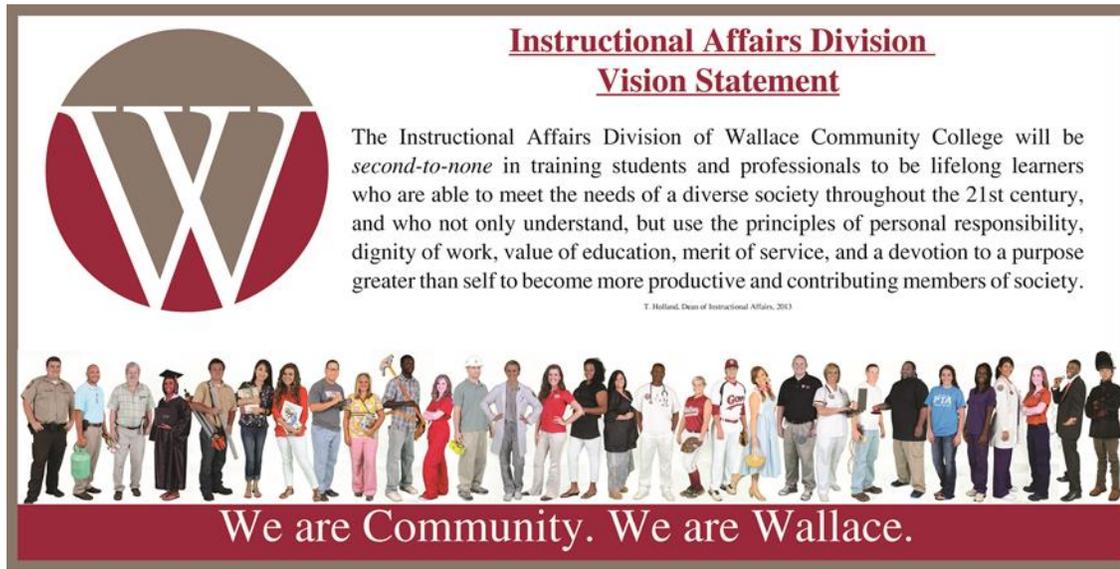


Since several articles reference principles related to our vision statement, I have included a picture of our Instructional Affairs Vision Statement.... **Pay careful attention to the principles which we expect all of our students to understand and apply.** Below is also a listing from this past month's ACCS articles. WCC is mentioned in several of these.



The graphic features a large stylized 'W' logo on the left, composed of a brown top half and a maroon bottom half. To the right of the logo, the title 'Instructional Affairs Division Vision Statement' is centered in maroon. Below the title is a paragraph of text: 'The Instructional Affairs Division of Wallace Community College will be *second-to-none* in training students and professionals to be lifelong learners who are able to meet the needs of a diverse society throughout the 21st century, and who not only understand, but use the principles of personal responsibility, dignity of work, value of education, merit of service, and a devotion to a purpose greater than self to become more productive and contributing members of society.' A small attribution line reads 'T. Holland, Dean of Instructional Affairs, 2013'. At the bottom of the graphic is a photograph of a diverse group of people standing in a line, and a maroon banner with the text 'We are Community. We are Wallace.'

**Instructional Affairs Division**  
**Vision Statement**

The Instructional Affairs Division of Wallace Community College will be *second-to-none* in training students and professionals to be lifelong learners who are able to meet the needs of a diverse society throughout the 21st century, and who not only understand, but use the principles of personal responsibility, dignity of work, value of education, merit of service, and a devotion to a purpose greater than self to become more productive and contributing members of society.

T. Holland, Dean of Instructional Affairs, 2013

**We are Community. We are Wallace.**

### **The challenge of transformational change**

Institutional change is never an easy process. But community colleges now must address interlocking goals: to significantly improve outcomes, including degree completion, for an increasingly diverse student population; to achieve equity in those outcomes across student groups; and to do so at a lower cost per successful outcome. Quite a task that is not for the weak of heart. Reminds me of the quote...***"You do not have to have the lead if you have the heart to come from behind!"*** Thank each of you for your commitment to this transformational change involving the redesign of our students' educational experiences.

No one said that this work would be easy. And it's no surprise that it's not.

A strong case can and should be made—and subject to campus discussion—that community colleges should care deeply about increasing college completion; why doing so requires a **fundamental redesign of students' educational experiences**; and the reasons why the conceptual notion of academic and career pathways is gaining support from researchers and practitioners as a means of increasing student success.

The American middle class is shrinking, average income has been declining, and the nation's level of educational attainment is losing ground relative to other developed countries, while inequities in attainment across racial, ethnic and income groups remain an urgent concern.

To accomplish meaningful change, every college needs to engage constituent groups in thoughtful discussion about the condition of the nation and the local community, the **college's data about student outcomes and persistent inequities, the evidence pointing to the importance of clear pathways for students, and the challenges of transformational change.** A number of these challenges are discussed below. ...

<http://www.communitycollegetimes.com/Pages/Campus-Issues/The-challenge-of-transformationalchange.aspx>

### **Study: 15 percent of US youth out of school, work**

Almost 6 million young people are neither in school nor working (why is this even an option?!), according to a study released Monday.

That's almost 15 percent of those aged 16 to 24 who have neither desk nor job, according to The Opportunity Nation coalition, which wrote the report.

Other studies have shown that idle young adults are missing out on a window to build skills they will need later in life or use the knowledge they acquired in college. With the most important of these skills (according to business/industry) being the basic soft life skills that, in the past, were learned at home and nurtured in K-12. Instilling basic principles of personal responsibility (must have specific implementation strategies to include this in all our courses) and accountability into those cultures where statistics show it is the most lacking would do wonders to address this problem, as with most problems of this magnitude. **People are always the problem and people are always the solution.** Without those experiences, they are less likely to command higher salaries and more likely to be an economic drain on their communities.

"This is not a group that we can write off. They just need a chance," said Mark Edwards, executive director of the coalition of businesses, advocacy groups, policy experts and nonprofit organizations dedicated to increasing economic mobility. "The tendency is to see them as lost souls and see them as unsavable. They are not."

But changing the dynamic is not going to be easy. ...

<http://www.alabamas13.com/story/23741569/study-15-percent-of-us-youth-out-of-school-work>

### **How did the pilot MOOCs turn out?**

Like all institutions of higher learning, community colleges have begun exploring the potential of massive open online courses (MOOCs) but somewhat more tentatively than universities and colleges as a whole, given their differing mission.

Fred Lokken, dean of the WebCollege Division at Truckee Meadows Community College (Nevada), estimates that 40 to 50 MOOCs have been launched at community colleges nationwide.

"It's been limited at the community college level," he says. "Community colleges have been out of the gate kind of skeptical."

Two-year colleges don't have the same motivations or priorities as higher educational institutions as a whole, says Lokken, who serves on the Instructional Technology Council (ITC), which is affiliated with the American Association of Community Colleges.

"We believe in smaller class sections and more human-scale interactions with faculty members," he says. In our three-prong approach to instruction we focused on providing maximum engagement, relevant instruction, and supportive relationships. More human interactions with faculty is a focus on the 'supportive relationships' part. Although this may be out of the comfort zone for many, it is also where the magic happens! You should each have experienced just how much improvement in student learning can occur with just small changes in the learning environment, or even

**perceptions in the learning environment.** The “The notion of developing something massive seems to go against our culture. Having said that, it seems like an interesting environment to teach in.” ...

<http://www.communitycollegetimes.com/Pages/Technology/How-did-the-pilot-MOOCs-turn-out.aspx>

### **Texting in Class**

If you are leading a class and imagine that students seem more distracted than ever by their digital devices, it's not your imagination. And they aren't just checking their e-mail a single time.

A new study has found that **more than 90 percent of students admit to using their devices for non-class activities during class times. Less than 8 percent said that they never do so.**

The study is **based on a survey of 777 students at six colleges and universities.** Barney McCoy, associate professor of broadcasting at the University of Nebraska at Lincoln, conducted the study and The Journal of Media Education has just published the results. Most of the students were undergraduates, and graduate students were less likely to use their devices for non-class purposes. Undergraduates reporting using their devices for non-class purposes 11 times a day, on average, compared to 4 times a day for graduate students.

Here is the study's breakdown on the proportion of students admitting to different levels of in-class device use: ...

<http://www.insidehighered.com/news/2013/10/21/study-documents-how-much-students-text-during-class#ixzz2iN2oEfiK>

### **WCC Receives \$1.6 Million Title III Grant**

Wallace Community College-Dothan President Linda C. Young recently announced the College's receipt of a **\$1.6 million grant** through the federal Strengthening Institutions Program (SIP), more commonly known as Title III. The grant, to be **disbursed over a five-year period, will be used to help Wallace improve the success rate for students who are underprepared for college-level writing.**

The Strengthening Institutions Program (SIP) provides funds to **improve academic success, increase retention rates and move students into core courses and program completion.**

**Wallace was the only college in Alabama and one of only 32 in the nation to receive a Title III grant focusing on college completion and improving institutional productivity.**

“The expansion in infrastructure, training and personnel that this grant provides will greatly improve the success rate of students in every course they take in college,” said Dr. Young.

The funds will enable the institution to implement a Center for Writing and Writing Instruction (CWWI) both on the Sparks Campus in Eufaula and on the Wallace Campus in Dothan. In addition to tutors, staff and infrastructure changes, the grant will allow the purchase of TuteurTrac online management software for scheduling and measuring student progress. The CWWI will provide collaborative, one-to-one consultation for students to develop and support their growth in writing.

"This grant allows the College to focus on helping students develop strong writing skills, an aspect important to academic as well as career success," said Mary Payne, WCC English instructor and interim Title III grant director.

Title III funds will also be used for faculty development to enhance writing instruction in the Top Ten Freshman Courses.

Source: Wallace 10/21/13 News Release

### **Study: Millennials find technology dehumanizing**

College students are constantly glued to their smartphones: texting, tweeting and updating their statuses on Facebook.

But that doesn't mean it makes them happy.

Intel Labs released a survey of 12,000 adults - 18 and older - which found that **61% of young adults felt that technology was dehumanizing.** The research indicated that Millennials are currently the least enthusiastic group about technology.

"At first glance it seems Millennials are rejecting technology, but I suspect the reality is more complicated and interesting," says Dr. Genevieve Bell, director of interaction and experience research at Intel Labs, in an interview for Intel's Newsroom. "A different way to read this might be that Millennials want technology to do more for them, and we have work to do to make it much more personal and less burdensome."

The growing market of social media, smartphone apps and online dating websites have sparked more research into the psychology of technology use. About 500 million people use Facebook daily — but some research links the social media site with increased anxiety and depression. ...

<http://www.usatoday.com/story/news/nation/2013/10/22/study-millennials-tech-dehumanizing/3151693/>

### **Study Reviews Alignment of Standards for Career Tech. Education**

The Career Technical Education community recently agreed on a common set of more rigorous standards for student learning and a new report released today looks at how current state policy compares with the new benchmarks.

The National Association of State Directors of Career Technical Education Consortium finds in its 50-state alignment review that there is a "significant mismatch" between the states' current CTE standards and the new Common Career Technical Core.

The CCTC is a set of voluntary standards for each of the 16 CTE career clusters and their corresponding pathways, as well as 12 overarching practices to ensure students are career ready. Last year, NASDCTEc sought input from about 3,500 individuals in 42 states and the District of Columbia representing higher education, K-12, and business to shape the standards.

The CCTC standards are very different from most of the existing state-developed or industry-developed CTE standards. ...

[http://blogs.edweek.org/edweek/college\\_bound/2013/10/study\\_reviews\\_alignment\\_of\\_standards\\_for\\_career\\_tech\\_education.html](http://blogs.edweek.org/edweek/college_bound/2013/10/study_reviews_alignment_of_standards_for_career_tech_education.html)

### **State board to vote on ending grad exam**

The state Board of Education will vote next month on a resolution to **end the Alabama High School**

### Graduation Exam that students must pass in order to receive diplomas.

Educators said the exam is dated and doesn't assess the Alabama College and Career Ready Standards now being taught.

"Eliminating the grad exam is a positive move," Florence City Schools Superintendent Janet Womack said last week. "For the point that we are in now in our curriculum and standards, it is not robust enough to elevate our students and gives a false sense of accomplishment.

"It is about recalling information, and that's not what we want our students to be able to do. We want them to be able to apply information." Thank goodness...help is on the way! Setting a higher standard than info recall will help produce more prepared students for us in postsecondary. The difficult part comes in holding students accountable for the learning, while providing the leeway for teachers to implement more effective teaching strategies. Colleges are not the only ones that must provide **transformational change**, as parents (especially) and K-12 must begin early in order to truly close the achievement gap. If one wants equal opportunities as an adult, then they must assume equal responsibility much earlier in life. Our biggest challenge in education is providing that which responsible parenting has historically taken care of.

Students first take the grad exam in 11th grade. They can take it multiple times in order to get their diplomas and be considered a high school graduate, even after they're no longer students. ...

[http://www.timesdaily.com/news/local/article\\_34d80fd0-3ebd-11e3-9235-0019bb30f31a.html](http://www.timesdaily.com/news/local/article_34d80fd0-3ebd-11e3-9235-0019bb30f31a.html)

### New AACC program will help sharpen leadership teams

The American Association of Community Colleges (AACC) will start a program early next year to pair participating colleges with coaches to help the institutions become more successful at serving students. AACC will provide its High Performance Team (HPT) training beginning in February.

The HPT training will:

- ☑ Assist community college leadership teams in identifying obstacles that are preventing the team from moving into high-performance mode
- ☑ Design a custom plan for the team, including strategies to overcome these obstacles and coaching to ensure that the team performs better
- ☑ Help each HPT implement AACC's 21st-Century Commission recommendations for its campus, based on analysis of institutional and community workforce data
- ☑ Provide coaching as the team advances the 21st-Century Commission recommendations/student success agenda. ... We are well ahead of the curve in instruction on this!

<http://www.communitycollegetimes.com/Pages/Campus-Issues/New-AACC-program-will-help-sharpenleadership-teams.aspx>

### Qualified in Their Own Minds

As more students have struggled to find a place in a depressed job market and questions about the employment value of a college degree have intensified, so too has concern that new graduates are not equipped to function in the work place and are not meeting employers' expectations. Imperative we all have a plan for teaching the **principles of personal responsibility and accountability** in order to empower students to have more control over their decisions and future.

A new survey reaffirms that quandary, but the group that commissioned it hopes the findings actually

teach students something.

“We’re going to go directly to students and help them understand what this gap is,” said Dan Rosensweig, president of the learning company and textbook rental giant Chegg, which runs a service connecting graduating high school students with colleges and scholarships. “We appreciate the fact that this dialogue is going on right now. We thought, however, that somebody really needed to frame what the issues really are and what is addressable, and help figure out the best way to address it.”

In the report, "Bridge That Gap: Analyzing the Student Skill Index," only half of college students said they felt very or completely prepared for a job in their field of study. But even fewer employers – 39 percent of those surveyed – said the same about the recent graduates they’d interviewed in the past two years. ...

<http://www.insidehighered.com/news/2013/10/29/more-data-show-students-unprepared-work-what-do-about-it#ixzz2j7qQG3Y6>

### Mixson Endowed Scholarships presented to Wallace Students

Wallace Community College presented two endowed scholarships during fall term 2013. Christopher (Chris) McCain, Skipperville, received the Dr. Imogene Mathison Mixson Endowed Scholarship and Jeremy Hester, Dothan, received the David Whigham Mixson Memorial Endowed Scholarship.

Dr. Mixson, a legendary educator and lifelong resident of the Wiregrass, endowed the Dr. Imogene Mathison Mixson Endowed Scholarship in November 2011 and the David Whigham Mixson Memorial Endowed Scholarship in June 2013 through the Wallace Community College Foundation.

“I am excited to endow a scholarship in memory of my late husband, David Whigham Mixson, my best friend and partner in promoting education,” said Dr. Mixson. An Auburn University honor graduate, Mixson’s husband was noted for “his vision, commitment to quality, hard work, and service.” The scholarship in his honor will provide financial assistance to WCC students for years to come. ...

<http://www.dothanfirst.com/story/mixson-endowed-scholarships-presented-to-wallacestudents/d/story/RtBg81p3Bkera6C2xqwW5Q>

### Alabama lags behind nation in math

Alabama Department of Education officials say a new study showing the state’s eighth-graders scoring behind international averages and every other state in the nation illustrates why new goalposts for performance provided by the Alabama College and Career Readiness Standards are necessary.

Steve Ricks, Alabama Math, Science and Technology Initiative director, said on state tests students had been scoring well, but on tests comparing Alabama student achievement to students in other states and nations Alabama student achievement did not fare as well. **Just more evidence of our challenge to hold students accountable for learning, so as to empower them and to save the taxpayers millions in future government assist programs. This task requires a mentality that refuses to give up on students!**

“Our standards were not where we needed them to be,” he said.

A recent report by the National Center for Education Statistics compared eighth-graders’ 2011 scores on the National Assessment of Educational Progress and the Trends in International Mathematics and Science Study tests. The study compared student performance in the U.S. and in about 40 other countries.

Thirty-six states scored above the international average, but Alabama wasn’t among them. Instead,

Alabama came in dead last among U.S. states and was outscored by about half the nations surveyed. ...

[http://www.dothaneagle.com/news/education/article\\_dc8ddb70-40a6-11e3-9f07-0019bb30f31a.html](http://www.dothaneagle.com/news/education/article_dc8ddb70-40a6-11e3-9f07-0019bb30f31a.html)

### Wallace Community College First Annual Science Decathlon

Wallace Community College – Wallace Campus in Dothan, will hold the first Annual WCC Science Decathlon on Friday, November 8. Teams from area high schools and middle schools will compete in a series of ten hands-on activities in categories such as General Science, Anatomy and Physiology, Ecology, Microbiology, Physics/Engineering, Chemistry, and Physical Science.

The hands-on events will begin at 8:30 a.m. The Quiz Bowls will begin at 1:00 p.m. Winners will be announced at 2:30 p.m.

Source: Wallace Dothan 11/04/13 Media Advisory

### Study: Many Young Children Lagging in Cognitive Skills at Age 8

An analysis of 13,000 young children tracked from kindergarten entry through middle school found that only about a third of them were on track with cognitive skills by 3rd grade, underlining the **need for a comprehensive early-childhood education**, particularly for low-income children, according to a new report from the Baltimore-based Annie E. Casey Foundation. *Lack of effective early stimulation in life puts these children on an uphill track from the start. Early childhood education programs will continue to grow as we strive to provide dedicated teachers who are willing to take on the challenge of providing that which many parents did not. It is not a lack of income that causes a lack of education, but the lack of an effective mentality that values education and the dignity of work, while being devoted to a purpose greater than self.*

The foundation, which publishes an annual ranking of child well-being called the Kids Count Data Book, released its findings Monday in a policy report called The First Eight Years: Giving Kids a Foundation for Lifetime Success.

The findings are based on the Early Childhood Longitudinal Study-Kindergarten, a federally-funded data collection effort that tracked children who were in kindergarten in 1998-99 school year to spring 2007, when most would have been in 8th grade. The federal data collection process asked the participating children questions to assess their literacy, math skills, and science skills. The foundation defines scoring at or above the national average on all three subjects as meeting cognitive development benchmarks. The data analysis showed that by 3rd grade, 56 percent were on track with physical development, 70 percent with social and emotional growth, and 74 percent in their level of school engagement. ...

[http://blogs.edweek.org/edweek/early\\_years/2013/11/study\\_many\\_young\\_children\\_lagging\\_in\\_cognitive\\_skills\\_at\\_age\\_8.html](http://blogs.edweek.org/edweek/early_years/2013/11/study_many_young_children_lagging_in_cognitive_skills_at_age_8.html)

### Innovations to improve student success

Starting students early in structured program pathways and tackling barriers that often derail their college ambitions are part of a statewide strategy to improve student success among North Carolina community colleges.

During a Senate committee hearing Thursday on innovations to improve student success, Scott Ralls, president of the North Carolina Community College System, outlined a four-year effort that is designed to produce a “cultural shift” among the state’s two-year colleges, which serve nearly one in eight adults in

North Carolina.

Following a nine-month effort to gather information about innovative programs and barriers among its campuses, the system crafted 15 statewide strategies to increase college completion called SuccessNC. Although it's too early to assess how the reforms are doing, the colleges have seen promising initial results and have culled some lessons learned, Ralls said. ...

<http://www.communitycollegetimes.com/Pages/Campus-Issues/Innovations-to-improve-studentsuccess.aspx>