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

From the "iterated data reduction activity" part a. the heading "College Ready" appears to be the topic for which focused activities might produce improvements to student success if student success were to become the focus of the QEP.

If a new heading called student engagement were created and the applicable comments were placed under that heading it would rank higher than "College Ready".

From part b. Institutional Issues is indicated as the highest percentage of votes. However it is only 2% different from the second heading. The institutional issues heading received separate focus after there had been only one item in the category from the start. The other headings where all developed concurrently. Giving the institutional issues heading its special focus may have slightly biased the outcomes of the process.

The information from the exercise is purely anecdotal and is perceptions of a narrow point of view. This is more a survey of Faculty perceptions than actual issues.

It would be nice to see the same exercise performed with first year and/or second year students.

As to possible topics, in addition to any possible topics generated by the exercise performed at the AEC meeting, a review of previous assessment activities might indicate specific areas in math, communications, technology etc. which are having and impact on student success.

As to strategies the documentation process should start now. A communications plan and timeline should be developed. If it isn't already in writing the plan for collecting broad based input should be documented.

Steve Clary

OEIA
Achieving Excellence Committee
From: Martha Pérez

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

I see four sides to this coin in the set of strategies above: ☺

(a) Without blaming the student for the cultural and educational poverty of the p-12 milieu, one big branch of strategies seek to support the transition from a student high school educational culture, to one of college. (If you take a look at what we discussed that makes students successful, these are the educational cultural practices needed for success in college, including better personal and educational choices as identified by faculty); and

(b) the second is improving support systems (academic, social, institutional) to aid students acquire skills to be successful in college and lifelong learning.

Looking at the above strategies offered in the context of the other questions we discussed last Friday, there seems to be a missing fit between students who come to ACC and the institutional structure given the impetus to have "no student left behind". (kind of like a bad marriage…. Lost student married to disengaged faculty); The research on learning communities points to a potential model to address many of the issues above. UT is starting a freshman initiative on this regard—I am sure you are aware of it. It would be a good idea to take a look and see what works for ACC and emulate such practices.

Arbitrarily separating the above strategies into agents or vehicles for these strategies to enhance student success, I see the following set configuration:

1. **Freshman learning communities**
2. **Institutional /faculty Student Services**

3. **Student ownership/ support**
4. **Faculty ownership**

These are 4 strategies that will support student college completion rates at ACC . *If I have to choose among these, 1 and 4 would be prioritized because 1 embraces 2 and 3.* Though $4 stands on its own, it is a pervasive issue at all P-16 levels that better remuneration will enhance teacher engagement.

Just at a glance, you can see that the onus is on the institution to lead change. As said above, It remains my belief that an effective freshman learning community will embrace the first three elements above—which is the majority of the issues.

1. Freshman learning communities
College readiness transition target learning outcomes—student outcome assessment initiative
Develop a sense of community – virtual (web 2.0), social, high touch
Improve student connections within ACC
Collaborative learning groups to get more students engaged

3. Student ownership/ support	2. Institutional /faculty Student Services
Have a "parents day"	Use of more active learning technology
"Require" more students to take study skills class—caveat against labeling these as "basic, remedial, or preparatory"	Communicate realistic expectations to students
	Orientation to include clear expectations for college level study ; Re-vamp content/curriculum, have an extended orientation; Better student orientation
	Students have clear expectations by faculty
	Faculty mentors for student
	Personal touch connection mentoring
	More supp. Instruction offered
	Identify student needs up front, target appropriate services to those needs

4. **Enhance faculty ownership**—More full time faculty and/or better faculty salaries (because even if we went to 50% adjuncts, which is part of the SACS goals, that leaves 50% faculty not engaged and my personal opinion is that this is with good reason)…

Hope this helps…

Martha,

Thanks for getting the ball rolling. See below for my comments in RED.

OEIA
Achieving Excellence Committee

From: Martha Pérez

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

      u. Have a "parents day"
      v. Use of more active learning technology
      w. Require more students to take study skills class
      x. More students required to take study skills class
      y. Orientation to include clear expectations for college level study
      z. Communicate realistic expectations to students
     aa. Students have clear expectations by faculty
     bb. Re-vamp content/curriculum, have an extended orientation
     cc. Better student orientation
     dd. Faculty mentors for student
     ee. Personal touch connection mentoring
     ff. Better faculty salaries
     gg. College readiness transition target learning outcomes
     hh. More supp. Instruction offered
     ii. Identify student needs up front, target appropriate services to those needs
     jj. Freshman learning communities
     kk. More full time faculty
     ll. Develop a sense of community – virtual (web 2.0), social, high touch
     mm. Improve student connections within ACC
     nn. Collaborative learning groups to get more students engaged

I see four sides to this coin in the set of strategies above: ☺

(a) Without blaming the student for the cultural and educational poverty of the p-12 milieu, one big branch of strategies seek to support the transition from a student high school educational culture, to one of college. (If you take a look at what we discussed that makes students successful, these are the educational cultural practices needed for success in college, including better personal and educational choices as identified by faculty); and

(b) the second is improving support systems (academic, social, institutional) to aid students acquire skills to be successful in college and lifelong learning.

Looking at the above strategies offered in the context of the other questions we discussed last Friday, there seems to be a missing fit between students who come to ACC and the institutional structure given the impetus to have "no student left behind". (kind of like a bad marriage…. Lost student married to disengaged faculty); The research on learning communities points to a potential model to address many of the issues above. UT is starting a freshman initiative on this regard—I am sure you are aware of it. It would be a good idea to take a look and see what works for ACC and emulate such practices.

Arbitrarily separating the above strategies into agents or vehicles for these strategies to enhance student success, I see the following set configuration:

5. **Freshman learning communities**
6. **Institutional /faculty Student Services**
7. **Student ownership/ support**
8. **Faculty ownership**

These are 4 strategies that will support student college completion rates at ACC . *If I have to choose among these, 1 and 4 would be prioritized because 1 embraces 2 and 3.* Though $4 stands on its own, it is a pervasive issue at all P-16 levels that better remuneration will enhance teacher engagement.

Just at a glance, you can see that the onus is on the institution to lead change. As said above, It remains my belief that an effective freshman learning community will embrace the first three elements above—which is the majority of the issues.

1. Freshman learning communities
College readiness transition target learning outcomes—student outcome assessment initiative. This is a good idea. However, I'm not sure what we can do with the data obtained through this study other than tell high schools something they probably already know.
Develop a sense of community – virtual (web 2.0), social, high touch. Will this be similar to facebook? We would need students' perspective of community to determine if they will, in fact, participate in this type of community.
Improve student connections within ACC
Collaborative learning groups to get more students engaged

3. Student ownership/ support	2. Institutional /faculty Student Services
Have a "parents day" I'm not sure I make the connection. How will a parent visiting the college cause students to complete college or make better grades?	Use of more active learning technology. I like this idea!! We can conduct a study using various forms of technology and determine students' perceptions and academic outcome based on the independent variable (technology).
"Require" more students to take study skills class—caveat against labeling these as "basic, remedial, or preparatory." Something similar occurs at TSU- San Marcos. My opinion is that most students will view it as a waste of time and not take it seriously unless there is a grade attached to the work.	Communicate realistic expectations to students. Good concept. Not sure how we would operationalize the term "realistic expectations."
	Orientation to include clear expectations for college level study ; Re-vamp content/curriculum, have an extended orientation; Better student orientation. Good idea! We could video record an orientation. After one semester, we can have students watch the video and assess the information provided during orientation. This will help us improve the orientation program thus assisting students in acclimating to college. Also,

	we could have different orientations based on those coming back to college and those entering college after High School. Different audiences have different concerns/needs.
	Students have clear expectations by faculty
	Faculty mentors for student
	Personal touch connection mentoring Not sure what this means.
	More supp. Instruction offered. I like the idea of assessing the current supplemental instruction offered to determine if it is actually helping students. In other words, are the types of instructional programs offered addressing needs of our student population?
	Identify student needs up front, target appropriate services to those needs. See above

9. **Enhance faculty ownership**—More full time faculty and/or better faculty salaries (because even if we went to 50% adjuncts, which is part of the SACS goals, that leaves 50% faculty not engaged and my personal opinion is that this is with good reason)… While I would like more money, I do not see a direct correlation between pay and student engagement. Will professors work harder if they are given an extra $5,000? Will they contact their students more frequently? With that said, we can possibly assess the engagement/differences that exist between adjunct professors and full-time professors and use the results to bridge any gaps that may exist.

With an Open-Door Policy, we allow and encourage a lot of students to attend college who aren't ready for the commitment and independent learning necessary for college success. We have assessments to academically cull students needing more preparation in math, reading and writing. We have nothing to assess emotional/social/management issues which are a critical part of students' success as we determined in our meeting.. Perhaps we could institute another assessment (for incoming freshman particularly) to assess these "readiness" issues....surely there is a model out there we can tap into. If remediation is needed, there are several options. There could be a required classroom course or an online one, possibly using podcasts or other technology to get students into it. We could also have a college/course orientation (i use one for my online courses) in which students read the syllabus and respond that they understand the requirements etc. Another possibility is for faculty or departments to come up with informative instructions/suggestions for students to succeed in college and clear expectations so students get it...many of us already have that as part of our syllabus and use it more or less depending on the course taught and level of students. I feel that some of the "institutional barriers" are being addressed as parking improvements, better payment options and earlier registration. Maybe this will get some discussion going. thanks, D'Maris

I recommend that we convene a group of students and faculty to get their input on what ACC's QEP should be. This can be done in focus group format, or "colorful Post-It Note" format. The two groups can provide input together or separately.   I have conducted a student focus group and was quite shocked, humbled, and a bit embarrassed about what they said about ACC. Nonetheless, it was a valuable experience and exposed deficiencies in how we educate our students.

Substantial faculty input is of utmost importance since they are in the trenches with the students seven days per week. The majority of the attendees at our last AEC meeting were not faculty. Not getting more faculty input will ensure lack of faculty support for a QEP project, and may send us down the wrong road by adopting a project that doesn't address the issues that faculty know to be most important.

Regards,

Charles Quinn

```
QEP topics suggestions related to developmental mathematics

Release time and other resources may be needed to handle any of these QEP
topic suggestions

  1) Course redesign in Basic Mathematics that involves more use of
 Technology and other interventions
  or

    Increasing student engagement in a basic mathematics course redesign
 Model requiring technology use and other interventions


2) Increasing student success in developmental mathematics:  a
   Developmental Mathematics Advisor program


3) Four developmental mathematics formats and student success
 comparisons:
   Lecture format, Computer-mediated format, Distance learning format
 Using technology, and  Course redesign format requiring technology use


4)  Four Basic Mathematics formats and  Student success comparisons:  Lecture
 format, Computer-mediated format, Distance learning format
  Using technology,  Course redesign format requiring technology use


5) Comparison of instructional supports - supplemental instruction,
  online homework/quizzes, tutorial intervention
```

6) a global redesign of developmental mathematics education that could
   encompass some or all of the above

Thank you.

Nancy C. Miller, Ph.D.

Professor of Mathematics & Developmental Mathematics

Pinnacle Campus ACC,