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Unit Name: Student Life

1.

What improvements have been planned/implemented:

Require all First Time at ACC students to complete online ACC 103(prior to 1st class)
Implement First Year Experience 8 week (1credit hour) Seminar for First Time at ACC students

2.

How did you decide that these improvements would benefit your unit or what weakness is the unit trying to improve:

Require all First Time at ACC students to complete online ACC 103(mandated online completion)
Improvement: To provide consistent delivery and content to all FTACC's thereby increasing the probability of persistence. The required completion will meet the Administrative Rule requirements.

First Year Experience 8 week (1credit hour) Seminar for First Time at ACC students
Improvement: FYE Seminar will provide students with an in-depth exploration of student resources. The class will offer an increased sense of connectedness, awareness, and belonging as they transition to ACC college life. Students will have opportunities to interact with and build community with peers, faculty, and staff.

3.

Measures: what measures are going to be used to determine if the improvements were successful.

What measures are going to be used to determine if the improvements were successful?
Retention, Persistence and Success rates

3a. Baseline data: the data used to determine improvements were needed

Persistence rates: Semester 1 to Semester 2 and Persistence Rates Year 1 to Year 2 and Graduation rates, Transfer rates, GPA, Seminar, & Course Completion rates

3b. Target goals: the data that shows your improvements have achieved your goals

10% increase over baseline

3c. Current data: where you are currently in reaching your target

Data provided by OIEA

Narrative:

The Office of Student Life is the process holder for the First Year Experience at Austin Community College. A key component of the First Year Experience is orientation. The required new student orientation otherwise known as TOP or ACC 103(online) has successfully offered information to a restricted number of students. New students that have participated in orientation have persisted at a higher rate than those who do not. Currently students that are Early College Start, Transfer, Degreed, Attempted credit hours but did not complete, 2nd 8 week classes or 12 week classes do not attend TOP live or online. Because the data shows that persistence rates have increased significantly as a result of completing TOP, it seems appropriate that all First Time at ACC students be required to complete the online orientation thereby offering consistent messaging and resources. Next, the First Year Experience will be expanded beyond a 2-3 hour presentation to an 8 week seminar that provides students with an early, authentic seminar experience in which they will encounter the essential processes of academic discourse. Complementing the seminar experience, a variety of co-curricular events, lectures and additional experiences will serve to engage FTACC students.

First Time at ACC students will develop and demonstrate the communicative skills of speaking, listening, writing, reading, and critical reasoning and judgment in a class small enough to allow the full expression of these capabilities as well as to allow ample individualized attention. Additionally, The First Year Experience Seminar will serve to bring diverse students together in a common experience focused on intellectual and social communities. Academia and Student Affairs will come together to enhance the FTACC student experience by interlocking engaging events and programs designed to span the spectrum of academic, and co-curricular aspects of the educational experience.

Goals and objectives of FYE 8 week Seminar: By the end of the first year at ACC, FTACC students that attend the required FYE Seminar will achieve the following skills and experiences:
Recognize the level of academic expectations in college courses

Complete ACC 103

Maintain a minimum 2.000 GPA (First Semester, Second Semester)

Develop intellectual curiosity and enthusiasm for learning

Explore and engage in campus life outside the classroom (campus events, traditions, organizations, service, shared governance, etc.)

Begin a Co-Curricular transcript

Read unassigned books

Develop effective academic skills

Identify their academic strengths and weaknesses, i.e., in writing, critical thinking, quantitative reasoning, information literacy, oral communication, learning styles, study habits, etc.

Explore career goals

Begin to develop an academic and personal plan that focuses on success in the job market and participation in future community involvement

Expand career plan by research experiential opportunities

Establish a base of social contacts and engage support services when needed

Interact with new/different/diverse types of students (other cultures or ethnic groups, religions, sexual orientations, etc.)

Interact with faculty outside the classroom, assistance with class material, informal discussions, etc.

Use campus resources as appropriate (Counseling, Advising, Learning Lab, Tutoring, Career Services, Financial Aid, Library, Student Life, Campus Police etc.

Embrace values of civic engagement, personal development and academic integrity

Identify their strengths and weaknesses in personal/social behaviors, i.e., ability to work in groups, time management, leadership skills, risk-avoidance, etc.

