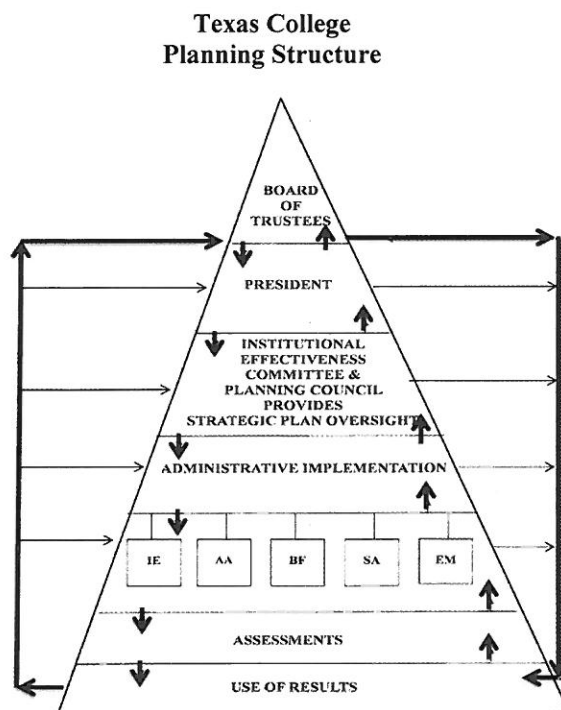


CS 3.3.1.3 Academic and student support services

The institution identifies expected outcomes assesses the extent to which it achieves the outcomes and provide evidence of improvement based on analysis of the results in the area of academic and student support services.

Identifying expected outcomes is achieved through the utilization of the College's planning process. The College utilizes a *Planning Structure* that is inclusive and evaluative at the appropriate levels. Moreover, the Planning Structure embodies assessment and evaluative efforts with the use of results to drive the planning processes. Following is a model of the Planning Structure:



The academic and students services are a compilation of supports for students that assist with their academic development, professional growth, and retention. Moreover, the establishment of such services is in direct relationship to the College's mission and institutional outcomes from the *2012-2017 Strategic Plan*. The academic and support services are in keeping with the mission of the institution in that they assist with students' becoming academically prepared while *"...experiencing balanced intellectual, psychological social and spiritual development, aimed at enabling them to become active productive members of society where they live and work."*

The supports coincide with the institutional outcomes that are to address:

- 1) *Having students gain a command of the use of communicative skills both written and verbal;*

- 2) *Teaching students to become critical thinkers in the use of content knowledge and beyond;*
- 3) *Having students involved in service projects and social responsibilities that assist in skill development; and*
- 4) *Providing students with the knowledge and experiential learning that will assist them in becoming productive citizens, i.e., individuals who can assist with the development of others where they live and work (2012-2017 Strategic Plan, p. 7).*

The College utilizes a codified process for its institutional effectiveness planning cycle. The planning cycle is comprehensive and inclusive of the necessary components for institutional planning, while maintaining the College mission as the central focus (see Implementation Model: Institutional Effectiveness Flow Chart). The administrative areas under the leadership of the vice presidents of the College engage in the planning process with the use of the institution's *Strategic Plan* as the roadmap for planning. Specifically, at the beginning of each school year, the vice presidents of the administrative areas, planning with the president of the College convene as an administrative cabinet to establish the working direction of the institution, using the "*Strategic Priorities*," of the Strategic Plan. From the meeting, a determination is made in the selection of priorities that will allow for a collaborative administrative focus in addressing the strategic direction for the year.

During the Fall Opening School Institute the vice presidents and the president lead discussions with all faculty, staff, and administration on the selected strategic goals to be addressed for the annual period per the Strategic Plan. The Institute includes an annual assessment with the college community coming together at the start of each school year for a two-day period. The Institute provides for the re-acquaintance and discussion of the priority areas of the Strategic Plan.

Likewise, the vice presidents subsequently meet with their respective units to share the priority direction(s) and have discussions to get input about strategies, expected outcomes, persons/groups responsible, assessment /evaluation measures and resources supports that may prove beneficial to achieving their goals. The vice presidents for academic affairs and student affairs conduct formative planning with the academic unit and support areas to determine the expected outcomes. The academic and student support areas then complete the first three columns of the "*Four Column Model*," with the proposed institutional strategies, expected outcomes, persons/groups responsible, and assessment /evaluation measures. It is then at the mid-year, that the planning process is reviewed by vice the presidents to determine the level of progress made. And, at the end of the academic year, the summative reports are submitted with the assessments and use of results and budgeting considerations for the subsequent school year.

Once the assessment has been completed, the findings and the use of results are placed into the *Four Column Model* for documentation purposes. The results of the planning are considered the "working plan" of the vice presidents for the school year. As a part of our assessment process, the president and institutional effective officer review the unit goals, program outcomes and means of assessment. At the mid-point of each year, the institutional effective officer then

receives a documented mid-term process report of the progress made toward completion of the Plan. The units are expected to use the results for improvement.

As a measurement of assessment, the academic and student services needs have been determined by the Program Review process. The review established that the following areas of academic and student support services needed to be addressed. They included:

- a. Establishing a Math Lab for supplemental instruction for the Math Program which resulted in an 80% passing rate
- b. Strengthening Testing Procedures for Fall 2012 that included study guides and specific times for test offerings
- c. Implementing text messages that enhanced communication between academic coaches and tutees
- d. Developing an Academic Advising process through learning communities
- e. Creating a general education requirement academic tracking document for students in the Lower College
- f. Creating an Early Alert system that enabled Lower College Coordinators to work closely with faculty and coaches to implement tutoring sessions
- g. Implementing evening Academic Success Workshops for students in First- and Second-Year Seminar
- h. Developing a structured orientation program
- i. Implementing a community service project for Second-Year Seminar
- j. Increasing number of AVID professional development opportunities that included more hands-on demonstrations
- k. Creating a summer bridge program
- l. Increasing the number of AVID tutors
- m. Maintaining a minimum retention rate of 72% of students in learning communities
(See Executive Summary—Lower College Program Review)

The aforementioned outcomes have been addressed along with the institution's Strategic Priorities, with use of the Four Column Model. Following is the Plan with measurements and outcomes.

Documentation:

- See Resource Documents: 2012-2017 Texas College Strategic Plan
- Implementation Model: Institutional Effectiveness Flow Chart
- Program Review 2013-2014 (Lower College)
- Academic and Student Support Services Four Column Model

Documentation: See Resource
Documents: 2012-2017 Texas College
Strategic Plan

2012-2017 Texas College STRATEGIC PLAN

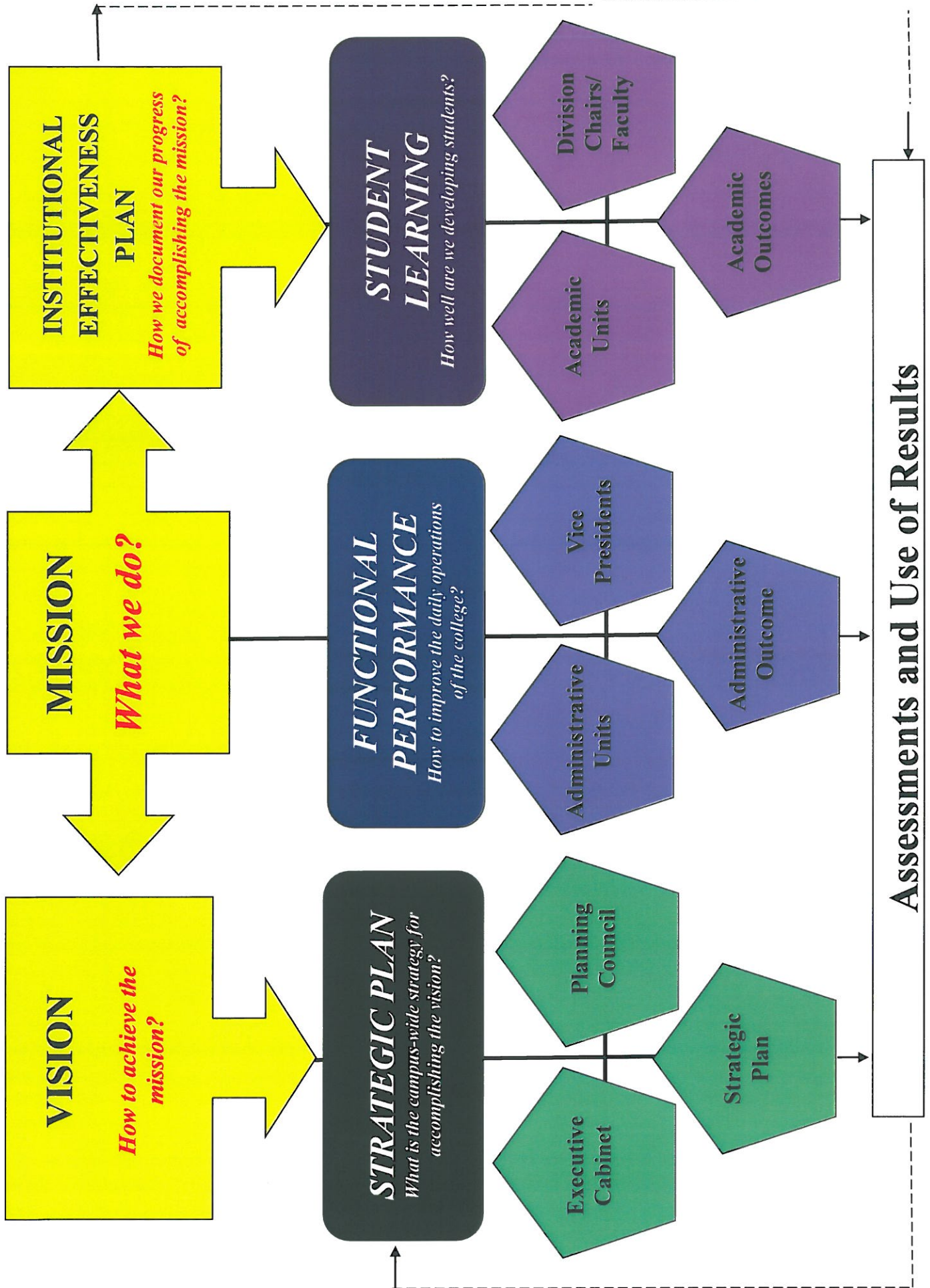


*“Building for the Future...
Establishing a Fingerprint for Success!”*

Documentation: Implementation Model: Institutional Effectiveness Flow Chart

Institutional Effectiveness Flow Chart

Documentation: Implementation Model:
Institutional Effectiveness Flow Chart



**Documentation: Program Review
2013-2014 (Lower College)**

TEXAS COLLEGE

Program Review

(2013-2014)

EXECUTIVE SUMMARY

(Lower College) Programs

1. Program Strengths

Lower College:

a.

b.

c.

Student Learning Center:

a.

b.

2. Program Weaknesses

Lower College:

a.

b.

c.

Student Learning Center:

a.

b.

3. Recommendations for Program Improvement:

Lower College:

a.

b.

c.

Student Learning Center:

a.

b.

4. Committee Determination:

1. Support of the College Mission	A. State the purpose of program. B. Describe how the programs support the overall mission of the College as adopted by the Board of Trustees. C. Describe the unique institutional goal the program achieves.
2. Accomplishments in Achieving Goals Outlined in the Previous Program Review	A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements. B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.
3. Populations Served	A. Describe the populations served by the program, including special populations. B. Describe other populations that should be served by the program, and describe plans to serve them in the future.
4. Curriculum/Program Offering	List Curriculum/Program as offered. List Curriculum/Program as Recommended.
5. Course Scheduling and Availability	Describe how effectively the scheduling process of classes in the program: A. Optimizes class availability for day students, evening students and distance education students. B. Optimizes student learning.
6. Learning Outcomes	A. List institutional outcomes and program learning outcomes. B. Describe the process by which program improvements are made.
7. Program Deficiencies	Describe any projected deficiencies in the program.
8. Professional Development	A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning

	outcomes.
9. Facilities and Equipment	A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program. B. Is available dedicated space adequate to support the program? Explain. C. Is available equipment adequate to support the program? Explain. D. Describe plans for future changes in support facilities or equipment.
10. Strengths and Weaknesses	A. List and comment on the major strengths of the program.
11. Budget Modifications if applicable	
12. Recommendations	Identify recommendations for program improvement(s), if applicable.

Documentation: Academic and Student Support Services Four Column Model

Assessment of Student Learning Outcomes – AY 2013-2014
Academic and Student Support Services

(1) Academic Support Outcomes		(2) Means of Assessment				(3) Results	(4) Use of Results/ Action Plan for Improvement
Support Area	Outcome:	Assessment Tool(s)	Assessment Method	Criteria (Benchmark Measures)	Assessment Period	Findings (Analysis & Interpretation of Data) Was the Criteria Met?	How will the results be used/Plan of Action to address deficiencies when criterion is not met
The department will:							
Registrar	Improve the preparation and distribution of the course schedule by getting it into the hands of the faculty, division chairs and administrators by October 1 and March 1 of each semester.	Preparation and distribution of course schedules through the college Jenzebar system.	The registrar's office will be assessed on the preparation (free from errors) and distribution of the course schedule to faculty, deans, and administrators by October 1 and March 1 of each semester.	100% of all faculty division chairs and administrators will receive a copy of the course schedule by October 1 and March 1 each semester.	Annually	The results documented that a total of 246 (100%) of all faculty, division chairs, and administrators did not receive copies of the course schedule prior to the specified dates of October 1 and March 1 during 2013-14.	Although all faculty and staff received the information prior to the start of the registration process, some of it was incorrect. The office of the registrar will continue to work with the advisement team to prepare the schedules, correct them, and post them well in advance of the specified due dates to increase the number of students pre-registering for classes.
	Provide accurate information with regard to courses, number of enrolled students and room assignments to faculty advisors each semester.	The Registration Summary by Professor Report.	The registrar's office will be assessed on the accuracy of the information provided in the Registration Summary by Professor Report.	The report will be provided in a timely manner with at least 80% accuracy.	Each semester	The results as documented in the <i>Registration Summary</i> by <i>Professor Report</i> indicated that there were a total of 195 sections of various courses having met the minimum requirement of at least 10 students	Although the course information with number of students enrolled and room assignments were provided in a timely manner, a thorough review of the room assignments indicated

Admissions	Identify, recruit, and enroll a diverse student body each year.	The number of visits to targeted high schools and community colleges.	Diversity will be assessed by the geographic areas from which students are recruited using the list of high school visits.	Increase the number of visits to Hispanic serving institutions by 3% each year.	Annually	The results indicated that a total of 53 visits were made to various high schools with at least 5 (9%) being Hispanic serving institutions. And, 27 visits to community colleges throughout the academic year. There were a total of 2,659 applications submitted with a total of 404 new students being admitted. Additionally, there were: International 1 Hispanic 51 Caucasian 9 African American 377 Also, there were 135 females and 269 males; 327 (81%) of students were between the age of 17-24	nearly half of the room assignments were incorrect. Thus, the Registrar has requested all rooms to be renumbered to ensure accuracy. Additionally, the Registrar will continue to work close with Division Chairs and the Academic Officer to analyze data regarding course success or failure and prepare the course schedules a semester in advance.
-------------------	---	---	--	---	----------	--	--

						and the other 75 (19%) being between the ages of 25-older.	correspond with prospective students. Also recruiters will be assigned to geographic areas focusing on schools with a diverse student body. In addition, the department will engage in community outreach to establish relationships with community leaders to identify prospective students.
	Increase in the number of new and transfer student enrollment each year.	Number of students new and transfer students enrolled in the current year compared with the enrollment of new and transfer students from the previous year.	The increase will be assessed by comparing the new and transfer student enrollment numbers from two consecutive years.	Enrollment of new and transfer students will increase by 5% each year.	Annually	There were a total of 428 new and transfer students enrolled which is about 107 (25%) student increase from the previous year.	Even though, the results indicated a 25% increase in student enrollment from the previous year, the Admission's team will continue to strengthen the recruitment plan and develop a survey to collect data to increase the effectiveness of the enrollment process.
Library	Increase the ability of the student to utilize the services of the Library after attending an orientation session.	Survey taken following the orientation session.	The student's ability to effectively utilize the services of the library will be assessed through a survey that asks specific questions about how to access information in the library.	At least 70% of students will score a 70% or better on the library survey.	Each semester	The results indicated that there were four (4) orientation sessions conducted with 120 students participating. A total of 102 (85%) indicated that they understood how to use the library and locate resources.	Although, 85% of the students indicated that they understood how to utilize the library, to ensure success of all participating students additional time and focus will be given to the problematic areas such as Electronic Data Bases and Reference

	Increase satisfaction with library services among students, faculty, staff, and alumni.	Completed satisfaction survey instrument for facilities and services provided.	Satisfaction will be assessed through a survey that addresses the facilities and services offered by the library.	At least 70% of those surveyed will give the library a score of 90% or higher.	Each semester	The results indicated that a total of 95 students and 27 faculty responded to the Library Satisfaction Survey. These surveys indicate that at least 110 (90%) of the patrons were satisfied.	materials. The Library improvements to the facility will continue by enhancing the collections area, adding new and current resources, adding new computers with the updated software to assist students learning needs.
Writing Lab	Increase the number of students who are able to apply the rules of Standard English required for college readiness.	ASSET/COMPASS Exam will be utilized.	The success of the writing lab will be assessed by the number of students that score 70% or above on the writing portion of the ASSET/COMPASS Exam.	A minimum of 70% of students participating in the Writing Program will score 70% or above on the ASSET/COMPASS Exam.	Annually	The results indicated that there were 133 students participating in the lab. A total of 133 students completed the ASSETT exam. The results showed that 37 students (28%) scored 70% or greater. The data also showed that 67 students had improved scores on the posttest.	To improve student proficiency in the use of Standard English, the following strategies will be implemented to increase college readiness for writing: Students with a midterm grade average below a 70% will be required to meet with a tutor to address their area of deficiencies and receive prescriptive assignments.
	Increase the number of students who demonstrate a mastery and usage of the basic rudiments of writing Standard English.	ASSET/COMPASS Exam will be utilized.	The success of the writing lab will be assessed on the number of students that pass the writing portion of the ASSET/COMPASS Exam during two consecutive years.	At least a 5% increase in the number of students score 70% or above on the ASSET/COMPASS Exam.	Annually	A total of 133 students completed the ASSETT exam. The results showed that 37 students (28%) scored 70% or greater. The data also showed that 67 students had improved scores on the posttest.	Additional prescriptive "quickwrite" assignments will be given to provide students with more recursive writing based on their specific area of weakness. Students will also be assigned to group writing sessions with other students who have like deficiencies.
	Write in an	A writing	The success of the Writing	A minimum of	Annually	106 (80%) of the students	Students will be given

Math Lab	academic setting using the MLA style guide.	rubric will be utilized	Lab will be assessed through writing samples that will be evaluated according to the use of the MLA style guide on the writing rubric	70% of students will score 70% or better on the use of MLA style guide rubric.	Each semester	scored 70% or above on the MLA writing rubric	additional writing assignments dealing exclusively with items from the MLA style guide; additional large group tutoring sessions; one-on-one tutoring Although, 92% of the students were able to demonstrate the ability to apply basic numerical skills, to ensure success of all students the following strategies will be implemented to increase college readiness: Students will be required to engage in weekly computer lab based instruction based on areas of weakness. Student will be assigned to a learning community based on students with similar academic needs. Student will be assigned to tutoring sessions for additional academic support.
	Improve the students application of basic numerical skills for college readiness	The numerical skills section of the ASSET/COMPASS Exam	The Math Lab will be assessed on the number of students who score a 70% or better on the ASSET/COMPASS Exam at the end of the semester.	A minimum of 70% of students participating in the Math Program will score above the 70th percentile.		A total of 131 students completed the pre/posttest exam. The results showed that 120 students (92%) scored 70% or greater.	
Student Learning Center	Increase the number of students who demonstrate knowledge of a variety of college success skills/learning	Pre/Post Test Assessments	Will be used to measure students' perceived college success skills/learning strategies.	A minimum of 80% of students will show an increase in knowledge.	Each semester	A total of 190 students completed the pre and posttest. The results showed that 70.5% of the students demonstrated an understanding of perceived college success	To increase students' knowledge of college success skills/learning strategies, the following strategies will be implemented:

	strategies during the course of the semester.					skills/learning strategies.	Offer academic workshops that mirror with classroom assignments. Assign 1 st and 2 nd year students to learning communities that focus on student success.
	Increase the number of students who express satisfaction with the services offered through the Student Learning Center.	An in-house developed satisfaction survey instrument	The Student Learning Center will be assessed on the students' satisfaction with services offered through the Student Learning Center.	A minimum of 70% of students will indicate a satisfaction rating of 80% or better.	Each Semester	Results from the randomly administered survey revealed that 124 students completed the assessment instrument. Of 124 students, 89 students or 72% reported they were satisfied with student support services and resources offered through the Student Learning Center.	Although, 72% of the students reported they were satisfied with the services offered through the Student Learning Center, to ensure success of all students the following strategies will be implemented: Increase students' awareness of services and resources by campus advertisement and presentations at student orientations. Create a more friendly environment through focusing on customer service
	Increase the faculty's level of knowledge of high engagement strategies through professional development offered by the Student Learning Center.	Satisfaction Survey	The Student Learning Center will be assessed on the faculty's knowledge of high engagements strategies for learning.	A minimum of 70% of faculty will be express an increase in knowledge of high engagement strategies as a result of the training.	Annually	A total of 11 faculty members participated in the professional development workshop. The survey results indicated that 100% of the faculty either agreed or strongly agreed that the workshop increased their knowledge about high engagement strategies and that they plan to implement one or more of the	Although results showed 100% of faculty demonstrate knowledge of high engagement strategies, to ensure continued improvement the following strategies will be implemented: Increase the number of professional development opportunities based on

<i>Student Activities</i>	Provide activities and programs designed to enhance student learning outside of the classroom.	Schedule of events, sign-sheets and Student Satisfaction Surveys	Student Activities will be assessed on the number of events and the number of participants at each event.	A minimum of 70% of the student body will participate in at least one or more events.	Each semester	The results indicated that a total of 16 different activities were provided inclusive of : 3- Health & Wellness with 263 students participating; 6-Intercollegiate with 138 students participating; 3-Educational with 61 students participating; and 4-Fun and Entertainment with 430 students participating.	strategies.	faculty needs. Develop a train-the-trainer model to focus on instructional strategies Although, the completed student surveys indicated that students would like to have more of these types of activities. The following modifications will be made to enhance the delivery of the activities: To enhance the health and wellness programs, student activities will partner with the First and Second Year Program to solicit more participation as well as plan activities that network with community service organizations in Tyler; Partner with all athletic teams to encourage the second line athletes to participate as well as offer extended weekend hours for games; Solicit guest speakers to facilitate the programs and enhance the advertisement and scheduling of the programs; and
----------------------------------	--	--	---	---	---------------	---	--------------------	--

								Offer extended week day and weekend hours of operation in the Student Activity Center for student use. Also, request additional staff to assist with the anticipated increase in student usage. Lastly, request the College purchase additional games such as: Wii, X-Box Connect and a Play-Station for use in the Activity Center.
--	--	--	--	--	--	--	--	--