The “Family Involvement Model”—The 2016-2017 Theme

The “Family Involvement Model” is the theme adopted for Goal 1 learning activities this year. Goal 1 of the QEP seeks “to improve students’ mastery of the principles and protocols of standard written American English”—that is, to help students become better academic writers.

“The Family Involvement Model” encourages students to include participation by key family members in the completion of a major writing activity by first-year-in-college students. Results of a 2006-2009 quasi-experimental research project, conducted for the DCCCD by Mountain View College staff, demonstrates that such participation results in significant improvement in student retention, persistence, and success.

The United States Department of Education—Fund for the Improvement of Post-Secondary Education (FIPSE) awarded the DCCCD more than $600,000 over a three-year period to conduct the study. By its completion, more than 4,000 students in 275 plus sections participated in learning activities involving key family members. Faculty in five of the seven colleges developed projects that engaged family-member input.

The full project, “Family Involvement for Latino Success in College,” collected data on all students enrolled in participating classes, while Hispanic student results remained the focus of the initiative. Jim Corvey, Dean of the Learning Resources Center and Distant Education (ret.), was the project manager. Rene Prupes was the project's director.

In 2003, the Harvard University Civil Rights Project and the Pew Hispanic Center recognized initial family-involvement data collected by a team of both MVC and UT-Dallas professors as the “finest base-line” research conducted nation-wide that year on barriers to Latino success in college. That research initiative evolved into the DCCCD FIPSE proposal and subsequent grant award. Seven years later, the Office of the Vice Chancellor of Instruction and Academic Affairs recognized the project as a “DCCCD Best Practice.” Several campuses selected its faculty participants as “Innovators of the Year.”

MVC Writing-Intensive Course and Writing-Enhanced Course instructors are urged to support this initiative. We hope to track participating students upon completion of their classes this fall and spring. In doing so, we hope to replicate the results of the earlier research project. More importantly, students engaging a key family member in the development of a major learning activity and its written component will experience the increased self-confidence and self-improvement that comes with consequential writing.

The “Family Involvement Model” has demonstrated its effectiveness by increasing student retention, success, and persistence toward completing a college degree.

Luke Story, the Director of the Academic Center for Writing has identified the 2016 Fall WICS/WECS instructors. Our “QEP” faculty represent every academic division of the college.

Thanks to each of you who have elected to serve our QEP initiative:

Jonathan York (Government), Sarah Hutchings (Biology), Joyce Tarpley (English), Taunya Dixon-Collins (English), Geoff Grimes (English), Lisa Jackson (English), Markay Rister (English), Darius Frasure (English), Luke Story (English), Ryan Pettengill (History), Jessica Waldrop (History), Elizabeth Farley-Parker (Philosophy), John Cline (Speech), Janis Rogers (Speech), Deandria Shaw (Speech), Tisha Lackey (Speech), Alma Martinez-Egger (Speech), and Tanisha Bell (Speech).
Reading for Better Understanding: The QEP Literature Review

Editor’s Note: Beginning with this and in each Update to follow, we will recommend readings directly related to points of interest for our QEP work. Chief Librarian Jean Baker and her colleagues have created a helpful QEP LibGuide containing links to scholarly articles supporting our Goal 1 student cohort, writing intensive courses, and our continuing efforts to nurture a culture of writing across the campus. To access the QEPLibGuide, open the library page on the MVC website, and select the LibGuide link in the right column. Scroll down the list to the QEP link which will take you to links to articles related to student persistence, success, and retention.

QEP-Related Topic: “The Family Involvement Model”

Abstract: “The transition and upheaval of attending college occurs without parents, friends, and family around them to provide support. Without a reliable support system, college students may feel more alone and helpless as they adapt to a new lifestyle and keep up with the demands of academic work (Ross, Niebling, & Heckert, 2008). Therefore, one of the factors predicting positive versus negative adjustment to college is the students’ support network. High levels of family support have shown to be predictive of high grade point average throughout college.”

QEP-Related Topic: “Student Persistence”
“High-Impact Practices and the First-Year Student,” by Malika Tukibayeva and Robert M. Gonyea

Abstract: “Building on 10 years of research with NSSE, . . . institutions [should] provide opportunities for all students to participate in at least two high-impact activities in their undergraduate career, one in the first year and one after the first year” (NSSE, 2007).

QEP-Related Topic: “Writing”
“Beyond the Narrative Mode in the Composition Classroom: Embracing a Return to the Personal Essay,” by Hayley Mitchell Haugen

Abstract: “Inspired by course readings that test and break the boundaries of the traditional personal narrative . . . the self-knowledge that our students come to through their own writing has the potential to be a raw kind of knowledge, something fresh and still bleeding a little around the edges, something perhaps a little sticky and possibly unpleasant to handle. Encouraged to essay rather than narrate their lives, our students will leave our classrooms with a sense that they have made true personal discoveries, a sense that there is still more they can wonder about in their lives, more on which to ruminate, more of themselves to explore.”

The Fall 2016 QEP graphics promotion seeks to increase campus awareness

One of several initiatives this fall is to increase awareness of the QEP, including its mission and goals. To this end, the QEP Committee, with the support of the college’s award-winning Graphics Department, is placing large posters in the work areas of each academic division. These will be followed by individual “bulletins” for display in prominent locations in our offices, complemented by door plates that encourage students to “Ask Me About the MVC QEP.”

Throughout the year, additional graphics will help us “to visualize” writing and its place in our various work stations and the consequential impact that writing has for each of us.

Special thanks to Jennifer, Marcy, and Pat for their creative and critical eyes, helping us to brand our QEP writing program, “The Pen is Our Power.”

The new QEP posters are mounted outside division offices.