

**Exhibit Materials for Taylor W. Acee:
Internal Funding**

12/12 Scholar recipient of the 2012-2013 Scholar / Mentor program. College of Education,
Texas State University – San Marcos.

Summary: This funding is helping to support my theoretical research on student motivation and self-regulation in the context of developmental mathematics courses. My research mentor, Dr. Holschuh, and I developed a plan as part of our application for this grant. Please see the application and plan below as well as the confirmation letter from Dr. Schmidt validating that we received the award.

Instructions

1. Names and departments of scholar and mentor;
Jodi Patrick Holschuh (mentor) and Taylor W. Acee (mentee)

2. Topic area on which the writing project will focus;

Developmental education (DE) mathematics courses are a major stumbling block for many academically underprepared students. Nationally, DE mathematics course failure rates range from 35-42% (Adelman, 2004). Failing DE mathematics can prevent students from advancing in their college coursework and may also negatively influence their first impressions of college and their beliefs and attitudes about themselves as learners (Noel-Levitz, 2006). Researchers have identified many student background characteristics and cognitive factors that are related to students' success in DE mathematics courses such as: prior educational achievement, standardized test scores in mathematics, use of learning strategies, first generation status, and socioeconomic status (Russell, 2008). However, there is a dearth of research focused on students' open-ended responses about factors they believe are interfering with their success in DE courses and college in general.

Our writing project will focus on the analysis of student responses to open-ended questions about their learning circumstances collected in Spring 2011. In this study we asked 427 students enrolled in DE mathematics courses to list circumstances that were making it more difficult for them to succeed in college that semester. Students identified a broad range of personal, familial, financial, occupational, academic, and social factors that were interfering with their success. The major goals of this study are to: (a) based on students' responses and research literature, generate a taxonomy of factors interfering with college student success, (b) categorize students' responses using the aforementioned taxonomy, (c) report the prevalence of student responses in each category and sub-category, and (d) analyze the relationships among students' responses and success in their DE mathematics courses and college-level courses. This research could help alert educators and researchers to factors students identify as affecting their success in college, but have been overlooked in previous studies.

3. Journal

Journal of College Reading and Learning.

4. Timeline

Run data analysis	Present-December, 2012
Interpret Results	December-March, 2013
Write literature review	January-May, 2013
Write Methods and Results	January-May, 2013
Write Discussion	May-August, 2013
Get Feedback and Revise	August-October, 2013
Submit for publication	October, 2013

5. The signature of the mentor and scholar indicating agreement to fulfill plans included in application.


Mentor


mentee

Oct. 31 2012

References

Adelman, C. (2004). *Principal indicators of student academic histories in postsecondary education, 1972-2000*. Washington, DC: U.S. Department of Education, Institute of Education Sciences.

Russell, A. (2008). Enhancing college student success through developmental education. *American Association of State Colleges and Universities - Policy Matters: A Higher Education Policy Brief*. Retrieved September 20, 2010 from <http://www.aascu.org/media/pm/pdf/pmaug08.pdf>

Noel-Levitz (2006). *Student Success in Developmental Math: Strategies to Overcome a Primary Barrier to Retention*. Denver, CO: Author. Retrieved September 4, 2010 from https://www.noellevitz.com/NR/rdonlyres/B4148B72-C135-4AD4-A04C-2F66821C872C/0/ENABLEMATH_paper_0706indd.pdf

From: Schmidt, Eric A [es17@txstate.edu]
Sent: Monday, December 03, 2012 9:57 AM
To: Holschuh, Jodi P; Acee, Taylor W
Subject: Scholar/Mentor 2012-2013

Taylor and Jodi,

Congratulations! You've been selected to participate in the 2012-2013 Scholar/Mentor program. Below are important notes/points you will need to know to successfully begin and complete the program. Please take special notice that November 1, 2013 is the deadline for you to inform me of the your final product. I will be in touch as that date nears asking for more specific information and directing you to a website to complete a brief survey of your experience in the program.

Please keep in mind that, though rare, problems can arise between scholars and mentors. At times, these problems can be severe enough to thwart progress toward reaching the program goal of product completion and submission. Should you experience such difficulty, please contact me as soon as possible so I can assist in whatever way I can.

Good luck and thanks for participating in the program. I hope you find it rewarding in multiple ways.

To ensure the success of all participants, I would like to remind you of your responsibilities:

Scholars (*tenure-track faculty*) will be responsible for:

1. Identifying at least one writing project (manuscript or grant proposal) that, by November 1, 2013, has been submitted to a peer-reviewed journal or appropriate external funding agency.
2. Completing pre-Mentor meeting work such as revising drafts, completing readings, and reviewing work of others.
3. Submitting a proposal to the IRB, if necessary.
4. Collecting and organizing data as needed.
5. Writing the manuscript/grant proposal.
6. Seeking support as needed from the Mentor.
7. Regularly submitting drafts to the Mentor and attending periodic Scholar/Mentor meetings (suggested: at least twice/month) to discuss drafts and related-activities.
8. Adhering to a timeline agreed upon with Mentor.
9. Submitting your manuscript for publication or your grant proposal for funding consideration by November 1, 2013.
10. Completing a final, online program evaluation.

Mentors (*tenured faculty*) will be responsible for:

1. Assisting the Scholar with identifying and developing a writing project (manuscript or grant proposal) that will be submitted for publication in a peer-reviewed journal or to an external funding agency for consideration by November 1, 2013.
2. Helping the Scholar identify appropriate, high quality peer-reviewed journals with challenging acceptance rates or appropriate funding sources for their Scholar's research-based writing project (as a guide in deciding level of selectivity, see journal citation report by going to <http://www.library.txstate.edu/> and clicking on the following in order: Databases, Reference, and Journal Citation Report).
3. Assisting the Scholar with identifying and developing specific and realistic writing goals.

4. Actively writing with the Scholar (two times per month suggested).
5. Reviewing/editing the Scholar's work and providing constructive feedback regularly.
6. Keeping a log of all meetings with Scholar and other Scholar-related activities.
7. Helping Scholar stay on task so that project is successfully completed by stated deadline of November 1, 2013.
8. Completing a final, online program evaluation.

Again, I'm available to you for any reason, so don't hesitate to contact me.

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