**Clayton State University**

**Quality Enhancement Plan Topic Selection Process and Survey Results**

**Full Report**

The Clayton State University (CSU) SACS Reaffirmation Leadership Team began discussing potential topics for the next Quality Enhancement Plan (QEP) in February of 2012. The team met and decided that potential topics should stem from areas identified in the University Strategic Plan, the Complete College Georgia Initiative, and the university's commitment to participate in the AAC&U LEAP initiative. The main reason for focusing the initial topic identification on these areas was to concentrate efforts where CSU already had identified areas for growth in terms of enhancement of student learning. Based on these discussions, the following five general themes were identified: Diversity/Global Learning, First-Year Seminars or Experiences, Learning Communities, Remedial Course Redesign, and Service/Community-based Learning.

**Survey Development and Administration**

After selection of the initial themes described above, the chair of the leadership team was charged with the task of further defining the themes and specific strategies and developing a draft survey for review. During the development phase, the general themes were defined and expanded using descriptions and strategies gleaned from the University System of Georgia's Complete College Georgia Plan and the AAC&U LEAP Initiative. The purpose for using these was to ground the topics in research-based approaches and best practices so that eventual detailed development of a topic would have an accepted educational foundation. Feedback on the survey draft was solicited from the leadership team and members of the Deans Council in Academic Affairs. Some wording changes were made and it was suggested that the general themes be randomized as a way of preventing respondents from ranking them in the order in which they appeared. The final version was completed at the end of March 2012 (see Appendix 1).

**Results**

The CSU community of stakeholders was surveyed from April – June 2012 as part of the pre-development phase of the process. These stakeholder groups included CSU Foundation Trustees, Administrators, Faculty Members, Staff Members, Graduate and Undergraduate Students, and Community Leaders who could potentially be impacted by several of the topics if they were selected. Each stakeholder group was sent an email link to the survey along with an explanation of the purpose of the QEP (follow-up emails continued on a bi-weekly basis during the survey administration phase).

The following table indicates the number of responses received by demographic area.

Table : Response Rates

|  |  |
| --- | --- |
| **Respondent Type** | **N** |
| Administrator | 36 |
| Faculty | 125 |
| Staff | 93 |
| Graduate Student | 16 |
| Undergraduate Student | 140 |
| Community Member | 0 |
| CSU Foundation Trustee | 0 |
| **Total Responses** | **410** |

While the response rate for the survey was not high and not all respondents completed the survey, monitoring of the results throughout the administration process showed that the mean rank order of the general themes remained consistent in terms of overall ranking and within demographic groups throughout the 8-week period. Therefore, the results that follow are believed to be representative and generalizable.

Overall Theme Results

As mentioned previously, the mean rank order for the overall themes throughout the 8-week survey administration period remained consistent indicated the following top three themes: Service/Community-based Learning, First-Year Seminar or Experience, Learning Communities. Overall results are indicated in Table 2 below.

Table : Overall Theme Results (listed in order of final ranking)

|  |  |
| --- | --- |
|  | Mean (N=361) |
| Service/Community-based Learning | 3.44 |
| First-Year Seminar or Experience | 3.16 |
| Learning Communities | 2.97 |
| Diversity/Global Learning | 2.87 |
| Remedial Course Redesign | 2.55 |

Further examination of the final results by demographic group indicated while that the mean ranking among staff and graduate and undergraduate students yielded high score for Service/Community-based Learning, the highest mean among Administrators and Faculty was First-Year Seminars. A breakdown of ranking means by demographic group is found in Table 3 below.

Table : Overall Theme Results by Demographic Group

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Remedial Course Redesign | Diversity/Global Learning | Learning Communities | First-Year Seminar | Service/Community-based Learning |
| Administrator (n=35) | 2.80 | 2.86 | 3.00 | **3.29** | 3.06 |
| Faculty (n=115) | 2.66 | 2.86 | 2.89 | **3.39** | 3.19 |
| Staff (n=77) | 2.58 | 2.63 | 2.77 | 3.39 | **3.61** |
| Graduate Student (n=14) | 1.71 | 2.93 | 3.64 | 2.93 | **3.79** |
| Undergraduate Student (n=119) | 2.47 | 2.93 | 3.27 | 2.67 | **3.65** |

Strategy Selection Results

The strategy selection portion of the survey presented two different options with a 5-point Likert rating scale (No Preference to Strongly Prefer) and an "Other" section that allowed respondents to enter other strategy suggestions. Analysis of means for the individual strategies for each theme was conducted two ways, first by isolating responses from those who had selected a theme as one of their top three because that would imply a buy-in for that particular choice and second by looking at the overall means to see if any large differences occurred. Discussion and presentation of the strategies for each theme (presented in rank order) as well as he written comments that provided alternative strategies is contained below. The entire list of written comments for each section is contained in Appendix 2.

*Service or Community Learning*

Isolation of responses from those selecting Service or Community Learning as one of their top three choices indicated an almost even split between the mean score for the Courses Linked to Organizations and Course Related Projects. Analysis of all responses regardless of theme ranking yielded the same results.

Table : Service or Community Learning Overall Results

|  |  |  |
| --- | --- | --- |
|  | Top Three Mean | All Response Mean |
| Courses Linked to Organizations | 3.84 (n=237) | 3.57 (N=329) |
| Course Related Projects | 3.82 (n=242) | 3.57 (N=333) |

Analysis within the different demographic groups did show differences in the mean scores. Administration, Faculty and Graduate Student respondents indicated a preference for Course Related Projects while Staff and Undergraduate Student Respondents indicated a preference for Courses Linked to Organizations.

Table : Service or Community Learning Results by Demographic

|  |  |  |
| --- | --- | --- |
|  | Top Three Mean | All Response Mean |
| Courses Linked to Organizations | Course Related Projects | Courses Linked to Organizations | Course Related Projects |
| Administrator | 3.53 | **3.72** | 3.03 | **3.28** |
| Faculty | 3.67 | **3.80** | 3.27 | **3.34** |
| Staff | **3.81** | 3.65 | **3.71** | 3.58 |
| Graduate Students | 4.67 | **4.89** | 4.00 | **4.17** |
| Undergraduate Students | **3.98** | 3.84 | **3.88** | 3.79 |

Written responses pertaining to Service or Community Learning yielded a few strategies and ideas that could be linked to student learning outcomes. The following list contains a sampling of those unedited responses.

* allowing students to pick service projects related to their majors
* finding relevant community service projects for students especially the ones related to non-profit organizations in our service area.
* Integration of required activity into all courses....students must complete "x" hours of service learning as a requirement for graduation.
* Perhaps this model would work in some majors, but it is not a one-size-fits-all solution. Community involvement sounds really nice, but in many majors we should very carefully calculate our cost-benefit ratio. Again, I would continue to emphasize working on our students' basic skills rather than further diverting and diluting their energies and attentions.
* Provide coordinated program that involved the students in "on hands" service projects working side by side with community (none CSU) members. They should get some academic credit for this based on attaining minimal participaton levels.
* partnering with the Student Affairs, Department of Campus Life -Volunteer Services, to create service learning and community based opportunities for students to connect classroom learning with experiential application outside of the classroom and through extra-curricular participation.
* Creating partnerships with the different non-profit and for-profit agencies that are geared toward service. Also by coming together with the organizations here on campus that specialize in community based learning and service based learning. Also by making it mandatory for students to complete at least two service projects a year with the school.
* This could be a tool that would be useful if you were actually trying to decide on a career; if there were student workshops where you could possibly earn college credits and where students worked at a local business (& I mean actually worked) and was realistically shown what this job would entail - this could be the determining factor of which direction you chose to pursue in your career path. I realize that CSU has internships but not sure if this is the same concept.
* helping students bridge the gap between education and real world applications of what we learn.

*First-Year Seminar*

Isolation of responses from those selecting First-Year Seminars as one of their top three choices indicated that the mean score for the Active Learning was slightly higher than the mean score for First Year Writing. Analysis of all responses regardless of theme ranking yielded the same results.

Table : First-Year Seminars Overall Results

|  |  |  |
| --- | --- | --- |
|  | Top Three Mean | All Response Mean |
| Active Learning | 3.78 (n=213) | 3.50 (N=329) |
| First Year Writing | 3.65 (n=219) | 3.48 (N=339) |

Analysis within demographic groups indicated a split among the two areas were in terms of preference.

Table : First-Year Seminars Results by Demographic

|  |  |  |
| --- | --- | --- |
|  | Top Three Mean | All Response Mean |
| Active Learning | First Year Writing | Active Learning | First Year Writing |
| Administrator | **3.86** | 3.50 | **3.58** | 3.48 |
| Faculty | 3.74 | **3.85** | 3.52 | **3.76** |
| Staff | **3.72** | 3.65 | **3.55** | 3.51 |
| Graduate Students | 4.00 | **4.13** | 3.69 | **3.85** |
| Undergraduate Students | **3.85** | 3.35 | **3.38** | 3.13 |

Written responses pertaining to First-Year Seminar yielded a few strategies and ideas that could be linked to student learning outcomes. The following list contains a sampling of those unedited responses.

* For the past two years the USG has provided special funding for student assistants. I think it would be a good idea to focus this funding on hiring first year students into departmental positions. The students would likely feel more connected to the departments of their major. For example, we hired a student this spring using that funding who just completed a fall semester within a learning community.
* problem solving strategies: recognizing problem, asking what needs to be done, planning how to solve, apply strategy, and assess result.
* critical and analytic thinking and organizing ideas for writing.
* math remediation, writing, critical thinking, and choosing an appropriate major.
* Oral presentation skills. We have a writing center, but we also need a "Speaking Center". Our students need to further develop their ability to communicate effectively.
* understanding the academic experience. From experience, the learning communities are more often a disaster than a success. We need to integrate the freshmen into the real college community and treat them like the adults they are supposed to be. Expect them to study, require that they tackle difficult reading, push them to become students in the truest sense. A first year seminar that has a serious topic and serious support material has been a proven success in strong liberal arts schools. However, seminars that water down academics or try to "teach" work ethic skills will only be met with the same apathy we've already encountered.
* Developing critical thinking skills and refining writing skills. Students who take English composition courses need to write, write, write and gets lots of feedback on their writing so they can improve. This would prevent the junior and senior level major courses from remediating students who made As and Bs in composition, but cannot write a cohesive sentence. They should not pass comp if they cannot write and meet the minimum standard.
* ...getting our incoming freshmen up-to-grade-level concerning their ability to write and express themselves coherently. I believe that many of our students are extremely weak when it comes to "putting ideas on paper," especially in the sciences. They seem to have a profound inability to answer questions that require more thinking beyond the ability to perform algorithmic processes.
* Writing and communication based courses that prepare students' academic literacy practices are critical to students' success.
* getting students to engage more intensively with what they are learning. Courses should be challenging so that they know they are in college. Writing skills clearly need development, although there are differences among the disciplines, good communication is central to all of them. A good active learning course is more work for the students in class. To introduce them early will help when that type of learning is demanded of them in more upper level courses.
* transfer students in addition to first time full time freshmen. In other words, broaden the concept of 'first year' to any student who is coming to Clayton State for the first time. Students transferring from 2 year institutions, in particular, are rarely prepared for the demands of a 4 year institution. Many don't know how to take notes, lack study skills, are very poor writers and generally lack any sense of what upper division course work is supposed to entail.
* both of the above suggestions would help a lot; I'd add working on math and reading skills at the collegiate level too. Too many of our students (and this includes older non-traditional students) have weak math and writing skills. I also object strongly to the over-emphasis on traditional first-year students, even though that's what the USG grades us on.
* Activities and learning experiences that focus on students' changing identifies during this period. I've learned that the students are trying to grow into a type of maturity that focuses on finding who they really are. They can be very fragile at this point in their lives. They like to explore themselves, who they have been, and the person they are becoming. They are putting their childhoods behind them, but they also like to reach out to others during this process. They like to work in groups on activities of mutual interest. Learning activities that are related to their personal experiences are interesting for them.
* keeping students involved in Clayton State.Students learning how to ask for help if they need it, show that it is not bad to ask for help. Seminars on how to be a better student, parent, employee, Dress for sucess, This might also bring up the standards on campus. There are all kinds of seminars that would help students, faculty and staff to improve shelf or attitude, and don't forget team work. There is a big push on Bullying in middle schools, but I hate to say it goes on in all stages of life, it is just called different things. If we can keep students involved in Clayton State we can keep them for 4 years or more. They have to be apart of what is going on, to want to graduate ( it is a mind set )
* educating students on how to be a college student. We often fail to develop policies and proceedures that support the transition between high school and college. Courses should be focused on educating them on college level expectations, policies and proceedures...i.e. the catalog.
* teaching students better oral communication skills. This is not just related to public speaking but a more focused approach on teaching students to speak with proper grammar and in business terms.
* building the basic foundation skills of mathematics and writing. These are ALWAYS the most difficult subjects for our students and these skills have a direct impact on all future courses.
* mathematics. Most students I attend classes with coil in pain when they see fraction on the board. This should not happen in college. I think it is really important to master some basic mathematics skills to be sucessful in college. Sometimes students have these humps, in math that if they a re handled correctly could help the student to be sucessful in mathematics. Proper writing is also important for a sucessful college career.
* Real world application of basic college courses so that students can see the purpose of taking courses that don't directly translate into their chosen profession and program. Example: How does an English Composition course translate into writing grants for a non-profit organization? Example: How does a College Algebra course translate into a sales contract for a non-manufacturing [construction] industry?
* I actually believe what the school focuses on in the first year does help students with the rest of their years at the school. The classes that I took the first year, like critical thinking, reading and communication have helped me with all of my other classes.
* helping student identify their learning strengths and weakness, and then helped them to improve \*both\* of them.
* programs that would involve Freshmen or first year students in the campus as well as the class room. There are no offerings on campus during the weekend and thus most first year students return home and loose out on the full college experience. Provide more seminars or learning opportunities on the weekend to encourage students to participate and make it part of the course material to encourage weekend activities and supplement the classroom learning through the week.

*Learning Communities*

Isolation of responses from those selecting Learning Communities as one of their top three choices indicated that the mean score for the Cohort Model was slightly higher than the mean score for Linked Courses. Analysis of all responses regardless of theme ranking yielded the same results.

Table : Learning Communities Overall Results

|  |  |  |
| --- | --- | --- |
|  | Top Three Mean | All Response Mean |
| Linked Courses | 3.17 (n=207) | 2.96 (N=330) |
| Cohort Model | 3.22 (n=210) | 3.00 (N=335) |

Analysis within demographic groups indicated a split among the two areas were in terms of preference.

Table : Learning Communities Results by Demographic

|  |  |  |
| --- | --- | --- |
|  | Top Three Mean | All Response Mean |
| Linked Courses | Cohort Model | Linked Courses | Cohort Model |
| Administrator | 2.74 | **3.30** | 2.55 | **2.94** |
| Faculty | **3.23** | 3.15 | **2.90** | 2.80 |
| Staff | 3.17 | **3.20** | 2.84 | **2.90** |
| Graduate Students | **3.70** | 3.30 | **3.92** | 3.58 |
| Undergraduate Students | 3.21 | **3.28** | 3.12 | **3.23** |

Written responses pertaining to Learning Communities yielded a few strategies and ideas that could be linked to student learning outcomes. The following list contains a sampling of those unedited responses.

* ...Specific needs within the discipline of the student's major.
* the techniques needed to work in groups, to have study groups.
* specific majors. There should be a learning communities specific to STEM majors and Health majors. Students choosing these programs have some specific needs that should be addressed.
* Creating the learning communities for each major and ensuring that the students know why they are in the learning communities. Some students do not understand the process and how it benefits them.
* group work, in its real and true form. Working together does not mean that one person does all the work while others hold loosely to coat-tails. It is important that students become more aware of the real-world need of "everyone doing their part."
* Teaching intercommunication skills and how to work in teams.
* Linked courses sound promising. Creating communities of students with similar interests is, in my honest opinion relatively low-return pursuit. Students will find themselves and those who share their interests, forming groups and communities organically. Rather than creating programs, I would like to see CSU develop physical settings for natural community-formation: a functioning quad, cozy coffee shop, etc.
* Our student population is so diverse in age, educational abilities, oustide committments, etc. that I do not believe our students benefit from learning communities. Very often learning community classes are split between those in a learning community and other students that are not, which in effect, defeats the purpose of learning communities.
* how each course relates to another in fields of study so that students recognize what they are learning is relevant even though it might seem unnecessary at first.
* hands on experience EARLY in their program of study to ensure that the career path is really what is desired. Especially with the Education programs. Students need to have hands on experience with after school and/or adult tutoring programs to develop their personal pedagogy for teaching
* providing students with the opportunities to enter into cohorts with other students who have similar academic and/or career goals.
* I believe student learning in the area of Learning Communities would be enhanced if Clayton State focused on providing learning communities for non-traditional students and students that live off campus as well as the communities that are already available for students that live on campus.
* helping students look at subjects indepthly and from the perspective of different disciplines. However, students would first need a solid base of core knowledge in order to have meaningful discussion.
* cohorts for particular majors. Best examples are Dental Hygiene and Nursing Majors. Provide a cohort and offer them not only the classroom opportunities to move through together and help with studying, but extend the cohorts as a whole into the housing community to provide even more cohesion and unity amongst the group.
* encouraging the unity of students with common interests through cohorts that begin in the freshman year of school. I think that, generally, people are more successful if they feel that others are there to support them.

*Diversity/Global Learning*

Isolation of responses from those selecting Diversity/Global Learning as one of their top three choices indicated that the mean score for Study Abroad was higher than the mean score for Intercultural/International Course Redesign. Analysis of all responses regardless of theme ranking yielded the same results.

Table : Diversity/Global Learning Overall Results

|  |  |  |
| --- | --- | --- |
|  | Top Three Mean | All Response Mean |
| Intercultural/International Course Redesign | 3.27 (n=190) | 2.91(N=345) |
| Study Abroad | 3.65 (n=190) | 3.35 (N=343) |

Table : Diversity/Global Learning Results by Demographic

|  |  |  |
| --- | --- | --- |
|  | Top Three Mean | All Response Mean |
| Course Redesign | Study Abroad | Course Redesign | Study Abroad |
| Administrator | 3.16 | **3.56** | 2.72 | **3.27** |
| Faculty | 3.05 | **3.68** | 2.64 | **3.32** |
| Staff | 3.36 | **3.63** | 3.00 | **3.23** |
| Graduate Students | 2.89 | **3.22** | 2.92 | **3.31** |
| Undergraduate Students | 3.53 | **3.72** | 3.19 | **3.51** |

Written responses pertaining to Diversity/Global Learning yielded a few strategies and ideas that could be linked to student learning outcomes. The following list contains a sampling of those unedited responses.

* Intentional connections between selected courses' learning objectives/outcomes and activities outside the classroom with subsequent opportunities for students to demonstrate learning
* Making sure that all students completed through an Intermediate I in a foreign language.
* Experiential learning emphasizing diversity/global leaning that take place in the nearby community and on campus so that students who cannot travel abroad can become increasingly acquainted with diverse cultures.
* Increasing the amount of scholarship/funding/grants to support study abroad opportunities. These types of programs are expensive for students.
* Developing partnerships with global universities to support student and faculty exchanges.
* Partnerships in learning with diverse communities of individuals, i.e. you learn better when you are exposed to differences in culture.
* 1. getting more funding for more study abroad; 2. emphasis on at least one intercultural or international course in the curriculum; 3. attempt to bring at least one international experience to campus during the spring and fall; things like bringing a taiko drum corps to campus for fun and for understanding of Japanese culture.
* activities that promote diversity in social or service learning areas. Students could have guest speakers, clubs, research groups, etc. that focus on diversity within the Metro area. Instructors could build learning modules around diversity/global learning. Study trips both within and outside the U.S. would be interesting.
* Longer programs abroad that are greater funded to lower student cost.
* a mandatory course centered around diversity/global learning.
* Getting the student s involved with international issues. Maybe by creating a Mock UN that allows college students to win prizes for solving different world issues. This would cause students to have to research what is going on in the world and become active in their world community.
* I believe student learning in the area of Diversity/Global learning would be enhanced if Clayton State focused on setting up somewhat of a "pen pal" system through Skype for foreign language students. For example, upper level french students could spend a semester Skyping with an upper level english student in a french speaking country. It would be very beneficial for both students at Clayton State as well as students in other countries around the world by giving them a real-world chance to apply the languages that they are learning.
* making study abroad more financially accessible to all students and expanding student exchange agreements to include other overseas universities. I feel that student exchanges would be more financially affordable for students since tuition amount would be based on Clayton State's rates and include financial aide, but it would be great to have more school options than what is currently available. Also, I think it would be beneficial to include and promote internships abroad as an option for students.

*Remedial Course Design*

Isolation of responses from those selecting Remedial Course Design as one of their top three choices indicated that the mean score for Remedial Mathematics was slightly higher than the mean score for Remedial Writing. Analysis of all responses regardless of theme ranking yielded slightly different results with Remedial Writing receiving a higher mean score.

Table : Remedial Course Design Overall Results

|  |  |  |
| --- | --- | --- |
|  | Top Three Mean  | All Response Mean |
| Remedial Math | 3.61 (n=149) | 3.18 (n=330) |
| Remedial Writing | 3.54 (n=150) | 3.26 (n=335) |

Analysis within demographic groups further indicated how evenly split the two areas were in terms of preference.

Table : Remedial Course Design Results by Demographic

|  |  |  |
| --- | --- | --- |
|  | Top Three Mean | All Response Mean |
| Math | Writing | Math | Writing |
| Administrator | **4.13** | 3.64 | **3.29** | 3.06 |
| Faculty | 3.86 | **3.92** | 3.31 | **3.62** |
| Staff | **3.41** | 3.38 | 3.28 | **3.32** |
| Graduate Students | **4.00** | **4.00** | 2.83 | **3.50** |
| Undergraduate Students | **3.33** | 3.21 | **3.03** | 2.94 |

Written responses pertaining to Remedial Course Design yielded a few strategies and ideas that could be linked to student learning outcomes. The following list contains a sampling of those unedited responses.

* more individualized study for remedial students. They are all individuals. We can't treat them as a homogeneous unit and expect equal results. Our ESL students need separate classes--preferably by language of origin. These are often our best students with the highest achievement if we don't squash their efforts at the starting gate.
* teaching students how to conduct scholarly research. I have Juniors and Seniors in my courses who have never written a research paper and have never used our library sources or other source such as Google Scholar; that is absolutely inexcusable.
* There are e-learning programs for writing, math and other program areas that provide student access to faculty w/in 24 hour turn around time...SMARTHINKING I believe is one such program.
* Have each student complete some sort of course each semester that had a strong math component and one with a strong writing component. Have as part of the course assessment program a responsibility to report on math competence and writing competence addressed in the various courses. (For example, my course emphasizes some math competency. It would not be hard to assess that specific skill.) I say this with a bit of caution, because assessment can get out of hand. We probably know where this is already being done, What I see is poorer math skills among our older students and poorer writing skills among are younger and international students.
* Continually improving our survey courses. We get students who have potential, but have rarely reached it, due largely to the poor state of our region's high schools. I continue to believe that if we keep improving their fundamental skills, students will not get frustrated and flunk out by the time they are juniors and seniors.
* ...tracking students who have been through remedial courses previously and find out what parts of the remedial courses were most helpful after they have been through some of their core and major classes.
* providing the option for certain students to obtain remedial course assistance, while also pushing them to enter conventional classes as early as possible.
* Computer basics. I've had many people approach me about not knowing how to properly use a computer-- and while I've found that fact shocking, especially in this day and age along with the fact that this is a "laptop school", it is more shocking to find that there are no classes to remedy that handicap. There are many students who are over the age 40 returning to school and even younger who do not have the basic understanding of how to use the computer programs that are required in many classes.
* letting students who are not in remedial classes take them by choice along with the classes they are enrolled. Those students feel they don't need remedial classes, they just want a little extra help or basic guide for their other classes, for example MATH 0097 and MATH 1231.
* Basic math, should be paid attention to. I think students do not do well in more advanced maths, because there is a basic skill they failed to grasp, much earlier than in elementary algebra. This could make a difference between a sucessful math student and a dismal one.
* well I think there's a lot of pressure place on students in remedial courses. What I wished for myself as a non-traditional student was that there were courses available to prepare students in these math and writing areas before enrolling as a student and taking the compass/entrance exam which seals your fate. Perhaps a "tentative student" prep course or something along those lines.
* practical applications of the remedial courses. Most returning or non-traditional students, which make up the "remedial" portion of mathematics, need to relate to the material. The remedial courses should be focused more on the adult learner instead of high school students.

**Discussion**

The above results of the CSU QEP survey are only the first step in the process. As a Leadership Team and University Community our next step is to select our topic in order to allow for the formation of a QEP Committee and further development of a specific strategy that CSU will embark upon for the next 5 years. Some questions that we need to consider as we make this selection are:

* Does the strategy align with our mission and current strategic plan?
* Is the strategy assessable in terms of student learning outcomes?
* Would the strategy produce measureable results within the time frame allowed?
* Do we have the capacity to initiate and carry through with the selected strategy?
* Is the strategy manageable?

**Appendix 1**

QEP Draft

Q1 Every ten years colleges and schools accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) are required to develop a 5 year Quality Enhancement Plan (QEP) that focuses on enhancing student learning in a area of perceived need.  Clayton State University will go through its accreditation reaffirmation in 2014 and is in the process of selecting a topic to develop for its QEP. As a stakeholder of the University, we are asking for your input as part of the process.

This survey contains some major topic themes identified by the University as focus areas gleaned from our Strategic Plan, Complete College Georgia, and other initiatives that are in development to enhance student learning. The first part of the survey asks you to rank the major themes that have been identified, the remaining questions will ask for your feedback on specific items. The survey should take approximately 15 minutes to complete and is completely anonymous.

Q2 Please select the demographic that best completes this sentence.  I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

* Clayton State University Foundation Trustee
* Administrator
* Faculty Member
* Staff Member
* Graduate Student
* Undergraduate Student
* Community Member

Q3 Rank the following potential QEP theme areas from 1 (most preferred) to 5 (least preferred).

\_\_\_\_\_\_ Diversity/Global Learning This theme area would include the design of courses and programs that enhanced student learning with an emphasis placed on United States diversity and/or world cultures.

\_\_\_\_\_\_ First-Year Seminar or Experience This theme area would include the design of seminars or experiences that engage first-year students in critical thinking, writing, information literacy, collaborative learning, or other competency based skills.

\_\_\_\_\_\_ Learning Communities This theme area could include the integration of courses that students would take as a cohort in order to see the linkages between common topics or disciplines.

\_\_\_\_\_\_ Remedial Course Redesign This theme area could include the redesign of remedial courses or the addition of different types of support for remedial students in order to help them build foundational knowledge for future academic courses.

\_\_\_\_\_\_ Service-based and Community-based Learning This theme area could include linkages between courses and community partners in order to give students real world experiences applying the concepts and skills they learn in class.

Q4 Please rate the following more specific strategies under the area of Diversity/Global Learning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | No Preference | Slightly Prefer | Prefer | Strongly Prefer | Very Strongly Prefer |
| Course redesign to include intercultural and/or international communication |  |  |  |  |  |
| Study abroad opportunities that are tied to specific program and/or course learning outcomes |  |  |  |  |  |

Q5 Are there any other specific strategies that you believe would finish the statement: "I believe student learning in the area of Diversity/Global Learning would be enhanced if Clayton State focused on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_."

Q6 Please rate the following more specific strategies under the area of First-year Seminar or Experience.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | No Preference | Slightly Prefer | Prefer | Strongly Prefer | Very Strongly Prefer |
| Development of first-year courses that focus on active learning strategies to prepare students for future courses |  |  |  |  |  |
| Development of first year writing intensive courses |  |  |  |  |  |

Q7 Are there any other specific strategies that you believe would finish the statement: "I believe student learning in the area of First-year Seminar or Experience would be enhanced if Clayton State focused on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_."

Q8 Please rate the following more specific strategies under the area of Learning Communities.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | No Preference | Slightly Prefer | Prefer | Strongly Prefer | Very Strongly Prefer |
| Development of linked courses with cohorts that explore particular interdisciplinary topics |  |  |  |  |  |
| Development of a cohort model for groups of students with similar interests |  |  |  |  |  |

Q9 Are there any other specific strategies that you believe would finish the statement: "I believe student learning in the area of Learning Communities would be enhanced if Clayton State focused on  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_."

Q10 Please rate the following more specific strategies under the area of Remedial Course Redesign.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | No Preference | Slightly Prefer | Prefer | Strongly Prefer | Very Strongly Prefer |
| Course redesign of remedial mathematics courses to enhance student learning. |  |  |  |  |  |
| Course redesign of remedial writing courses to enhance student learning. |  |  |  |  |  |

Q11 Are there any other specific strategies that you believe would finish the statement: "I believe student learning in the area of Remedial Course Redesign would be enhanced if Clayton State focused on  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_."

Q12 Please rate the following more specific strategies under the area of Service-based and Community-based Learning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | No Preference | Slightly Prefer | Prefer | Strongly Prefer | Very Strongly Prefer |
| Courses linked to community or service organizations to provide students with real-world applications of course content. |  |  |  |  |  |
| Course related projects that involve students in the community while applying their learning. |  |  |  |  |  |

Q13 Are there any other specific strategies that you believe would finish the statement: "I believe student learning in the area of Service-based and Community-based Learning would be enhanced if Clayton State focused on  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_."

Q14 Are you willing to be considered for the QEP Steering Committee?  If so, please enter your email address in the box below.

Appendix 2

Written Comments

Last Modified: 05/15/2012

Drilling Down by: 1

1. Demographic

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | Administrator | Faculty Member | Staff Member | Graduate Student | Undergraduate Student |
| 1 | Clayton State University Foundation Trustee | 0 | 0 | 0 | 0 | 0 |
| 2 | Administrator | 36 | 0 | 0 | 0 | 0 |
| 3 | Faculty Member | 0 | 125 | 0 | 0 | 0 |
| 4 | Staff Member | 0 | 0 | 93 | 0 | 0 |
| 5 | Graduate Student | 0 | 0 | 0 | 16 | 0 |
| 6 | Undergraduate Student | 0 | 0 | 0 | 0 | 140 |
| 7 | Community Member | 0 | 0 | 0 | 0 | 0 |
|  | Total | 36 | 125 | 93 | 16 | 140 |

2. Diversity Other

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| --- |
| Administrator |
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| Text Response |
| Intentional connections between selected courses' learning objectives/outcomes and activities outside the classroom with subsequent opportunities for students to demonstrate learning |
| The integration of global culture into the learning experience. Technology has broken down most barriers to worldwide collaboration. So it is important the CSU students understand that experience a wider cultural basis. |
| Making sure that all students completed through an Intermediate I in a foreign language. |
| cultural values |
| inviting those students (who are already here) from other countries into the classroom. |
| Experiential learning emphasizing diversityglobal leaning that take place in the nearby community and on campus so that students who cannot travel abroad can become increasingly acquainted with diverse cultures. |
| History of content of course and the influence of society on development of the content. |
| specif clear and measurable outcomes for whatever experiences are identified |
| the impact of global warming on global commerce, the economy, health, environment, business, science, etc. |

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| Faculty Member |
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| Text Response |
| Faculty and student development in knowledge of diversity and intercultural learning. Faculty and student intergroup dialogue about issues related to diversity. I believe these would have a MUCH deeper influence on student learning that those mentioned above. |
| economic development in different parts of the world. |
| the needs of the growing world economy |
| Increasing the amount of scholarship/funding/grants to support study abroad opportunities. These types of programs are expensive for students. |
| hosting international students and offering more in the way of foreign languages. |
| How to work in a world with people from different backgrounds. Recognizing that differences exist among those of European backgrounds, too, and not just minority backgrounds. |
| encouraging diversity and global learning through natural interaction rather than artificial efforts. |
| Developing partnerships with global universities to support student and faculty exchanges. |
| Exchange programs. |
| None at this time. |
| Social Justice and societal inequities. |
| only applying this theme in areas where it makes sense. |
| I think we are already doing this to a large extent. |
| On campus forum and faculty exchanges |
| types of diversities |
| Study abroad opportunities. |
| ...continuing to treat diversity beyond the traditional scope of cultural/ethnic/racial/gender diversity. |
| accepting students meeting at least minimum standards of literacy. |
| Georgia diversity |
| The recruitment and retention of FACULTY of color, particularly African Americans. We white faculty are too often parochial. We continue to define university eduction in the way it was taught to us--by, for, and about European Americans. At the very least, CSU needs to engage in a systematic effort to increase the breadth of candidate pools, by 1) starting searches in the early fall, 2) advertising in minority-targeted venues, and 3) making a sustained and accountable effort to reach beyond the (white) social networks that most of us fall back on. |
| partnerships in learning with diverse communities of individuals, i.e. you learn better when you are exposed to differences in culture. |
| All students and recognized that all students are important not just African races. |
| this area in all upper division courses |
| providing funding to help students take advantage of study abroad opportunities. GSU, for example, has an international education fund that students contribute to through tuition and fees. |
| continuing to provide our annual multi-cultural diversity forum on campus |
| less attention to whatever is "current" in disciplines and more attention to quality teaching, even if it involves fewer buzzwords and less technology. |
| focused less on the fact that we are diverse and more on supporting a solid educational foundation for all cultures. |
| increasing number of foreign languages taught. |
| recruiting international students |
| 1. getting more funding for more study abroad; 2. emphasis on at least one intercultural or international course in the curriculum; 3. attempt to bring at least one international experience to campus during the spring and fall; things like bringing a taiko drum corps to campus for fun and for understanding of Japanese culture. |
| Stronger educational foundation, emphasizing teaching the students solid fundamental skills in writing, analytical and critical thinking, general knowledge. If we continue to improve our survey courses, the rest of the road will become much easier. |
| invite international students to CSU |
| developing partnerships with universities in other nations |
| appreciating the students here at Clayton State who present a resource for learing about the globe and diversity. |
| activities that promote diversity in social or service learning areas. Students could have guest speakers, clubs, research groups, etc. that focus on diversity within the Metro area. Instructors could build learning modules around diversity/global learning. Study trips both within and outside the U.S. would be interesting. |

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| Staff Member |
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| --- |
| Text Response |
| open honest discussion of other cultures and how the goal of diversity directly impacts change. |
| America first! |
| n/a |
| understanding cultures |
| Cultural awareness. Not just getting the outside of a culture and thinking we are teaching our students to understand it but actually taking time to insure they know the ins and outs of different cultures and social groups. |
| acceptance and understanding more than awareness. |
| ...accurate language skills in speech and English first, followed by a strong program for learning of foreign languages. |
| Understanding other cultures/groups other than just promoting your own. |
| International student recruitment. |
| educating students on the significance of their contribution to the world. |
| true diversity not just what color someone is/race demographics. |
| Cultural Events |
| recruiting more international students to create a more representative spectrum of international students. For example, we have no Korean, Japanese or Chinese students. We have 1 Indian student. Together, these groups represent more than 40% of international students currently in the US |
| offer diversity/global learning in all curriculums and programming |
| how understanding global issues and events relate to students on a personal level. |
| Diversity flurishes only in a corruption free environment. Money is driving the class differentiation and yes there is difference in distrubution of wealth among minorities. You don't fix the diversity disperities by focusing on cultural diversity. It will blossum from a corruption free environment. People naturally want to show off their possitive attributes especially if they are different. The problem is you can't create trust from a past that is rittled with mistrust. The focusing on Diversity for financial gain (Clayton State wants funding) creates an illusion acceptance and further distrubutes wealth amongst the upper class. Make a course about corruption effects on law and how that has trickled down in any way it can to take advantage of the people that could use the help the most (not just minorities). |
| intentional study abroad participation. For an example, encourage students to purchase a passport within their first year at Clayton Sate. |
| a diversity/global learning component in all academic majors curriculum. |
| understanding different cultures (possibly using film documentaries). |
| interrelatedness of things |
| acceptance and understanding of others |
| Providing more opportunities for students to work in the area of study. |
| a broader definition of diversity that includes minority issues in current culture to include but not LIMITED to African American concerns, environmental issues, economic issues. Why not take students to areas in the US that are foreign to most Americans like Appalachia, Native American and Alaska Natives communities. |
| study abroad programs |
| all walks of life. |
| partnerships with international university locations. It would be interesting if our students and faculty could interact with students and faculty at unique institutions around the world. |

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| Graduate Student |
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| Text Response |
| Teaching, instead of trying to adjust for every culture. |
| Global issues |

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| Undergraduate Student |
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| Text Response |
| multicultural and international issues. |
| Longer programs abroad that are greater funded to lower student cost. |
| a mandatory course centered around diversity/global learning. |
| Expanding its collaborative efforts with the businesses and communities around us. |
| A more diverse staff/faculty. Perhaps more similar to the actual demographis of the campus. |
| How supply chain management works in the foreign countries. |
| The BRIC |
| Getting the student s involved with international issues. Maybe by creating a Mock UN that allows college students to win prizes for solving different world issues. This would cause students to have to research what is going on in the world and become active in their world community. |
| teaching students the importance of learning Spanish and other languages in addition to English. |
| How diversity and global learning affects my career position in society today. |
| providing more opportunities for study abroad. |
| global economics and global education. I think university student need to learn that we are now in a global economy and that they need to be competitive in a global scale now. |
| Develop an Arabic language degree preferably with oversea colleges as components |
| connections to other universities and countries to allow for more advanced opportunities to travel and make differences in the world using the knowledge obtained in specific diversity and globally focused courses. |
| hrring teaching professionals that could communicate ideas/concepts effectively. |
| Non-traditional students need Internship and cooperative opportunities just like Traditional students. There should be an stronger effort to nuture non-traditional students with internships and job placement opportunities. Most internships and job placement opportunities are for Traditional students, under the age of 23. |
| As many cultures as possible instead of the almost exclusive European influence |
| International events and festival celebration by Clayton state international students. |
| . . .understanding ALL world cultures working within a global community. I feel like there is a larger emphasis on understanding the African American experience in our classes as opposed to an emphasis on the fact that we live within a global community consisting of a variety of cultures that should be trying to work toward greater cooperation within a global context. The world is getting smaller, so for future generations to be sucessful in a global context they are going to need greater understanding of global cultures--not just understanding of those existing in their backyard. |
| developing a way for students who are not privileged to have the funds to take part on study abroad trips, to have a way to actually win a slot on a study abroad program. |
| foreign languages and cultures |
| more blacks studies. |
| I believe student learning in the area of Diversity/Global learning would be enhanced if Clayton State focused on setting up somewhat of a "pen pal" system through Skype for foreign language students. For example, upper level french students could spend a semester Skyping with an upper level english student in a french speaking country. It would be very beneficial for both students at Clayton State as well as students in other countries around the world by giving them a real-world chance to apply the languages that they are learning. |
| diversified, communicative settings within the classroom where students of different diversities in age, religion, ethnicities, etc. had better (or more) opportunities to work together. |
| bring more students from other countries. |
| No recommendations. |
| I have learned a lot from the speakers that the professors have brought in and we were required to attend. I feel to enhance that process, require students to give their thoughts on what they learned from the speaker. Also, if students are notified far enough in advance, should be required to do some research and submit for the professor's approval intelligent questions of the speaker to enhance interaction between the students and the speaker. I don't think most students are really listening to the speaker. If however, they had to respond to what was said, it would help. It would be extra credit for those who need the points. |
| making study abroad more financially accessible to all students and expanding student exchange agreements to include other overseas universities. I feel that student exchanges would be more financially affordable for students since tuition amount would be based on Clayton State's rates and include financial aide, but it would be great to have more school options than what is currently available. Also, I think it would be beneficial to include and promote internships abroad as an option for students. |
| global issues and how they impact us here in the US. |
| classroom learning as it pertains to global affairs and current events. Active encouragement to identify as a citizen of the world, not just America. The house across the street from CSU contains a family of citizens of the world not just Georgia residents. And then community-based interaction--knowing neighbors and fellow students for the citizens of the world that form our immediate college family |
| letting students work in an actual work environment related to their fields. |
| more foreign exchange programs offered as a "swap" with existing students and students in another country. Right now CSU has plenty of students from other countries, but those students outweigh the number of CSU students in the countries from which we are hosting. I also think it would help if the definition of diversity was applied to different views within our own country as applying it to the singular global outlook. For example, different religious or theory based beliefs as well as social and economical diversity. |
| cultural sensitivity. |
| studies over the fact that some universities are more competitive than CSU in some areas such as research in the international market. |
| more foreign language and culture classes |
| marketing abroad internships, integrate foreign language as a separate entity into the core cirriculum |
| Quality of teaching |
| teacher education. |
| more diverse classes. (Languages offered) |
| diversity |
| More on the student needs versus the campus needs |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Clayton State University Foundation Trustee | Administrator | Faculty Member | Staff Member | Graduate Student | Undergraduate Student | Community Member |
| Total Responses | 0 | 9 | 35 | 26 | 2 | 41 | 0 |

3. First Year Seminar Other

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| --- |
| Administrator |
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| Text Response |
| Problem solving strategies. |
| For the past two years the USG has provided special funding for student assistants. I think it would be a good idea to focus this funding on hiring first year students into departmental positions. The students would likely feel more connected to the departments of their major. For example, we hired a student this spring using that funding who just completed a fall semester within a learning community. |
| Strategies on how to study in multiple class meetings. |
| student's writing ability |
| critical and analytic thinking and organizing ideas for writing. |
| problem solving strategies: recognizing problem, asking what needs to be done, planning how to solve, apply strategy, and assess result. |
| a set of specific and measurable outcomes associated with first year experinece activities |
| transitioning to independence |
| math remediation, writing, critical thinking, and choosing an appropriate major. |

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| Faculty Member |
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| Text Response |
| Oral presentation skills. We have a writing center, but we also need a "Speaking Center". Our students need to further develop their ability to communicate effectively. |
| effective communication methods. |
| developing writing centers and other lab based assistance for students |
| writing, communication, and math skills. |
| understanding the academic experience. From experience, the learning communities are more often a disaster than a success. We need to integrate the freshmen into the real college community and treat them like the adults they are supposed to be. Expect them to study, require that they tackle difficult reading, push them to become students in the truest sense. A first year seminar that has a serious topic and serious support material has been a proven success in strong liberal arts schools. However, seminars that water down academics or try to "teach" work ethic skills will only be met with the same apathy we've already encountered. |
| would offer opportunities to integrate logic and writing. Many of my students don't even know how to properly do citations in a paper. |
| Developing critical thinking skills and refining writing skills. Students who take English composition courses need to write, write, write and gets lots of feedback on their writing so they can improve. This would prevent the junior and senior level major courses from remediating students who made As and Bs in composition, but cannot write a cohesive sentence.they should not pass comp if they cannot write and meet the minimum standard. |
| trusting faculty to use their existing skills to integrate students into the college experience. |
| Non-academic activiities to build a sense of community |
| "Active learning" is a largely empty concept, mere jargon. |
| ...the development or enhancement of specific technology skills needed to be successful learners. |
| None at this time. |
| mathematics skills. |
| Students need specific remediation in their writing skills. This cannot be achieved simply by pairing them with other student tutors. Students need help with grammar and sentence construction. This is labor intensive, but it must be done if we really want to see a change in this area. ESL students need more intensive help with writing skills. |
| ...getting our incoming freshmen up-to-grade-level concerning their ability to write and express themselves coherently. I believe that many of our students are extremely weak when it comes to "putting ideas on paper," especially in the sciences. They seem to have a profound inability to answer questions that require more thinking beyond the ability to perform algorithmic processes. |
| writing skills and mechanics |
| how to research |
| essential skills like writing and math and data analysis |
| (Academic) responsability. |
| Developing student motivation to learn, to try new things, to put real effort into their work. |
| Studying |
| making use of theories of learning that have at least a little scientific evidence to support them |
| writing intensive courses pertinent to career choice |
| Writing and communication based courses that prepare students' academic literacy practices are critical to students' success. |
| critical thinking. |
| writing and math remedition. We need to hire MANY more full-time writing and math professors. Depending on part-timers will not solve this. Cut the middle managers and HIRE FACULTY. |
| getting students to engage more intensively with what they are learning. Courses should be challenging so that they know they are in college. Writing skills clearly need development, although there are differences among the disciplines, good communication is central to all of them. A good active learning course is more work for the students in class. To introduce them early will help when that type of learning is demanded of them in more upper level courses. |
| Ethics and professional behavior . |
| study and learning strategies, basic math and writing skills. |
| importance of professional communication in the business world. |
| writing and correct grammar |
| developing students' critical and analytical skills and teaching logical thought. |
| study skills and habits. COMMITMENT!!!!!!!!!!!!! |
| fundamentals. A number of students struggle in upper level courses with proper writing skills, math skills and overall critical thinking. |
| reading comprehension and writing skills. |
| transfer students in addition to first time full time freshmen. In other words, broaden the concept of 'first year' to any student who is coming to Clayton State for the first time. Students transferring from 2 year institutions, in particular, are rarely prepared for the demands of a 4 year institution. Many don't know how to take notes, lack study skills, are very poor writers and generally lack any sense of what upper division course work is supposed to entail. |
| Making sure the student has the basic reading and writing skills needed to successfully complete later classes, and to compete with better prepared students from other universities. |
| Honing writing skills. |
| ? |
| both of the above suggestions would help a lot; I'd add working on math and reading skills at the collegiate level too. Too many of our students (and this includes older non-traditional students) have weak math and writing skills. I also object strongly to the over-emphasis on traditional first-year students, even though that's what the USG grades us on. |
| Same comments as previous section: work on improving students' fundamental skills. |
| developing cohorts and support systems / mentors |
| developing skills that are particular to the discipline that they are entering. In science they need to understand experimental design and quantitative analysis. |
| Activities and learning experiences that focus on students' changing identifies during this period. I've learned that the students are trying to grow into a type of maturity that focuses on finding who they really are. They can be very fragile at this point in their lives. They like to explore themselves, who they have been, and the person they are becoming. They are putting their childhoods behind them, but they also like to reach out to others during this process. They like to work in groups on activities of mutual interest. Learning activities that are related to their personal experiences are interesting for them. |

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| Staff Member |
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| Text Response |
| keeping students involved in Clayton State.Students learning how to ask for help if they need it, show that it is not bad to ask for help. Seminars on how to be a better student, parent, employee, Dress for sucess, This might also bring up the standards on campus. There are all kinds of seminars that would help students, faculty and staff to improve shelf or attitude, and don't forget team work. There is a big push on Bullying in middle schools, but I hate to say it goes on in all stages of life, it is just called different things. If we can keep students involved in Clayton State we can keep them for 4 years or more. They have to be apart of what is going on, to want to graduate ( it is a mind set ) |
| major specific learning seminars. |
| n/a |
| servant learning |
| Planning for life after college. We wait until the end to teach our students these skills and it's too late by then. |
| expectations of college life and mentoring. |
| ..techniques and methods that would help enhance study skills and retention of what is studied. |
| By providing adequate funding to support more programs and activities geared towards first-year students. |
| Building much stronger verbal communication skills. |
| educating students on how to be a college student. We often fail to develop policies and proceedures that support the transition between high school and college. Courses should be focused on educating them on college level expectations, policies and proceedures...i.e. the catalog. |
| increasing its newly established opportunities of outreach to and support of first year students |
| real world expectations and professionalism. |
| learning basic English grammar. |
| teaching students better oral communication skills. This is not just related to public speaking but a more focused approach on teaching students to speak with proper grammar and in business terms. |
| Inital assessment of students to troubleshoot specific areas of weakness for development. |
| establishing an ESL program, which is a natural feed into the academic programs of the university. |
| using tools and skills such as research that they rely upon during their future studies. |
| overcoming common challenges and obstacles freshman encounter. |
| If students don't know how to learn by college they belong in a vocational setting. The idea of no child left behind was built around the idea that everyone is the same. This does not mean you don't help those that ask for help, but you encurage it. Make that decision the students and you empower them. By making it manditory you alienate CSU because not all students may think it is worth their time or want the help. Students choose to come to school don't ruin a choice by taking a the choice to attend or not attend away. |
| extending the learning communities beyond 1 sememster. |
| providing seminars for real life application of the major that student plan to focus on. |
| student self-awareness and interests to help them better define majors and careers of interest. For many, it's the first time they get a chance to take time to access their personal interests, skills, and abilities. They come from an environment of teaching to test so not so much focus on self understanding prior. |
| areas that previous teachers have suggested for improvement. |
| interaction between professional and students. |
| Writing skills in the first year of the college experience. This would develop their skills for future classes. |
| building the basic foundation skills of mathematics and writing. These are ALWAYS the most difficult subjects for our students and these skills have a direct impact on all future courses. |
| a freshman learning communities. |
| admitting students that have higher credentials (better scores, better GPAs). We admit a lot of students who are definitely starting out at the bottom and have to basically learn how to learn here. |

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| Graduate Student |
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| Text Response |
| Including similar courses or an alternative (non-credit, no cost workshops -- possibly online and self directed) for graduate students. |
| getting students to take responsibility for their own learning advancements. |
| preparing students for the organization and planning they need to handle the work load of college and graduate school |
| Academic Achievement all semester |

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| Undergraduate Student |
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| Text Response |
| Matched the intensity of freshman classes to upperclassman classes. Alot of times freshman year will be alot easier than the next few years. |
| Establishing a community among first-year students and affirming the supports already in place. |
| Retention and Mentorship |
| Work preparation. I believe that first year students should began being taught about how to get internships and prepare for the job force that they will be entering in four years. |
| time management. |
| Real world experience and application of how information that is taught at CSU applies to career work. |
| mathematics. Most students I attend classes with coil in pain when they see fraction on the board. This should not happen in college. I think it is really important to master some basic mathematics skills to be sucessful in college. Sometimes students have these humps, in math that if they a re handled correctly could help the student to be sucessful in mathematics. Proper writing is also important for a sucessful college career. |
| making the first year feel like they are at a four year university and that Clayton is not a transition school. |
| immediately treating incoming high school students as adults instead of spooning feeding them their first year. |
| Real world application of basic college courses so that students can see the purpose of taking courses that don't directly translate into their chosen profession and program. Example: How does an English Composition course translate into writing grants for a non-profit organization? Example: How does a College Algebra course translate into a sales contract for a non-manufacturing [construction] industry? |
| The technique to improve writing skills instead of writing styles |
| pre -curriculum for future courses |
| first and second year writing to better prepare students to be successful in their 3000/4000 level classes and beyond. Growth in writing, like other learning, is cummulative. If students are not challeneged enough in their first two years of English writing assignments they do not have time to make the sort of mistakes which promote growth. |
| giving credits for first-year classes, or informing incoming freshmen that the classes are not MANDATORY. |
| N/A |
| intensive application of writing skills. Too many high school graduates can barely write. ENG 1101 and 1102 do not give the groundwork level instruction needed to effectively write well. And let's face it, writing is a skill necessary in 90% of college level courses. |
| I actually believe what the school focuses on in the first year does help students with the rest of their years at the school. The classes that I took the first year, like critical thinking, reading and communication have helped me with all of my other classes. |
| Different styles of writing. |
| the writing process, especially for the non-traditional student away from college greater than 5 years. The compass exam should not be the only exam an indicator to preparedness on the collegic level. |
| helping students determine their learning style. Maybe a test could be given at orientation that will help first year students realize how they learn best and how to improve their test taking skills. It's wonderful that Critical Thinking is a freshman course. |
| helping student identify their learning strengths and weakness, and then helped them to improve \*both\* of them. |
| specifically the writing intensive courses because although I am a very strong writer, I have encountered many students that really should have received more assistance prior to reaching their junior and senior years of undergrad. I understand that the student must take the initiative to improve, but if there are no courses to assist in their area of weakness then the university has to take some responsibility also. |
| preparation as undergraduate students for graduate studies not "i am leaving high school and it is my first time at college"--that is setting the standard for improvement at very low. |
| giving students personality test to help them decide what would be a good field to get into. |
| programs that would involve Freshmen or first year students in the campus as well as the class room. There are no offerings on campus during the weekend and thus most first year students return home and loose out on the full college experience. Provide more seminars or learning opportunities on the weekend to encourage students to participate and make it part of the course material to encourage weekend activities and supplement the classroom learning through the week. |
| modern extremely current technology use |
| making sure students are ready to move forward to higher level classes. |
| Methodology of research |
| ensuring that all freshman students are equipped with effective study skills |
| Quality of teaching |
| less racial groups. |
| I think it is kind of waste of money and also of time. |
| Talk about an idea and put it into practice in the classroom. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Clayton State University Foundation Trustee | Administrator | Faculty Member | Staff Member | Graduate Student | Undergraduate Student | Community Member |
| Total Responses | 0 | 9 | 44 | 28 | 4 | 33 | 0 |

4. Learning Communities Other

|  |
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| Administrator |
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| Text Response |
| ...Specific needs within the discipline of the student's major. |
| the techniques needed to work in groups, to have study groups. |
| discipline specific topics |
| groups that have a common interest. |
| building networks of likeminded students. Students should become mentors of each other |
| specific and measurable outcomes from whatever activities are identified |
| specific majors. There should be a learning communities specific to STEM majors and Health majors. Students choosing these programs have some specific needs that should be addressed. |

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| Faculty Member |
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| Text Response |
| current topics of interest in the community. Example: current issues in Atlanta Public Schools System |
| academics instead of work ethic skills and "baby" classes. They don't need more art projects or games. They need to come to college. |
| across the board curriculum. |
| Creating the learning communities for each major and ensuring that the students know why they are in the learning communities. Some students do not understand the process and how it benefits them. |
| encouraging cooperative and collaborative work while realizing that each student is responsible for his or her own progress and success. |
| None at this time. |
| group work, in its real and true form. Working together does not mean that one person does all the work while others hold loosely to coat-tails. It is important that students become more aware of the real-world need of "everyone doing their part." |
| ...early development of learning communities, perhaps even before the start of classes, and a continual reinforcement of said communities. |
| I don't particularly care about learning communities. It seems like a gimmick, and it poses real trouble to our working, parenting, time-challenged students. |
| forming study partnerships. |
| Teaching and reaching objectives instead of always being fair. |
| the above strategies. |
| agalin, teaching that really works rather than what educators find trendy, such as "blogging" and "tweeting," which only enhance an over-dependence upon technology rather than critical thinking. |
| group enhanced learning |
| learning skills |
| Teaching intercommunication skills and how to work in teams. |
| development of minors for each major program (notoriously absent is a minor in ACCT); development of related dual-degree programs |
| Linked courses sound promising. Creating communities of students with similar interests is, in my honest opinion relatively low-return pursuit. Students will find themselves and those who share their interests, forming groups and communities organically. Rather than creating programs, I would like to see CSU develop physical settings for natural community-formation: a functioning quad, cozy coffee shop, etc. |
| enhancing opportunities for in-person and virtual group learning (such as Second Life) |
| I actually think that students do well when there is diversity in the classroom and they are not in the same groups all the time. |

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| Staff Member |
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| Text Response |
| n/a |
| career tracks. |
| Building on more staff/faculty participation. |
| Indentifying behaviorable and communication style understanding such as is done with the DISC type profile. |
| Our student population is so diverse in age, educational abilities, oustide committments, etc. that I do not believe our students benefit from learning communities. Very often learning community classes are split between those in a learning community and other students that are not, which in effect, defeats the purpose of learning communities. |
| critical thinking activities. |
| how each course relates to another in fields of study so that students recognize what they are learning is relevant even though it might seem unnecessary at first. |
| Students learn best in groups. We are a social species and groups for learn amplifies abilities of individuals. |
| extending the learning communities beyond 1 sememster and promoting mentor programs. |
| hands on experience. |
| student self awareness first. Some feedback from students indicate that they are not quite sure of what discipline to pursue so emphasizing selecting one initially may be challenging for them. |
| interpersonal communication. |
| a sense of commonality and Camaraderie that provides social and academic support. |
| outreach programs. |
| the evidence that learning communities may not be an effective model for student learning. |
| Grouping students by similar topics. |
| grouping students with like majors. |
| pairing lower-performing students with mentor students. |

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| Graduate Student |
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| Text Response |
| what are students really interested in learning and how will it impact their lives as well as society. |
| hands on experience EARLY in their program of study to ensure that the career path is really what is desired. Especially with the Education programs. Students need to have hands on experience with after school and/or adult tutoring programs to develop their personal pedagogy for teaching |

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| Undergraduate Student |
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| Text Response |
| Were more specific when grouping student's iterests. For example, Biology students are grouped, but within that group there might be students interested in aquatic biology, or forensics while others are interested in pre medicine. |
| providing students with the opportunities to enter into cohorts with other students who have similar academic and/or career goals. |
| Creating bonds between students. When you have good friends they can help you through the toughest times. |
| how the courses apply after graduation. |
| cohorts for nontraditional students. |
| helping students of the cohort stay connected beyond the classroom and to ensure a greater amount of the cohort complete matriculation and then end up working together or in other organization outside of the campus. |
| showing the progressive ladder, from entry-level positions to a management position, within an industry. Students normally do not know that graduation doesn't grant them positions at the top of the ladder and top pay. They have to pay their dues and realizing that they don't know ANYTHING, in real world business, when they enter their chosen industry; unless, they have had the benefit of internships, part-time work, or a family-based opportunity. |
| assuring students would actively accomplish a 4-year degree program within the 4-year period |
| assigning group work in class time. |
| I believe student learning in the area of Learning Communities would be enhanced if Clayton State focused on providing learning communities for non-traditional students and students that live off campus as well as the communities that are already available for students that live on campus. |
| interdisciplinary models for like minded students. Especially within the Arts and Sciences genres. |
| More professors who were willing to do more study groups. I know that is a lot to ask for, but this past semester I had a professor who was such a gem. She took the time out of her day to do study group sessions to make sure her students understood all of the material, so they could ask questions if they had any and to help prepare us all for our exams. Having professors who do group studying really helps. |
| No recommendations. |
| incorporating these into the course syllabus. Make it a fun event for extra credit while achieving the learning objective. I don't know how difficult that will be with what has to be covered for the course. |
| No |
| helping students look at subjects indepthly and from the perspective of different disciplines. However, students would first need a solid base of core knowledge in order to have meaningful discussion. |
| encouraging the unity of students with common interests through cohorts that begin in the freshman year of school. I think that, generally, people are more successful if they feel that others are there to support them. |
| student participation. I love the environment class' required posters presentation outside of the UC..that is a common area that many students wander past not to mention a smoker's gathering spot |
| the actual workplace environment where students would end up working. |
| cohorts for particular majors. Best examples are Dental Hygiene and Nursing Majors. Provide a cohort and offer them not only the classroom opportunities to move through together and help with studying, but extend the cohorts as a whole into the housing community to provide even more cohesion and unity amongst the group. |
| collective learning |
| linking courses that put the focus in context. |
| career based learning based upon academic discipline |
| Quality of teaching |
| students working together to achieve common goals. However this can be a problem when you have students who don't work has hard as other students. |

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| Statistic | Clayton State University Foundation Trustee | Administrator | Faculty Member | Staff Member | Graduate Student | Undergraduate Student | Community Member |
| Total Responses | 0 | 7 | 20 | 18 | 2 | 25 | 0 |

5. Remedial Course Redesign Other

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| Administrator |
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| Text Response |
| A foundational understanding of why problem solving skills in mathematics is crucial. |
| reinforcing same principles across courses and took a more creative approach to teaching rather the way in which it is done now. |
| helping students pass these courses |
| allowing math course substitutions in limited cases as the vast majority of states now do. |
| integrating remedial activities into the base introductory courses |
| more contact time and hands on instruction |

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| Faculty Member |
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| Text Response |
| As a reason why our students needed more class time, a department chair stated in a communal e-mail a month ago, "our students aren't like Georgia State and West Georgia's". This type of sentiment seems, at times, to be the accepted norm in our midst. There are some of us that are approaching our students from a deficit perspective, already assuming that they are "less than" or "less capable than" those at other universities. While I acknowledge that many of our students have had challenges with sub-par school systems, or, are returning after years out of school, this does NOT mean that they cannot perform to certain standards. In fact, I have often found that students rise to the standards we set if we are consistent and encourage a climate of high expectations and success. Part of creating that climate of success is in building an effective and extensive support system to provide what we have observed our students need most. Writing is one of those areas. Math may be as well, but I have no knowledge of that area. |
| teaching students basic math skills needed for college. |
| more individualized study for remedial students. They are all individuals. We can't treat them as a homogeneous unit and expect equal results. Our ESL students need separate classes--preferably by language of origin. These are often our best students with the highest achievement if we don't squash their efforts at the starting gate. |
| also providing tutors for students with remedial needs. |
| teaching students how to conduct scholarly research. I have Juniors and Seniors in my courses who have never written a research paper and have never used our library sources or other source such as Google Scholar; that is absolutely inexcusable. |
| As an institution of higher education, I do not believe that our time, efforts, or money should be spent remediating students who do not come prepared with math and reading skills. If they don't have the grades, don't admit them. Send them to junior college or tech schools to remediate. Money needs to be spent on colege level education. |
| working with secondary schools to prepare students for college writing demands. |
| There are e-learning programs for writing, math and other program areas that provide student access to faculty w/in 24 hour turn around time...SMARTHINKING I believe is one such program. |
| ...the reality that a significant group of our students have been poorly served by their undergraduate preparation. |
| None at this time. |
| writing across the curriculum. It is important that students be able to express themselves in both verbal and written forms within the sciences as well as they do in English or literature class. |
| looking at criteria and requirements before students are accepted for admission to CSU. It is unfortunate that funds and resources and personnel must be expended to prepare a student to take college level core classes. |
| the students more than in the contents. |
| Admitting only students who are qualified for college level work. |
| HIRE FULL-TIME FACULTY. Let business school get by with a few bigger classes, and hire people who will really contribute to this university. |
| The objectives and what the student needs to learn instead of the students feelings. |
| strong, repetitive emphasis of remedial math and writing |
| the basics that these students are not getting in high school. |
| raising admissions! |
| increasing the admission requirements and less emphasis on the push for remediation on basic issues such as grammar, writing and math. |
| basic reading comprehension and writing skills. |
| Giving the students the basic grammar and writing skills that should be taught, but aren't, prior to arriving at CSU. Unfortunately, it appears that students are "moved along" even if they do not have the skills and knowledge to justify their moving to the next high school grade. When they get to CSU they have been short-changed, and don't even realize it until it comes time to "pay up" by demonstrating the use of skills they were never taught before being promoted. |
| Have each student complete some sort of course each semester that had a strong math component and one with a strong writing component. Have as part of the course asssessment program a responsibility to report on math competence and writing competence addressed in the various courses. (For example, my course emphasizes some math competency. It would not be hard to assess that specific skill.) I say this with a bit of caution, because assessment can get out of hand. We probably know where this is already being done, What I see is poorer math skills among our older students and poorer writing skills among are younger and international students. |
| Continually improving our survey courses. We get students who have potential, but have rarely reached it, due largely to the poor state of our region's high schools. I continue to believe that if we keep improving their fundamental skills, students will not get frustrated and flunk out by the time they are juniors and seniors. |
| courses specifically for ESL students to help transition to English - including communication and writing |
| more rigorous standards for entrance |
| increasing the size of the Writing Studio to provide intidivual tutoring for remedial students, perhaps on a required basis. |

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| Staff Member |
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| Text Response |
| Students need a good foundation in Math and writing, and if they don't get this they will be leaving, because they didn't feel they understood enough to further their education. They did not feel the connection to want to stay and get the help they needed,or they didn't know they could get help. We either lose them due to not feeling like they have learned enough in a class for what ever reason: finances, lack of learning, family issues, or work issues. |
| student needs before the student is enrolled. |
| n/a |
| access for all students. |
| ...tracking students who have been through remedial courses previously and find out what parts of the remedial courses were most helpful after they have been through some of their core and major classes. |
| Identifying key concepts and providing assitance as needed to develop a clear understanding and demonstratable skill levels in these. |
| not only writing courses but the application of proper grammar when communicating orally. |
| development of American rules of English |
| I feel like these courses were meant to make up for the failure of our modern day public school system. It is sad that some don't learn these skills. |
| group learning and peer mentoring. |
| feedback from previous students in remedial courses. |
| not at this time |
| ensuring our students are prepared with the basic math and writing skills necessary to continue and get their degree. |
| Getting students up to speed for upper division courses. |
| core of these courses to assist students in achieving the basics needed at the college level. |
| admitting students that didn't need so much remedial work. |

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| Graduate Student |
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| Text Response |
| students strengths more. |
| providing remedial courses and tutorials throughout the day and weekends |

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| Undergraduate Student |
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| Text Response |
| providing the option for certain students to obtain remedial course assistance, while also pushing them to enter conventional classes as early as possible. |
| The non traditional students and the lengthy time between previous schooling and Clayton state. Assessing the new math and changes that might apply in the courses now. |
| I don't think that it's fair for a student to spend a semester in a remedial class, and pass the actual class, but fail the class if that same student does not pass the exit test. It's just another way for the university to collect- in my opinion. |
| Computer basics. I've had many people approach me about not knowing how to properly use a computer-- and while I've found that fact shocking, especially in this day and age along with the fact that this is a "laptop school", it is more shocking to find that there are no classes to remedy that handicap. There are many students who are over the age 40 returning to school and even younger who do not have the basic understanding of how to use the computer programs that are required in many classes. |
| Helping students to pass the remedial courses the first time. |
| letting students who are not in remedial classes take them by choice along with the classes they are enrolled. Those students feel they don't need remedial classes, they just want a little extra help or basic guide for their other classes, for example MATH 0097 and MATH 1231. |
| building on previous knowledge to embed valuable information in the learner. |
| the major subject areas not just mathematics. |
| Basic math, should be paid attention to. I think students do not do well in more advanced maths, because there is a basic skill they failed to grasp, much earlier than in elementary algebra. This could make a difference between a sucessful math student and a dismal one. |
| We should develop a 0097, 0098, and 0099, the courses 0098 and 0099 are fastly paced and can be slowed down by adding another level |
| As a student, more focus on the remedial courses would be beneficial as it has been my experience that you actually pass a class but are not ready for the next one; this presents a problem going all the way through so more focus should be on "Are you actually prepared for the next level?" ... |
| not spending our money on remedial courses. If students do not have the academic proficiency to handle regular coursework, then their parents should pay for private instructions to get their student[s] up to college standards of Freshmen status. |
| understanding that the college experience was never intended for everyone. Colleges have become big businesses in the last 20-30 years, with an ever-growing demographic who has been admitted to the university without the skills to succeed. I am a firm believer that those admitted should have to aptitude to complete a degree, while those who do not should be encouraged to attended a technical school to teach them a skill. Instead, people who do not have the aptitude to be successful are admitted and only incur debt without useful skills. |
| N/A |
| see comment for first year students. |
| None |
| more of what a student will actually need and use in their major versus antiquated notions of what others think they need. |
| additional, exams to access collegic preparedness, particularly for the non traditional student-out of school more than 5 years. It seems the exams are dated, in regard to the class room expectation. |
| well I think there's a lot of pressure place on students in remedial courses. What I wished for myself as a non-traditional student was that there were courses available to prepare students in these math and writing areas before enrolling as a student and taking the compass/entrance exam which seals your fate. Perhaps a "tentative student" prep course or something along those lines. |
| Helping students have a firm grasp of language and language arts. This would help them clearly communicate their ideas. It could also help them organize their thoughts as well as other concepts to be learned. |
| i am not involved in remedial studies |
| not having a remedial course at all, students who have to take remedial courses shouldn't be in college. |
| practical applications of the remedial courses. Most returning or non-traditional students, which make up the "remedial" portion of mathematics, need to relate to the material. The remedial courses should be focused more on the adult learner instead of high school students. |
| filling in the gaps in the fundamental skills needed by students. |
| Quality of teaching |
| NOT focuing on math and English. why does it always have to be about English and math?? There are other subjects besides those two and they are just as important. |
| basic fundamentals |

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| Statistic | Clayton State University Foundation Trustee | Administrator | Faculty Member | Staff Member | Graduate Student | Undergraduate Student | Community Member |
| Total Responses | 0 | 6 | 27 | 16 | 2 | 27 | 0 |

6. Service-based Other

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| Administrator |
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| Text Response |
| Making communitty service count more significantly in faculty annual reviews. Currently, most faculty slide the scale in community service to 0 if their scores in Service to the instituion and scholarship is higher. There is very little incentive at CSU for faculty to be involved in service projects! |
| identifying opportunities for service-based learning. |
| allowing students to pick service projects related to their majors |
| allowing students to choose the area of service in which they have an interest. |
| engaging students as mentors to local HS, JrH, and/or Elem school students. |
| speciafic and measurable learing outcomes associated with each student's community experience |
| going back to home communities as volunteers |
| obtaining extramural funds to build these programs. |

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| Faculty Member |
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| Text Response |
| finding relevant community service projects for students especially the ones related to non-profit organizations in our service area. |
| more opportunities to do community service. |
| All majors had requirements for students to participate in this. Nursing and dental hygiene seem to have this concept well worked out. |
| encouraging students to embrace their existing community and religious relationships to develop service experiences while realizing that an educational institution pales in comparison to many long-standing service organizations in its capacity to provide service. |
| Integration of required activity into all courses....students must complete "x" hours of service learning as a requirement for graduation. |
| ...Intellectual development . |
| Community sevice projects (volunteer opportunities) were made a part of courses. |
| I think we already provide service-based learning opportunities through our required internships. |
| getting science (and math) students into internships. Many of our students would benefit profoundly from a real-world experiece that allowed them to USE the knowledge that they are exposed to in their classes. |
| students having practical appication of course work. |
| Developing partnerships with communities businesses so that our students can have access to more internship or co-op opportunities. |
| not wasting precious resources on "service-based and community-based" learning on students who do not meet at least minimum standards of literacy. |
| what is needed in the community in the student's area of interest or career |
| rewarding successful efforts with release time. I don't do service learning anymore because doing it right doubles your work load. |
| All races and cultures and less on liberal politics. |
| this in upper division courses. |
| networking with other local and national business opportunities for our students to have preceptorship experiences. |
| presence in the community as a whole. We do nothing for the community we serve yet expect them to support us when we have an event. There are indiviuals in the Southern Cresecent that think we are still a 2 yr college. PR has been horrible overall. |
| academics in the classroom rather than outside activities |
| no real preference. I emphasize an understanding of the environment we live and work in, but don't incorporate this into my teaching. Anyplace it's warranted though, a course that emphasizes real-world applications, like the VITA program should be included in the curriculum. |
| Perhaps this model would work in some majors, but it is not a one-size-fits-all solution. Community involvement sounds really nice, but in many majors we should very carefully calculate our cost-benefit ratio. Again, I would continue to emphasize working on our students' basic skills rather than further diverting and diluting their energies and attentions. |
| developing a more complete and centralized Service-Learning Center - Campus Life does not seem to get involved enough |
| projects in individual classes. We need a set of guidelines for community-based service learning with all the legalities spelled out. |

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| Staff Member |
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| Text Response |
| involving students in community projects as part of the real-world learning process. |
| learning first hand instead of from text book examples. |
| n/a |
| community partners and experiential learning. |
| ....finding out true needs in this area, especially having to do with needs of broken and blended families, and being keenly aware of the needs of local businesses and industries. |
| Provide coordinated program that involved the students in "on hands" service projects working side by side with community (none CSU) members. They should get some academic credit for this based on attaining minimal participaton levels. |
| linking learning objectives with real life application. It makes education more relevant to students that "just want to hurry up and earn a degree". |
| any and all opportunities to enhance actual real-life experiences not just book knowledge |
| partnerships with local businesses. |
| mentors and internships for the students; hands-on application is very beneficial |
| I believe this area is adequately served already. |
| Real world experience is necissary for some jobs and not for others. The problem is college doesn't mean you get a job anymore. What college has lost is this: "The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift." ~Albert Einstein What seperates a true genious won't be found in any testing, but in the ability to create. Anyways, jobs are great and everything, but school should be focused on the intuitive minds. The next Einstein who cared less about money, testing, or a job because he understood that control is an illusion. |
| student self awareness to identify their weaknesses to be enhanced from the experiences that they select. They need a baseline from which to start. If they just gather skills and experiences without direction or guidance, their skillset may not be as strong as it could have been for their desired professions. |
| students teaching others. |
| practical application in the real world of skills/knowledge gained while in school. |
| safe sex |
| partnering with the Student Affairs, Department of Campus Life -Volunteer Services, to create service learning and community based opportunities for students to connect classroom learning with experiential application outside of the classroom and through extra-curricular participation. |
| students working in the field of study. Book knowledge is great but appling skills are also important to the employer. |
| ensuring students have the basic skills to apply to a service- and/or community linked course. Who do we rely on to make sure students are really learning in these environments? Isn't this more useful after students have completed their core requirements? |
| Out of thr classroom learning |
| providing every student with an opportunity to serve. |

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| Graduate Student |
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| Text Response |
| students' areas of concentration. |
| requred community involvement |

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| Undergraduate Student |
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| Text Response |
| encouraging internships and real-world work experience. |
| Service Learning, Servant Leadership, and maybe an annual week/weekend of service to the community and campus. |
| Real life application and a full scope of the real life environment. |
| Creating partnerships with the different non-profit and for-profit agencies that are geared toward service. Also by coming together with the organizations here on campus that specialize in community based learning and service based learning. Also by making it mandatory for students to complete at least two service projects a year with the school. |
| the number of hours of service needed to complete a certain class |
| informing the community that students are available for for short term projects. Perhaps student could work a specific project for 4 hours on one day. Then again on a second day of the same month, for a total of 8 hours. |
| how the student's particular focus is applied in a real world setting. |
| building a stronger relationship with the community and helped students find jobs. |
| real life experience. |
| using work and experiences outside of the classroom as vehicles to enhance the performance of students in their respective fields. |
| This could be a tool that would be useful if you were actually trying to decide on a career; if there were student workshops where you could possibly earn college credits and where students worked at a local business (& I mean actually worked) and was realistically shown what this job would entail - this could be the determining factor of which direction you chose to pursue in your career path. I realize that CSU has internships but not sure if this is the same concept. |
| actively engaging students in their area of interest at the same time for working adults engaged in learning to possibly implement in their own place of employment. |
| connecting with private corporations instead of governmental organizations. |
| connecting student's all course works to real world experience. For example, If student is taking beginning courses for healthcare management major, he or she offered by program that gives overview of working in healthcare setting. |
| helping students bridge the gap between education and real world applications of what we learn. |
| N/A |
| real world application of learned material. To often students think "This is great, but why do I need to know this?" |
| Making sure all students apply for internships and to get work related experience. The biggest problems with most schools is once the student is done with their education, they still cannot find any employment. I know quite a few who are in this situation. It is important to make sure that not only do students get the book smarts and understand their course material, but they also get the experience in whatever field that they are going into. This way, they should have no issues with finding employment. After all, the whole goal of going to college and getting a degree(s) is to be able to get into the workforce and start a career. |
| No recommendations. This provides essential experience, great work. |
| first showing students what they can do with career field they have chosen to study.. |
| application of knowledge (not necessarily community service). However, I'm not sure how practical this would be for many core (and even upper-division) courses. |
| extra credit assignments to participate in extracurricular activities involving the coursework's application. involvement with different organizations throughout the class experience (visiting speakers, presentations, etc) to aid in the professor's lectures |
| ways students could improve whatever field they;re in. |
| applying more real world experience by offering students the opportunity to supplement their classroom learning with real world experience via volunteering. The best example of this program is the VITA Program! Learn from this and expand into other divisions... |
| doing actual work to compensate for out of date information in classes |
| members of the community make presentations of classes. |
| learning opportunities with social entrepreneurship, incorporating service requirements into the curriculum, and developing a institution-based center for civic engagement and social justice |
| Quality of teaching |
| makeing partnerships with school systems so that teacher ed students could just go into a school without issue, background check, or going though the county office. CSU could have a really awesome program with Clayton County Schools but we really don't and that is kind of sad. |

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| Statistic | Clayton State University Foundation Trustee | Administrator | Faculty Member | Staff Member | Graduate Student | Undergraduate Student | Community Member |
| Total Responses | 0 | 8 | 23 | 21 | 2 | 29 | 0 |