpose
- d. Lack of goals
- e. No sense of why they are here
- f. Unsure of goals

13. Transportation: 0% of goals

- a. Travel between campuses
- b. Transportation problems

c. What strategies do you suggest for addressing one of more of the weaknesses identified in the preceding step?

- a. Have a "parents day"
- b. Use of more active learning technology
- c. Require more students to take study skills class
- d. More students required to take study skills class
- e. Orientation to include clear expectations for college level study
- f. Communicate realistic expectations to students
- g. Students have clear expectations by faculty
- h. Re-vamp content/curriculum, have an extended orientation
- i. Better student orientation
- j. Faculty mentors for student
- k. Personal touch connection mentoring
- l. Better faculty salaries
- m. College readiness transition target learning outcomes
- n. More supp. Instruction offered
- o. Identify student needs up front, target appropriate services to those needs
- p. Freshman learning communities
- q. More full time faculty
- r. Develop a sense of community – virtual (web 2.0), social, high touch
- s. Improve student connections within ACC
- t. Collaborative learning groups to get more students engaged

