



To: Full-Time Faculty

From: Steve Kinslow

Date: July 3, 2009

Subject: GENERAL INFORMATION UPDATES

I hope everyone's summer is going well. I wanted to provide some updates on a variety of topics.

FY10 Budget

The Board of Trustees will complete budget deliberations and approve the 2009-10 (FY10) College Budget on Monday, July 6. The most recent Agenda materials are available for review at <http://www.austincc.edu/board/agendas/2009/agendas2009index.htm>, and these include the planning directives and budget assumptions I shared with all faculty and staff on January 30.

I anticipate that a small compensation increase will be approved. Following adoption of the budget, I will send an overview to all faculty and staff.

Early College Start Report

Recently the Faculty Senate issued a report on Early College Start programs, and I want to thank the full-time faculty who worked on this - Jennifer Beck (chair), Dorothy Barnett, Ellie Collier, Tasha Davis, Suzanne McFadden, Kelly Petkus, and Julie Wauchope.

For those who may not have seen the report, and to share the administration's response and data related to persistence and academic performance, please note the following links:

<http://www.austincc.edu/ecs/reports/ecsexamination.pdf>
<http://www.austincc.edu/ecs/reports/admresponse.pdf>
<http://www.austincc.edu/ecs/reports/grades.pdf>

<http://www.austincc.edu/ecs/reports/gradetables.pdf>
<http://www.austincc.edu/ecs/reports/retention.pdf>

<http://www.austincc.edu/ecs/reports/fall07.pdf>

Early College Start Examination
Administration's Response
ACC Grade Distribution by Enrollment
Status and Instructional Delivery
Tables 1, 2 (Grade Distribution)
Fall-to-Spring Retention by Student
Type
ECS Students in Fall 2007 and Their
Subsequent Traditional ACC Student
Status

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Early College Start is a very successful initiative which responds to State law (HB1) and, more importantly, supports the State *Closing the Gaps* initiative to increase ISD retention rates, to increase the numbers of students who transition after high school graduation into College, and to increase the number of traditionally under-served populations in higher education. In addition to creating enrollment streams for ACC programs, it also is ACC's most effective strategy for educating the general public about the importance of ACC and generating interest in annexation. Expansion of ACC's tax base is, of course, what has allowed ACC to achieve market-competitive salaries, to enhance our technology and capital outlay for instructional programs, and to embark on our multi-year full-time faculty hiring plan. Most importantly, however, is that the data are clear that Early College Start students perform well academically and their persistence/retention rates are higher than for other students. That is a tribute to the quality of instruction, but also to the fact that these students, for the most part, are serious about the courses and do well.

Is Early College Start perfect or easy to implement with over twenty ISDs and multiple high schools? No, and that is where the results of the Early College Start Examination report will be very helpful as we continue to enhance Early College Start processes.

Faculty Senate Resolution RE: OIEA & Student Success Initiative

The Faculty Senate issued a recent resolution regarding what it perceives to be the launching of a student success initiative without the involvement of faculty.

The administration was surprised, and disappointed, by the Resolution for several reasons:

- At the June 22nd meeting of the Officers of the Full-time Faculty Senate and the President's Leadership Team, this topic was on the Agenda, but the Senate withdrew it because the person who requested discussion was out-of-town. The Senate stated that this topic would be held for our next meeting, which is scheduled for July 27th.
- Instead of having the discussion with the administration, as agreed, the Senate then issued a Resolution without having had any fact-finding or discussion with the administration.
- Also, at a previous meeting of the Senate Officers/President's Leadership Team (May 26th I believe), I was asked by the Senate about a comment at a Board Meeting in which I stated that at General Assembly we would be talking about a student success initiative. I indicated that three staff, and two full-time faculty members, had recently attended a conference on the success of entering students, and that we were continuing to meet regularly to plan for our upcoming inclusion in the national Achieving the Dream initiative and to discuss how to focus General Assembly around the topic of student success. I specifically mentioned that ACC had recently introduced an ACC Snapshot (which faculty will recall being shared at our last General Assembly meeting), and stated that we were working on developing Discipline-Specific Snapshots which will provide faculty much more, and more

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detailed, data on student success (I also stated this at our last General Assembly). I shared that the College will give faculty more detailed data than it has in the past and that I believe faculty are eager to have more data about their programs and the success of their students, and that this data will be helpful in driving thoughtful curriculum improvements led by faculty. I also stated that we had a number of topics that would be identified at General Assembly and which would be addressed during Fall through the appropriate shared governance processes. (I gave the example of whether or not to continue the practice of Late Registration).

- The Fall 2009 General Assembly next month will indeed provide a larger context of the things mentioned above, and I look forward to an exciting year ahead of us. I hope the Senate will have a better understanding of what has, and has not, occurred after the Assembly.

Several full-time faculty have been involved in discussions around the topic of student success, and how the institution can maximize its many existing efforts with staff around this important topic. Achieving the Dream is not something new - rather, it is about enhancing an institution's focus on data and on using the data to enhance student success. I do not see this as foreign to the goals of faculty, nor exclusive to faculty - we are all educators and all contribute to the success of the College.

When you come to General Assembly, I think full-time faculty will be extremely pleased to hear how ACC plans to expand its on-going success efforts, how departments will get a higher level of data support, and how faculty will, of course, continue to make the decisions regarding curriculum. The administration appreciates the good relationship which characterizes the vast majority of faculty and staff interaction, and our shared desire to make ACC the best college possible.

SBK/pws