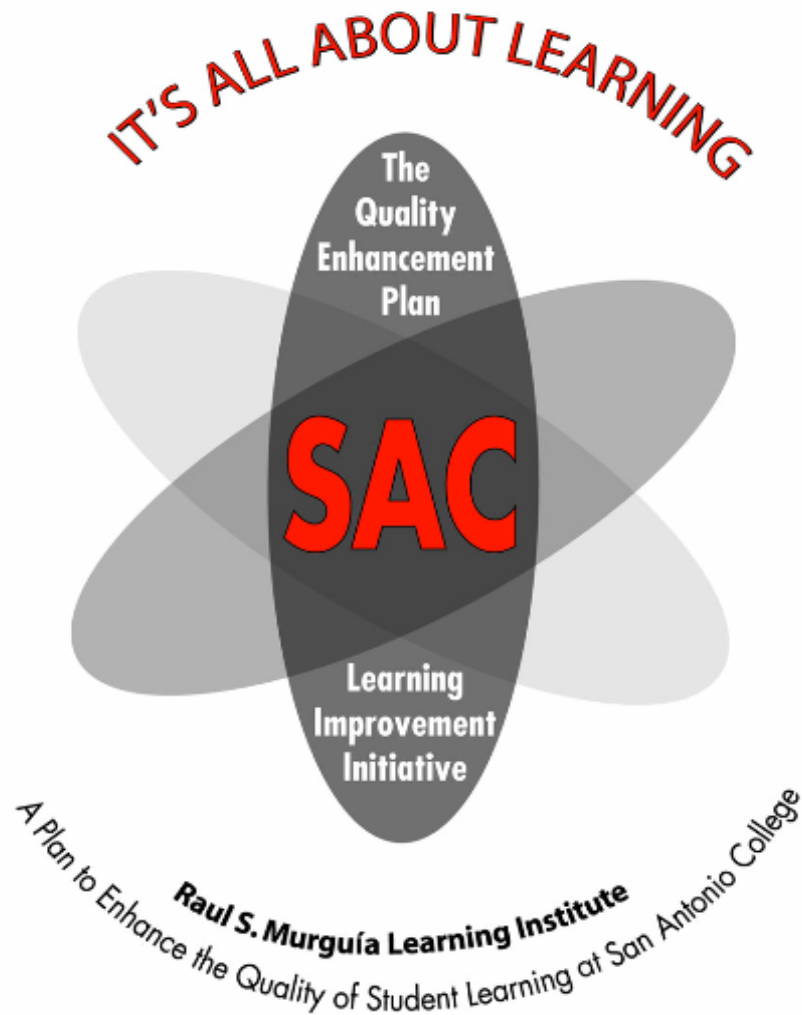


San Antonio College Quality Enhancement Plan



**For The Southern Association of Colleges and Schools
Commission on Colleges
Reaffirmation Review
August, 2005**

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EXECUTIVE SUMMARY

THE PROCESS:

This Plan is the result of nearly two years of intensive work by some of the most forward-looking minds at San Antonio College, assisted with input from every constituency on SAC's campus. The Quality Enhancement Plan Committee and many members of the College community are convinced that this plan can achieve substantive positive change in the intellectual development and the knowledge, skills, attitudes and behaviors of students at our institution, particularly our majority of minority students.

In November 2003, the President and members of the Leadership Team re-convened SAC's Retention Task Force, which had previously produced a report during the period from February to June 2003 on retention strategies currently being used at SAC, and asked them to act as the core of a Quality Enhancement Plan Committee. The Committee would be responsible for the development of strategies to improve student learning on the SAC campus. The group agreed enthusiastically, and members were added from the SACS Leadership Team and groups of other key stakeholders, including students. The President agreed to chair the Committee, with the Executive Vice President as a permanent member. Both attend all meetings and have taken an active role in the development and promotion of the QEP. A website was developed where anyone on campus could follow the development of the QEP.

Since then, the Committee has met monthly to engage in intensive discussion designed to guide Institutional Development staff in writing the plan. The QEP Committee and the President worked with the entire campus community to develop the "focus" of the QEP, which was then presented to College Academic Council. College Academic Council, which is comprised of the President, Vice President, and all Deans, Directors and Chairs, as well as staff and student representation, approved the QEP focus.

The institutional background/history and research of best practices in achieving improved student learning sections of the plan were drafted in early 2004 and continuously updated, and the Committee developed draft process objectives and expected outcomes/measures of institutional change and student success. In Summer of 2004, Implementation and Management plans were drafted, and work initiated on the Budget and Resources and Evaluation portions of the QEP. The current draft of the Plan has emerged from extensive study and discussion at well-attended meetings, and the exhaustive review and revision of drafts. In addition, the President visited college departments, Faculty Senate, Staff Council and the Chairs Council, and featured the QEP at Convocation and Employee Development Day, to present the focus of the QEP to the whole campus and obtain feedback about potential implementation strategies.

THE RESEARCH:

The Literature Review section of the QEP includes best practices for improving student learning, and consequently, student achievement and persistence, which have been the most supported by research and have therefore been deemed to possess the most potential for widespread campus implementation. In deciding which strategies to include, SAC drew upon institutional strategies discussed in its Title V Strengthening Hispanic Serving Institutions Comprehensive Development Plan and the Retention Task Force Report. Staff also researched strategies that address areas of needed improvement indicated by the Community College Survey of Student Engagement (faculty-student interaction, active/collaborative learning, student effort,

and academic challenge), strategies identified through the Lumina Achieving the Dream Project, and institutional support systems that have been shown to improve student learning and persistence. The Literature Review includes external studies on the following strategies: learning styles assessment in curriculum development and instruction, the effectiveness of student-centered teaching as opposed to teacher-centered teaching, faculty-student and faculty-faculty mentorship programs, learning communities, cooperative learning, peer tutoring and Supplemental Instruction, problem-based learning, peer mentoring programs, transitional bridge programs, orientation programs, and the use of mid-semester grade reports/academic alert systems.

DEFINITION OF STUDENT LEARNING: **Student Learning** is defined as a process that leads to the mastery of material, the improvement and utilization of analytical and cognitive abilities, and the acquisition and enrichment of physical, technical, personal and interpersonal skills.

DEFINITION OF STUDENT LEARNING OUTCOMES: San Antonio College defines **Student Learning Outcomes** as improvement in students' knowledge, skills, or behaviors. This improvement can be measured using: pre- and post-tests of change in knowledge; end-of-course tests or projects that measure mastery of skills; instruments measuring behavioral change (e.g., the Learning and Study Skills Inventory, the Collegiate Assessment of Academic Proficiency critical thinking section); observation and/or electronic or other types of student portfolios; and quantitative indicators of academic success such as grades, licensure examinations, achievement in sequential coursework, persistence/retention rates, and graduation/transfer rates.

QUALITY ENHANCEMENT PLAN (QEP) FOCUS: a College-Wide Professional Development Initiative Utilizing Teaching and Student Support Strategies that Improve Student Learning.

GOAL: *By the end of the QEP implementation period, San Antonio College will have significantly improved student learning through enhanced teaching and support strategies.*

In order to achieve this goal, SAC will establish a professional development initiative, the Raul S. Murguía Learning Institute, which will be comprised of five interconnected components:

- 1) **Semester-long Orientation and Best Practices Course** will be required for new faculty every fall and offered to selected faculty members teaching developmental Math, English or Reading or identified "gatekeeper" courses each spring. Coursework will introduce faculty to student-centered pedagogical best practices proven to increase student success and/or student persistence, including student-teacher interaction and collaborative/active learning, Learning Communities and Service Learning programs, problem-based and/or inquiry-based learning, Supplemental Instruction, and teaching based on learning styles.
- 2) **Graduate Coursework** for faculty and staff in community college teaching theory and practice, community college leadership, and student learning issues, including alternative learning strategies, student support strategies, and discipline-specific content.
- 3) **Professional Development Workshops** for both faculty and staff in Best Practices strategies proven to improve student learning outcomes.
- 4) **Mentorship Support** for new faculty members and other faculty who wish to improve their teaching and their understanding of community college issues by working with the Murguía Learning Institute staff and an experienced faculty mentor.

- 5) **Master Teacher Program** – interested faculty will attend a series of workshops to become a master teacher and act as models for other faculty.

All five of these components will include training in the assessment of student learning outcomes resulting from strategies that are implemented in or out of the classroom. Faculty and staff will be offered a “menu” of instruments to measure the effectiveness of these strategies in their classrooms.

PROPOSED QUALITY ENHANCEMENT PLAN OUTCOMES:

- Increased numbers of SAC students each semester will be receiving instruction in classrooms that utilize “best practice” strategies proven to improve student learning
- Improved student learning through the piloting of the following strategies:
 - critical thinking skills
 - instruction in learning styles, study skills, life skills, motivation and concentration, research skills, career exploration and time management
 - inquiry- and problem-based learning
 - student-centered learning (Assessment of Learner-Centered Practices)
- Increased in-class retention and productive grade rates for students in classes affected by the Murguía Learning Institute
- Increased productive grade rates for students in sequential courses to those improved through the Murguía Learning Institute

EVALUATION:

Both **process** and **outcome** measures will be used as part of a comprehensive evaluation process for the QEP, which will be conducted by the Murguía Learning Institute Director, Institutional Effectiveness staff and an external evaluator. Outcome measures will be both qualitative and quantitative. **Process** measures will include program documentation of Murguía Learning Institute activities including planning, development, staff/faculty, and evaluation meetings, schedules of workshops, and documentation of curriculum revisions, faculty mentorship, and institutionalization of effective strategies. There will also be an inventory taken of courses taught using methodologies, content or technologies which instructors have developed/changed because of participation in the Murguía Learning Institute.

Outcome measures will be both qualitative and quantitative. **Qualitative** assessments that measure change in affective skills and behaviors will be taken using instruments such as the ACT Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Skills test the Learning and Study Skills Inventory (LASSI), the Community College Survey of Student Engagement (CCSSE), and the Assessment of Learner-Centered Practices (ALCP). Course or skill-specific pre- and post tests, such as CAAP subject tests, as well as end-of-course tests or projects, will be used to measure gains in knowledge and mastery of technical/physical skills. Internally-developed student and faculty surveys will be designed to measure satisfaction with QEP strategies and obtain participant feedback on ways to improve these strategies.

Quantitative assessment will be done primarily using Institutional Effectiveness Office data for productive grade rates and successful course completion rates. The project will also use student information system data to determine student success in sequential courses for core or gatekeeper courses taught by Murguía Learning Institute participants.

A teacher who is attempting to teach, without inspiring the pupil with a desire to learn, is hammering on a cold iron. -Horace Mann, educational reformer (1796-1859)

The Quality Enhancement Plan:

A College-Wide Professional Development Initiative Utilizing Teaching and Student Support Strategies that Improve Student Learning

I. WHO WE ARE: THE INSTITUTIONAL CONTEXT

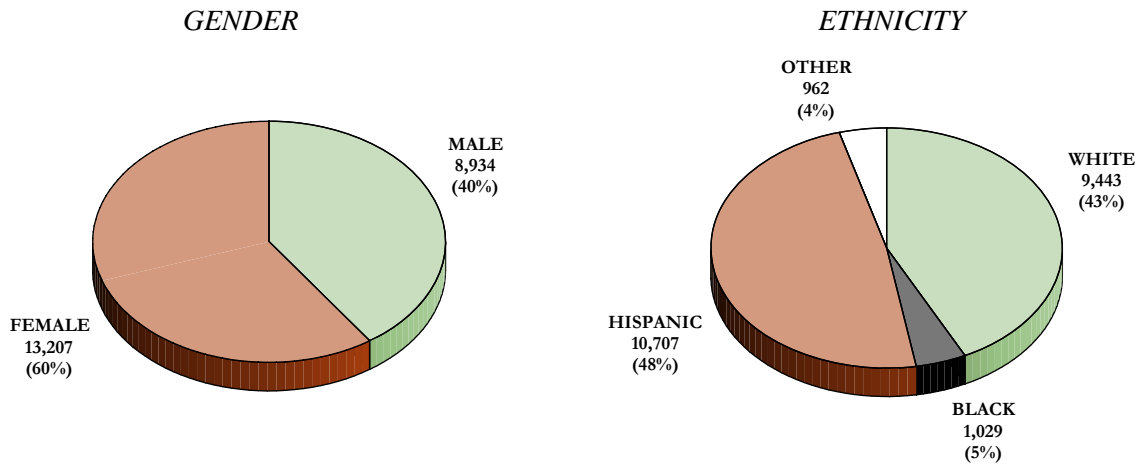
San Antonio College (SAC) is proud to be the largest provider of post-secondary education in Bexar County, Texas. San Antonio covers 417 square miles in South Central Texas and is the fastest growing region within the state. The second largest city in Texas and the ninth largest city in the United States, over half of San Antonio's population of more than 1.1 million is Hispanic or Latino (of any race – all ages), with 58.7% Hispanic, 6.5% African American, 31.8% Anglo-Americans, and 3% other non-white residents (U.S. Census 2000). Over the past decade, the city's population has grown at an annual average of two percent and is expected to continue at this rate. According to 2000 Census data, the poverty rate in San Antonio is 21.4%, which is greater than both the 14.9 % rate of the state of Texas and the U. S. rate of 11.3%.

San Antonio College (SAC) was founded as the University Junior College in September 1925. The San Antonio Union Junior College District assumed control of the San Antonio Junior College in 1946. The Southern Association of College and Schools (SACS) accredited the college in 1955. The name of the District, which now included three colleges, became the Alamo Community College District in 1982. In addition to being the largest college in San Antonio, San Antonio College is the largest of the four publicly funded, independently accredited colleges within the Alamo Community College District and the largest single-campus community and technical college in the state. Exactly reflecting the ethnic population of our North Central service area in enrollment, SAC enrolled 22,141 students during Fall 2004, with 48.4% indicating Hispanic origin, 42.7% Anglo origin, 4.6% indicating African American, and 4.3% "Other". With 10,707 Hispanic students enrolled in Fall 2004, San Antonio College has one of the largest single concentrations of Hispanics on one campus in the entire nation, or almost 2% of all Hispanic students enrolled in Hispanic-Serving institutions nationwide (HACU, 2000). Women made up 60% of SAC's students and men 40%.

In an article titled "The Future of Texas is tied to Education of its Minorities" Monica Wolfson of the Scripps Howard Austin Bureau noted that the ethnic breakdown of Texas in 2000 was about 53 percent Anglo, 32 percent Hispanic, 11 percent black and 3 percent "other," which is comprised mostly of Asians. "Texas' population in 2040 is projected at roughly 59 percent Hispanic, 24 percent Anglo, 7 percent black and 8 percent other" (November 19, 2003). This demographic shift will represent either economic disaster or economic boom, depending on how well Texas prepares its low-income minority residents to enter the workforce. As the largest provider of higher education to San Antonio minority residents, SAC's ability to appropriately educate its students is crucial to the economy of our state.

The gender and ethnicity of SAC students in Fall 2004 are expressed below:

22,141 STUDENTS



Economic, Educational, and Language Barriers Faced by SAC Students:

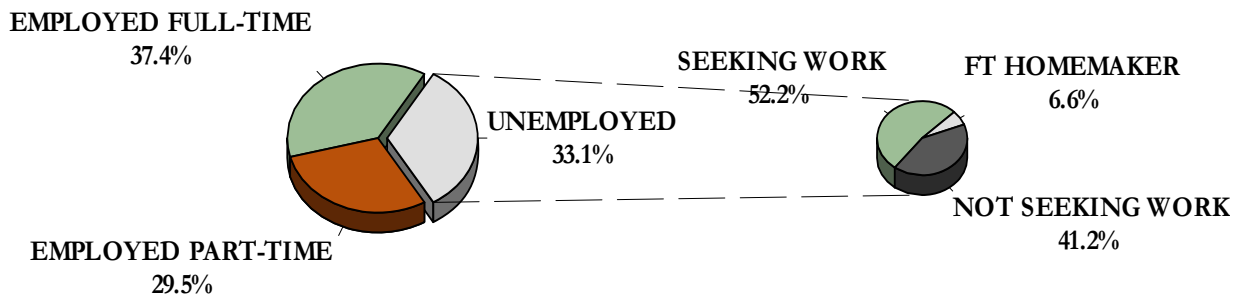
The modal student at San Antonio College is a Hispanic female between 19 and 30 years of age who is a full-time concurrent student (i.e. she is in at least her second semester of enrollment but probably not continuously enrolled as a full-time student), and employed at least part-time. She is still a freshman and the first in her family to enter college. Her family resides in Bexar County within ten miles of campus, and she commutes by public transportation or with a friend or relative. At least one of her parents did not graduate from high school. Her family has an income near 150% of the federal poverty level.

According to ACT Assessment Program Services (Habley), the five most critical issues contributing to drop-out potential, in order of strength, are: 1) low academic achievement, 2) limited educational aspirations, 3) inadequate financial resources, 4) indecision about major/career, and 5) economic disadvantage.

According to Texas Higher Education Coordinating Board (THECB) statistics for Fall 2004, 60% of SAC students were designated as “Economically Disadvantaged,” 41% were “Academically Disadvantaged” and 7% had “Limited English Proficiency”. The majority of our students must work while they go to school.

STUDENT EMPLOYMENT STATUS

16,281 respondents



“From kindergarten through college, poverty correlates most closely with academic deficiency than any other factor. These students are often tucked away into programs that set lower expectations and develop less academic competencies. As skill levels for employees rise, more people from impoverished neighborhoods will be adversely impacted” (McCabe, Community College Journal, Apr/May 1999). Economic or financial difficulties also affect and potentially compromise the relative value the student attributes to his/her education (Tinto, 1987).

According to THECB, from Fall 2002 to 2003, 9.9% of SAC enrollees transferred to four-year public institutions in Texas, and 4.2% of enrollees graduated with an Associates Degree in Arts, Science or Applied Science, or with a technical certificate. These figures are lower than the state’s transfer rate of 10.5% to four-year public schools, but higher than the state’s graduation rate of 3.4%. During the same period, 43.8% of non graduates were retained at SAC from Fall-to-Fall (41.9% for Texas).

Low retention, graduation and transfer rates are due in part to the fact that **many SAC students have encountered severe educational disadvantage**, and enter college with inadequate preparation:

- The 2000 U.S. Census data indicated that only 22.7% of Bexar County residents 25 years and older reported being a college graduate, compared with 23.9% statewide and 25.6% nationally.
- 68% of SAC students responded to the Fall 2004 Student Tracking Survey’s questions about the education levels of their parents. Of the respondents, 51% indicated that their fathers had no college and 52% indicated that their mothers had no college. If we apply this percentage to the current student headcount, **at least 11,000 SAC students are first-generation college students.**
- **The San Antonio Independent School District**, the largest ISD in San Antonio and the district that surrounds SAC, **ranked fourth worst in the nation**, along with Dallas, for urban school districts **with a severe dropout problem**, according to a Johns Hopkins University study released in January of 2001. At six of the eight high schools in SAISD, the number of 12th graders in the graduating classes of both 1993 and 1996 was less than half the number of students who were ninth graders four years earlier.
- The Hispanic Association of Colleges and Universities reported that 71.2% of all Hispanics have never attended college and only 13.3% reported attending “some” college. Although more than a third of Texas’ population is Hispanic, only 18.2% of bachelors degrees awarded in 2001 in Texas were to Hispanics.

Using data from the U.S. Department of Education, Adelman (1996) found that developmental education outcomes were best for students who needed fewest developmental courses. Students who placed into only one developmental course were much more likely to graduate than students who placed into two or more developmental courses. Adelman also found that those who place into both developmental English and Reading face the highest risk of attrition. The THECB reported in its 2003 State Fact Book that 41% of all first-time-in-college (FTIC) community college students in Texas were enrolled in remediation during the Fall 2001 semester. During that same semester, SAC enrolled 78% of its FTIC students in developmental classes.

Upon matriculation, all FTIC students who are not otherwise exempt by having qualifying SAT or ACT scores must participate in an assessment program. Students not achieving college-level proficiency in Reading, Writing or Mathematics must utilize the Developmental Education Program.

The chart below describes the proportion of students taking specific developmental classes at SAC:

Number of Students Participating in Developmental Program Fall 2003					
<u>English</u>		<u>Mathematics</u>		<u>Reading</u>	
# Students	% A,B,C	# Students	% A,B,C	# Students	% A,B,C
1,446	58%	8,886	34%	2,266	63%
Total unduplicated number enrolled in one or more remedial courses			9,248		
Total enrolled in all three areas			837		

Some SAC students also face language and cultural barriers. As reported in the THECB 2004 Annual Data Profile, during the 2003-2004 academic year, **7% of all SAC students indicated limited English proficiency**. Regardless of their primary language, these students have common issues that affect their levels of achievement and rates of progress. They vary in their abilities to understand, read, speak, and write English. Though many have studied English, they have difficulty in successfully competing with their English-proficient peers.

Time management, critical thinking skills, and research skills are all areas that faculty have identified as deficiencies among their students that fail (see below under “Title V Development”). Research skills are not developed in homes or at inner-city schools where there is low English literacy, little access to library resources, and where the student is unlikely to have had access to a computer. Time management is an alien concept in households where, because of poverty and underemployment, *crisis* management is the norm.

II. WHAT WE'VE DONE: STRATEGIC PLANNING FOR QUALITY IMPROVEMENT

A. A DEFINITION OF STUDENT LEARNING:

Student Learning at SAC is a process that leads to the mastery of material, the improvement and utilization of analytical and cognitive abilities, and the acquisition and enrichment of physical, technical, personal and interpersonal skills.

B. PLANNING AND IMPLEMENTATION OF STUDENT LEARNING IMPROVEMENT STRATEGIES AT SAC

The decision to develop a Quality Enhancement Plan that addressed Student Learning Improvement through professional development was an evolutionary process with multiple roots in the College's academic community. This decision was based in part on a series of interrelated, but not yet coordinated efforts being implemented by a broad base of entities within the school:

1. **Title V Development:** The first major driver in increasing the momentum of the student learning improvement "movement" on campus was the development of a Comprehensive Development Plan for a Title V "Hispanic Serving Institution Strengthening Institutions" grant request to the Department of Education in 2001. This proposed the implementation of six professional development and student support strategies designed to improve classroom performance, persistence and Fall-to-Fall retention rates, especially for at-risk Hispanic students.
2. **Enrollment Management:** At the same time, because of a Texas Higher Education Coordinating Board mandate which concerned the enrollment of minority and disadvantaged students into Texas schools, a Strategic Enrollment Management Committee was formed which developed a plan to be submitted to the state outlining the ways in which recruitment, assessment, enrollment, and retention of these groups were to be improved.
3. **The CCSSE:** Finally, SAC participated in the pilot of the Community College Survey of Student Engagement (CCSSE), which indicated that SAC needed to improve in the areas of student teacher interaction, active and collaborative learning, student effort and academic challenge.

These simultaneous efforts coincided to focus attention on student learning issues and to get faculty and administrators thinking about ways to evaluate and improve our college functions in the area of student learning. All four required: 1) an analysis of the institution's strengths and weaknesses; 2) a representative cross-section of the campus participating in the analysis process; 3) the application of research-based solutions to the identified problems; 4) the implementation of comprehensive programs; and, 5) the evaluation of results. Below are elaborations of each of these efforts.

Title V Analysis and Development

In Fall 2000 and Winter 2001, the San Antonio College Institutional Effectiveness Steering Committee (IESC), then composed of twenty-two members selected from the faculty, staff, and administration, led the Title V analysis and development process. The Steering Committee is responsible for proposing goals and objectives for the following year to the

College Academic Council. In this process, they use the San Antonio College Mission Statement, the Alamo Community College District Board Vision Statement, the Alamo Community College District Plan, SAC's annual Progress and Achievement Report, and the assessment results of the Program Review/Annual Unit Plan Process.

The IESC and the Title V Working Group used departmental reports, institutional research reports, surveys and focus groups to analyze each weakness and strength of the college in order to develop a plan for strengthening the institution. Also used were research and planning documents developed for Strategic Enrollment Management, research performed for the Student Support Services Program, and a study on college attrition conducted by the Faculty Senate. Faculty and administrators collaborated with the Title V Working Group and the IESC to identify institutional **strengths and weaknesses**. The following were the major **strengths** identified:

- The wide range of credit and non-credit courses offered demonstrates the College's efforts to meet the varied post-secondary educational needs of the San Antonio community.
- The College offers a strong developmental program in Reading, English and Mathematics that includes assessment, different levels of classroom instruction, non-course based remediation, and tutoring.
- Data from Texas four-year colleges and universities indicate that SAC students who transfer to those institutions perform as well as or better than their peers who started at the four-year schools as freshmen.
- Participatory management/shared governance is a reality at this College.
- The College provides essential support services for students: e.g. assessment, financial aid, tutoring, career counseling, personal counseling, academic advisement, and orientation classes.
- The College provides special services for special populations: e.g. disabled students, women, veterans, and international students.

These were the major **weaknesses** identified:

- The number of students who drop out during the matriculation process was too high.
- The percentage of students who fail developmental courses was too high.
- The attrition rate of students in each year was too high.
- Faculty participation in faculty development activities was too low.
- The percentage of faculty trained to develop and implement instructional interventions that will increase the academic attainment of students, especially minority students, was too low.

Obstacles to improved student learning had been identified through information collected by the Office of Enrollment Management and by the SAC Faculty Senate in a study conducted in 2000 of factors contributing to our students' attrition. The findings were consistent with national research investigating this issue. The ten primary and recurring reasons for large numbers of students not completing the matriculation process, performing poorly, dropping courses, and completely withdrawing from San Antonio College were:

1. Too much frustration with the internal matriculation process
2. Too many hours dedicated to employment
3. Course content too difficult
4. Students enrolled in too many semester hours of credit
5. Personal problems too overwhelming
6. Discouragement brought about by academic under-preparedness and need for considerable remediation
7. In many cases, too much incompatibility between teaching styles and learning styles
8. Too much time elapsing between the point when problem(s) are experienced and the point when a connection is made with appropriate support services
9. Considerable lack of awareness among college community (students, faculty, staff) of the availability and location of various support services
10. Internal referral networks were too cumbersome and often too paper-dependent

In response to campus-wide discussions about Strategic Enrollment Management, the Southern Association of Colleges and Schools (SACS) recommendations from our last review, and Committee discussion around our goals for effective use of Title V funds from the Department of Education, the Institutional Effectiveness Steering Committee drafted a sixth College Goal with eight objectives which institutionalized the College's commitment to the improvement of access, student data integration, and academic outcomes for minority and economically disadvantaged students. The College Academic Council approved this goal on January 10th, 2001.

College Strategic Goal 6.1.01 San Antonio College will increase recruitment, retention, transfer and graduation rates for potential and current students reflective of the service area population, especially those who are economically disadvantaged.

College Objective 6.1.1.01 San Antonio College will continue to increase the percentage of minority students at the college to reflect increases in the service area population (baseline Fall 00 = 60.5%).

College Objective 6.1.2.01 By the end of Academic Year 2002/2003, there will be an increase in enrollment of FTIC's from all sources which is 5% above the previous five-year period (Fall and Spring 96/97 through Fall and Spring 00/01) combined average number (5,138) at point of the Census Date.

College Objective 6.1.3.01 By August 2006, the college will integrate enrollment, assessment, admissions, counseling, financial aid, demographic, socio-economic, and academic progress information about students into one Decision Support System accessible to all staff and faculty; and 90% of staff and faculty will be trained in its utilization.

College Objective 6.1.4.01 By August 2004, at least 20% of faculty (baseline total faculty = 948 Fall 1999) will have received instruction on one or more retention

strategies, to include Learning Communities, learning styles, Problem Based Learning, Supplemental Instruction, Service Learning, peer mentorship, and collaborative learning.

College Objective 6.1.5.01 By August 2006, at least 25% (baseline 8,770 "academically disadvantaged," Fall '00) of all students who are assessed at the developmental level in more than one subject will be enrolled in academic programs utilizing one or more of the retention strategies referred to in 6.1.4.01.

College Objective 6.1.6.01 By August 2006, San Antonio College will have increased the Fall-to-Fall retention of students by 1% each year, from a Fall '98 to Fall '99 baseline of 43.1%.

College Objective 6.1.7.01 By August 2006, San Antonio College will increase the transfer rate to four-year Texas public institutions for Hispanic and African American students to 10.4%, from a baseline of 6.4% in academic year 98-99.

College Objective 6.1.8.01 By August 2006, San Antonio College will increase the numbers of students graduating by 10%, from a baseline of 416 in academic year 99-00.

A Title V Working Group made up of faculty, staff, administrators, students, a community member and the Executive Vice President met bi-weekly for three months to determine the goals and design the objectives and implementation plans most likely to achieve successful academic outcomes and persistence for the Hispanics who constitute the majority of our students. This group met monthly with the Institutional Effectiveness Steering Committee to present drafts and receive guidance and input from the 25 key college planners present, and at the same time to build consensus and support for the changes contemplated for Title V.

During the process of developing a Title V design, members of the Working Group met with the six Deans, the President of the Faculty Senate, the Chairperson of the Departmental Chairs Council, and the Director of Basic Skills Enrichment Program/Academic Development, and regularly with the President of the College to discuss, change, and refine the objectives and implementation plan for Title V. Meetings were held with the Director of Instructional Innovations, the Director of Institutional Effectiveness/Planning and Budget, the Statistical Research Specialist, the Director of Enrollment Management and the Chairperson of Counseling and Services for Special Populations. Meetings were held separately with the Chairperson of Counseling and Services for Special Populations and the Director of Admissions to obtain their input on the portions of the plan pertaining to their functions.

Measurable Title V Objectives for the Comprehensive Development Plan included:

- An increase in the Fall to Fall retention rate of Hispanics at SAC;
- An increase in the numbers of Hispanics graduating;
- An increase in the transfer rate to four-year Texas public institutions for Hispanics; and
- A reduction of the gap between the average GPA of Hispanic students and white non-Hispanic students

Six strategies were developed to accomplish these objectives:

1. **Strategies for Success** – offered to students on probation for poor grades, this six-week intervention **helps students improve time management, study, and self-assessment skills,**

and connects them with the campus and social services resources available to them to help them succeed.

2. **Supplemental Instruction** – Review and study sessions in a Student Role Model-guided environment. Required courses with high rates of attrition and/or failure (“gatekeeper” courses) are targeted.
3. **Faculty Instruction in Learning Styles and Problem-Based Learning** – The gap between the learning styles of community college students and their professors has been identified as a cause for student attrition and failure. When faculty are instructed in assessing the learning styles of their students and adapting their teaching style to match their students, students stay connected to the material and do better. Problem-Based Learning improves students’ critical thinking skills by organizing material around a problem or problems to be solved.
4. **Learning Communities** –A cohort of students attends a block of cooperatively-organized and taught courses together and studies together. This gives at-risk students the opportunity to be part of a close-knit social and study support system. Some or all of the above learning enhancements (items 1 – 3) may be included in a Learning Community.
5. **Computer Literacy/Web-based Learning Center** - A Computer Lab where students with little or no computer skills or who do not know how to use the Internet for research/instruction are given computer literacy and web-based research classes by staff and one-on-one practice with volunteer peer instructors. Web-based library research is also taught here.
6. **Decision Support System Integration** – Business intelligence software is being tailored to SAC’s student information systems to allow administrators, faculty, and evaluators to better assess student outcomes and target areas for improvement. The system will also enhance SAC’s capacity to identify and intervene with individual students before they fail or drop out. It will also allow increased staff and faculty access to data.

Strategic Enrollment Management Development

In September of 1999, SAC established an Enrollment Management Task Force with the charge from the Texas Higher Education Coordinating Board, as per Texas House Bill 1678, of developing and implementing an intervention system to place students in timely and consistent contact with need-based student support services geared to improve student success, especially targeting students on scholastic or progress probation. The Task Force included the Deans of Arts and Sciences, of Professional & Technical Education, and of Student Affairs, the Chairs of the English, Math and Computer Science, Counseling, and Reading and Education Departments, the Directors of Admissions, Assessment, Student Financial Aid, Enrollment Management, Academic Development and Distance Education, four counselors representing different counseling centers, Student and Adjunct Faculty Council representatives, the Director of TASP Advisement/Staff Council President, the Senior Statistical Research Specialist, and faculty from Sociology, English, and Computer Technology.

The committee identified places along the Internal Matriculation Pipeline where students were dropping out, and on-line enrollment resources were expanded to include additional training for staff and the upgrade of computers used in the enrollment process. By the Spring of 2004, 69% of SAC’s total enrollments were electronic enrollments.

In addition, in an effort to increase the academic productivity and Fall-to-Fall retention of “at-risk” students, the Task Force recommended various improvements to a comprehensive early intervention system of student success strategies for scholastically underprepared students. Students were offered two options for orientation, depending on their risk factors: Student Development 0170 (Orientation To College), and Student Development 0370 (Personal and Academic Success). Student Development 0171 (Strategies For Success), an intensive intervention for students on academic probation, was added to these options. Counseling Faculty are assigned to teach these three courses, and enrollment in the Personal and Academic Success and Strategies for Success classes needs to be small to facilitate teacher/student interaction, interactive learning, follow-up and evaluation.

Student Development 0370 (Personal and Academic Success), designed for first-time-in-college (FTIC) students who test into three Developmental (Remedial) courses, covers campus services, time management, decision making, personal issues, test taking skills, study techniques, library use, interpersonal communication, career analysis, behavioral self-management and question-asking skills. Strategies for Success, for students who are on academic probation, is described below under Title V.

The administration and the College Academic Council approved the committee’s recommendations. However, full implementation of the Academic Alert system, SDEV 0370, and a peer mentoring program have yet to be accomplished. SDEV 0370 class enrollment has been too large to become one counselor’s caseload. The Academic Alert mechanisms which will allow faculty and student support staff to identify students who are failing early in the semester so that they can receive intervention are being established this summer through Title V.

A peer mentorship program at the high school level was initiated in Spring 2004 by the Community Initiatives Program (See Community Initiatives below). A concerted, coordinated effort to implement mentoring institution-wide, involving College Access staff, the Service Learning Program, the San Antonio Educational Partnership, and all faculty, is still in the early planning stages.

The Community College Survey of Student Engagement (CCSSE)

In 2001, SAC participated in a pilot of the Community College Survey of Student Engagement (CCSSE). The CCSSE’s survey instrument, The Community College Student Report, provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning, student success and persistence/retention. The Community College Student Report is a versatile, research-based tool appropriate for multiple uses. It is a **benchmarking instrument**, establishing national norms on educational practice and performance by community and technical colleges, a **diagnostic tool**, identifying areas in which a college can enhance students’ educational experiences, and a **monitoring device**, documenting and improving institutional effectiveness over time.

CCSSE results help colleges focus on good educational practice — defined as practice that promotes high levels of student learning and retention — and identify areas in which

community colleges can improve their programs and services for students. The CCSSE is grounded in research about what works in strengthening student learning and persistence.

While SAC compared favorably to other participants in the pilot, there were four areas in which students' responses indicated that SAC needed to improve: 1) student teacher interaction; 2) student effort; 3) active/collaborative learning; and 4) academic challenge.

Specifically, within the area of **student-teacher interaction**, SAC students engaged in the following activities **less frequently** than their counterparts at other large community colleges:

- Used e-mail to communicate with an instructor,
- Talked about career plans with an instructor or advisor,
- Discussed ideas from readings or classes with instructors outside of class,
- Received prompt written or oral feedback from instructors on their performance,
- Worked with instructors on activities other than coursework. (The gap was largest on this last item).

In the area of **student effort**, SAC students were also **less likely** to have:

- Read unassigned books on their own for personal enjoyment of academic enrichment,
- Taken advantage of peer or other tutoring,
- Used a math or English skills lab.

In the area of **active/collaborative learning**, students at SAC **less frequently**:

- Asked questions in class or contributed to class discussions,
- Made a class presentation, worked with other students on projects during class,
- Worked with classmates outside of class to prepare class assignments.

Also, when asked how much coursework at SAC had emphasized certain mental activities under the area of **academic challenge**, students were **less likely** to have:

- Applied theories or concepts to practical problems or in new situations,
- Have used information they had read or heard in class to perform a new skill.

C. INTERNAL RESEARCH AROUND STUDENT LEARNING AT SAC

In addition to the CCSSE and some of the self-examination described above, members of the SAC community have conducted the following research*:

1. Title V Strategies to Strengthen the Institution

SAC's "Strategies for Success" program is an award-winning intensive counseling/classroom intervention designed to assist students in academic difficulty. Each semester at SAC, approximately 3,000 students are placed on some type of scholastic probation, and may lose their financial aid or be asked to withdraw if they are unable to raise their grade point average (GPA). Prior to the implementation of this program, the assistance offered by counselors or faculty to students who were having academic difficulties was typically limited to academic advisement. In 1999 a pilot project was conducted with students who had lost their financial aid due to poor academic performance (Enforced Scholastic Withdrawal). **The six-week, 18 clock-hour, intensive counseling-based intervention called "Strategies for Success" includes classroom instruction in learning styles, study skills, life skills, critical thinking skills, motivation and concentration, research skills, career exploration and managing personal issues.**

As a pre- and post-test, The Learning And Study Strategies Inventory (LASSI), assesses students in ten categories shown to affect academic success: Attention, Motivation, Time Management, Anxiety, Concentration, Information Processing, Selecting Main Ideas, Study Aids, Self Testing, and Test Strategies. **Students are required to attend at least two counseling sessions with the master's level counselor/ instructor for the course. During these sessions, counselors utilize cognitive restructuring and behavior modification techniques, as well as crisis management on an as-needed basis, to help students manage their academic career.**

Prior to the program (Fall 1995-Fall 1997) students on scholastic probation average GPAs decreased from 1.50 to 1.44, with only 45 percent enrolling for the next term. In Spring of 1999, the students completing the pilot experienced an average increase in their GPA of .19 from 1.67 to 1.86. All students showed an increase in performance in all categories of the LASSI, and their retention rates rose.

With the help of a Title V Improving Hispanic Serving Institutions grant from the Department of Education, Strategies for Success has been expanded to include students on Continued Scholastic Probation (2nd probation) at risk of being dismissed, so as to intervene at an earlier point and prevent dismissal. By Fall of 2003, the program had grown from 89 students to 499, and **Strategies for Success completers showed an increase of .52 from 1.30 to 1.82 in their GPAs, and were showing a retention rate of 68%. Sixty-nine percent (69%) of students participating in Strategies for Success are Hispanic, and 4% are African American.**

**Note: In all research involving students, San Antonio College faculty and staff strive to use evaluation instruments that reflect sensitivity to the cultural and socioeconomic characteristics of our students.*

In 2003, the Texas Higher Education Coordinating Board honored "Strategies" with the STAR Award as one of three outstanding community college programs in the state "for their exceptional contributions toward one or more of the goals of Closing the Gaps by 2015." "Closing the Gaps" is the higher education plan adopted by the state to significantly increase the research capabilities of Texas colleges, as well as their enrollment and retention rates, particularly among minorities, by the year 2015.

Learning Communities - In 2002, SAC implemented the Learning In Communities program (LinC) in which students are offered opportunities each semester to take thematically linked courses in different subjects, such as Sociology and English, or Geography and History. There are many models of Learning Communities that range from "block courses" to co-teaching. At SAC, faculty are encouraged to use the model best suited to their course and teaching style. The data supporting the success of Learning Communities at SAC is substantial in terms of improving academic achievement and persistence. In its first year (2002-2003), the LinC program had six Learning Communities with average GPAs for LinC participants being 2.40 compared to 1.9 for non-participants. **Subsequent data collection showed that four out of five Learning Community cohorts have had higher cumulative GPAs than non-Learning Community students enrolled in the same course, the greatest difference for one semester being 2.86 for enrollers vs. 1.41 for non-enrollers.**

Learning Communities have also increased fall-to-spring persistence rates for four out of the five cohorts who have enrolled in LinC, **with a difference as large as 25% between enrollers and non-enrollers for one cohort.** By Spring of 2004, the LinC program included 20 Learning Communities, including one Internet Learning Community for education majors that linked courses in Geography and History. The newly-funded Title V partnership with the University of Texas at San Antonio (UTSA) also employs a Learning Communities strategy (specific to education majors), providing additional opportunities for synergistic activities, and ultimately, to academically assist a greater number of students.

2. The IDRA Report on Recruitment

San Antonio College has a number of mechanisms in place to increase recruitment, especially for those who are economically disadvantaged. SAC helped establish the San Antonio Education Partnership (SAEP), which includes the City of San Antonio, corporate and business partners, nine colleges and universities and 15 inner-city high schools from seven ISDs. SAEP provides counseling and scholarships to students at these "at-risk" schools. SAC's College Access Project for High School Seniors provides outreach, presentations, orientation information, admissions and residency, financial aid information, assessment, general guidance, course-placement advice, academic and career counseling, registration, bursar assistance, and third party billing/on-site payment at area high schools. SAC also works closely with community-based TRIO programs to recruit at-risk students. Other recruitment efforts include Project Access Project for the Corporate World, the Young Women's/Men's Conference, the San Antonio ISD targeted Senior Summer Program, a Summer Enrichment Bridge Program, and a Senior Summer Bridge for SAEP students. We also conduct a summer bridge pre-freshman engineering program for 10th and 11th graders interested in engineering. Other recruitment efforts focus on students with disabilities.

Despite the targeted efforts outlined above, seven of the inner-city, low-income zip codes that surround the campus to the West, Southwest, and South were **not** among the top ten zip codes that “fed” SAC’s enrollment in 2002. The number of students coming from these zip codes had not increased in five years.

San Antonio College therefore commissioned the Intercultural Development Research Association (IDRA) to conduct research that would identify effective strategies for recruiting Hispanic and low-income students to enroll in San Antonio College. The study was funded by the Jessie Ball duPont Foundation, and the results included information that was relevant to the QEP’s efforts to identify best practices in improving student learning.

IDRA conducted an in-depth study of the demographics of students, administrators, teachers and faculty of SAC and feeder schools in targeted areas. Among the key findings from **IDRA demographic research** was that the major target feeder schools (Jefferson, Edison, Fox Tech and Lanier – “JETL” and others) suffer from 30-50 percent dropout rates that significantly reduce the pool of graduates eligible for postsecondary enrollment at SAC. There were no substantive increases in the number of students enrolling in college preparatory courses until 2001 when the state made the “recommended” program of study the default program for students.

IDRA’s Focus group and individual interviews targeted key stakeholders including high school administrators, counselors, high school students, and parents, and current SAC students. Global findings from the focus groups and individual interviews revealed the following about student support related to persistence issues:

Barriers that get in the way of students going to college: inadequate academic preparation, competing work and family responsibilities, and the lack of transportation were the most frequently mentioned barriers that students encounter on the road to college.

Benefits of going to SAC cited most often by respondents included its location (proximity) and access to students’ homes and work, the availability of resources and support for students, the ease of transition to a four-year university, its convenience allowing for students to live at home and continue working, its low cost (mentioned by every group) and its small class size.

SAC can help students prepare for college and support them once they enroll by providing better student support services such as tutoring, mentoring, daycare and counseling, providing transportation options for students and financial support through scholarships.

The **implications and recommendations** drawn by IDRA from this research were presented in the areas of Communication, Academic Preparation, Financial Aid, and Support Services. The following recommendations from their research addressed student learning-related issues:

Communication

- Make sure that students are clear about what it takes to succeed in college, including academic standards.
- Make sure that staff and students have regular and ongoing communication.

Academic preparation/coordination/alignment

- Improve the articulation between the community college and four-year institutions given that Hispanic students are more likely to attend community colleges and more likely to attend more than one institution of higher education than other ethnic groups.
- Create strong partnerships with the local school districts. Communicate and coordinate with high school teachers, articulating high school and college content areas.
- Align high school and college curricula and assessments so that the same knowledge and skills across institutions are emphasized; sequence undergraduate general education requirements so that appropriate senior-year courses are linked to postsecondary general education courses.
- Expand successful dual or concurrent enrollment programs between high school and college to include all students, especially minority and low-income students, and ensure their success.
- Coordinate with K-12 education reform efforts that help prepare students for college.

Support service/systems

- Establish support systems for students that are historically underserved, and design and implement strategies to address their inexperience within a college environment.
- Include multiple components in the support system, including counseling, mentoring, tutoring, enrichment activities, financial aid, and academic support.
- Tailor services to students' age and experiences.
- Create powerful peer student and faculty support systems that address academic and social support needs.
- Connect students early in their academic careers with local employers.
- Ensure that students take courses as a cohort so students can relate to each other's age and experience.

3. NSF Research Project on minority students' success:

We are fortunate to be a partner in a study being led by Texas A & M University at College Station (TAMU) for a National Science Foundation-sponsored Science, Technology, Engineering and Mathematics Talent Expansion Program STEP II proposal to examine the factors associated with students' successful attainment of a Bachelor's Degree in science, technology, engineering or math (STEM). This study will be an "in situ" investigation of successful outcomes under the simultaneous and interactive influence of many factors, using the comprehensive data gathered as a result of student participation in the Texas Alliance for Minority Participation Program, in which SAC collaborated for the period from 1992 to 2002.

The dire underrepresentation of certain minorities in STEM disciplines and professions suggests that completing a BS in a STEM discipline presents daunting challenges for a great many college-age underrepresented minority individuals. This study will determine if there are associated profile characteristics of these students, and if so, what these attributes are. This will allow academic institutions to recognize students with this profile and support them during the course of their academic career. Since many minority students begin their college education at community colleges, a profile of minority students who started their higher education careers in

community college, and who succeed at completing a BS in a STEM major may hold particularly promising information about both protection and risk factors.

The study addresses these questions:

- Can students who earn, or fail to earn, different degrees (i.e. Graduates, Progressors to Graduate School, Persisters, Non Persisters) be distinguished by demographics, academic behaviors, and particular features of their educational experiences?
- Do minority students who graduate with STEM BS degrees in Texas differ depending upon whether they began their studies in a community college or a university?
- Do minority students who graduate with STEM BS degrees in Texas differ from those who switched to non-STEM majors and graduated? If so, in what ways do the academic profiles of these graduates differ?

SAC has formed an Advisory Team to inform, assist with, and help direct the activities necessary to compile characterizing profiles for populations who overcome major challenges during the journey toward student success in STEM fields. This profiling will assist SAC to better understand and support “success characteristics.”

Data for the study will be drawn from large existing databases of thousands of longitudinal records developed over ten years in the Texas Alliance for Minority Participation Program. Additional data will be extracted from SAC’s Student Information System, from intervention and support program records and reports, and from institutional and departmental records, reports and the collective memories of key institutional personnel.

Phase II of the STEP study focuses on one Hispanic Serving Community College (SAC) and one predominantly majority Research I University (TAMU). Inclusion of variables pertaining to academic performance, participation in intervention programs, and exposure to major pedagogical strategy innovations will permit “drilling down” to mine and explore for clues where results are inconclusive or are dramatically unexpected and mysterious.

The additional variables that the researchers expect to have available in Phase II are: financial aid status; first generation in college status; academic background variables about the high school of origin; students’ pre-college standardized test scores; and placement scores and remedial work completed. In addition the study will look at academic performance variables such as: level of first math and first science course passed in college; students’ GPAs at each educational stage; and general features of students’ educational experiences, including students’ access to intervention and support, major curricular/pedagogical innovation, doctoral-level faculty, minority faculty; and enrollment history.

This study has the potential, by the beginning of the third year of SAC’s implementation of the QEP, to shed a great deal of light on the appropriateness and effectiveness of the student learning improvement strategies we have decided to adopt, and on the ways in which we need to develop strategies for specific populations and disciplines.

III. WHAT WE ARE DOING: DEVELOPMENT OF STRATEGIES TO IMPROVE STUDENT LEARNING

THE RETENTION TASK FORCE

In late 2002, discussions in the Institutional Effectiveness Steering Committee (IESC) about the results of the CCSSE and Title V evaluation results prompted the formation of a Retention Task Force, led by the Chair of the Math Department, which included faculty members, key university administrators, and staff representatives from campus programs. This group, called the Retention Task Force (RTF), agreed to provide a leadership role for the College in finding strategies to increase student achievement and satisfaction and consequently, to improve student retention rates. The RTF's task was to evaluate retention measures currently in place both inside the classroom and in campus programs, such as orientation programs for new students and academic intervention efforts for students at risk of dropping out of school. They were asked to collect an inventory of teaching and student support practices at SAC that led to improved retention and submit a report to the IESC and the College Academic Council.

Retention was defined by the Retention Task Force as: 1) Completion of a course; 2) Completion of all courses in which a student enrolls each semester; 3) Completion of requirements for an associate degree or certificate; 4) Completion of course, program, or any other undertaking in which a student is enrolled for the explicit purpose of self-improvement and/or continuing education; 5) Reaching a point of transferability to another institution, 6) Acquisition of a particular skill, or 7) Persistence evidenced by retention, *e.g.*: (a) as measured by pertinent outcome objectives contained in the College Plan; (b) measurements such as within-semester retention, fall semester to spring semester retention, fall semester to fall semester retention.

The Committee polled, via email, all individuals at the college (faculty and staff) to submit any strategies they had utilized which had a positive effect on retention. As the responses were received and reviewed, it was clear that only those strategies that were believed to be effective were submitted. Retention strategies listed in the report were divided into institutional, departmental, or instructional efforts to improve the retention of students at SAC.

The 18-page Retention Report was submitted to the IESC and the College Academic Council in May of 2003. It was received with much interest, and members of the College Council asked the President and Task Force Members to research best practices being implemented at other institutions that had proved successful in improving student outcomes.

Institutional Retention Strategies

The inventory revealed that San Antonio College provides the following support for at-risk students (as well as for other students) to improve their likelihood of remaining enrolled in classes and at SAC for as long as is required to achieve their various personal academic goals:

Retention-Oriented Student Support Services included: the Counseling Center, the Women's Center, the Student Development Program, the Basic Skills Enrichment Program (BSEP); the Transfer Center, the Veteran's Affairs Center; disAbility Support Services; Day Care Services for Students; the Student Learning Assistance Center (tutoring); LRC Library Research; Orientation Seminars; the Internet Course Readiness Center; the Assessment Center; the College Health Center; Student Financial Services; the Career Planning Center; the Job Placement

Program; the campus-based San Antonio Education Partnership Program; International Student Services; Carl Perkins Student Outreach; the Distance Education Office; the President's Honors Program; the Student Activities Office; the Instructional Innovation Center for Faculty; the Educational Multimedia Center; LRC Educational Multimedia Center for Video Courses; the Employee Development Program; the Employee Tuition Assistance Program; and the Student Assistance Program. The Student Support Services Project here at SAC, a TRIO Program, helps economically disadvantaged, first-generation-college and disabled students to complete secondary education and to gain access to and succeed in higher education.

Supplemental Instruction is a campus-wide academic enrichment program that utilizes peer-assisted study sessions. The strategy targets historically difficult academic courses and offers to all enrolled students regularly scheduled, out-of-class review sessions where students learn study, organizational and thinking skills in addition to course content. SAC began its Supplemental Instruction (SI) program in Spring 2003, and we are currently scheduled to have 15 sections of SI in Fall of 2005.

Learning Communities - In 2002, SAC implemented the Learning In Communities program (LinC) in which students are offered opportunities each semester to take thematically linked courses in different subjects, such as Sociology and English, or Geography and History. As of Spring, 2005, SAC offered 20 learning communities for 40 linked courses.

Assessing students' **Learning Styles** in order to help students understand the way in which they learn has been used by our counselors and faculty at SAC involved in student development for some time. Title V funds have recently expanded the utilization of this strategy through the classes being offered faculty in the Instructional Innovations Center. Thirty-two (32) faculty members have taken advantage of these classes.

Incorporating Service Learning into courses - Since initiating its Service Learning program with funding from a Serve and Learn grant four years ago, SAC has developed a strong program for students to receive credit for volunteer work serving the community in organizations outside the college. As of Spring 2004, 831 students were performing Service Learning projects in the 88 sections taught by 42 faculty members. The program is supported by full-time staff.

Transitional Bridge Programs SAC sponsors two Summer Bridge programs, Senior Summer, for students who are part of our San Antonio Educational Partnership, coming from at-risk schools, and EDGE, designed for pre-Engineering high school students in 10th and 11th grades. Providing students with a comprehensive orientation, assessment and college-level or remedial course credit before they start college can help them stay in school, and gives them a cohort of students with whom they can study.

Instructional Retention Strategies

Faculty members of the Retention Task Force felt that retention improved when instructors' attitudes toward students included cooperation, timeliness, tact, sincerity, integrity and empathy for students and student's life circumstances. "In our environment it is crucial that instructors believe that even students that are not well prepared for college are intelligent and capable of learning with sufficient time and support" (Retention Task Force Report). Effective professors are *approachable, available, and treat students like adults*.

Faculty responding to the Task Force Survey said that they offer several options for getting help with classwork: they assign students "partners" to contact when they need peer

assistance, they match up students willing to tutor or need tutoring, and refer students to Basic Skills or the Student Learning Assistance Center for individual tutoring; they give frequent quizzes and drop the lowest two or three quizzes. Some faculty review students' work with the class and provide constructive criticism prior to the due date of the assignment. Many offer several options for students to meet with them outside of class, and offer to help determine if there is anything that can be done, within reason, to prevent a student from dropping a class. Instructors also use technology in and out of the classroom (campus e-portal, e-mail, listservs, online discussions, assignments, and make-ups).

Other retention strategies named included group activities, and having students keep journals on topics that are being discussed in class and other issues.

Informal Peer Tutoring - The Retention Report listed "matching up students willing to tutor or need tutoring" on an informal level as a student support strategy already in place, albeit on a limited basis.

Faculty mentorship of students – while in general there has been little formal faculty student mentorship at SAC, a few grant-sponsored projects have included these relationships, and individual faculty develop mentorship relationships with students.

"Practicing an interactive teaching style" was listed as a retention strategy used by some faculty. In light of the CCSSE results, a definition of this approach needed to be developed.

Interim Grade/Progress Reports- Several faculty members named frequent updates on student progress throughout the semester as an effective retention strategy. Some faculty members require students to meet with the instructor twice during the semester. The Enrollment Management Plan also included the use of mid-term reports among the strategies to implement on a widespread basis at SAC.

Exam Review Sessions – faculty implementing these sessions had experienced excellent results (e.g. 80% course completion in Sociology and consistently good results on the NCLEX in Nursing, including a 100% NCLEX pass rate in 2002 for SAC's Distance Education Initiative, the Southwest Texas Border Area Nursing Program).

THE INSTITUTE FOR COMMUNITY INITIATIVES

In early 2003, a group of key administrators and faculty, including the Dean of Distance and Weekend Education, the Director of Enrollment Management, and two Business and Management professors, came to the President with a concept for a Community Initiatives Institute. The outreach and education activities of the Institute would target the four predominantly minority inner-city High Schools closest to SAC and the communities surrounding them. The reason for the initiative was that not enough students were graduating from these schools and enrolling at SAC, and that adults from these communities were not taking advantage of the educational opportunities available to them at SAC.

The President agreed to help this group move forward with the initiative, and the group proposed two activities, based on the recommendations of the IDRA report and on the community education experience of the group's members. These two projects were: 1) to develop peer mentorship programs in the four schools, where older students could encourage

younger, at risk students to finish high school, take appropriate college preparation courses and enroll in college; and 2) Parent Advisory Councils, where parents of 4th through 9th graders from the four targeted inner-city schools and their elementary and middle school feeders could be trained as higher education advocates, or “*Promotores de Educación,*” for other parents in their schools and for the community at large.

Funding for these initiatives was sought and obtained from the Texas Higher Education Coordinating Board and the Jessie Ball duPont Fund, and the peer mentorship program was initiated in Spring of 2004, while the Parent Councils were started in Fall 2004. One of the key early discoveries of this project was that **after the peer mentors had been provided sessions on goal setting** and helping their mentees set goals, **their grade point averages increased.**

THE “ACHIEVING THE DREAM” PROJECT OF THE LUMINA FOUNDATION:

The Lumina Foundation for Education, responding to research that showed that low income students and students of color are retained and attain degrees and certificates at significantly lower rates than white and Asian students, investigated the issue, and discovered that community colleges were the key players in opening access to higher education. They addressed this challenge by implementing “Achieving the Dream: Community Colleges Count”, a multi-year initiative funded by the Lumina Foundation.

In Spring of 2004, the four colleges of the Alamo Community College District applied for Achieving the Dream (AtD) planning funding for this initiative to increase student success among our underserved student populations. Lumina had already identified student outcome indicators that matched some of those being looked at by SAC’s QEP Committee as quantitative measures for our Quality Enhancement Plan. These were: 1) Successful completion of remedial courses and progression to college-level courses; 2) Enrollment and successful completion of college-level "gatekeeper" courses (“Gatekeeper” courses are defined as core courses that have high enrollment and high failure rate); 3) Productive grades (C or higher) in all courses; 4) Semester to semester persistence; and 5) Graduation.

As part of the Lumina effort during the AtD planning year, San Antonio College and its sister colleges increased their efforts to cultivate cultures of evidence and accountability. Each College developed an AtD Data Team and an AtD Core Team to conduct research and develop a four year AtD Project Plan. The plans of the four colleges were to be coordinated and made into a District Plan by District-Wide AtD Core and Data Teams.

During its planning year, the AtD Data Team for SAC collected statistics on student success in a number of specific areas. They found that while low-income students with financial aid are retained at higher rates than overall students, they complete gatekeeper English and Math at lower rates than the overall student population; graduate at substantially lower rates than the overall student population and students of color; and that Hispanics complete gatekeeper Math and English at lower rates than the overall population. They also found that **students in special programs that emphasize small groups, more personal attention, peer support, and more interaction, such as Learning Communities, Service Learning, the Senior Summer Program, and Strategies for Success, are doing better than other students.**

The Data Team also conducted an Institutional Policy and Practice Inventory and focus groups with students, and identified “gaps” in the following areas of service to students: 1) Academic Planning; 2) Curricular Alignment; 3) Degree Auditing; 4) Enrollment Management (retention); 5) First Year Success; 6) Institutional Organization; 7) Peer Tutoring; and 8) Transfer Policy.

SAC’s **AtD Data Team Recommendations**, which were approved by the SAC AtD Core Team, included:

- Increased use of Active/Collaborative Learning and Student/Faculty Interaction through the promotion of Learning Communities, Service Learning and Strategies for Success;
- Mandatory enrollment of students who require remediation in three areas in Learning Communities, with Student Development 0370 as part of the Learning Community.
- Enrollment of all First-Time-in-College students in a Learning Community.
- Evaluation and restructuring of the Orientation Program to enhance effectiveness and to improve student success, by: (1) combining orientation and learning communities, (2) addressing the needs of students by age groups, and (3) involving departments.
- Revision of departmental and faculty syllabi to include e-mail addresses for faculty, office hours, methods of instruction, components of grading system, ADA statement, and college attendance policy.
- The assignment of first-time-in-college students to a designated counselor by Declared Major.
- Required academic advisement for all transfer students.
- Identification and implementation of strategies to improve graduation rates such as Reverse Degrees, Graduation Plus, evaluation of faculty advising in respective majors, and encouragement of departmental initiatives.
- Evaluation of data on success of students in developmental Math as it correlates with their Reading and English placement scores.

In Spring of 2005, the recommendations concerning Developmental Math courses were combined with those of SAC’s sister colleges and submitted as a District-wide four-year project plan in a preliminary proposal to the Lumina Foundation. The final proposal, which was just approved, will provide \$100,000 each year for four years for implementation of these developmental course strategies District-wide.

THE QEP PLANNING PROCESS:

In Fall of 2003, after the presentation of the Retention Task Force’s Report on student learning improvement strategies, a Quality Enhancement Plan Working Group was formed by the President of the College. Members of the Retention Task Force were asked to join the QEP Committee. This committee consisted of the President, the Executive Vice President, the Director of Planning and Budget, the Chairs of the Math and Sociology Departments, the Director of Academic Development, the Program Director for Title V and Strategies for Success, the Director of College and Grants Development, faculty members in the Business, English, Foreign Languages and Math departments, a student, and a research specialist. They were joined in mid-2004 by the Senior Statistical Research Specialist from Research and Institutional

Effectiveness, the Director of The Center for Professional Development and Continuing Education programs, the Assistant to the President, and a representative of the Student Government Association.

As mentioned previously in this document, the results of SAC's participation in the Community College Survey of Student Engagement (CCSSE) in 2002 and 2003 indicated that SAC needed improvement in the following areas: (1) faculty-student interaction; (2) active/collaborative learning; (3) student effort, and (4) academic challenge. These issues became the focus of the QEP Committee's efforts to design a project to substantially improve the way the College helped students learn.

As the Retention Task Force evolved into the QEP Working Committee in Fall 2003, it became apparent that the need to increase student success as determined by traditional quantitative methods such as grades and persistence, to improve in the areas cited by the CCSSE, and to build upon previous institutional efforts in all of these categories indicated an overall need to improve student learning outcomes at SAC through **student-centered strategies**. In Spring 2004, a **Teaching-Learning Center for SAC faculty and staff** was suggested by the Committee as a vehicle for addressing this need by providing the professional development opportunities necessary for increasing campus knowledge about and awareness of these strategies, as well as for increasing the likelihood of their implementation and institutionalization.

After receiving input from Dr. Tom Benberg during a July 2004 visit to SAC, Dr. Robert Zeigler, SAC's President, made a recommendation to tighten the focus of the professional development initiative. His recommendation was accompanied by the news that SAC would be losing 35 veteran faculty members to a retirement incentive.

The scope of the QEP went from a broad spectrum of activities that included the implementation of many student support programs to a narrower focus on getting best practices in instructional methods and student support strategies into our classrooms. Of particular interest were new faculty members, who would receive intensive orientation and instruction in teaching best practices during their first Fall semester at SAC, and on developmental and gatekeeper faculty, who would be given opportunities for similar instruction in discipline-specific best practices and student-centered learning each spring semester.

To ensure **broad-based involvement of the community in developing the focus of the QEP** President Zeigler conducted a series of Q & A sessions about the QEP Focus at departmental faculty meetings and for major campus constituencies such as the Chairs Council, Faculty Senate and Staff Council (See Appendix E). The focus of the QEP: **"A College-Wide Professional Development Initiative Utilizing Teaching and Student Support Strategies that Improve Student Learning"** was finalized by the Committee after many revisions, and presented to the College Academic Council.

As the QEP Committee began to look at how to evaluate the effectiveness of the professional development activities contemplated, some members struggled to understand what was meant by "student learning outcomes," and how to measure them. Primarily for this reason, seven members of the QEP Committee attended the SACS COC meeting in Atlanta in November of 2004, bringing back a broader understanding of what student outcomes were and how to

measure them. Four members began to do research on the track record of specific instruments that would measure the effectiveness of the best practices strategies chosen for our QEP. An Assessment Subcommittee of the QEP Committee met to select the appropriate instruments from among those identified through this research.

As the Implementation and Evaluation sections of this document were being refined and finalized in April of 2005, Dr. Johnnie Rosenauer, Chair of the Accreditation Leadership Team, took advantage of the opportunity to observe an on-site visit at Louisiana State University at Shreveport, and brought back valuable insight into the process and expectations of the SACS accreditation team.

The Committee continued to seek broad-based involvement of the campus community throughout the development of the QEP. At SAC's Staff Development Day in May of 2005, Dr. Rosenauer presented a description of what the QEP would entail to campus staff as the keynote speaker and with other Committee members made two presentations during the day. Feedback solicited at these presentations was incorporated into the Plan (See Appendix F). During the Summer of 2005, Dr. Zeigler and Dr. Rosenauer went back to the groups visited before with the fleshed-out details of the Murguia Learning Institute, and brought feedback back to the Committee as each member read and revised the final drafts of the Plan (See Appendix E and minutes of the QEP Committee at <http://www.accd.edu/sac/sacmain/qep>).

What follows is the result of nearly two years of intensive work by some of the most forward-looking minds at San Antonio College, assisted with input from every constituency on SAC's campus. The Quality Enhancement Plan Committee and many members of the college community are convinced that this plan can achieve substantive positive change in the intellectual development and the knowledge, skills, attitudes and behaviors of students at our institution, particularly our majority of minority students.

IV. THE IMPORTANCE OF THE QEP

“There are essentially three threads which must be interwoven into a program dedicated to the improvement of student learning: shifting curricular focus to student learning; developing faculty as effective teachers; and the integration of assessment into curriculum at several levels” (Frye, 1999).

In the last five years, SAC has made progress in all three of these areas, as described above. However, this progress has not been campus-wide, and those involved in orchestrating these changes have discovered that the key to change in all three areas is **faculty education and development**. Recognizing this fact, the Quality Enhancement Plan Committee, with extensive input from all constituencies (see above), developed the following focus.

QUALITY ENHANCEMENT PLAN (QEP) FOCUS:

A College-Wide Professional Development Initiative Utilizing Teaching and Student Support Strategies that Improve Student Learning.

A DEFINITION OF STUDENT LEARNING:

Student Learning at SAC is a process that leads to the mastery of material, the improvement and utilization of analytical and cognitive abilities, and the acquisition and enrichment of physical, technical, personal and interpersonal skills.

A DEFINITION OF STUDENT LEARNING OUTCOMES:

San Antonio College defines **Student Learning Outcomes** as change in students’ knowledge, skills, or behaviors, which can be measured using pre- and post-tests of change in knowledge, end-of-course tests or projects that measure mastery of skills, instruments measuring behavioral change (e.g., the LASSI), observation and/or electronic or other types of student portfolios, and quantitative indicators of academic success such as grades, licensure examinations, achievement in sequential coursework, persistence/retention and graduation/transfer rates.

Note: The following plan describes the implementation of the **Raul S. Murguía Learning Institute**. The Institute has been named for Raul S. Murguía, born in San Antonio in 1938, who joined the San Antonio College faculty in 1967, where he taught English and an occasional course in Philosophy until his death in 1999. A rare combination of brilliance, dedication, and compassion, Professor Murguía was a mentor for many of the junior faculty, both within and outside his department. This “Teacher’s Teacher” was widely respected as a true academician, scholar, and gentleman, always willing to help out a peer who needed some ideas about how to be more effective in the classroom. The Raul S. Murguía Presidential Honors Program was named in his honor. Professor Murguía personified the high standards of academic excellence in his own work and in his expectations for his students that the **Murguía Learning Institute** will strive for.

V. QUALITY ENHANCEMENT PLAN GOAL AND OBJECTIVES

GOAL: *By the end of the QEP implementation period, San Antonio College will have significantly improved student learning through enhanced teaching and support strategies.*

Process Objectives:

Process Objective 1: By October 31, 2005, a teaching and learning institute, the Raúl S. Murguía Learning Institute, will have been established at SAC with the goal of helping educators learn about and implement best instructional practices and student support strategies for improving student success.

Process Objective 2: By May 31, 2007, 100% of new tenure-track faculty members ($n > 50$), at least 35 faculty who teach developmental Math, English or Reading, or gatekeeper* courses, and key staff will have received training in student-centered pedagogical strategies proven to increase student success, including increased student-teacher interaction and collaborative/active learning, development and implementation of new Learning Communities and Service Learning programs, problem-based and/or inquiry-based learning, Supplemental Instruction, teaching based on learning styles, assessment of student learning, and other best educational practices.

Process Objective 3: By August 31, 2011, at least 25% of full-time faculty will have incorporated strategies proven to increase student learning into their classroom practice as a result of dissemination of these practices through the Murguía Learning Institute.

Process Objective 4: By August 31, 2011, over 7,000 SAC students (33%) each semester will be receiving instruction in classrooms that utilize “best practice” strategies proven to improve student learning in a culturally diverse environment.

Student Learning Outcome Objectives:

Outcome Objective 1: By August 31, 2011, random samples of students in classes of teachers participating in Murguía Learning Institute training/education activities will show more improvement in critical thinking/problem solving skills than random samples of students in classes where teachers have not participated in the Murguía Learning Institute.

Measures: Change in critical thinking/problem/solving will be measured using the pertinent section of the ACT Collegiate Assessment of Academic Proficiency (CAAP) and the Assessment of Learner-Centered Practices (ALCP).

Outcome Objective 2: By August 31, 2011, students in classes of teachers participating in Murguía Learning Institute training/education sessions on inquiry-based teaching will have gained analytical skills in the utilization of the scientific method or key mathematical concepts.

Measures: analytical skills, knowledge of the scientific method and key mathematical concepts measured by pertinent sections of the CAAP and/or pre-and post tests to be developed.

Outcome Objective 3: By August 31, 2011, in-class retention and productive grade rates for students in classes taught by faculty participants in the Murguía Learning Institute will be higher than departmental averages for that course.

Measures: Student data on completion from Banner student information system.

Outcome Objective 4: By August 31, 2011, productive grade rates for a random sample of students in courses sequential to courses taught by Murguía Learning Institute participants will show a statistically significant increase from a fall 2005 baseline established for those courses.

Measures: Student data on grades from Banner System.

* *“Gatekeeper” courses are defined as core courses that have high enrollment and high failure rate.* SAC has identified the following as gatekeeper courses: English 1301, Math 1314, Biology 1406 and 1408, Government 2301 and American History 1301.

WHY WE CHOSE THESE STRATEGIES: A LITERATURE REVIEW OF BEST PRACTICES IN STUDENT LEARNING IMPROVEMENT

Definition of Good Practices:

“Good practices are commonly-accepted practices within the higher education community which enhance institutional quality” <http://www.sacscoc.org/commpub.asp#Good%20Practices>.

The following literature review focuses on both faculty-driven and student support-driven approaches to improving student learning based on specific SAC retention strategies discussed in the RTF Report that directly address the areas of improvement cited by the CCSSE, as well as other student support interventions that can improve student learning, and ultimately, student achievement and persistence. **The following strategies do not constitute a comprehensive list of those to be addressed in the professional development workshops and courses that will be offered at the Murguía Learning Institute (MLI). However, since these are the strategies best supported by research, and have the most potential for widespread campus implementation, they will form the core of the MLI offerings.**

Faculty-Driven Best Practices

Research has shown that increased quantity and quality of **faculty-student interaction** leads to higher levels of student achievement. Astin (in Gamson, 1993) found that students on campuses in which faculty have a strong orientation toward students are more satisfied with the institution, the curriculum, and other aspects of the educational experience and are more likely to develop academically. **Direct interaction with faculty – being a guest in a professor's home, assisting a faculty member in teaching a course, hours each week spent talking with faculty outside of class – has significant effects on every academic outcome, including grade point average, degree completion, and enrollment in graduate or professional school.**

In order to explore the relationship between teacher behaviors and student learning, Pascarella and others (1994) examined how teacher organization and preparation and teacher skill and clarity influenced the development of general cognitive skills in the first year of college. A sample of 2,302 students attending 18 diverse four-year institutions from 15 states throughout the country participated in this study. Data collected in Fall 1992 included a pre-college survey that gathered information on student demographic characteristics and background, as well as aspirations, expectations of college, and items assessing orientation to learning. Students also completed the Collegiate Assessment of Academic Proficiency (CAAP) measure. Follow-up testing took place in Spring 1993. Results showed that, when controlling for pre-college cognitive level and academic motivation, the extent to which students judged the overall instruction as high in teacher organization and preparation was one of the variables that was significantly and positively associated with end-of-first year reading comprehension, mathematics, critical thinking, and composite cognitive development.

The MLI plans to offer workshops and courses for faculty and interested staff in the following educational best practices:

- **Faculty-student interaction/Student-centered learning-** SAC's comparatively low score on the Faculty-Student Interaction section of the Community College Survey of Student Engagement (CCSSE) established a qualitative basis for improvement in this area.

Research indicates a direct relationship between increased faculty-student interaction and student achievement/persistence. The RTF report listed the establishment of faculty-student mentorship as an effective, but underutilized retention strategy.

A seminal study was conducted at Syracuse University about the effect of informal student/faculty interaction on student satisfaction and attrition rates (Pascarella & Terenzini, 1975). The study consisted of a questionnaire distributed by mail to a sample of the student population, with a response rate of 75.8 percent. The results of the questionnaire were used to divide the sample into low, moderate, and high interactor groups based on the frequency of student-faculty interactions. The subjects initially participating in the study were followed up during the following fall semester to determine if differences in the rate of attrition were associated with membership in the particular groups. A subject was considered a “leaver” if he or she did not register for the fall semester. **The percentage of “leavers” among low interactors was nearly twice as high as the percentage among moderate interactors and nearly three times as high as the percentage among high interactors, with a 27% withdrawal rate for low interactors, 14% for medium interactors, and 9% for high interactors.**

In an effort to retain students and improve advisement, Coffeyville Community College in Kansas instituted the SELECT Advisor programs in the summer of 1993. Becoming a "Master Advisor" involves attending a summer workshop, helping with student orientations, teaching one section of college orientation, and mentoring 10 at-risk students. **A September 1994 retention report on all Fall 1993 freshmen indicated that the at-risk students in the SELECT program had a 73% retention rate, compared to a 70% retention rate for students enrolled in orientation classes and a 42% retention rate for students not enrolled in orientation classes (Clark & Others, 1995). Similarly, Valencia Community College discovered that when faculty mentoring was combined with an orientation course, the return rate increased by 10% beyond the rate of enrolling in an orientation course only (Nelson, 1993).**

In a national study of 4,615 adolescents and their teachers designed to examine the utility of learner-centered teaching practices for improving the academic engagement and achievement of adolescents, Herman, McCombs and Meece (2003) found that adolescents reported stronger mastery and performance goals when they perceived their teachers as using learner-centered teaching practices. **The strongest correlation with improved learning outcomes was found when teachers were perceived to promote positive interpersonal relationships.**

At Adams State College in Colorado, faculty members were trained in Learner Centered Practices through the CELT program, and evaluated using the faculty and student versions of the Assessment of Learner Centered Practices (ACLP) which provided a comparative analysis of faculty perceptions of their classroom practices and educational beliefs contrasted to their students' perceptions, and feedback on how to develop and implement more learner-centered qualities and practices. **Over four years, the perceptions of students were consistently closer to the perceptions of faculty participating in CELT than to those of non-participant faculty, and students found CELT-trained faculty to be more learner-centered than non-CELT faculty.**

- **Learning Styles-** The use of Learning Styles assessment in tailoring curricula and teaching methods to fit student needs was one of the effective instructional strategies listed in the RTF report, and has been widely supported by research. Understanding the effect of learning styles on student learning is particularly significant for the faculty of a Hispanic-Serving Institution that has a majority “minority” and lower-income population.

Richard M. Felder (1993) points to the work of David Kolb, Sheila Tobias, G. Lawrence and Ronald Schmeck, among others, when he advocates for change in teaching styles to match students learning styles among his colleagues (“Reaching the Second Tier: Learning and Teaching Styles in College Science Education”). He states:

The research shows that students are characterized by significantly different *learning styles*: they preferentially focus on different types of information... and achieve understanding at different rates. Students whose learning styles are compatible with the teaching style of a course instructor tend to retain information longer, apply it more effectively, and have more positive post-course attitudes toward the subject than do their counterparts who experience learning/teaching style mismatches.

Miglietti and Strange (1998) performed a comprehensive battery of tests on a group of 156 students in remedial math and reading classes at a large Ohio community college and found that **students in classes with learner-centered activities, including instruction based on students’ learning style preferences, achieved higher course grades.**

The University of New Mexico selected eight courses in their engineering department with low retention rates for a learning style experiment in which students completed a learning style preference inventory at the beginning of the semester and the teaching styles of the courses were modified according to those preferences. **There was an average increase of 9% in student retention and achievement from the semester before the faculty participated in the program to the current semester, as measured through students’ course grades and failure/withdrawal rates** (McShannon, 2000).

Research also indicates that a close association exists between students' cultural background and their preferred learning styles. Sanchez (2000) found that students' individual learning preferences are typically accompanied by culturally determined tools that influence the way they process information and, depending on the fit between teaching and learning styles, facilitate or hinder their educational achievement. She also cited two concurrent studies examining the impact of culture on the learning preferences of Hispanic and Native American college students in the southwestern United States, in which **both Hispanic and Native American students, in comparison to white students, exhibited a high propensity for participation in active, concrete learning experiences, cooperative situations, and elaborative processing.** Similarly, Palma-Rivas (2000) found that **African-American students' achievement appears to be positively related to oral experiences and interpersonal relationships.**

- **Cooperative Learning-** The RTF Report listed “practicing an interactive teaching style” as a retention strategy used by some faculty that can be achieved through several methods, one of which involved encouraging cooperative peer learning. Once again, the results of the CCSSE quantitatively indicated that active and collaborative learning in the

classroom could be improved at SAC. Therefore, the QEP Committee has assessed various strategies to encourage cooperative learning campus-wide.

Research on cooperative learning shows improved student learning outcomes as a result of its implementation. Springer, et al. cite a study conducted in Idaho (Keeler & Anson, 1995) that measured the impacts of cooperative learning strategies used in a college computer skills lab course and compared learning performance and retention of students taught via cooperative teams or traditional individual learning. Results showed statistically significant improvement with the use of cooperative learning (Achievement=0.51 and persistence =0.90).

At the University of Southwestern Louisiana, an innovative course in college mathematics, Math 107, was designed to place mathematics into the context of everyday life and to use concepts from several disciplines within mathematics including algebra, geometry, statistics, probability, and data analysis. Inherent within the teaching of Math 107 was the use of reform strategies such as extensive real-world problem solving and *cooperative learning*. A comparison of (n=140) students enrolled in either Math 105, a traditional college algebra course, or in Math 107 showed that students enrolled in Math 107 had a *lower attrition rate* and a *higher rate of satisfactory course completion*. Statistical analysis showed that Math 107 students showed greater gains in positive attitudes towards mathematics. There were no significant differences based on size of class or the gender of the student (Rieck & Others, 1995).

Research has also shown that cooperative learning can be especially beneficial for African-American and Hispanic populations, which is a key finding for SAC since 2002 enrollment statistics indicate that these minorities comprise 54.5% of our student population. In 1999, the National Science Foundation and The University of Wisconsin-Madison published the findings of a meta-analysis (based on the results of smaller studies) regarding the effects of cooperative learning on undergraduate science, mathematics, engineering, and technology students. **Their analysis of the impacts of cooperative learning on undergraduate minority students in these disciplines found that the positive effect of small-group learning on students' achievement was significantly greater for groups composed primarily or exclusively of African Americans and Latinas/os (d=0.76) compared with predominantly white (d=0.46) and relatively heterogeneous (d=0.42) groups** (Springer & Others, 1999).

- **Problem-based Learning**- In the RTF report, one of the other components of developing an interactive teaching style mentioned designing activities “to involve students in critical thinking by challenging them to analyze specific issues and/or social problems.” Therefore, we are making efforts to train faculty in problem-based learning procedures through the MLI.

At the University of South Carolina-Spartanburg, Problem-Based Learning was initiated in 1994 for College Math courses. A comparison with 37 courses that were traditionally taught revealed that the median success rate for problem-based courses was 75% compared to 56% for the traditionally-taught courses. A larger percentage of problem-based learners also opted to take Statistics the next semester than learners in

the traditional sections, and the problem-based learners had a 76% success rate in that class, a strong indication that a lasting affect on students' learning skills had been achieved.

As assessed through the Reflective Judgment Exercise, an instrument used to measure higher-order thinking skills, freshmen engineering students at the U.S. Air Force Academy who had been placed in problem-based, introductory engineering courses made more significant gains in their problem-solving abilities than those placed in traditional, lecture-based courses. In addition, freshmen enrolled in the problem-based courses outperformed seniors whose problem-solving abilities were assessed with the same instrument (Laffey & Reeves, 1999).

- **Fostering Critical Thinking Skills**- SAC has recently added a new critical thinking competency requirement for its academic degrees that students must fulfill prior to graduation, in large part because of the positive correlations between critical thinking ability and academic achievement that have been revealed by recent research. Improving students' critical thinking skills and assessing them, have become priorities for SAC as an academic enabler of student learning; determination of how the critical thinking competency will be measured institution-wide is going to be made during AY 2005-2006. Nationally-normed critical thinking pre and post-tests will be conducted for students of MLI participants (described in the Evaluation section).

A study conducted at San Jose State University attempted to assess the importance of critical thinking, in addition to factors such as grade point average (GPA), gender, and age, in predicting student performance in an upper-division auditing (accounting) course. The results indicated that students with higher measures of critical thinking skills and past academic performance outperformed other students on the comprehensive final examination in auditing (Jenkins, 1998).

Arathuzik and Aber (1998) found in a study of nursing students that competence in critical thinking was positively correlated with passage rates on the National Council Licensure Exam for Registered Nurses.

In a study of 139 undergraduate students in an educational psychology course at Texas A&M University-Commerce, Gadzella, Stephens, and Stacks (2004) found significant positive relationships between critical thinking test scores, course examinations, and students' grade point averages.

- **Faculty-Faculty Mentorship Programs**- Regarding community college faculty, Cohen and Brawer (1972) state that "in an institution that has no other valid reason for being except to teach, the faculty in fact becomes the institution." St. Clair (1994) writes that "mentoring, as one component of faculty development, can enhance teaching as well as the identity of both the community college and the faculty."

Turner and Boice (1987) and Whitt (1991) found that new faculty were surprisingly passive about taking the initiative in interacting with colleagues. They rarely sought help, advice, or mentoring (in Sorcinelli, 1994).

Cameron & Blackburn (1981) conducted a study about the effects of faculty-faculty mentorship on the success of newer faculty at four-year institutions in terms of the

number of publications, the number of grants received, rates of collaboration with other faculty, and the amount of professional association/network involvement. The study, which involved questionnaires, interviews, and examination of the participants' curriculum vitae, found that financial support and early collaboration with senior faculty significantly and positively impacted all four outcome measures.

A study conducted at a medical school in Philadelphia showed a trend towards greater retention of participating junior faculty: 38% of junior faculty who did not form precepting partnerships left the organization, as compared with 15% of those who formed partnerships ($p = 0.12$). This potentially positive outcome was found particularly with minority faculty; 100% (6/6) with preceptors remained, while 33% (1/3) without preceptors remained (Benson & Others, 2002).

Tidball (1973) delineated a positive relationship between faculty sponsorship or role model attention and newcomer achievement for women professionally employed in academic settings.

Integration of Student Support/Development Strategies with Classroom Practice

Astin (in Richmond, 1986) and others (Knefelkamp & Others, 1992; Bourassa & Kruger, 2001) have advocated for a cohesive integration of academic/pedagogical and student support/development methodologies; in 1998, the Joint Task Force on Student Learning, comprised of representatives from the American Association for Higher Education, the American College Personnel Association, and the National Association of Student Personnel Administrators, published a report that outlined ten learning principles, as well as examples from various higher education institutions around the country illustrating how these principles could be implemented through collaborations between academic and student affairs/development personnel and organizations (American Association for Higher Education).

The MLI plans to offer professional development workshops for faculty and staff in order to increase their awareness of and involvement in the following student development best practices that are currently being utilized at SAC, and to consequently create a more integrated academic and student support structure for the college:

- **Learning Communities**- In 2002, SAC implemented the Learning in Communities program (LiNC) in which students are offered opportunities each semester to take thematically-linked courses in different subjects, such as Sociology and English, or Geography and History. The data supporting learning communities in a post-secondary setting shows that their effect on academic achievement and persistence can be substantial.

In the Collin County Community College District, located in Plano, Texas, the average course completion rate from 1997-2000 as a whole was 78%, whereas learning communities courses experienced an average course completion rate of 91%, a difference of 13%. Learning Communities courses also produce a higher percentage of successful students than the institution as a whole. From 1995 to 2000, the District's overall success rate was 67%, compared with a 77% success rate for learning communities courses. Student success rates are simply the percentage of students earning a grade of D or better (Hodge and Others, 2001).

Tinto & Russo's study of the Coordinated Studies Program (CSP) at Seattle Central Community College (1994) indicated higher persistence rates from fall to fall (66.7%) for first-year CSP (learning community) students than for non first-year CSP students (52%).

Klein (2000) noted a retention rate in his institution's (Chapman University) learning community of at least 10% above the college-wide average.

- **Supplemental Instruction-** On an informal level, the RTF Report listed "matching up students willing to tutor or who need tutoring" as a faculty retention strategy already in place, albeit on a limited basis. Supplemental Instruction is a Title V-funded academic enrichment program that utilizes peer-assisted study sessions. The strategy targets historically difficult academic courses and offers to all enrolled students regularly scheduled, out-of-class review sessions where students learn organizational, thinking, and study skills in addition to reviewing course content. SAC began its Supplemental Instruction (SI) program in Spring 2003 has increased the number and variety of SI sections offered each year.

The University of Missouri-Kansas City Center for Academic Development (2000), which developed Supplemental Instruction in 1973, reported results from the implementation of Supplemental Instruction at its own campus and at other institutions throughout the United States. **They found that students at 2-year public institutions who participated in Supplemental Instruction received final mean course grades of 2.56, compared to the mean course grades of 2.09 for non-participants. They also found that persistence rates for Supplemental Instruction participants at their own University were from 11 to 15 percentage points higher than non-participants over a seven-year period.** The graduation rate after six years for students who were first-time first-year students in 1989 was **46.1% for Supplemental Instruction students compared to 30.3% for non-participants.**

At Georgia State University, a longitudinal study of the effects of Supplemental Instruction sections on student retention found that retention rates **averaged 88.3% for conditionally-admitted students enrolled in SI sections vs. 73.4% for conditional students who did not participate in SI sections** (Ogden & Others, 2003).

According to a Purdue University study, the 2001-2002 **cumulative retention rate for students who participated in SI sections** at Purdue University during the Summer 1999 semester was **62% vs. 35% for non-SI students** (Koch & Swartzendruber, 2002).

- **Peer Mentoring -** SAC has implemented, through its new Community Initiatives Institute, a peer mentorship program between SAC students and middle/high school students in the San Antonio community. This project assists in providing the motivational support systems needed for both current and future SAC students to achieve academic and professional success. Our reasoning for implementing peer mentoring/tutoring programs on a wider scale is partially based on the following research in support of these types of programs:

A study conducted at a predominantly white university (Old Dominion University) found African-American students who participated in a freshman peer mentor program were likely to raise concerns with peers that they would not discuss in programs promoting help-seeking. Participants reported promising rates of problem resolution following

mentor interventions, and had higher two-year retention rates than non-participants, though only comparable grades (Schwitzer & Thomas, 1998).

The results from a peer mentor program for newly-enrolled students at the two-year campus of New Mexico State University at Alamogordo found that the mentored students had higher grade point averages (GPAs) than the students who had no mentors, regardless of whether the mentoring took place in group or one-on-one settings. Also, students who had been mentored in groups returned the following semester at a higher rate than students with individual mentors or students in the control group (Twomey, 1991).

- **Orientation/First-Year Experience Programs**- In its assessment of retention strategies already in place at SAC, the RTF report indicated that there are already several student development courses for incoming SAC students with less than 15 hours of college credit and who are enrolled for nine or more semester hours in a single semester. Research indicates that orientation seminars for first-year college students can increase persistence and academic achievement. While the QEP will not focus specifically on programmatic changes to the first year experience, faculty will be trained in the student success strategies that are offered to our students in intensive first year orientation, that they may wish to incorporate into their classroom experiences, and interested faculty will be prepared through the MLI to participate in first year learning communities where orientation is combined with developmental or gatekeeper coursework or a developmental “immersion” fast track.

The Excellence uniting Culture, Education and Leadership (ExCEL) program at Texas A&M University-College Station is an orientation program designed to assist freshman students and their parents’ transition from high school to college. Since 2000, assessments of the program have shown that African-American and Hispanic/Latino ExCEL participants have had higher grade point averages and retention rates than African-American and Hispanic/Latino students at the university who did not participate in the program (Driver & Pryor, 2004).

A study conducted at Phillips County Community College (PCCC) in Arkansas found that **45.3% of freshmen who enrolled in an eight-week orientation course were still enrolled at PCCC at the end of the academic year, compared to 23.2% of freshmen who did not take the course** (Jones, 1984).

Incoming students at Valencia Community College (VCC) in Florida who enrolled in an extended orientation course (SLS 1122) **were still enrolled at VCC at a rate of 65% after four terms, 48% after seven terms, and 30.4% after 11 terms. In contrast, a similar group of students who entered VCC and who did not take SLS 1122 had retention rates of 50%, 33%, and 20% for the same time periods** (Nelson, 1993).

At Lake Land College, a community college in Illinois, **69.1% of students who participated in an extended freshman orientation course were still enrolled the following school year, compared to 58.4% of non-participants** (Stovall, 2000).

Mid-Semester Grade Reports and Academic Alerts- The RTF Report indicated that frequent updates on student progress throughout the semester may be a retention strategy worth implementing on a widespread basis at SAC.

The evaluation of an early alert procedure for identifying and assisting students experiencing academic difficulty at Irvine Valley College (IVC) in California found that full-time students receiving alert letters had the highest end-of-year retention (81.3%), while part-time students in both the advisor and letter groups had **greater end-of-year retention** than those not contacted (Rudmann, 1992).

A synthesis of studies on community college best practices conducted at UCLA found that **early alert programs have a positive effect on student's course completion and re-enrollment rates** (Bourdon and Carducci, 2002)

Expanding Alignment and Access

The study conducted for SAC by the Intercultural Development Research Association (IDRA) included an **extensive literature review** on strategies that have proven effective in recruiting low-income, minority students. Several of the strategies identified in the literature review applied to **improved academic outcomes** and retention as well as recruitment. Stanford University's Bridge Project, a six-year national study, analyzed high school exit-level policies and college entrance policies to learn if the standards were different. Their research showed there were many gaps and misunderstandings between K-12 and college. The study's long-term recommendations included the following:

- Ensure that colleges and universities publicize their academic standards so that students, their parents, and educators have accurate college preparation information.
- Examine the relationship between the content of postsecondary education placement exams and K-12 exit-level standards and assessments to determine if more compatibility is necessary and possible.
- Review the postsecondary education placement exams for reliability, validity, efficacy, and the extent to which they promote teaching for understanding.
- Allow students to take placement exams in high school so that they can prepare academically for college and understand college-level expectations.
- Sequence undergraduate general education requirements so that appropriate high school senior-year courses are linked to postsecondary general education courses.
- Expand successful dual or concurrent enrollment programs between high schools and colleges so that they include all students, not just traditionally "college-bound" students.
- Collect and connect data from all education sectors.

VII. WHAT WE ARE GOING TO DO TO IMPROVE STUDENT LEARNING:

THE IMPLEMENTATION PLAN

DESCRIPTION

The Raul S. Murguía Learning Institute (MLI) will be comprised of five interconnected components:

1. **Semester-long Orientation and Best Practices Courses** will be required for new tenure-track faculty every fall and offered to selected faculty members teaching developmental Math, English or Reading, or identified “gatekeeper” courses each spring. Coursework will introduce faculty to student-centered pedagogical strategies proven to increase student success, including increased student-teacher interaction and collaborative/active learning, education of diverse students, development and implementation of new Learning Communities and Service Learning programs, problem-based and/or inquiry-based learning, Supplemental Instruction, teaching based on learning styles, learning outcomes assessment, and other best educational practices. The Seminar for New Faculty will be piloted in Fall 2005.
2. **Graduate Coursework** for faculty and staff in community college teaching theory and practice, community college leadership, and student learning issues, including student development/support and discipline-specific content, will be made available on campus.
3. **Professional Development Workshops** for both faculty and staff in strategies that improve student learning and support, such as Learning Communities and Supplemental Instruction development and implementation, Learning Styles, Strategies for Success, Student-Teacher Interaction, Collaborative/Active learning, Service Learning, problem-based and/or inquiry-based learning will be presented.
4. **Mentorship Support** for new faculty members and other faculty who wish to improve their teaching and their understanding of community college issues by working with the Murguía Learning Institute staff and an experienced faculty mentor will be provided.
5. **A Master Teacher Program** for interested faculty will be comprised of a series of workshops in becoming a master teacher and observation of faculty members identified as successful in stimulating student success in their classrooms.

All five of these components will include training in the assessment of competencies and student learning outcomes resulting from strategies that are implemented in or out of the classroom. Faculty and staff will be offered a “menu” of methods/instruments to measure the effectiveness of these strategies in their classrooms.

LEADERSHIP:

The Murguía Learning Institute (MLI) will be managed under the direct supervision of the President of the College. He has assigned a faculty member, Dr. Johnnie Rosenauer, with thirty years of experience teaching at SAC, administrative experience, and experience in both faculty professional development and graduate teaching in education, to act as the Initiative’s full-time Director. This individual has a well-established reputation as a Master Teacher, and has been in many leadership positions among SAC faculty (see vita in Appendix B). The MLI Director will be responsible for creating an inventory of existing professional development

opportunities for SAC faculty, for the recruitment of instructors for MLI offerings, for the development of on-campus graduate school opportunities and new professional development workshop offerings, and for the scheduling and coordination of courses and workshops to be offered through the MLI. The Director will also be responsible for the provision of group and individual mentorship for new faculty, and for supervising the development and coordination of the Master Teacher Program.

The Director will be assisted in these efforts by a half-time **Project Assistant**. This individual will be hired to assist the Director in scheduling courses and workshops and enrolling faculty and staff, with data collection, with the publication and dissemination of course/workshop schedules, and with general program management. In addition, a **Senior Statistical Research Specialist** will be hired to assist both the Director and faculty in evaluation of the best practices that are taken into the classroom from MLI courses. The Research Specialist's duties will include survey development and administration, data collection, and data analysis and reporting.

The **Quality Enhancement Plan/Murguía Learning Institute Advisory Committee** will be primarily made up of members of the original SACS QEP Team, and will include faculty, staff, administrators, Directors and Department Chairs, and a student (approximately twelve members). The committee will take an essential advisory and liaison role in the project, and act as a vehicle for institutionalization of the QEP. Members will promote the Murguía Learning Institute amongst their fellow faculty and staff members, and the Committee will also perform internal oversight functions for the evaluation process for the QEP. The MLI expects eventually to "grow its own" Advisory Committee. Each semester, a member of the cohort of new or developmental faculty "graduating" from the MLI will be elected by their MLI-participant peers to serve on the Advisory Committee, replacing an existing member, so that participant feedback becomes part of the process of continuous quality improvement for the MLI.

The President of the College, the MLI Director and the members of the Advisory Committee will have the primary responsibility for promotion of MLI offerings and dissemination of the Institute's results. The President will report on MLI activities in his quarterly newsletter to the SAC community, and will keep the Chancellor of the Alamo Community College District and the ACCD Board informed of the Institute's progress. In addition to flyers distributed to all employees and regular SACALL e-mails about MLI professional development opportunities, the Director will ensure that all chairpersons know about the seminars and workshops available to their faculty. Advisory Board members will actively promote the concept of creating a learner-centered campus through participation in the MLI. The MLI will also be promoted to all campus constituencies at every convocation (it will be the centerpiece of this year's convocation). The MLI Website, which has already been created (www.accd.edu/sac/murguia), will list all MLI offerings and syllabi/curricula and include biographies of MLI instructors/presenters. Articles reporting on the implementation of MLI teaching and learning strategies written by MLI "graduates" will also be available on the Website. All results of evaluations will also be posted to the Website, and information about the project will be disseminated through the Website and presentations made by participants at local, state and national venues, include the SACS COC Annual Meeting, where the Director will be presenting in December of 2005.

The MLI Director will have the primary responsibility for evaluation of the Quality Enhancement Plan. The Senior Statistical Research Specialist will assist with data collection at

the end of each semester and in the development and administration of evaluation instruments. MLI staff will be assisted by Institutional Effectiveness staff, and by an external evaluator hired to perform annual evaluations of the MLI's effectiveness in improving student learning outcomes (see Comprehensive Evaluation Plan below).

The MLI Director will meet on a regular basis with the President of the College to discuss progress toward the objectives of the Quality Enhancement Plan. The MLI Director will also have a permanent QEP spot on the monthly agenda for the College Academic Council, which consists of 75 members of the college community, including all Chairs, Directors and Deans. The MLI Advisory Committee will convene twice each semester to review MLI progress and results and to make suggestions for program improvement.

In addition, the MLI Director will meet as needed each semester with all participants who will be involved in instruction for the Murguía Learning Institute, including professors employed by universities who will be offering graduate-level courses on SAC's campus to our faculty and staff. At these meetings the Director will inform instructors of all MLI activities planned, of enrollment and facilities issues, and participants will discuss barriers to and facilitators for successful completion of MLI coursework. Participating faculty will inform the group about MLI curriculum revisions or new curricula, and at the end of the semester will complete a survey which will measure MLI instructor satisfaction and identify further barriers and facilitators. Suggestions made at these meetings will be used for continuous quality improvement of the Initiative.

YEAR ONE: DEVELOPMENT, PILOTING AND EVALUATION OF MURGUÍA LEARNING INSTITUTE QUALITY ENHANCEMENT STRATEGIES

During the Pilot Year of the project, the MLI Director will implement the following activities:

- New Faculty Orientation/Best Practices Seminar (Fall)
- Developmental and/or Gatekeeper faculty Best Practices Seminar (Spring)
- Development of Assessment and Evaluation Tools
- Planning for best practices workshops for faculty and staff

At the outset of the project, the Director will work with Institutional Effectiveness staff and faculty experts to **identify and/or develop appropriate qualitative assessment tools for the project**. These instruments will include a course evaluation survey for all faculty and staff participating in MLI courses, a survey for faculty teaching MLI offerings, and a survey for students who attend courses revised because of strategies/content taught their faculty through the MLI. An additional assessment will be designed for faculty to complete after they have taught a revised course for two semesters, to measure the usefulness of the MLI strategies/content material provided. Qualitative and quantitative assessments of student outcomes that have been utilized and validated in other settings (see Evaluation) will be purchased and piloted during the second semester, and MLI staff will work with faculty to determine which instruments are most valuable for determining improvement in student learning outcomes brought about by the MLI. The Director will contract with an External Evaluator for the project (see Evaluation section) at this time. The Evaluator will review all assessment instruments as they are drafted/adopted and make revisions to ensure their validity and usefulness.

SAC will have at least 30 new faculty beginning to teach at SAC in the Fall of 2005. The Director will meet with this group of new hires to administer a **New Faculty Needs Assessment** and to conduct **mentorship activities** with them. The Director will meet individually with each new member and will work with their Department Chairs to **match each new faculty member with an existing faculty member** who will be able to mentor him or her. Mentors will receive mentorship training and share mentoring experiences with other mentors of new faculty on a regular basis. In addition to working with faculty mentors to provide appropriate support for new faculty, the Director will be responsible for counseling new faculty around academic and professional development issues.

New faculty will receive a 20% release and be required to attend a course which will assist them in providing best practices instruction to community college students, with emphasis on best practices for minority students. The CEU-bearing course will meet each week for three hours. In addition to comprehensive orientation, coursework for new faculty will include sessions on student-teacher interaction, active and collaborative learning strategies, student learning styles, the “Strategies for Success” that have been so effectively utilized in our Title V program, Problem Based Learning and Learning Communities, alignment of college curricula with high school curricula, and student support strategies such as Supplemental Instruction, mid-semester grades, academic alert and faculty or peer mentorship of students. Information and strategies related to the education of minority students will be part of some of the above sessions and faculty will also receive specific instruction in this area. Coursework will include both strategies that can be utilized in the classroom and non-classroom-based interventions/resources to which students can be referred on campus. New faculty will also receive instruction about the assessment of students’ learning.

Once operational, the MLI will serve both as a professional development center and as a Clearinghouse for information about educational and student support interventions. The MLI will inform new faculty about initiatives being implemented all over campus and throughout the Alamo Community College District, and be a place where all faculty can go to learn about resources for their students.

In providing this training, the Director will work very closely with the Title V Director, Emma Mendiola, to coordinate training for the implementation of Learning Communities and Problem-based Learning in the classroom. She will also assist him in training faculty in the use of elements of the very successful Strategies for Success intervention in the classroom, mid-semester grades and academic alert, and about appropriate referrals to student support areas. She will also assist with the instruction of new and developmental faculty in student engagement and active and collaborative learning (see vita in Appendix B, pilot syllabus in Appendix D). Title V staff will familiarize faculty with the Supplemental Instruction concept and its utilization. By Year Two of the MLI, when the current Title V strategies become fully institutionalized, the MLI will act as a vehicle for continuing dissemination of successful Title V strategies to faculty and staff.

In addition to utilizing the expertise gained through our Title V Project to instruct new and developmental faculty, the Director will count on college administrators, faculty with training in specific teaching/learning strategies or content-specific methodologies, and internal and external student support personnel who are practicing the student support strategies identified above, as well as outside experts in areas where college personnel have no training capacity. In these latter areas, a goal of the MLI will be to obtain training and create expertise

for faculty/staff in these latter areas so that eventually the MLI can rely principally on internal expertise to conduct its professional development activities. For example, we hope to use the resources of the Texas Assessing Student Learning Project of Central Texas Community College to obtain training for key faculty and staff in student learning assessment; these faculty and staff will then be able to train MLI participants to assess their new practices.

During the second semester of the Initiative, the target audience for MLI instruction will shift to **existing faculty who teach developmental and/or gatekeeper courses**. A group of between 20 and 25 faculty volunteers from one department will receive a one-hour release to attend two hours of coursework each week. Much of this coursework will be on the same best practices disseminated to new faculty in the Fall semester, but in place of the orientation material, these faculty members will receive discipline-specific instruction in research-based techniques that have been proven to increase knowledge and skills in their content area, and in content-specific learning outcomes assessment. Training related to teaching diverse populations will remain a part of the Spring semester's curriculum.

Key elements of the MLI will be the peer relationships and leadership roles that develop as a result of MLI activities. Each cohort of new and developmental faculty participants in the MLI will continue to meet on a monthly basis after they have "graduated" to share their experiences in implementing the strategies they learned in MLI classes, and to provide one another with support and feedback. At the Maricopa Institute for Learning in Arizona, faculty "fellows" have gone on to serve in faculty senate and other leadership roles. We anticipate that faculty trained through the MLI will become campus leaders and innovators, and that they will also become models and resources for successful implementation of student learning assessment at SAC.

A survey sent to faculty and staff at the initiation of the MLI will identify topics about which SAC's faculty/staff is interested in receiving instruction. Throughout the first year, the Director will **finalize topic selection for faculty/staff workshops** based on the survey, the research conducted to form the Quality Enhancement Plan, and student needs. He will identify and **recruit instructors** to provide this material to faculty and staff through MLI workshops; several faculty members have already approached members of the Quality Enhancement Plan Committee with their credentials and their willingness to provide workshops in several areas. The workshops planned and designed during the first year, which will be held at different times during the year, and which will have durations of one to 12 hours, will be made available to all interested faculty and staff during Years Two through Five of the Project.

By the end of the first year (Academic Year 05-06), evaluation procedures for the pilot MLI offerings will have been tested, and the first courses taught by MLI "graduates" (new faculty from the Fall '05 class) will have been evaluated. We expect to have **provided training/education to between 45 and 60 faculty members** through the MLI during the first year.

At the end of each Fall and Spring semester the Director will present a written report on MLI activities to the Advisory Committee, and to faculty, staff and administrators at College Academic Council. The Director will submit an Annual MLI Report to the same entities in early August. At convocation each year, the President will deliver an abbreviated version of the Final Report to the entire Campus Community. All reports will be posted on the MLI Website.

YEARS TWO – FOUR: CONTINUATION OF NEW FACULTY AND DEVELOPMENTAL/GATEKEEPER FACULTY SEMINARS AND EXPANSION OF MURGUÍA LEARNING INSTITUTE OFFERINGS:

- Continuation of new and developmental/gatekeeper faculty coursework in best practices and orientation for new faculty.
- Coordination of graduate courses offered for faculty/staff on-campus
- Implementation of best practices workshops for faculty and staff
- Development and Implementation of Master Teacher Program

During the second year of Murguía Learning Institute implementation, the Director will work with area universities, including the University of Texas at San Antonio and Texas A & M campuses at College Station and Kingsville, to **coordinate the on-campus provision of graduate courses** for faculty and staff who seek credit toward a higher degree or advancement. He will attempt, whenever possible, to get participating universities to offer the coursework to SAC faculty and staff on the SAC Campus at hours convenient to full-time employees.

In conjunction with the development of graduate coursework on campus, the Director will work with College and District administrators, Faculty Senate and Staff Council to determine ways in which best practices workshops offered by the MLI can be used for credit toward advancement for both faculty and staff, in order to develop incentives for improved teaching and student support service provision.

During Years Two through Four, the offerings and services of the MLI will expand, and will serve at least 35 existing faculty and approximately 20 new faculty each year. Staff whose service to students may improve through these offerings or who are preparing themselves as educators will also be served through MLI. In addition to the Fall New Faculty and Spring Developmental Faculty Seminars, workshops and graduate coursework will cover topics that help faculty and staff improve student learning, including some of the following:

Addressing Student Learning Styles*
Student-Teacher Interaction*
Active/Collaborative Learning: group activities, Teacher as Guide on the Side*
Addressing Diversity/Teaching Minorities
Problem-Based Learning*
Inquiry-Based Learning*
Assessment of Student Learning Outcomes
Science Content/Technology Updates
Curriculum Alignment with Texas Essential Knowledge and Skills (TEKS) standards
Academic Challenge: Applied Knowledge
Faculty Mentorship*
Strategies for Success**
Orientation for At-Risk students
Learning Communities*
Supplemental Instruction*
Peer Mentorship*
Service Learning
Transfer Assistance
Mid-semester Alerts and other Teacher-Student Feedback Mechanisms*

* See literature review of best practices, pp 30-38, above.

** See section on Title V strategies pp. 11-13 above.

Workshops of differing lengths and carrying different amounts/types of credit will be designed to accommodate faculty members and interested staff. Graduate work will be offered, on campus, at times convenient to both faculty looking for advancement and staff seeking to become faculty or administrators.

In Year Two, the Director will work with faculty experts to develop and **initiate a Master Teacher Program**, wherein exemplary faculty will be recruited to attend a training program which will result in the establishment of a cadre of Master Teachers who model research-based, tested best practices in teaching community college students, especially in core course areas. New Faculty Mentors will be recruited from among these Master Teachers and other exemplary faculty members. Master Teachers will participate as instructors in the Best Practices Seminar to be offered each fall and spring, and conduct workshops on specific strategies. By the beginning of Year Three, the first cohort of Master Teachers will have completed the Master Teacher Training Program and begin modeling exemplary classroom behavior and assisting new faculty and others to improve their teaching methods. During a three-year period, the MLI expects to prepare at least 20 Master Teachers.

By the end of Year Four, SAC hopes to have provided at least 15 faculty and staff members with graduate education opportunities on the SAC campus, and to have helped advance in rank or class at least 50 faculty or staff members. At least two universities will have established “satellite” graduate coursework at SAC. In addition, we hope to “grow our own” new faculty, recruiting them from the ranks of developmental and adjunct instructors and staff who may obtain their master’s degrees or post-master’s graduate work through opportunities offered through the Institute.

YEAR FIVE: EVALUATION, REFINEMENT AND INSTITUTIONALIZATION OF MURGUÍA LEARNING INSTITUTE STRATEGIES

During Year Five, the activities of the Murguía Learning Institute will be evaluated for their long-term effectiveness in improving student learning and those activities which have proven effective will be institutionalized. Throughout the fifth year, however, all MLI activities, including graduate course offerings, faculty/staff workshops, new faculty support and Master Teacher Trainings will continue to be implemented.

In September of Year Five several follow-up surveys developed in years three and four will be revisited and refined in order to measure the long-term effects of the Murguía Learning Institute, including improvements in student outcomes, sustained changes in the classroom, and retention and teaching efficacy for new faculty (See Evaluation). A sample of students who received instruction from MLI participants during Years Two and Three of the Project will be identified and surveyed to find out about their subsequent educational performance and satisfaction. All faculty and staff who attended MLI offerings during Years One through Three will also be surveyed to find out how they have used the information gained through the MLI in the long term. In addition, all faculty members hired since Fall 2005 will be surveyed to find out how MLI mentorship and educational activities affected their teaching and job satisfaction.

Results of these fifth-year surveys will be analyzed and added to quantitative and qualitative data already collected throughout the five years of the project. With the assistance of the Institutional Effectiveness Office, the Office of College and Grants Development, and the President, the MLI Director will complete a Five Year Report of the Quality Enhancement Plan/Murguía Learning Institute and submit it to all College entities and to SACS. This report will include a collection of summaries of the experiences MLI participants have had in implementing and measuring the effectiveness of the best practices learned through the Institute, written by individuals or groups who have completed the cycle of student learning improvement. This collection will be published and made available to all educators at SAC.

The Five Year Report will also be disseminated to the larger community of higher education practitioners through presentations at conferences, the MLI Website and other venues. SAC also hopes, through the interface of graduate studies in education programs with the MLI, to be able to reference, by 2011, at least three graduate-level studies which will have been conducted on the activities of the MLI by SAC faculty/staff members involved in graduate studies through the MLI.

TIMELINE:

MLI Tasks*	Year One			Year Two			Year Three			Year Four			Year Five		
	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum
Hire Project Assistant and Research Specialist	xxxx														
Administer New Faculty Needs Assessment	x			x			x			x			x		
Identify and recruit instructors for seminars and workshops	xx	xxx				xx			xx			xx			xx
New Faculty Seminar	xxxx			xxxx			xxxx			xxxx			xxxx		
New Faculty Mentorship	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
Administer Faculty/Staff MLI offerings survey	xxx														
Developmental/ Gate-keeper Faculty Seminar		xxxx			xxxx			xxxx			xxxx			xxxx	
Finalize topic selection for faculty/staff workshops				xxx	xxx	xxx	xxx	xxx	xxx						
Pilot faculty/staff workshops				x x x											
Implement Ongoing Student Success Workshops, including Title V strategies, with Faculty and Staff					x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x
Coordination of Graduate Programs for faculty/staff on Campus				x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x
Semester and Annual Reports to Advisory Committee, faculty/staff and administrators	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Continuous quality improvement of MLI based on evaluation results *		xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx

* See Assessment Tasks/Timeline in “Section VIII: Comprehensive Evaluation Plan”

RESOURCE ALLOCATION:

San Antonio College has committed itself to a considerable outlay of funds to implement this project. The bulk of these funds will come from resources which have been set aside for “New Initiatives” in the President’s budget, with some funding coming from the ACCD Foundation’s Instructional Innovations stipends and curriculum revision stipends from our current Title V Individual Hispanic-Serving Institutions and Title VI Internationalizing the Curriculum grants from the Department of Education. The Alamo Community College District’s Employee Tuition Assistance Program will also help to underwrite the cost for faculty who wish to pursue graduate work through the MLI. SAC will also use credit toward advancement as an incentive for faculty and staff to participate in the Spring semester seminars designed for developmental/gatekeeper faculty, faculty/staff workshops and graduate coursework. The College will supply in-kind space, overhead, and administrative oversight by the President.

The concept of the Murguía Learning Institute is a radical departure from the very individualized approach this institution has always taken toward professional development. The MLI approach is targeted to improving the quality of instruction at the institution as a whole and targeted to meet the identified needs of our student population. Because eventually most professional development activities at SAC will be coordinated through the MLI, we hope to realize economies of scale, so that although we will be providing best practices instruction to more faculty and staff, the increase in cost can be more easily absorbed in a time of tightening educational budgets. Since this effort coincides with the District-wide Lumina Achieving the Dream Initiative, which has become the focus of our District Employee Development Day, the release time previously given a SAC professor (now retired) for coordination of this effort can be shifted to the MLI.

External Funding:

The staff of the Office of College and Grants Development, who have been heavily involved in the development of the QEP, have already begun to incorporate QEP elements into the grant requests leaving that office. Development staff is including funds for professional development, wherever allowable, in grant requests to the Department of Education (e.g. Title V, Title VIA and VIB, TRIO grants, GEAR UP) the National Endowment for the Humanities, the National Science Foundation ATE and CCLI grants, and the Health Resources Services Administration. These requests are for the cost of seminars and workshops, for stipends for curriculum revisions to use best practices, and for curriculum alignment activities with secondary schools.

Elements of the Quality Enhancement Plan strategies and goals will be a large part of SAC’s next request to the Department of Education for Title V individual program funding. Since strengthening instruction is a significant part of strengthening an institution and crucial to student success, Title V should be able to cover the costs for release time or stipends for individual faculty and support staff, especially those working with students in developmental courses. Although the current Title V does not end until September 2006, Title V and Development staff already are discussing the development of the next Title V, in case the one year “wait out” period for Title V is abolished in the next federal legislative session.

Murguía Learning Institute Budget - Costs	Pilot Year	Year Two	Year Three	Year Four	Year Five
Personnel*					
MLI Director release time to perform professional development activities for faculty/staff and new faculty orientation and mentoring activities; Yr One 80% release = \$35,200 ; Yrs 2-5 cost of Full-time Faculty member Replacement = \$50,000/yr Senior Statistical Research Specialist (full time) for data collection and training coordination activities, survey administration @ \$35,034/yr MLI Project Assistant (half time) for clerical, scheduling, and some data collection activities @ \$8,128/yr	95,879	94,457	97,291	100,209	104,215
20% release for New Faculty members @ 2,300/course release x 30 new faculty x 1 semester = \$69,000 (25 new faculty years 2 & 3, 20 faculty years 3 & 4)	69,000	59,225	61,002	50,265	51,773
7% release for developmental/gatekeeper faculty @ \$766/hour release x 25 faculty x 1 semester = \$19,150	19,150	19,725	20,316	20,926	21,553
MLI workshop Instructors @ \$50/hour x 80 hours of instruction/yr = \$4,000 (SAC faculty and outside experts)	4,000	4,000	4,000	4,000	4,000
Total Personnel Costs	188,029	177,407	182,609	175,400	181,541
Fringe Benefits: Calculation for full time employees = (annual salary x 14.721%) + \$48/mo short Term Disability + Health insurance Health Insurance = average \$3,000 1st year plus 3% cost of living increase each year. Includes: 0.032% Life Insurance + 0.24% Long-Term Disability + 7.65% Social Security + 6.00% Retirement + 0.799% Worker's Comp = 14.721%	(28%) 50,372	(28%) 47,330	(28%) 48,716	(28%) 46,625	(28%) 48,270
Total Personnel & Fringe	238,401	224,737	231,325	222,025	229,811
Travel					
One trip for Project Director, Assessment Coordinator and/or key MLI instructor each year to visit professional development conferences/workshops/successful programs. Each trip: Airfare: = \$800; Hotel: ea night 2 x \$160 = \$320; Per Diem: = \$35/day x 2 = \$70; Ground Transport = \$30; Total Trip cost = \$1,220	2,440	2,440	2,440	2,440	2,440
Equipment					
Laptop for Power Point presentations and Program Administration, \$1,200 ; 1 Computer/Monitor, one printer for Senior Statistical Research Specialist: \$2,000	3,200				
Supplies					
Assessment instruments: 1,000/semester @\$11/ea for CAAP - \$22,000/yr; \$20,000 yr one, \$10,000 yrs 2-5 for ALCP Educational Materials: (e.g. pamphlets, videos, audio tapes) = \$3,000/yr Office Supplies = 1,000/yr	31,000	36,000	36,000	36,000	36,000

* Salaries reflect estimated 3% cost-of-living increases each year.

Murguía Learning Institute Budget – Costs – Continued	Pilot Year	Year Two	Year Three	Year Four	Year Five
Faculty Stipends/Other					
<u>Faculty Stipends</u> for courses to be revised with MLI course content @ \$1,000/course = \$10,000 Year 2, \$15,000 Years 3- 5 <u>Outside Evaluation</u> - \$3,000/year for four-day visit <u>Phone/FAX/E-mail/postage</u> @\$100/mo = \$1200/yr <u>ETAP tuition subsidization</u> for faculty/staff seeking graduate course credit @ \$1,500 each x 13 faculty = \$19,500/yr	23,700	33,700	38,700	38,700	38,700
Total Direct Costs	298,741	296,877	308,465	299,165	306,951

Murguía Learning Institute Budget - Revenue	Year One	Year Two	Year Three	Year Four	Year Five
SAC funds for MLI activities from New Initiatives Funds	296,241	277,377	88,965	79,665	87,451
Current Title V Funds for Learner-Centered Training Activities Year 1	2,500				
2007-2012 Title V Funds for MLI Activities Years 3-5			200,000	200,000	200,000
<u>ETAP tuition subsidization</u> for faculty/staff seeking graduate course credit		19,500	19,500	19,500	19,500
Total Revenue	298,741	296,877	308,465	299,165	306,951

VIII. HOW WE WILL MEASURE QUALITY ENHANCEMENT:

A COMPREHENSIVE EVALUATION PLAN

San Antonio College evaluates the effectiveness of all its programs and uses the results in a broad-based, continuous evaluation and planning process. San Antonio College will use educational outcome measures that address student learning outcomes, program effectiveness, and institutional change.

Responsibility for Evaluation activities:

The Murguía Learning Institute (MLI) Director will direct the overall project evaluation, and will be responsible for the coordination of data collection and analysis of Quality Enhancement Plan evaluation results. The college is fortunate to have an Office of Institutional Effectiveness (IE) that aids college departments in designing instruments and databases for data collection, in obtaining system data reports, and in creating new reports for evaluation purposes. This office is the entity responsible for assisting college leaders to become proficient in the application of the evaluation and planning processes and to apply these processes in a continuous and integrated fashion. This department will help MLI staff develop the databases and reports needed to do the quantitative evaluation of their objectives. They will also assist in the design of instruments to do qualitative and comparative study and analysis that will reveal the effectiveness of the Quality Enhancement Plan. The evaluation process planned for the proposed project will coordinate well with existing components of San Antonio College's Institutional Effectiveness process, which has been continuously improving since the College's last accreditation review in 1995, and will be included in the College Comprehensive Plan each year.

A Senior Statistical Research Specialist hired for the Institute will have the primary responsibility for test and survey administration and for data collection. This individual, who will preferably have experience as a data specialist and survey administrator, and have graduate coursework in education, will also work with the MLI Director and Institutional Effectiveness staff to develop faculty and student satisfaction surveys and any other local instruments used to measure student learning outcomes.

External Evaluation:

In order to provide an outsider's perspective and to obtain additional expertise in student learning improvement, SAC will contract with an external evaluation consultant. The external evaluation consultant will be a highly-qualified expert in the area of student learning improvement and in educational program evaluation, with the expertise needed to assess all dimensions of the Quality Enhancement Plan on an annual basis. The external evaluator selected will have at least the following qualifications:

- A minimum of five years experience in evaluating student learning improvements in higher education.
- An understanding of community college structure.
- A background in evaluation process and procedures, particularly as used in higher education and community colleges.

- Experience in training faculty in educational procedures and institutional self-study, and the ability to facilitate an understanding of how institutional change takes place with college personnel.

The consultant hired to do external evaluation will be expected to make annual site visits to the college and to be available to provide consultation and information needed to implement the evaluation plan. It is estimated that at least four person-days of consultant assistance will be contracted each year.

Quality Enhancement Plan Advisory Committee

SAC's faculty, staff and administrators will participate intensively in the internal evaluation process for the Quality Enhancement Plan. A Quality Enhancement Plan Advisory Committee, which will be comprised of key faculty, staff, Deans, Directors and Department Chairs, including some members of the original SACS Leadership and QEP Teams, will take an advisory and liaison role in the project, as well as acting as a vehicle for institutionalization of the QEP (See above, Section VII). The Committee will also perform internal oversight of the evaluation process for the QEP. Since the Advisory Committee will eventually be made up primarily of representatives from MLI "graduate" cohorts, participant feedback will become part of the process of continuous quality improvement for the MLI.

We are fortunate to be part of a four-college "Achieving the Dream" grant from the Lumina Foundation (see above, Section III), which seeks to create a "culture of evidence" among the ACCD campuses that will greatly assist in the evaluation of SAC's improvement of student learning at every level. Our participation in the Lumina project will facilitate a significant investment of internal resources and strengthen the institution's commitment to the QEP, and increase campus-wide recognition of the value of academic outcome evaluation.

Information Management

SAC has a well-staffed and highly efficient Department of Information Technology Services (IT). Staff for the MLI will be able to work with IT staff to obtain the appropriate software and hardware to create databases, implement electronic testing, if needed, and conduct statistical analyses. MLI staff can also count on IT for swift repair and continuous maintenance of all software and hardware.

New reporting software acquired through our Title V grant has given SAC the capacity to present statistics in sophisticated graphic formats, and institutional effectiveness personnel have been trained in its use. In addition, SAC has a Webmaster through whom all new SAC websites must be processed, and who is in charge of Web maintenance for the College. Faculty and department staff responsible for Web page development are also assisted by the Instructional Innovations Department, which gives classes in accessibility, design and certification for on-line instruction. These resources will be available to MLI staff for dissemination of MLI evaluation results to the campus population.

The Alamo Community College District is in the process of converting to the "Banner" student information system, which will allow us to use more accurate demographic and class or course-linked data, and to make comparisons using data to which we have not previously had access. MLI staff and advisors will inform the Office of Institutional Effectiveness (IE) of exactly what data elements (e.g. selected course PGRs, sequential course PGRs, and course completion data for MLI-affected cohorts of students) will be useful to the process of evaluation

for the MLI. IE staff, working in coordination with representatives of the Achieving the Dream Data Team, will take this information to the District-wide committee that is working on creating the data elements for the Banner system. The new student information data collection systems will also be linking, through ACCD's Lumina Foundation grant work, to the improved tracking of students by the Texas Higher Education Coordinating Board currently being implemented.

Data Elements and Data Collection:

In order to ensure valid assessment, the Quality Enhancement Plan Committee has developed an evaluation design that 1) identifies relevant data/information needs, 2) identifies available sources of the necessary data/information, 3) will develop means to collect data/information currently not readily available and, 4) will carefully analyze the data using standard descriptive and inferential analytic techniques.

Formative Evaluation

For quantitative process evaluation, MLI staff will document information about MLI offerings and attendance in MLI activities. In addition, MLI staff will maintain a database of faculty and staff who have taken advantage of Murguía Learning Institute activities and offerings. The database will include information on the extent to which enrollees in MLI courses have participated in Learning Communities, Supplemental Instruction, Service Learning, and have utilized active/collaborative learning, student-teacher interaction, Strategies for Success methodologies, problem-based or inquiry-based learning or knowledge about Learning Styles in their classrooms or with their students, as well as any subject-specific content material offered them through the MLI. This data will be obtained through surveys administered each semester to previous participants in MLI activities. These surveys will be developed during the pilot semester and revised annually to reflect program needs.

MLI Staff will also record formative activity information for all Quality Enhancement Plan planning, training and development activities. This will include a log of planning sessions, meetings, workshops and training for MLI instructors and faculty mentors. MLI staff will document issues discussed in MLI staff meetings, and the Director will include information from these meetings in his six-month and annual reports.

Aside from the quantitative measures of process objectives, there will be qualitative evaluation strategies implemented to measure the implementation of the Quality Enhancement Plan process. As part of the initial formative process, a survey will be administered to all full-time faculty asking for an inventory of identified research-based best practice strategies that they are currently using in their classrooms. The numbers of faculty utilizing these strategies will be used as a baseline, and the inventory survey repeated at the end of the five years will be used to measure growth in the use of best practices instigated by the MLI.

In addition, a Faculty/Staff Satisfaction Survey will measure accessibility and availability of professional development opportunities, and the usefulness of their offerings, as well as the new faculty support relationships coordinated through the MLI. This survey will be conducted at the end of each semester with all MLI participants. All concerns emerging from the analysis of these surveys will be acted on through programmatic improvement and will be used to improve the process for appropriate planning for future MLI activities.

Summative Quantitative Evaluation:

The principal data sources for the summative quantitative evaluation of the Quality Enhancement Plan will be ACCD's Student Information System (SIS, soon to be the Banner system), and SAC's data mart (SASEG) which contain demographic information on every student enrolled at SAC and information about their class enrollment, grades, and certificate/associate's degree status. Data collected by the Institutional Effectiveness Department on retention, graduation and transfer each year for the Texas Higher Education Coordinating Board and for the SAC Factbook will also be used to support MLI results.

Baseline indicators for the Quality Enhancement Plan's outcomes include in-course completion, productive grade rates, and sequential course completion, for which the retrieval mechanisms from our Student Information System have already been established. Baseline indicators from Spring 2005 will be used to measure improvement.

The Senior Statistical Research Specialist will collect data from the Banner student information system databases that document enrollment and progress information about the students of faculty utilizing MLI resources. She/he will then cross-check this data with data collected by MLI staff on faculty professional development and utilization of techniques to improve student learning. In Years Three through Ten, when workshops for support staff have been implemented, we expect that results from the CCSSE will measure the effectiveness of improved student support techniques learned through the MLI by counseling and other student support staff.

With the assistance of the Institutional Effectiveness staff, statistics involving the enrollment, academic outcomes (GPA's, withdrawals) and persistence of students in courses taught by instructors who have enhanced their teaching through professional development or support from the Murguía Learning Institute will be collected at the end of each semester from the Banner student information system, starting at the end of the Spring 2006 semester. The same data will be collected, starting in Year Three, for students who have participated in interventions driven by counselors or staff who have developed or enhanced these interventions through MLI involvement.

Where long-term measures of QEP outcomes cannot be broken down into year-by-year increments, interim baseline indicators will be established by using either pre- and post-tests or comparison data between the learning outcomes for SAC students taught by faculty participants in Murguía Learning Institute activities and for students taught by non-participants in the same discipline.

In order to ensure that measurement of student success is realistic, efforts will be made in every possible instance to identify the socioeconomic, ethnic and/or entrance assessment variables used for non-participant control data comparison, especially where comparisons are being made to the student body as a whole instead of to students in like courses.

Summative Qualitative Evaluation:

A Staff/Faculty Survey distributed via e-mail and or regular mail to faculty and staff participating in MLI activities will survey College employees to find out if the activities carried out through the QEP have affected the way in which they provide services to students or make decisions. This survey will be conducted at the end of each project year. In January of Year

Five, this survey will be conducted with all faculty and staff to find out if the MLI has affected the campus community as a whole.

Once a year the staff of the Murguía Learning Institute, college administrators, and faculty/staff on the Advisory Board of the Quality Enhancement Plan will be required to complete a survey on program effectiveness. This will include questions on barriers and facilitators encountered during project implementation and lessons learned.

In addition to measuring quantitative student academic outcomes for the students of MLI faculty participants, such as in-course completion, productive grade rates, and sequential course completion, *qualitative* evaluation of the success of revised curricula or classroom techniques brought about by the professional development of faculty through the MLI will be conducted. Qualitative measures will include pre- and post-tests, student satisfaction surveys, and several nationally validated instruments that measure critical thinking skills and content-based knowledge.

Pre- and post tests will measure student satisfaction with revised courses and student-perceived gains in knowledge and skills or change in behaviors. These assessments of student satisfaction and improvement in knowledge and behaviors will be used both by MLI faculty/staff and MLI-trained instructors to continue program/course revisions and improvements. Existing student evaluations of faculty, conducted at the end of each course at SAC, will also be used to compare student ratings of MLI-trained faculty with overall faculty ratings in their discipline.

In addition, for each faculty member who has completed a semester-long MLI best practices seminar, the students in a randomly-selected class taught by the MLI graduate the semester after the MLI seminar will take selected sections of the ACT Collegiate Assessment of Academic Proficiency (CAAP) and the Assessment of Learner-Centered Practices (ALCP) developed for Adams State College Center for Excellence in Learning and Teaching (CELT). Students in control classes (matched for discipline, student demographics and faculty teaching experience) whose instructors have not received MLI training will also be tested using the same instruments. Faculty in MLI-affected and control classes will also take the faculty version of the ALCP.

The Collegiate Assessment of Academic Proficiency (CAAP) standardized instrument has been chosen for a number of reasons. CAAP has tests in specific areas/disciplines and also a test for critical thinking skills which can be applied to all disciplines. CAAP scores can be compared with and linked to the entering student's ACT scores. Student growth and progression over time as a result of experiencing the curriculum can be assessed. This standardized instrument provides normative data which will provide a national perspective on SAC student performance as it relates to students at peer institutions. CAAP scores can be correlated to specific course completion. Longitudinal data can be reviewed to determine trends that may develop over time.

The Assessment of Learner-Centered Practices (ALCP) measures perceptions of student-centeredness for both students and faculty. This instrument can be administered online and the results tabulated efficiently in-house. Since most of the strategies disseminated through the MLI have at their core the concept of student-centered learning, this instrument should provide a good measure of MLI effectiveness.

For science and math courses where increase in the knowledge, skills, attitudes and/or behaviors relating to crucial scientific concepts cannot be measured using these instruments, pre- and post-tests will be developed by faculty, institutional effectiveness and MLI staff. The Chair of Physics, Engineering and Architecture, who has been involved in several efforts funded by the National Science Foundation and local initiatives to improve science education, will be instrumental in guiding this process.

The effects of the MLI will be measured using these instruments for the second through the fifth semesters of the Institute's implementation, providing evidence for the effectiveness of the MLI on student outcomes for two new faculty cohorts and two discipline-specific developmental/gatekeeper cohorts of faculty. The usefulness of the instruments chosen to measure effectiveness will be re-examined in Spring of Year Three. If campus constituencies agree that the instruments are useful, they will continue to be applied to MLI cohorts' classes during the semester after MLI instruction. Through the participation in MLI seminars of MLI "graduates," who will share their experiences in the implementation of best practices, Year Three and Four cohorts will be able to take advantage of the experience of members of the first classes of MLI faculty who have had time to revise and refine their methods based on test results.

The Community College Survey of Student Engagement will also be used to determine whether the campus as a whole is improving in the areas of student-teacher interaction and collaborative/active learning. The results of the 2003 CCSSE will be used as a baseline for measuring institutional change in these areas. Since some of the classes surveyed by the CCSSE will be MLI-affected classes, we should also be able to compare CCSSE results between MLI and non-MLI classes.

At the beginning of Year Five, focus groups will be conducted with a random sample of students who participated in classes/interventions conducted by MLI participants during Years 2 and 3, in order to determine if MLI offerings have improved the longer-term quality of student life and academic progress for these students. The instrument for the focus groups will be designed during Year Three to measure progress through the student's academic career as well as self-direction, career choice, and overall self-perception of the changes in knowledge, skills, attitudes and behaviors brought about by their education at SAC. Quantitative measures of student success, including PGR, retention, graduation and transfer will also be gathered from Banner data for the same students.

In addition, at the end of Year Five, the Best Practices Inventory survey of faculty conducted in Year One will be repeated as a means of determining institutional change in instruction. The results will be compared to the Year One baseline.

Continuous Improvement

The results of the above qualitative and quantitative measurements, including MLI surveys of participant faculty, staff and students, will be compiled and analyzed by the MLI Director and Institutional Effectiveness staff, and the results will be presented to MLI staff and instructors and the President of the College. Based on evaluation findings, and with the input of both administrators and faculty/staff participants, adjustments will be made to program implementation.

In order to accomplish continuous improvement in the classroom, MLI-participant faculty involved in the implementation of curriculum-based change will meet with MLI staff, other faculty and their departments to review the quantitative and qualitative results of course revisions, as well as specific recommendations of students vis-à-vis the curriculum, in order to revise/update curricula to meet academic and student needs.

A report on all MLI activities will be delivered monthly by the Director to project staff and the President of the College. Each month the Director will solicit suggestions from the President and MLI staff for improvements or adjustments to the Murguía Learning Institute as it is being implemented.

After the end of Fall and Spring semesters, the MLI Director will review, revise and add his own observations to the data reported, including a description of barriers and facilitators in the implementation of project objectives. MLI progress and results will be presented as a semester report to the President and the Executive Vice President, the Institutional Effectiveness Steering Committee (IESC), and the College Academic Council. Results will also be posted on the Website and SAC faculty and staff will be sent the link via a SACALL e-mail. An annual report will be submitted in the same manner at the end of the Fiscal Year. Any reports required by the Southern Association of Colleges and Schools will also be submitted in a timely manner to the Commission on Colleges.

Analysis and Use of Formative and Summative Evaluation Information:

San Antonio College has established the following objectives for the evaluation process in order to take full developmental advantage of the Quality Enhancement Plan. SAC will:

- 1) Create a culture of evidence and a habit of assessment that will lead to effective instructional decision making among faculty and staff members at SAC;
- 2) Increase the institutions' ability to self-monitor and evaluate not only the Murguía Learning Institute, but also to evaluate programs for the purposes of accreditation, institutional self-study and program review;
- 3) Measure progress toward attainment of the Quality Enhancement Plan's goal and objectives and provide quantifiable data regarding the accomplishments, relate them to the goals and objectives of each department and make them part of annual unit planning;
- 4) Provide institutional decision-makers with objective and quantifiable data about the achievements of the Murguía Learning Institute on a regular basis;
- 5) Promote integration of successful activities into regular institutional operations when development is completed; and,
- 6) Provide complete summative reports at the conclusion of each year to all faculty, staff and institutional decision-makers.

Following are the roles and responsibilities of those involved in using and disseminating evaluation information:

The Murguía Learning Institute Director: The Director will be responsible for data collection, analysis and presentation to support activity progress reports relevant to performance evaluation measures. The Director will prepare and present reports to the

Advisory Committee, the Institutional Effectiveness Steering Committee and the College Academic Council on a regular basis.

MLI Advisory Committee: The Advisory Committee will review reports and make recommendations for programmatic change to the MLI Director; and oversee the evaluation process.

Institutional Effectiveness Steering Committee: The IESC will utilize reports to monitor progress of project and its impact on the various units of the institution, and assist with long-term institutionalization of the Initiative. They will incorporate results of the QEP into the College Plan on an annual basis.

If the results of the MLI's evaluation show that the quality and quantity of student learning has improved at SAC and if long term results corroborate short term gains, we expect that by the halfway, five-year mark of the Quality Enhancement Plan, the majority of faculty at SAC will be using learner-centered methods in the classroom and that they will also have incorporated student learning outcomes that reflect change in knowledge, skills, attitudes and behaviors into their syllabi/curricula.

Graphic representations of the evaluation process and its timeline are found on the pages below:

Objectives/ Performance Indicators	Measures	Person(s) Responsible
<p>Goal: <i>By the end of the QEP implementation period, San Antonio College will have significantly improved student learning through enhanced teaching and support strategies leading to improved academic outcomes, persistence and retention.</i></p>		
<p>Process Objectives</p>		
<p>Process Objective 1: By October 31, 2005, a Teaching and Learning Institute will have been established at SAC with the goal of helping faculty and staff learn about and implement best classroom practices and student support strategies for improving student success.</p>	<p>Program Documentation, Syllabi, Attendance Rosters for Seminars, Workshops</p>	<p>MLI Director, Program Assistant</p>
<p>Process Objective 2: By May 31, 2007, 100% of new tenure-track faculty members (n= 50 or more) and at least 25 faculty who teach developmental Math, English or Reading, or gatekeeper courses will have received training in student-centered pedagogical strategies proven to increase student success and/or student persistence, including increased student-teacher interaction and collaborative/active learning, development and implementation of new Learning Communities and Service Learning programs, problem-based and/or inquiry-based learning, Supplemental Instruction, teaching based on learning styles, assessment of student learning, and other best educational practices.</p>	<p>Attendance Rosters, Faculty Assessment of Learner-Centered Practices (ALCP) Pre-and Post Seminar participant Surveys Revised Syllabi</p>	<p>Faculty participating in MLI Research Specialist</p>
<p>Process Objective 3: By September 30, 2011, at least 25% of full-time faculty will have incorporated strategies proven to increase student learning into their classroom practice as a result of dissemination of these practices through the Murguía Learning Institute.</p>	<p>Year Five Faculty Survey; ACLP; Inventory of Course Syllabi</p>	<p>SAC Faculty Research Specialist</p>
<p>Process Objective 4: By August 31, 2011, over 7,000 SAC students (33%) each semester will be receiving instruction in classrooms that utilize “best practice” strategies proven to improve student learning in a culturally diverse environment.</p>	<p>Year Five Faculty Survey; Inventory of Course Syllabi; CCSSE; Data on GPA and Course Completion for MLI-affected courses</p>	<p>MLI participant faculty Research Specialist</p>

Outcome Objectives:	Measures	Person(s) Responsible
<p>Outcome Objective 1: By August 31, 2011, random samples of students in classes of teachers participating in Murguía Learning Institute training/education activities will show more improvement in critical thinking/problem solving skills than random samples of students in classes where teachers have not participated in the Murguía Learning Institute.</p>	<p>ACT Collegiate Assessment of Academic Proficiency (CAAP) Student Assessment of Learner-Centered Practices (ALCP)</p>	<p>MLI Director, Research Specialist</p>
<p>Outcome Objective 2: By August 31, 2011, pre- and post-tests of students in classes of teachers participating in Murguía Learning Institute training/education sessions on Inquiry-based teaching will show that students have gained analytical skills in the utilization of the scientific method or mathematical concepts.</p>	<p>ACT Collegiate Assessment of Academic Proficiency (CAAP) Science or Math tests Pre-and Post tests to be developed</p>	<p>MLI Participant Faculty MLI Director, Research Specialist</p>
<p>Outcome Objective 3: By August 31, 2011, in-class retention and productive grade rates for students in classes taught by faculty participants in the Murguía Learning Institute will be higher than departmental averages for that course.</p>	<p>Student data on course completion from Banner system.</p>	<p>MLI Director, Research Specialist</p>
<p>Outcome Objective 4: By August 31, 2011, productive grade rates for a random sample of students in courses sequential to courses taught by MLI participants will show a statistically significant increase from a Spring 2005 baseline established for those courses.</p>	<p>Student data on grades from Banner System.</p>	<p>MLI Director, Research Specialist</p>

ASSESSMENT TIMELINE

Evaluation Tasks	Year One			Year Two			Year Three			Year Four			Year Five		
	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum
Select and Hire External Evaluator	xxx														
Conduct Needs Assessment for New Faculty	xxx														
Establish/collect baseline data for all objectives	xxx														
Inventory of Best Practices baseline faculty survey	xxx														
Development/Selection of Evaluation Instruments	xxxx	xxxx													
Development of Database of MLI participant faculty	xxx														
Administration of CAAP ALCP for students of 1 st cohort of new faculty		x													
Administration of CAAP and ALCP for students of 1 st cohort of dev/gatekeeper faculty				x											
Design pre and post measurements of effectiveness for science/math curricula revised by MLI faculty	xxx	xxxx	xxxx												
Design Pre- and Post Tests for MLI faculty/ staff workshops		xxxx	xxxx												

Evaluation Tasks	Year One			Year Two			Year Three			Year Four			Year Five		
	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum
Administration of pre- and post measures in MLI-affected courses				X	X		X	X		X	X		X	X	
Administration of pre- & post student knowledge/ satisfaction surveys for MLI-affected courses		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Evaluation of evaluation instruments (CAAP, ALCP, pre and post) pilots and adoption or change of measures					XX										
Administration of learning outcomes measures for students of new faculty					X			X			X			X	
Administration of learning outcomes measures for students for each cohort of MLI dev/gatekeeper faculty							X			X			X		
Monthly progress reports to President/CAC	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X
End-of-semester data collection		X		X	X		X	X		X	X		X	X	
Semester Reports to President, IESC, CAC	X	X		X	X		X	X		X	X		X	X	
Chairs, faculty evaluate Curricular revisions			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
New Faculty Satisfaction survey administered		X			X			X			X			X	

Evaluation Tasks	Year One			Year Two			Year Three			Year Four			Year Five		
	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum	1 st Sem	2 nd Sem	Sum
Inventory of Best Practices Survey of Faculty to determine gain from baseline														XX	XXXX
Fifth Year survey of Year Two & Three MLI students' long-term success & satisfaction														X	
Evaluation Reports to Advisory Committee, Administration, faculty/staff from External Evaluator			X			X			X			X			X

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APPENDICES

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Appendix A: Links to QEP and MLI Websites

QEP Website, including minutes of all meetings, timeline, and drafts of the QEP:

<http://www.accd.edu/sac/sacmain/qep/>

Murguia Learning Institute Website: www.accd.edu/sac/murguia

Appendix B: Vitae of Key Personnel

JOHNNIE L. ROSENAUER
1300 SAN PEDRO
SAN ANTONIO, TEXAS 78212
210-733-2852 (Office)
JROSENAU@ACCD.edu

EDUCATION:

Ed.D Adult Education Texas A&M University 1984
MA Management and Higher Education The University of Texas at San Antonio 1974
BBA in Marketing and Real Estate Southwest Texas State University 1972
Pearsall High School 1969

EMPLOYMENT:

San Antonio College-Department of Business- August 1974 to Present.
Advanced from Instructor to Full Professor and Program Coordinator for Real Estate.
Multiple courses through the years have allowed me to utilize a variety of techniques.
My discipline is one that never stops changing so updates and new strategies to present the material is a natural by product of the subject and of my teaching style.

Very active in Department, College, and District committees through the years, including Faculty Senate, Chair of numerous search committees, Chair of Salary Review for ACCD. This position allowed me to report directly to the Chancellor and impacted about \$100 Million in salaries and benefits. Presently serve as Co-Chair of District HR Advisory Committee. I am also presently serving as Chair of our SACS Re-Affirmation Committee.

University of Texas at San Antonio – Sept 2004 to Present.
Adjunct Professor, Graduate Program in Adult and Higher Education. Have taught “Foundations of Higher Education,” “Governance in Higher Education” and “Community College Teaching II.”

Real Estate Activities- 1972 to Present. From Construction to Consulting, from Training and Development to Corporate Recruiter, I have been involved in a variety of real estate related activities through the years. Licensed in real estate for well over 30 years, I started as a Sales Trainee, moved to Senior Sales Associate, Office Manager, Office and then Corporate Trainer for a company that went from 9 sales people to over 700 with offices in 3 cities and selling over a million dollars of real estate a year.

JOHNNIE L. ROSENAUER

My own firm, established in 1978, specializes in farm and ranch brokerage and consulting. Most of our consulting emphasis is on game management and improved land uses. Clients range in size from a one ranch family operation to large trusts with hundreds of thousands of acres in multiple states. The firm routinely sells into 8 figures of real estate annually.

I have been quite active in the Texas Real Estate Teachers Association since it started in 1976, having served as an Officer and Director for many years. My last position has been Senior Instructor for the Associations Certified Real Estate Instructor (CREI). This is a Train the Trainer sort of professional real estate educator program and is offered throughout the state once or twice a year.

Rancher: 4th generation rancher in Frio County where I run about 1,000 acres and raise quality whitetail deer and registered American Quarter Horses.

PUBLICATIONS:

Author or Co-author of four state or national texts. First published in 1982 with a new one out in Fall 2005.

Many professional articles (25+) in various real estate and game management magazines on a local, state, and national level.

HONORS AND AWARDS:

I have received a lot of awards through the years. Multiple times in Who's Who in Higher Education and in different real estate organizations. Perhaps my most treasured Honor was to receive the Don Roose Outstanding Real Estate Educator Award in 2003. At that point this award had been given out only 8 times in 30 years.

EMMA LILIA MENDIOLA

16707 Springhill Drive
San Antonio, Texas 78232
(210) 733-2805

EDUCATION

Licensed Master Social Worker - State of Texas

University of Texas at Arlington, Master of Science in Social Work 1992

University of Texas at Arlington, Certificate in Human Services Management 1987

University of Texas at Austin, Bachelor of Social Work 1980

48 hours continuing education in Drug/Alcohol Counseling; Ongoing continuing education through graduate studies, conferences, etc.

EMPLOYMENT

August 2003 – Present, Director, Title V Strengthening Hispanic Institutions Program: Under direct supervision of the President of the college, oversee implementation of program activities, manage budget, and coordinate collection, compilation, and dissemination of applicable data for review of program effectiveness. Maintain systems for submission of pertinent information to funding source as well as other entities requiring ongoing reports. Responsible for coordination, supervision, and evaluation of staff activities. Represent college thru various leadership activities at the local, state, and national level.

August 2001-August 2003- San Antonio College- Coordinator, Strategies for Success Program: Coordination of all program activities including review and revision of curriculum, assignment and training of faculty, and management of program budget and staff. Responsible for expansion of program from approximately 200 students to 800 students served per semester. Instructor for several sections of Strategies for Success (SDEV0171) course.

August 1997- August 2001 - San Antonio College – Counselor: Academic counseling and guidance including admissions, course selection, college requirements. Non-academic counseling as impacts academic success and student retention. Refer students to appropriate on-campus support services and community-based services. Provide crisis-counseling as necessary. **Coordinator, Student Development:** Coordinate activities of Student Development Unit. Schedule course offerings for each semester to meet the needs of approximately 5000 new students per year. Hire and assign counseling faculty as instructors for the course, coordinate faculty training. Revise and edit student study guide. Manage unit budget and supervise support personnel. Review and select course textbooks, and audiovisual materials. Oversee coordination and continued development of Strategies for Success, a course aimed at retention of students with academic difficulties. Oversee registration process in Student Development courses for all new students. Coordinate and present summer (pre-fall) orientation program. Teach several sections of Student Development courses.

August 1996 - August 1997 - San Antonio College - Counselor/Instructor, Women's Center Counseling services as described above. Provide services specifically to assist academically and economically disadvantaged students, first-time incoming women students, displaced homemakers, single parents, and women in transition. Present to potential students and community organizations.

Sept. 1993 - August 1996 - San Antonio College -Counselor/Instructor, Student Support Service Project at Disabled Student Services Counseling services as described above. Refer students as necessary to appropriate on-campus support services and community based services. Conduct educational diagnostic testing, interpret learning disability test results and prepare reports. Counsel students and family members as appropriate regarding learning disabilities and applicable accommodations. Acted as facilitator and presenter for annual Young Women's conference presented by the Women's Center.

Emma Mendiola - continued

Assisted with training of peer educators for FIPSE program, and performed recruitment activities. Served on selection committee for the Dean of Educational Support Services and Student Life.

May 1992 - May 1993 - Independent Contractor/ Consultant Consultant for **Communities In Schools McAllen, Inc.**, an affiliate of the National Cities in Schools program, which assists at-risk youth to stay in school. **Group and individual counseling** around attendance, literacy, job preparedness, career counseling, teen pregnancy, drug and alcohol abuse, self esteem, teen suicide, suppressed creativity, and school violence. supervision of Social Work field students. Developed and **taught Women's Issues course for the University of Texas, Pan American** Social Work department. The purpose of the course was to provide bachelor level social work students with course content focused on the analysis of the situation of women in American society as it pertains to the practice of social work. Particular emphasis was given throughout the course to the experience of the Hispanic woman and social work practice within the South Texas community. Coordinated **women's issues conference entitled "La Mujer; Building on the Past, Looking to the Future,"** a forum to increase community awareness of women's concerns in the Rio Grande Valley.

January 1987 - April 1991 - Planned Parenthood Association of Hidalgo County - Executive Director

Chief Executive Officer for family planning organization serving 12,000 clients. Managed agency budget of 1.4 million and a staff of 40. Assisted 21 -member board in development of policies, fund-raising and board development. Maintained overall responsibility for agency operations, program implementation and service expansion, fiscal management and chief spokesperson for public affairs/community relations.

Programs/Projects developed and implemented during tenure included the following:

- The first bi-lingual, bi-cultural teen theatre troupe in the country whose focus was to use theatrical presentations as a means to impart educational information on a variety of topics including teen pregnancy, substance abuse, and college attendance to low income Hispanic parents.
- An educational program aimed at economically disadvantaged women living in isolated substandard neighborhoods ("*colonias*"). Women from these communities were recruited, trained, and paid stipends as volunteers for the agency. Their function was to travel throughout the *colonias* and conduct group presentations in Spanish on topics having to do with reproductive health care including AIDS, contraception and cancer. The women named the project "***Entre Nosotros***" Just between us).
- An AIDS educational program specifically aimed at reaching the Hispanic, economically disadvantaged community. A Spanish language educational video was developed and produced through this program and subsequently sold to other AIDS programs throughout the country.
- The construction and complete funding of a new clinic sit in one of the communities in the service area. Financing was secured through private donations and the awarding of a grant from a private foundation. Also began the planning process for a similar project in another community.

September 1980 - December 1986 - Planned Parenthood Association of Hidalgo-County - Education Director; Mujeres Unidas/Women Together - Rape Crisis Program Coordinator; Xochil Art Institute - Executive Dir.; Planned Parenthood Assoc. of Hidalgo County - Assistant Director.

PRESENTATIONS

Junior/Community College Student Personnel Association of Texas: “Domestic Violence; Not on Our Campus” 1997
Texas Association of Chicanos in Higher Education Annual Conference 1998:
 “Evaluating Academic Potential: Emotional Intelligence Theory as a Predictor”
National Orientation Director’s Conference (Regional):
 “Student Development: Building a Comprehensive Program in a Community College Setting”

ACTIVITIES

Health Systems Development Committee Member, McAllen Chamber of Commerce 1989-1990
Texas Family Planning Association Board of Directors 1989-1990
Valley AIDS Council Founding Board Member 1988- 1990
American Association for Women in Community, Colleges Member
Texas Association of Chicanos in Higher Education, State Board Member
National Association of Social Workers, Member
Guadalupe Cultural Arts Center, Board Member
National Orientation Director’s Association, Member
Faculty Advisor for Student Social Work Organization 1997
Co-Chair, Women In History Week Committee 1998
Young Women’s/ Young Men’s Conference Committee Member 1999
Campus Access & Equity Committee
Developmental Education Committee
College Academic Council Member
Quality Enhancement Plan (QEP) Committee Member
Achieving the Dream Core Team Member
Faculty Senate Member

HONORS

Selected as Outstanding Young Woman of America 1982
Selected by Who's Who of American Women 1986 - 1987
Recipient of Second Annual Hidalgo County Women's Political Caucus "Compadre" Award 1990
Selected by Who's Who of Hispanic Americans 1991
The National Dean's List 1992
Alpha Delta Mu Honor Society 1992
San Antonio College - Student Development Instructor of the Year 1996-97
NISOD Excellence in Teaching Award Recipient 1998
Co-awardee for The Texas Higher Education Star Award as Coordinator of the Strategies for Success Program 2003

Appendix C:

Biographies of Quality Enhancement Plan Committee Members

Chair:

Robert E. Zeigler, Ph.D.: President of San Antonio College. Dr. Zeigler entered SAC as a student after he got out of the Navy, and came back to teach History in 1971, after getting his Ph.D. from Texas Tech University. He served in many capacities at the College before becoming the College's Vice President in 1995. Since becoming President in 2002, Dr. Zeigler has established task forces to re-examine the administrative structure of the college, evaluate and make recommendations for continuous improvement of SAC's instructional offerings, and to analyze college retention efforts in order to remove socioeconomic barriers to success for all students. He chairs the Quality Enhancement Plan Committee.

Members:

Betty Lee Birdsall: Director of Academic Development. At SAC for 12 years, Ms. Birdsall serves as Chair of the Competency Committee, supervises the coordination of the Student Learning Assistance Center, coordinates the Basic Skills Enrichment Program, coordinates Supplemental Instruction under the Title V Program, and serves as Study Leader supervisor for the Early Development of General Engineering, a summer program for high school students.

Susan Espinoza: Director of Grants and College Development. After fifteen years in the health field, Susan has been writing grants for SAC and for ACCD college collaborations for five years. She has been involved in the development of SAC programs, especially retention programs, which have received over \$7 million in grant funds during that time. She is serving as the coordinator for Quality Enhancement Plan development.

Manuel L. Flores, M.A.: Director of Enrollment Management. During the last thirty years, Mr. Flores has served at San Antonio College in several capacities, including Director of Counseling and Services For Special Populations and District Director of Special Services for Disadvantaged Students. He worked previously for ten years as teacher and coach in the Job Corps. He has been elected to serve as officer in several state and regional organizations that focus on student academic success, personal development and support services.

Angelica Gutierrez: Part-time Research Assistant, Department of Business. A student at SAC who is working toward a career as a lawyer, Ms. Gutierrez is the mother of three and has been working in the Business Department for three years. She will be attending classes at A&M Kingsville this fall. She has assisted faculty with compliance and Quality Enhancement Plan activities since the beginning of the accreditation process, offering a student perspective to our team.

Thomas Hoy, Ed.D. : Interim Executive Vice President at San Antonio College. Coming from an academic background in social work, counseling and higher education administration, he has

worked in the Alamo Community College District for thirty-three years as a counselor, coordinator, and instructor, and more recently as director of the Title III and Title V grants. Dr. Hoy states that his goals are to ensure that faculty and staff receive the best preparation, and that students receive the best education possible for advancement in tomorrow's world.

Conrad Krueger, M.A.: Chair, Department of Mathematics and Computer Science, Associate Professor of Mathematics. At the age of 32, Conrad Krueger came to San Antonio College as a student, after American Can Company, the plant where he worked as a production mechanic, was shut down. He was about to have his fourth child. Six years later, in 1994, he came back to SAC with his master's degree to teach math. After coordinating the evening and adjunct programs at the Math Department for four years, he was Chair for six years. He also chaired the Retention Task Force Committee that has evolved into the Quality Enhancement Plan Committee.

Emma L. Mendiola, M.S.S.W.: Director of Title V "Hispanic Serving Institutions; Strengthening Institutions" Grant Program, Assistant Professor. After serving for five years as Executive Director of a Planned Parenthood Affiliate in the Rio Grande Valley, Ms. Mendiola has been at SAC for 11 years, is now a tenured Counselor, and has spent the last four years working on the STAR award-winning Strategies for Success Program, which she co-founded and coordinates. Recently named Director of the Title V Program, she also supervises the coordination of the Learning Communities, Supplemental Instruction, Faculty Training in Alternative Learning Strategies, and Internet Skills Center retention strategies for Title V.

David Mrizek, M.A.: Chief Financial Officer, Professor of Theater and Communications. Over the last 34 years, David Mrizek has worked at all levels at San Antonio College. His experience here ranges from teaching as an adjunct while still in the Air Force to coaching the speech team, to chairing the Theatre and Communication Department for 15 years, to Faculty Senate Secretary, Vice Chair and Chair, to Director of Planning and Evaluation, to Director of Planning and Budget. This wide range of experiences has enabled him to support the mission of San Antonio College as a faculty member in the classroom as well as in the institution as a whole in the administration of this great school of higher education. He is our SACS Liaison.

Ignacio "Nacho" L. Orozco, Jr., M.A.: Professor of English. Professor Orozco has been a teacher for 45 years, seven years at the middle and high school level and 37 years at San Antonio College. He has served as a faculty senator at SAC for over 20 years, has been elected Chair of the Faculty Senate twice, and recently served as a member of the Retention Task Force. His teaching goal is to delight, instruct, and motivate his students.

Sarah Padilla: 2004-2005 Treasurer, San Antonio College Student Government. Ms. Padilla is a Business student who returned to school in 2003 after six years working at Citicorp. She combines part-time work with her studies and her participation in campus clubs and volunteer work. Her goal is to obtain a master's in Business Management from the Thunderbird, The Garvin School of International Management in Arizona.

Cynthia Price: Senior Statistical Research Specialist for the Office of Institutional Research. Ms. Price served San Antonio College Staff Council as President-Elect (2001-2002) and

President (2002-2003) and represented San Antonio Staff Council on the Unified Staff Council. She has been re-elected to serve on Staff Council from 2004-2006. She also headed a new initiative, the Staff Leadership Development Program, to provide Professional and Classified personnel working at SAC with opportunities for leadership training. The training was tailored to the needs of SAC staff and supervisors based on a needs assessment survey. She has participated in numerous committees at the college and district level.

Johnnie Rosenauer, Ed.D. : Professor and Real Estate Program Coordinator, Business Department. Dr. Rosenauer, a SAC faculty member since 1974, has been heavily involved in college and District activities, serving on numerous committees for many years. He is the author or co-author of five textbooks and has extensive publication of professional articles. He is a frequent speaker and consultant on real estate issues and is active as a real estate investor and broker in South Texas. He is serving as Chair of the SACS Leadership Team for the current Accreditation Review Process.

Nancy Saunders, Ph.D.: Chair, Department of Sociology, Anthropology, Social Work, and Gerontology, Professor of Sociology. Dr. Nancy Saunders has taught at San Antonio College for 33 years. She has recently served as a Member of the College Core Curriculum Committee, the College Faculty Recruitment Committee, the Access and Equity 2000 Committee, the Gerontology Advisory Committee, and the Retention Task Force, and has participated in the National Institute for Leadership Development. The first telecourse instructor at SAC, she served as Telecourse Coordinator for the College, and is now actively involved with Internet instruction and the SAC Online Committee. She has increased course completion rates in her Department by 10% using a variety of student learning improvement strategies.

Kavita Surya, M.A.: Research Specialist. Kavita recently received her master's degree from St. Mary's University, where she worked as a graduate assistant in the office responsible for their accreditation review. She develops grant projects at San Antonio College and will be pursuing her doctorate in Educational Administration. She has served on the Producers Advisory Committee for a STARLINK teleconference on retention, and wrote the institutional effectiveness sections of SAC's Compliance Report to the Southern Association of Colleges and Schools. She is interested in how the cross-cultural aspects of education influence retention.

Carol Swanson, Ph.D.: Chair of the Foreign Languages Department. Dr. Swanson, who has a background in linguistics, teaches ESL and English at SAC. She has taught at SAC for over 20 years and was co-chair for the Southern Association of Colleges and Schools Accreditation Review in 1985.

Richard White, M.A.: Director of The Center for Professional Development and Continuing Education programs. In his current position since 1996, Mr. White manages non-credit adult continuing education programs in business, management, human resource management, workforce development for businesses and industry throughout Bexar County. A certified Master Technical Training Instructor and Corporate Trainer, he has over 26 years experience in post secondary adult education, including occupational analysis, training system design, corporate training, post-secondary school administration, and undergraduate teaching. He has held numerous offices in adult education and workforce development organizations.

Appendix D:
Preliminary Syllabus for New Faculty Seminar
Murguía Learning Institute
Fall 2005

Instructional Coordinator: Dr. Johnnie Rosenauer, Director, Murguía Learning Institute

Week Of:	Topic	Presenter(s)
August 19th	Expectations/Visions for the Class	Dr, Robert E. Zeigler, President Dr. Thomas Hoy, Executive Vice President
	Values Clarification	Emma Mendiola
	Student Teacher interaction/Making the First Class Count	Dr. Johnnie Rosenauer
September 2	Learning and the Learning Resource Center	Celita DeArmond, MLS
	Student Teacher Interaction/ Student Engagement	Dr. Johnnie Rosenauer Emma Mendiola
September 9	Support and Challenge for Faculty: The Dean's Perspective	Bill Richardson, Interim Dean of Arts and Sciences; Dr. Lu Pelayo, Dean of Professional & Technical Ed., Dr. Joy Gates-Black, Dean of Student Services
September 16	Teaching on the Internet and Internationalizing the Curriculum	Dr. Jon Lee, History Dr. Tom Manzo, Spanish
September 23	Learning Styles Introduction to the Instructional Innovations Center	Dr. Charlotte Wolf, Director, Instructional Innovations Center
September 29	The SLAC Tutoring Lab	David Elder
	The Basic Skills Center	Sophie Castañeda
October 7	Strategies for Promoting Student Success	Emma Mendiola, Title V Dir.
	Put a Little Zip in your Lectures	David Mrizek, Speech
October 14	Service Learning	Audrey Grams, SL Coordinator/ Faculty Panel
October 21	Active/Collaborative Learning	Panel of Title V Faculty

Week Of:	Topic	Presenter(s)
October 28	Learning Communities	Dehlia Wallis
	Supplemental Instruction	Betty Lee Birdsall
November 4	The Transfer Center	Dr. Terry Walch
	Management of the Learner-Centered Classroom	Emma Mendiola Dr. Johnnie Rosenauer
November 11	Problem-Based Learning	Dehlia Wallis/Faculty Panel
November 18	Student Learning Outcomes Assessment	Sharon Pate, TASL Susan Espinoza & Kavita Surya
November 25	Thanksgiving	
December 2	Review/Course Evaluation Planning Session for Classroom Evaluation of Best Practices	Dr. Johnnie Rosenauer
December 9	Finals Week	

Appendix E:

Presentations to Solicit Campus Feedback on the QEP Focus and the Murguia Learning Institute, 2003-2005

Topic: QEP Focus

Campus Constituency	Presenter	Date
College Academic Council	Robert Zeigler, Ph.D. President of the College	Monthly meetings, August 2003 - Feb 2005
Nursing Program	Dr. Zeigler	Fall 03
Child Development Department	Dr. Zeigler	Fall 03
Business Department	Dr. Zeigler	Fall 03
Kinesiology Department	Dr. Zeigler	Fall 03
Computer Information Systems Department	Dr. Zeigler	Fall 03
Faculty Senate	Dr. Johnnie Rosenauer	Fall 03
Sociology Department	Dr. Zeigler	Spring 04
English	Dr. Zeigler	Spring 04
Mortuary Science Department	Dr. Zeigler	Spring 04
Math Department	Dr. Zeigler	Spring 04
Allied Health Department	Dr. Zeigler	Spring 04
Counseling and Services to Special Populations	Dr. Zeigler	Spring 04
Psychology	Dr. Zeigler	Spring 04
Faculty and Staff attending Convocation (Keynote Speech)	Dr. Zeigler	Summer 04
Biology Department	Dr. Zeigler	Fall 04
Chemistry Department	Dr. Zeigler	Fall 04
Continuing Education	Dr. Zeigler	Fall 04
Staff Council	Dr. Zeigler	Fall 04
LRC	Dr. Zeigler	Fall 04
Faculty Senate	Johnnie Rosenauer & Susan Espinoza	Fall 04

Topic: Murguia Learning Institute

Campus Constituency	Presenter	Date
College Academic Council	Robert Zeigler, Ph.D. President of the College	Monthly meetings, June 2004 - July 2005
Women's Center	Dr. Johnnie Rosenauer	2-22-05
Northwest Vista College	Dr. Johnnie Rosenauer	4-15-05
Problem-Based Learning Faculty Cohort	Dr. Johnnie Rosenauer	4-26-05
Student Success Advisory Committee	Dr. Johnnie Rosenauer	4-28-05
Counseling and Special Populations Department	Dr. Johnnie Rosenauer	5-3-05
Employees Attending Employee Development Day (Keynote Speaker)	Dr. Johnnie Rosenauer	5-13-05
Employees Attending Employee Development Day (2 workshops)	Dr. Johnnie Rosenauer & Susan Espinoza	5-13-05
Northwest Vista College	Dr. Johnnie Rosenauer	6-29-05
Admissions and Records Department	Dr. Johnnie Rosenauer	7-18-05
Staff Council	Dr. Johnnie Rosenauer	7-19-05
Learning Resources Center	Dr. Johnnie Rosenauer	8-8-05
New Faculty Orientation	Dr. Johnnie Rosenauer	8-16-05
Adjunct Faculty Meeting	Dr. Johnnie Rosenauer	8-17-05
Joint Chairs Council	Dr. Johnnie Rosenauer	8-18-05
First Class of the Murguia Learning Center	Dr. Johnnie Rosenauer	8-19-05
Faculty Senate	Dr. Johnnie Rosenauer	9-7-05

Appendix F:

Suggestions made by Participants at Employee Development Day May 13, 2005 For Topics to be Covered in Murguia Learning Institute Workshops

For Faculty:

- A Session on **Continuing Education** letting faculty know the scope of educational offerings.

For Staff*:

- A demographic (socio-economic and ethnic) and educational **profile of our students** for all staff
- A **local staff orientation**, separate from the District orientation, for new SAC staff that tells them all about the programs SAC offers and how to access resources for themselves and students.
- Workshops on **specific programs SAC has to offer students**, especially new initiatives, like high school bridges, or Learning Communities, or Service Learning.
- A workshop on **SAC's Excellence**: our best programs and any awards they have won, and how to promote them in the community and among our peers.

** SAC recently initiated a series of workshops about improving customer service for staff; for this reason, this issue was not raised by staff during the MLI workshop conducted on Employee Development Day.*

Appendix G: Information about Evaluation Instruments

EXAMPLE ITEMS FROM THE ASSESSMENT OF LEARNER-CENTERED PRACTICES (ALCP)¹ Instructor Scale – Domains of Classroom Practice

Facilitates Positive Interpersonal Relationships

- I treat all students with respect.
- I value my students for who they are, not just how well they do.
- I focus on each student's strengths as well as his or her needs.

Adapts to Class Learning Needs

- I am able to teach in different ways when students are having difficulty understanding.
- I provide academic assistance to students who need it outside of class.
- I create a safe environment for students to ask even the most basic questions and not be penalized for mistakes.

Facilitates the Learning Process

- I encourage students to become aware of, monitor, and regulate their own thinking and learning processes.
- I help students appreciate different points of view.
- I help students examine how course content is related to their beliefs and/or future goals.

Provides for Individual and Social Learning Needs

- I help all students feel like they belong in the class.
- I teach students skills for dealing with stress that affects their learning.
- I encourage students to get to know the other students in the class.

Encourages Personal Challenge and Responsibility

- I expect students to listen to, think about, and respect their classmates' opinions even when they don't agree with them.
- I encourage each student to work on activities that are personally challenging.
- I encourage students to learn the information because it is important to them, not just to get a good grade.

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ALCP College Level Surveys²

Instructor Survey

Part I of the ALCP College Level Instructor Survey has items designed to measure the following three factors which have been identified as related to learner-centered teaching practices in middle and high school teachers (McCombs & Lauer, 1997): (1) Learner-centered beliefs about learners, learning, and teaching, such as “Students have more respect for instructors they see and can relate to as real people, not just as teachers;” (2) Nonlearner-centered beliefs about learners, such as “It’s just too late to help some students;” and, (3) Nonlearner-centered beliefs about learning and teaching, such as “For effective learning to occur, I need to be in control of the direction of learning.”

Part II of the ALCP Instructor Survey has items which measure instructor perceptions of classroom practices in the four domains of learner-centered practice that had been identified as important for student motivation and classroom achievement in middle and high school students (McCombs & Lauer, 1997). The domains are: Facilitates Positive Interpersonal Relationships (e.g., “I treat all students with respect.”); (2) Adapts to Class Learning Needs (e.g., “I am able to teach in different ways when students are having difficulty understanding.”); (3) Facilitates the Learning Process (e.g., “I encourage students to become aware of, monitor, and regulate their own thinking and learning processes.”); (4) Provides for Individual and Social Learning Needs (e.g., “I help all students feel like they belong in the class.”); and (5) Encourages Personal Challenge and Responsibility (e.g., “I expect students to listen to, think about, and respect their classmates’ opinions even when they don’t agree with them.”). Items are rated on a four-point, Likert-type scale that assesses the frequency of performing the various practices (1 = Almost Never, 2 = Sometimes, 3 = Often, 4 = Almost Always).

Similar to ALCP for grades 6-12, there are measures of effective teacher behaviors on the postsecondary ALCP. Part III of the Instructor Survey is a measure of Teacher Efficacy adapted from Midgley, Maehr, and Urdan (1993). There are six items rated on a four-point, Likert-type scale that assesses the intensity of agreement or disagreement with the statement (1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Somewhat Agree, 4 = Strongly Agree). Part IV is a 15-item measure of Reflective Self-Awareness, adapted from Ridley (1991). Items are rated on a four-point Likert-type scale that assesses the frequency of various self-reflection behaviors (1 = Almost Never, 2 = Sometimes, 3 = Often, 4 = Almost Always).

Part V of the ALCP Instructor Survey is comprised of demographic questions. The questions ask instructors to supply information regarding background information

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such as the following: number of years teaching, number of years at current college, primary area of content expertise, gender, ethnic/cultural background, highest degree earned, number of credit hours beyond the bachelor's degree, main grade level currently teaching, number of students in the class, main grade level of the class, whether they were currently enrolled in a graduate program for advanced study, type of school, whether they plan to teach next year, and whether they would choose to go into teaching again.

Student Survey

The ALCP Student Survey measures students' perceptions of their instructors' practices in the same five domains of practice as in the Instructor Survey (Part II). These items form Part I of the Student Survey and parallel instructor items, but from the student's perspective, such as, "This instructor shows me that he or she appreciates me as an individual." As with the Instructor Survey, each item is rated for frequency of occurrence and has a value from 1 to 4.

Part II of the Student Survey contains seven measures of academic motivation. The following constructs were selected as the most meaningful predictors of student motivation, based on a review of the research literature, and based on results from the validation of the middle and high school ALCP (McCombs & Lauer, 1997): self-efficacy, active learning strategies, effort-avoidance strategies, state epistemic (knowledge-seeking) curiosity, task-mastery goals, performance-oriented goals, and work-avoidant goals. (Note: The Student Self-Efficacy measure was adapted from Midgley, Maehr, and Urdan (1993). The State Epistemic Curiosity measure was adapted from Leherissey (1971). The Effort-Avoidance Strategies, Active Learning Strategies, Performance-Oriented Goals, Task-Mastery Goals, and Work-Avoidant Goals measures were adapted from Meece, Blumenfeld, and Hoyle (1988). These constructs comprise Part II of the Student Survey as follows: student self-efficacy (6 items), state epistemic curiosity (7 items), effort-avoidance strategies (8 items), active learning strategies (8 items), performance-oriented goals (6 items), task-mastery goals (6 items), and work-avoidant goals (6 items). All are all rated on a four-point, Likert-type scale that assessed the frequency of various behaviors (1 = Almost Never, 2 = Sometimes, 3 = Often, 4 = Almost Always).

Part III of the Student Survey consists of 5 demographic questions. The questions ask students to supply information regarding the following: gender, ethnic/cultural background, current student classification, age, and major. (Background teacher and student information are collected to provide descriptive and individual differences information that would be useful later for possible group comparisons and profiling of effective instructors.)

Student achievement is defined as classroom achievement and was recorded by participating instructors. To make data comparable across instructors, instructors are asked to convert current letter grades to a 0-100 scale per their grading policies.

ALCP COLLEGE SURVEY VALIDATION RESULTS

Summary prepared in March 2002

Barbara L. McCombs, Ph.D.

We have done two validations of our college level surveys over the past 4 years. A total of 157 college instructors and 2,558 college students representing 12 institutions and 10 states participated in the field testing and initial validation of the postsecondary ALCP. For the Instructor Beliefs and Assumptions scales, the reliability coefficients ranged from .75 to .87. The scales for Instructor Perceptions of Classroom Practices had reliability coefficients which ranged from .69 to .82, while the scales for Student Perceptions of Classroom Practices ranged from .82 to .91. The reliability coefficient for the scale which measured instructor reflective self-awareness was .82, and the scales for student motivation ranged from .76 to .87. The measure of instructor self-efficacy had an internal consistency of .57, and subsequently, the wording of these items was changed to apply better to a college setting. Principal Components Factor Analyses were performed on the Instructor Beliefs and the Student Perceptions of Classroom Practices. For the measure of Instructor Beliefs and Assumptions, three factors had a total of 28 items: (1) Learner-centered beliefs about learners, learning, and teaching; (2) Nonlearner-centered beliefs about learning and teaching; and, (3) Nonlearner-centered beliefs about learners. For the measure of Student Perceptions of Classroom Practices, there were five factors with a total of 30 items: (1) Establishes positive interpersonal relationships; (2) Adapts to class learning needs (3) Facilitates the learning process; (4) Provides for individual and social learning needs; and, (5) Encourages personal challenge and responsibility.

We have data now on an additional sample of 70 instructors and 1,707 students in two universities. The factors have cross-validated and the reliabilities on the teacher ALCP scales are: (1) learner-centered beliefs, alpha = .86; (2) non learner-centered beliefs about teaching, alpha = .71; (3) non learner-centered beliefs about students, alpha = .76; (4) teacher perceptions of establishes positive relationships, alpha = .79; (5) teacher perceptions of adapts to class learning needs, alpha = .85; (6) teacher perceptions of facilitates the learning process, alpha = .88; (7) teacher perceptions of provides for individual and social learning needs, alpha = .83; (8) teacher perceptions of encourages personal challenge and responsibility, alpha = .70; (9) teacher self-efficacy, alpha = .75; and (10) teacher reflective awareness, alpha = .84. The reliabilities for student ALCP scales are: (1) student perceptions of establishes positive interpersonal relationships, alpha = .89; (2) student perceptions of adapts to classroom learning needs, alpha = .88; (3) student perceptions of facilitates the learning process, alpha = .88; (4) student perceptions of provides for individual and social learning needs, alpha = .80; and (5) student perceptions of encourages personal challenge and responsibility, alpha = .71; (6) student self-efficacy, alpha = .81; (7) student active learning strategies, alpha = .80; (8) student effort avoidance strategies, alpha = .69; (9) student epistemic curiosity, alpha = .78; (10) student task mastery goals, alpha = .86; (11) student performance-oriented goals, alpha = .80; and (12) student work avoidance goals, alpha = .76.

ACT's Collegiate Assessment of Academic Proficiency (CAAP) <http://www.act.org/caap/index.html>

The **Collegiate Assessment of Academic Proficiency (CAAP)** enables postsecondary institutions to measure, evaluate, and optimize the outcomes of their general education programs.

CAAP can be used to:

- Satisfy accreditation and accountability reporting requirements
- Measure students' achievement levels on a group *and* individual basis
- Document the "performance gain" of students' achievement levels over time
- Compare students' achievement levels with national user norms
- Evaluate the strengths and weaknesses of general education programs
- Analyze what interventions may be necessary to optimize results
- Advise individual students how to achieve academic success
- Determine student eligibility for upper-division studies

A. CAAP TESTS

CAAP offers six independent test modules. Institutions may select those modules that best reflect their mission and the goals and curricula of their general education programs.

[Reading](#)

[Writing Skills](#)

[Writing Essay](#)

[Mathematics](#)

[Science](#)

[Critical Thinking](#)

The actual testing time of each CAAP test is 40 minutes, allowing convenient administration in the typical 50-minute class period.

[Sample Questions](#)

CAAP Test Features

- Multiple forms of each test, ensuring greater security and more retest options.
- Motivation questions on the objective tests help determine how seriously students took the test.
- The modular format of CAAP offers institutions the flexibility to select the assessment components that meet their mission, goals, and educational objectives.
- Content linkages with other ACT programs, including the ACT Assessment[®], ASSET[®], and COMPASS[®] enable strengthened internal analysis for educational change and/or more comprehensive reporting to boards, agencies, and accrediting bodies.

CAAP Scoring

Multiple-Choice Tests

- For the multiple-choice test modules, a standard score is reported on a scale that ranges from 40 (low) to 80 (high), with a mean of 60 and a standard deviation of approximately 5.
- Cumulative percents are reported to facilitate comparison of the student's performance with other students who tested at the same school and during the same administration period.
- A total score is provided for each CAAP exam; in addition, subscores are given for the Writing Skills Test (usage/mechanics and rhetorical skills), the Reading Test (arts/literature and social/natural sciences), and the Mathematics Test (basic and college algebra). Subscores may be helpful in determining a program's strengths and weaknesses more precisely.

Writing Essay Test

- For the Writing Essay Test, ACT developed a modified holistic scoring system that ranges from 1 to 6 in increments of .5. Each score reflects a student's ability to perform the writing task defined in a prompt—in a timed, first-draft composition.
- Responses are evaluated according to how well the student formulates a clear assertion on the issues raised in the prompt, supports that assertion with reasons and evidence appropriate to the position taken and the specified concerns of the audience, and develops the argument in a coherent and logical manner.
- ACT encourages the use of both the Writing Skills and Writing Essay Tests to help institutions obtain maximum information about their students' writing abilities.

Additional Questions—Optional

- On the answer document (multiple-choice test modules only), there is an area for collecting responses to nine locally developed questions. During the scoring process, ACT will provide frequency distributions of each additional item.

Evaluating General Education Programs in South Dakota: Results

After one university fell below the national mean in English five out of six years, that university implemented an additional writing requirement for all of its students. Another university has placed a new focus on math after receiving lower than expected scores in that subject.

A placement process has also been implemented using scores from the ACT Assessment or the COMPASS placement tests.

"Faculty told the regents that we can't wait until students sit for the CAAP test to deal with students who need remediation," Turchen said. "So they recommended and we have adopted a system-wide placement process in English and math."

Identifying students who need assistance and providing students with a way of monitoring their personal progress is what Turchen calls CAAP's biggest success.

"The CAAP exam has become a primary tool for working with individual students to improve their skill levels so that they can be successful in upper-division courses in their majors," she said. "If you can better prepare students to be successful in their coursework, the students themselves are more likely to reach their personal goals."