Student mentoring:

Faculty-student mentor program.

Peer Mentoring--A student who is on the President’s or Dean’s list mentors a new student in their field. TM

Mentor / Mentee Program (Instructor and / or student). Ears and eyes program for campus safety. NW

Mentor / Mentee Program--Faculty mentoring first and / or second year students. NW

Mentoring for student as a positive and rewarding experience. NW

Students as counselors (SAC). Develop norms by faculty, shadowing, mentor big brother/sister (like), outreach to community. NW

Provide a peer mentor to freshmen or new students entering a program that is available to provide answers or support. The mentor would receive needed credit for a leadership class or an incentive. RG

Tutoring:

Every math student should log some time in tutoring.

Visit tutoring center for extra help.

Students who display knowledge of a subject can tutor their fellow students when they are having trouble. The “tutors” can be rewarded with scholarships toward their school expenses. TM

A room for students to meet with their professor for tutoring. Many professors are part time, and the part time lounge is not conducive to learning. TM

Tutoring.

Supplemental instruction by peer leaders who get honors credit. NW

More tutoring services in wider areas of subjects, and enhance students’ awareness of tutoring services. NW

College level writing tutors to lead to student essay responses that lead to 1) answering the question asked using information from the course, not student’s opinion, 2) uses complete sentences, 3) college level grammar, spelling, and punctuation, and 4) coherent presentation of concepts. NW

More math tutoring. RG

Expand the support staff including writing centers and tutoring and require mandatory attendance. RG

More tutoring available to failing students. More one-on-one tutoring. RG

General science tutoring. RG
Expanded tutoring—online.

More tutors available at later hours.

Virtual math and writing tutoring labs.

On-line tutoring.

Retention:

To increase the completion of degrees, EPCC needs to make a Learning Community required for all students. VV

Assist and encourage class attendance. RG

Implement procedure to follow up on absentee students and those who withdraw or drop. NW

Empower the over thirty students by giving them college prep classes. These classes have been yielding great results for the high school graduates if they will do the same or better for older students. TM

Creating an environment of engagement [and] belonging to EPCC by encouraging; engaging in active learning; engaged in pursuit of certifications or degrees; engaged in service to college [and] El Paso community; self-engagement. TM

Student retention is a huge problem. Many students don’t come prepared to learn. Counselors should present the realities of college life. How about a week long “fish camp” or intense orientation, so students know what they will have to do and consequences if they don’t do their work (invite parents or spouses too). TM

Retention Liaison—individual who might coordinate between instructor and unattending student. (A middle person to communicate). TM

Retention efforts for students—counseling sessions for those in programs or determining which programs they want to be in. RG

Counseling / Advising / Registration:

All students should list short term, long term goals and how to attain them.

Panels of professors from different disciplines at orientation to expose new students to difficult [illegible] so students can see what fields they can go into with their degree.

Survey each student upon admission to identify what motivates them to do their ‘best,’ then have that info available to all serving students prior to / at the beginning of class. VV

Provide counseling for courses at all campuses. RG

Involve faculty in counseling. RG

Student orientation.
Student planners and how to “use” session. RG

Closer, better “supervision” for faculty meeting for the “whole” time of class. EPCC’s image is not very good with students [illegible], other colleges, universities. Closer, better communication between counselors and faculty, maybe “joint” counseling??? RG

Add to and improve counseling services. RG

There is a disconnect between the counselors advising students as to what courses they need to take. Students take unnecessary courses. Streamline the registration process for students--one stop. RG

Employ more full time counselors. RG

Academic counseling by instructors. RG

Streamline the admission process. RG

Move academic advising for declared majors from counseling to discipline, assigning faculty sub-groups of majors to mentor / advise. VV

Dramatically enhance counseling / career counseling services. RG

Identify career path based on interest inventory (career inventories). NW

Faculty adviser for every student to serve as mentor, support, and gurus. TM

Students should be better informed about completion of course work prior to acceptance in programs requiring acceptance, pre-requisites. Counseling is not clearly explaining or consistent with information to students. RG

Give the high school dual students ideas / options on how the college services pertain to them. For example, how the services at student leadership and campus life can help them as high school students and their specific needs. TM

Financial aid and registration processes--Allow or bring authority in to individual campuses so reps do not have to call into or fax into Valle Verde for decisions. TM

Streamlining the registration process, i.e. creating a handout outlining the process, info required, where offices are located, or combining some of the processes--make it easier. TM

To focus on increasing males from high school to enter college. RG

Provide better orientations to freshman to prepare them for their college experience. RG

Increase access to Program / Degree completion. VV

More visible and accessible academic advising department (I haven’t been able to find it) that works with discipline teachers as well as developmental instructors. VV

Early identification of students with needs.
Self-esteem workshops.

**Communication:**

Better communication between instructors and lab for the pre-calculus course.

Communication skills. RG

More communication between UTEP / EPCC.

Continue to be accessible to students throughout the week and on weekends and at various hours throughout the day and evening. VV

Improve dialogue between faculty and students as to the real life value of liberal arts credit vs. specialized professional training. RG

**Academics / Programs:**

Expanded honors program—each and every student must do one honors project.

More program learning plans online. NW

Hands on experience in the community.

Offer 100% track degree courses online including mentoring, tutoring and twenty 24/7 services online. RG

To improve our nursing students’ pass rate on the NCLEX, here at R.G., we need to decrease the number of students admitted into the program or increase the instructors hired AND increase the number of classrooms and practice labs. RG

Students are affected by the violence of our border community. Could we offer a program, unique to our community, that helps students protect themselves as they travel in our sister city? Using empowerment strategies such as ones that the US Consulate uses for American workers, advise our students to take measurable precautions as they travel to and from school. Empower to assess situations that seem dangerous and act quickly to survive. RG

More in-campus work opportunities. RG

Have a course or orientation where students have the opportunity to learn about different career paths. This should include information about schools, costs, jobs, salaries, and job descriptions. Many students don’t have the right information and waste time and resources without getting a rewarding career. RG

More student and teacher recognitions; contests of all kinds across disciplines. VV

Funding for creative approaches to teaching. VV

Expand Learning Communities. VV

Continue to develop a wide range of academic programs to offer our students. VV
More sports programs (boys and girls soccer). VV

Hire a new professional development company / group to teach all faculty cooperative learning strategies—certify us all in cooperative learning.

Enhancing the appreciation of El Paso multiculturalism.

Comprehensive environmental effort.

Allow field trips into New Mexico, please.

1) Teach math with step by step procedure.  2) Develop a math and science learning center—certain modules—to improve their knowledge and skills in math and science.

Speaking Up or Communicating My Ideas: The QEP focus should be on oral and aural production and comprehension. All disciplines and offices could add a focus, approach, or activity that enhances spoken communication. The speech discipline could assist with Faculty Development and rubrics and SLO development and assessment. This should be fairly easy to add to the course curriculum and it is a skill that ties to THECB Foundational components and to workplace skills.

Make a “life skills” mandatory for all new students who are recent high school grads only—to include topics such as one’s credit, using / managing a checking account, importance of home ownership vs. renting, avoiding debt, why your record matters (criminal-or lack thereof), interest rates (loans and how they work), basic investment options now, etc.

All students will take a student success mini course.

Every EPCC student will engage in one volunteer project in the community during each semester. Projects will relate to the student’s degree goals.

Group students into small learning communities and track and support their learning experience until graduation. RG

Do more math. RG

Writing across disciplines. RG

Psych emporium—some seminars. NW

Have students prepare a video that can be posted on You tube or college homepage that explains why/how EPCC is / can be a “great place to start.” TM

Student involvement regarding development of courses.

Bring people from the private sector to the classroom.

Have power point presentations for better retention of material. RG
1. Organization and clear outline of syllabus and schedule with completion times. 2. Team work among staff and students at all times for common goal. Delegation as needed. 3. Provide opportunity for counseling as needed. RG

I find discussion boards facilitated by instructor by teaching a concept and how it applies to the students’ everyday life. Part of assignment would be that we comment, validate, and ask a question. RG

Hands on learning. NW

Ongoing professional development for instructors to enhance the relevancy of course content. NW

Extra credit for getting students to our offices [during] office hours. NW

Team teaching / teacher collaboration over same / similar coursework. TM

Common book—we can have small discussion groups / large forums / critical thinking tie-ins / Blackboard discussion groups. TM

For English 1301 and 1302 have a “lab” section. 25-30 students make it difficult to have a seminar atmosphere, especially with students who have only basic skills when it comes to operating in a college environment. A “lab” can replace part of the regular classroom instruction, but would involved maybe 12 students max, and the expectation and focus would be on student presentation and discussion. With a small group, there is a greater chance to increase involvement and accountability for each student. This would mean adding extra teaching hours, but give students an opportunity to have more speaking time at a college level. TM

Rotate deans back to classroom after five years continuous service! TM

For reading classes, more literature kits--classic novels, etc. TM

Get teacher to add audio and visual to their class rooms—hands-on stuff. TM

More recruitment on instructional programs--i.e., court reporting. NW

Our students can benefit from a universal approach when it comes to sharing notes by instructors. Black board is a very useful tool and I feel we are not using it to its max. TM

Make students demonstrate critical thinking skills. VV

Math and science emphasis. VV

Research opportunities. VV

Writing should be a focus in most classes so when a student graduates he / she is a proficient writer. VV

1. Maintain high academic standards despite the deficiencies students bring from high school. 2. Rigorously score writing assignments and seek English proficiency. 3. Do not allow student evaluations to lead to the practice of shopping for easy instructors in search of overly inflated grades. VV

More formal writing assignments. VV
Books and objectives chosen by faculty who teach courses.

Motivation: I think students need to be reminded why they want to be here. In all classes (math, science, art, etc.) I think students should write some sort of short essay at start of the semester on their reasons for being here, keeping long term goals in mind. All teachers should read these and remind students about what they wrote throughout the semester. I think this would help with retention rates as well as passing rates, and also more positive attitudes with students. I think motivation is one of the keys to student success.

Group activities.

More self-evaluation for individual groups of students.

Doing less of this kind of activity so there is time for research.

Faculty peer sharing.

Build student self-discipline and self-confidence.

Relate to real world.

Challenge the students with more application problems.

Incorporate real-life scenarios to the curriculum.

Collaborative learning.

Engagement.

More engaging projects / presentations.

Encourage students to work together in groups in and out of class.

Increase standards and ethics.

Hold students up to high expectations.

To empower students with the ability to ask questions, use the parking lot strategy.

Class involvement—making a student part of a discussion.

Collaboration between cross-disciplines.

To discuss the objectives of the daily class.

To use the learning tools such as MyMathLab and web assign to improve students’ knowledge development.

To make workgroups to solve assignments and help each other.
Improve students’ writing in math because [number] of writing mistakes are negatively and highly correlated to grades in school.

Presentation on topic; student presentations.
Research projects.
Workshops.
Relate course matter to the real world, and then apply it to the real world in groups of 4 students on a regular basis.

Teachers teach at different levels for the same courses—give departmental exam; may make courses more uniform.

Math 300 series—to expand the Math 300 Series from 3 classes to 4 classes, e.g., math 300, 301, 303, 305, to adjust the content of each class to permit quality instruction of each topic. Don’t overload the syllabus.

Strategies that will address all students tried out by all disciplines such as: Window Pane, Jig-saw, and Anticipation Guide.

Mandatory (regardless of major)—academic writing course; reading academic texts / scholarly journals.

Open [students’] minds to being creative. Most students don’t understand what it means and what it is to be open-minded and creative.

Teach students how to properly write an essay.

What’s actually in the U.S. constitution? MdP

Teach a realistic work ethic. RG

Encourage critical thinking skills. RG

I’ve been reading “How to Think Like Leonardo da Vinci” by Michael Gelb. I’d like to suggest “Music” as a possible topic for the QEP. It can cross all disciplines, and I think instructors, students and all disciplines can relate in one way or another to music. Documenting results from such a topic might take some ingenuity. Maybe everyone on the committee should read Gelb’s book, and then they might come up with a way to meet the SACS requirements for documentation. TM

Facilities / Atmosphere / Transportation:

Student Fitness Center—classrooms, indoor / activities, pool, weight room, volleyball / basketball / court. Better than UTEP.

Use solar power to reduce costs. With saved $$—fund student group field trips (ex—like govt. one to DC for inauguration) and local ones to use EP’s natural environment for hands-on learning.
New student desks—they should hold books both on the desks and under the desks. Also, large enough for larger students. VV

Child care facilities at all campuses. RG

Increased budgets for libraries—they reach all students. RG

Upgrade (beautify) the TM gym. TM

More library materials and a budget like TM or VV on all campuses. RG

Provide numerous areas where students can go (a café-type environment) to get tutoring in math, writing, science, and health. Not the sterile, white walled, isolated desked areas. You could convert our sterile cafeteria into such a place and add carpet, nicer paint, subdued lighting, and a Starbucks or other beverage/snack service. RG

More parking spaces make it easier for students to get to class on time. RG

Have different eating shops in the cafeteria. RG

Build the Fine Arts Center ASAP! This will enhance student learning greatly, providing venues for live performances in the arts. RG

On campus child care for students, faculty, and other employees. RG

Better classrooms. Lighting, fixing windows, smart classrooms, reduce environment noise in classrooms (humming of air conditioners and pipes). RG

I would like to see EPCC create a chaplain’s office and program. I have been doing some research on this, and only a couple of community colleges have tried this. A chaplain can visit staff, faculty, and students in the hospital, teach religion courses, hold memorial services when deaths occur, counsel students and faculty, conduct services, and create mission projects and student clubs. RG

24/7 daycares on every campus available for faculty, staff, and students as part of tuition costs. Also gyms. RG

Students attending at night should have equal access to services and facilities that students attending during the day have. RG

Students need more lab experience with fewer students, more space, and instructors for more one on one experience and more hands on practice. RG

In this world of 24 hour channels (cable news) students at EPCC are not informed about current events, (and how it applies to their studies). Could we provide better access to new sources (i.e., cable news, radio, internet, etc.)? Simply providing copies of the EP Times is not enough. RG

Library research sessions for both students and faculty. RG

Gym/physical education. NW
A gym—physical fitness. NW

Improve the library with research journals. Also electronic journals. Higher level textbooks and research materials in different subjects. NW

Writer’s wall--display the students’ work (book type) in library. TM

Small art gallery (one on each campus)--bring the outside community in and exposes students to the visual arts. TM

Follow through on beautification ideas. Studies show a beautiful environment enhances learning. TM

Students should be able to see and hear lectures and presentations (blinds and speakers that work). TM

Complete the student friendly spaces begun by our IE committee In 2007, a team of consultants hired by the college reported that student-friendly spaces would encourage study, socialization, retention, etc., etc. Based upon that report, our IE committee designed such spaces and, with [illegible] assurances, SGA purchased 11 picnic tables. The tables remain scattered and on uneven, bare ground. The design called for anchoring them on concrete slabs and shading them with trees and / or umbrellas. As of now, they remain underutilized and are deteriorating due to use on uneven ground. Why not keep faith with SGA, our IE, and the costly consultants? I’m betting student friendly spaces will make a difference. TM

El Paso suffers from an epidemic of obesity. A quality upgrade of our fitness facility is a powerful incentive to arrest and reverse this trend. TM

Replace classrooms with olive trees. TM

Put a teacher-only gym were instructors can exercise on their own time. TM

Express bus route to all the higher ed. institutions. TM

Classroom arrangement—decentralize the instructor. VV

Building remodeling. VV

Signage.

Block [cell] phone reception.

Better transportation system between campuses.

Working equipment—sharpeners, clocks.

Student Day Care; student activity center. NW

Create a warmer student union that encourages students to stay on campus rather than leaving for Starbucks and ditching class. The walls and seating areas are like a sterile hospital: cold and uninviting. TM
ESL:
Eliminate Spanish TV / radio (night). Students walking into cafeteria are exposed to Spanish programs. They need exposure to English language especially for RESL and ESOL classes.

Online assessments for ESL grammar and computer labs for ESL writing. VV

I think that there is a little room for improvement. Books for ESL students to learn the American culture. RG

Field trips for students learning English that places them in true life situations where only English is utilized. RG

Laptops in the classrooms for ESOL students and software programs that make textbooks obsolete. RG

Provide more materials in the reading lab for RESL students. RG

A writing computer lab for ESL students. RG

Technology (ipod applications) that might help ESL students with voice recognition and correcting pronunciation. NW

Please consider allocating funds to allow for a full-time academic tutor for the ESL programs with regards to effective speech. This will allow all ESL students to have the opportunity to use what they are learning in their classes. I currently continue to help students who have finished the program when they begin with their basic courses. TM

As an ESOL instructor, I feel that more “English” classes would help these students. RG

All ESL students should take a note-taking class. Most students in the first two levels don’t have a clue on how to take notes. MdP

Assess English language skills before permitting students who really don’t understand English to enroll in class. RG

Developmental / Remediation:

Offer smaller classes in dev. ed. with more tutorial services. RG

Stronger coordination and partnership between developmental and discipline instructors / departments. VV

All remedial classes should be taken and passed successfully before students can enroll in classes for credit. NW

All incoming freshmen should take English 0310 and one remedial reading class. NW

Increase developmental classes. Faster isn’t better. Students are not being adequately prepared for college-level classes.
End open enrollment or have a lengthier pre-enrollment period where students can take courses (remedial); that will put them on par with other students.

Remediation. RG

**Basic skills:**

Training college instructors how to incorporate basic reading / writing skills in their courses to maximize completion and graduation rates. TM

Provide students with study skills to survive in their school work and personal lives.

A newsletter with tips on how to succeed at EPCC.

All students regardless of major should take a study skills class (EDUC 1300 Mastering Academic Excellence).

A computer class that teaches students to use all the features of Word 2007/10 to help their writing--by the time they take their first college level English class. NW

An in-service on how to study. In reference to techniques. RG

How to write research papers without Google. RG

All students should learn to do a paper outline. RG

Help improving study skills. RG

Have all students take basic reading and writing courses as the basic skills are lacking. RG

Study skills and test taking skills department or one day or half a day class before classes start! RG

Add time management and note taking skills during the orientations. RG

Some type of study skills program/class. RG

Ensure students, especially older students, have basic computer skills as they start. RG

More remedial classes to “catch these students up” to where they should be. RG

Study skills help. RG

Study skills classes.

Teach basic research skills in first semester.

Teach how to evaluate websites.

Basic research for all students.

Basic technology—access e-mail and message boards.
Note taking skills class for all students.

Standardized Note taking method to be used in all classes. For example: Cornell Notetaking Method.

**Technology:**

Install Interactive White Boards in all core classes.

Provide adequate technology resources for students and faculty.

A class that mandates students to learn the use of e-mail, Blackboard, and general use for learning in any class, sort of like a study skills it should be technology study skills.

Subscriptions (institutional) for e-books.

Incorporate technology for all math classes.

Utilize MyMathLab and Web Assign for homework and video lectures, etc. (web-based).

IWB’s (Interactive White Boards).

Implement 21st century technology to address specific student needs.

Discussion groups on Smart Start.

Offer pod-casts for courses.

Use smart boards instead of chalk boards.

More technology in classrooms—contact connections.

Develop 3-D labs for the sciences.

i-pod Touch for all students.

I have a suggestion for improving student's experience at EPCC: The college should implement an on-line grade book for instructors' use. The grade book would allow students to individually access their grades throughout the semester via the privacy of a computer. In evaluations over the years, students have consistently given me less points for "instructor gives grade feedback throughout the semester." I use an Excel spreadsheet which I explain to students and tell them they can check with me anytime for their grade totals. Some do, but many do not—until near the end of the semester. Short of printing out grade sheets for each individual student every week and expunging all other students' grades (which I do near the end of the semester), I do not have any expedient, less labor-intensive way to give students consistent or weekly feedback on grade totals throughout the semester. (Students do not interpret the evaluation question to mean feedback on essays and other assignments. They interpret the question to mean feedback on grade totals. Of course, the questions can be reworded but an on-line system would negate that need.) EPCC should develop an internet or on-line program where instructors can post grades as assignments are completed and graded. Student, in turn, could access grade totals on-line throughout the semester. I know off-the-shelf software programs exists. The University of Phoenix has an on-line grade book program. Such a program would benefit both faculty and students alike, greatly improving faculty-student communication. Of course, there are other obvious benefits, such as expediency in final grade turn in; documented notice to failing students that they need to bring up grades;
and depending on the program's complexity, alerts to instructors and counselors or administrators that a students is in danger of being lost. This last item would work well if attendance records were part of the grade book. In short, one selling point for the program is that it could work as a tool to help retain students, who are recoverable. The biggest drawback to this could be costs, which I have no idea about. Regardless, I do believe it is worth looking into. Thank you for considering my idea. VV

A concentrated push to increase technology knowledge for students, whether or not they’re taking online courses (e.g., so they can use technology in their face-to-face courses too). VV

Permanent computers and video projectors in every classroom to promote learning. VV

More use of technology to conduct international student interchanges with other countries. VV

Developing a millennial student academy--A program that facilitates the education and awareness of making the digitally savvy student and faculty more interpersonally proficient so that it is easier to adapt to learning styles and successful strategies. TM

Enhance classroom technology with smart boards. RG

Computer remedial services to community patron. RG

More online classes. Discipline should be involved in ranking/selection of incoming students. RG

Computer-use assistance for students who take online courses. Many students think they know how to use computers but get frustrated with using the online course. RG

Hybrid online biology labs—wave of the future, the future is here. RG

Ensure that students have access to textbooks on-line. RG

Offer more resources for student learning online such as cafes for reading, writing, specific course areas. RG

Computer based and interactive web-based reading software (we have PLATO but not in lab). Quality reading lab materials. TM

Training faculty and students to use the most modern communication devices and incorporate these into instruction--college wide. TM

Electronic online journals for English. NW

Moving toward online textbooks. Move forums for teacher exchange. All on-line assignments. NW

Modernize all classes with theft proof projectors with VGA connect for laptops. Give each teacher webpage server space. TM

Every classroom a smart classroom. NW
Invest in mathematics practice software that adapts to the student’s level of skill and knowledge for all levels of math course offerings. Adapting may mean use of expert system or artificial intelligence software. RG

Modernize all classes with theft-proof projectors with VGA connect for laptops. Give each teacher webpage server space (cheap!). TM

Since we are moving to a technology-oriented institution, I believe our students can benefit from a universal approach when it comes to “sharing notes” by instructors. Blackboard is a very useful tool and I feel we are not using it to its max. Also, share point can be used as a social network and instructors can share their notes. Universal approach. TM

More program learning (self-paced) computer classes, ex: math emporium. NW

Make faculty more computer and internet savvy / friendly. Texting, e-mail, referencing the internet are some examples. VV

Access to technology for the ESOL students (writing); online assessments (grammar). VV

More smart rooms. VV

More technology-supported classrooms. VV

Better faculty development on active learning strategies and technology integration. VV

More multi-media software for math students.

Improve computer literacy.

More technology available to students.

Virtual desktop for students.

**Student life / involvement:**

Institute “Learning Fair,” a day off on Friday during which faculty conduct learning activities to involve the whole campus—examples: 1) Present a re-enactment of a historical event. 2) Show a film and conduct a discussion. 3) Conduct a debate on an educational topic (“Resolved that students are harmed by the radical ideas of philosophers like Descartes”) and have students judge the debate.

More student activities and organizations. VV

Feature EPCC students and groups through news media, planned events, invitations to projects. VV

Hold more events on campuses that expose high school students to the many opportunities that EPCC holds for them. VV

Engage students in non-class activities to give them a more “full” college experience, i.e. clubs / events. VV
Increased sense of “college” for the students... clubs, activities, and organizations. VV

Most of our students don't plan to spend more than a couple of semesters taking classes here, so there isn't a lot of "campus life." How about if we provided a weekly film on campus -- but it would be a quality, artsy film, one that the students wouldn't ordinarily see on their own, sort of like what Fellini does but with more comfortable seats. The English department could promote the films, offering lessons or discussions or extra credit. These films could be shown on a week night or on a weekend afternoon, depending on when the auditorium is free. Of course all the details -- what films and who would choose the list and based on what criteria -- would have to be worked out, but if it helped to contribute to a more intellectual campus atmosphere, that could only be good, right? TM

A cinema night and / or matinee. A regularly scheduled screening of films in the forum with a facilitator to make connections to their own content. TM

A culture of maturity should be fostered (how college is different from high school). TM

Build a connection with community by having students actually engaged with both sides of border. RG

Student Engagement Center--a specific room / location dedicated to student interaction with each other to build a sense of community (a support group. A facilitator (academic) who would be there to facilitate building of communities of learners which integrate doing homework, assisting each other, participating in community events, etc. TM

Intramural sports and music jams (i.e. EPCC/TM “Un-plugged). TM

Enhance students’ awareness and involvement in campus life by providing better communication about activities and services offered on campuses. TM

Have coordinated student functions [like] movie night, line dance lessons, all night study hall (with food) before finals, organize talent show. Create a community, make EPCC the go-to place. TM

An idea in mind is to require or encourage a campus wide “community” SUS [?] component where students and staff alike volunteer one or two hours a semester in the betterment of the northeast El Paso. TM

Perhaps have our students write about our programs here at EPCC and publish in EPCC newspaper.

**Scheduling:**

Have a better professor to student ratio. For example a professor with five classes can better assist his or her students instead of a professor with seven or eight. TM

Have courses listed with instructors’ names so students can choose whomever they want. RG

**Textbooks:**

Offer textbooks online (online version—PDF). VV
Any effort to make textbooks more available and less expensive would be worthwhile. Students should not have to buy any unnecessary books. Also, students need to better understand what is or is not plagiarism. RG

Reduce textbook costs—don’t change texts so often? TM

Improve book ordering process to prevent book shortages and back-ordering of texts. TM

Convince bookstore to reduce mark up to a reasonable 15%. NW

Lowering cost of books.

**Testing:**

Provide extended hours for testing center for students for easy access.

Pretesting: coming [high school] to enter basic biology courses at EPCC. How much knowledge on basic biological principles do students have? This pre-test is for general evaluation for the instructor on what may be expected in order to initiate the course material. RG

Post instructor sample tests online. VV

Develop an assessment tool that evaluates whether broad cognitive growth has taken place by graduation—Perry’s concept of relativism. VV

Revise Accuplacer.

Benchmark tests at the beginning of the semester and at the end.

Aptitude testing so students can identify their successes.

Extend Testing Center and Tutoring Center hours on the weekend.

Better system for placing students in remedial classes. Accuplacer is not working properly.

Better assessment of students’ ability to really read and speak English prior to matriculation into transfer courses. RG

Better assessment of students’ language and math skills. RG

**Post graduation prep:**

Economic advantage of staying in school. TM

Tie education to its relevance on the job. Why are we studying this? Because . . . . RG

I feel that a career orientation tour one each one of the disciplines will help students to make the right decision in selecting the right field of study. RG

Provide more connections to career pathways for students. RG
Encourage a profession! Expose students, early on, to professions the college offers (classroom setting, labs, etc.). RG

Career centers should be functional district wide. RG

Because of students economic challenges the student would greatly benefit from a top notch, high benefit and effective employment student services. RG

Bring in speakers to core classes or all classes from corporations or non-profits to teach and lecture and have students visit these same people to get hands-on learning. VV

Adopt a dress that would require students to dress for the workplace, i.e. no shorts or flip-flops. Encourage use of EPCC logos to instill pride in college. VV

Create a campus-wide program to teach (incorporate dilemmas, decision-making, problem-solving), illustrate, and remind students about professionalism / ethics. (Applying codes of morality to real-life work settings.) (Emphasize values such as integrity, justice, responsibility, etc.) VV

Have a local “Iron Chef” televised to get our current students out in the public eye! . . . and any other programs that sound good. This might help them get noticed by outsiders or El Paso “insiders” and hired as soon as they graduate.

Experience—touring geology site; visiting engineering firm.

**Customer Service:**

Initial intake of potential students (their first contact with the college, walking in the door to inquire about classes/services) should be improved. First impression is indelible. TM

More full-time faculty. VV

Develop a “Welcome” center. Students are bounced around too much in Student Services.