APPENDIX G

2013 QEP PROPOSED TOPICS

The following table shows the 12 topics selected along with the narrative and/or links to best practices associated with each focus area.

TOPIC	DESCRIPTION
1. Communication (Writing Across the Curriculum)	A THECB Core Objective which includes effective development, interpretation and expression of ideas through written, oral and visual communication. Specifically, Writing Across the Curriculum (WAC) has been recommended. One definition: "Writing Across the Curriculum (WAC) describes a set of pedagogical practices grounded in the premise that writing plays an indispensable role in developing critical thinking skills and learning discipline-specific content, as well as understanding and building competence in the modes of inquiry and dissemination specific to various disciplines and professions." http://www.wac.gsu.edu/
2. Empirical & Quantitative Skills	A THECB Core Objective which includes the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
3. Teamwork	A THECB Core Objective which includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. Personal Responsibility	A THECB Core Objective which includes the ability to connect choices, actions and consequences to ethical decision-making.
5. Social Responsibility	A THECB Core Objective which includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
6. Math Emporium (Modular Math)	"The emporium model has been successful for four reasons: •Students spend the bulk of their course time doing math problems rather than listening to someone talk about doing them. •Students spend more time on things they don't understand and less time on things they have already mastered. •Students get assistance when they encounter problems. •Students are required to do math." *Change the Magazine for Higher Learning*, http://www.changemag.org/Archives/Back%20Issues/2011/May-June%202011/math-emporium-full.html
7. Numeracy (Quantitative Literacy)	"A 'habit of mind,' competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)." AACU Quantitative Literacy Value Rubric http://www.aacu.org/value/rubrics/pdf/QuantitativeLiteracy.pdf

8. Leadership	Objectives of the Alamo Colleges Student Leadership Institute: "offer fostering opportunities for students to develop leadership competencies while working on projects of social and civic engagement; enabling students to network with peers, experts, and organizations; encouraging students to conduct reflection on personal leadership values and experiences; and cultivating relationships and internship opportunities with state and national leadership institutes – from academia politics, government, nonprofit and for-profit organizations." http://www.alamo.edu/newsDetail.aspx?id=19457
9. Career Pathways	"Career pathways are an integrated collection of programs and services intended to develop students' core academic, technical and employability skills; provide them with continuous education and training; and place them in high-demand, high-opportunity jobs." http://en.wikipedia.org/wiki/Career_Pathways
10. Contextualization	"The high literacy goals of schools are best achieved in everyday, culturally meaningful contexts. This contextualization utilizes students' funds of knowledge and skills as a foundation for new knowledge. This approach fosters pride and confidence as well as greater school achievement." http://crede.berkeley.edu/research/crede/context.html
11. Faculty Advising	Faculty Development Workshop, Monday, January 14 Enhancing the Culture of Student Success and Persistence through Academic Advising - Role of the Faculty Dr. Charlie Nutt, NACADA Executive Director Academic Advising Today "…in the very center of this culture shift must be effective, intentional, and comprehensive **academic advising** for all students from their first step on our campus to their last step across the stage at graduation…" http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/From-the-Executive-Director-Higher-Education-Focuses-on-College-Completion-–-Academic-Advising-at-the-Center-of-University-Efforts.aspx
12. Faculty Mentoring	"…Mentoring can take several forms including career exploration and life skills development. By pairing faculty or staff members with students over the course of a school year, with scheduled meetings in a comfortable environment, the students will be given the opportunity to talk about his or her academic needs, share his or her goals, and discuss concerns and needs…" The Faculty/Student Mentor Program at Westchester Community College: http://www.sunywcc.edu/student_services/academic_support/mentor/index.htm