RISE to the Top

Resources + Interactions = Student Engagement
R + I = SE

SWTJC Quality Enhancement Plan: 2015-2020

Status Report by

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Overview

- Introduction - The RISE to the Top QEP

- Planning Process (Eight-step Vision to Action Process)

- Steps One through Three (Analyzing Data and Creating a Vision Statement)

- Steps Four and Five (Goals and Strategies)

- Steps Six through Eight (Stakeholders, Action Plan, Evaluation Plan)

Introduction

- The QEP is a required activity for reaccreditation by the Southern Association for Colleges and Schools (SACSCOC). QEP stands for Quality Enhancement Plan. This is a five-year plan to improve a specific area of an institution related to student success.

- The QEP focuses on Student Success, including graduation rates, transfer rates, and learning.

Introduction

- *RISE to the Top* is Southwest Texas Junior College's Quality Enhancement Plan (QEP).

- **RISE** stands for Resources + Interactions = Student Engagement

- *RISE to the Top* melds key issues, revealed through a data driven institutional process utilizing assessment results, with the College's strategic plan and mission.

- The result is a focused plan with measurable goals and action plans that works with existing institutional planning and assessment processes.

Introduction

- Quantifiable data on student learning outcomes pertaining to critical thinking and student engagement provide a foundation for the five-year plan to increase student success at SWTJC.

- The broad goal is to improve Student Success during the 2015-2020 time period. Graduation rates, transfer rates, and completion rates will improve as high-impact educational practices become available for students. SWTJC students will rank at the top of representative institutions for proficiency in critical thinking and in measures for student engagement.

Vision to Action Planning Process

STEP	PURPOSE	KEY QUESTION
1. Collect and Analyze Data	Understand the current situation.	Where are we now?
2. Describe the Current Situation	Prioritize key issues/challenges.	What needs to change?
3. Create a Vision	Depict the ideal future.	What should be the results of our efforts?
4. Set Goals	Define the ideal future situation.	What specific outcomes do we want to achieve?

Vision to Action Planning Process

STEP	PURPOSE	KEY QUESTION
• 5. Develop Strategies	Determine programmatic actions that will produce the desired future.	*What approach will we take to reach those outcomes?*
• 6. Stakeholders Influence	Determine who needs to be involved.	What political/ institutional factors should we consider?
• 7. Plan for Action	Define implementation responsibilities.	Who will do what, when?
• 8. Plan an Evaluation	Define benchmarks to measure progress and approach to measurement.	How will we know when we have achieved our goals?

Key question - Where are we now?

Step 1 - Collect and Analyze Data

Where are we now?

- **Vision Statement:** Create and nurture a learning-centered environment in which students, faculty, staff, and the community at-large can achieve their greatest potential.

- **Mission Statement:** Southwest Texas Junior College is a comprehensive, public college serving eleven counties in Southwest Texas. The College provides accessible, affordable, high-quality education that prepares students to successfully transfer to senior colleges and universities; enter the job market; pursue their professional and personal goals; and contribute to the economic growth of the region.

- **Service Area Statement:** Southwest Texas Junior College (SWTJC) is a regional, "open door" institution serving an 11-county area that stretches from the Texas Hill Country to the US-Mexican border. Our main campus is located in Uvalde, a city of 15,000 located in the foothills of Texas Hill Country. Uvalde is approximately 70 miles west of San Antonio and 70 miles east of the Mexican border. Additional campuses are located in the border cities of Del Rio and Eagle Pass. We also operate instructional facilities in Crystal City, Pearsall, and Hondo. SWTJC also provides online instruction and distance education links to twenty-two school districts. No other state community college provides educational resources in an area this large.

Where are we now?

- Institutional Goal 1: Identify and serve the learning needs of the community (Learning)

    - S1-1 Increase the percentage of developmental education students who become college-ready and become college ready in a timely manner.

    - S1-2 Increase the number and FTE percentage of students achieving awards and transfers with 30+ semester hour credits.

Where are we now?

- S1-1 For developmental education students, the percent who complete gateway course in latest four (4) completed long terms

- Gateway Subject   Most Recent (2011-12)   Target 2017   2019

Gateway Subject	Most Recent (2011-12)	Target 2017	2019
Math	34%	39%	44%
Reading	51%	57%	61%
Writing	46%	52%	56%

Where are we now?

- S1-2 Increase the number and FTE percentage of students achieving awards and transfers with 30+ semester hour credits.
- 1. Awards

	Most Recent (2012-13)	Target 2017	2019
	860	1055	1172
	22%	27%	30%

- 2. Transfers

	Most Recent (2012-13)	Target 2017	2019
	156	273	352
	4%	7%	9%

Where are we now?

- Institutional Goal 2: Cultivate excellence in teaching, instructional delivery, student services, and administrative support
  - There are seven strategic objectives listed in the SWTJC Strategic Plan 2014-2019
  - None of these objectives directly relate to the QEP goals, but the QEP goals are directly related to the Institutional Goal of excellence in teaching and instructional delivery. New strategic objectives can be added to the plan.
- Other Data collected by SWTJC shows our strengths and weaknesses

SWTJC Goals for Student Achievement and Success

		2011	2012	2013	2014	2015	
Graduation	for cohort	(2007)	(2008)	(2009)	(2010)	(2011)	**Target**
Graduation Rate		**20%**	**20%**	**24%**	**21%**	**25%**	**30%**
Transfer	for cohort	(2007)	(2008)	(2009)	(2010)	(2011)	**Target**
Transfer Rate		**15%**	**13%**	**9%**	**12%**	**15%**	**20%**
Retention							**Target**
Fall to Spring Retention		**76%**	**75%**	**78%**	**78%**	**79%**	**80%**
First Year Retention Rate		**77%**	**77%**	**77%**			**80%**
Non-Developmental		83%	82%	79%			80%
Developmental		74%	75%	75%			80%
Fall to Fall Retention Rate		**44%**	**45%**	**46%**	**47%**		**50%**
Course Completion & Success							**Target**
Course Success Rate		**72%**	**76%**	**76%**	**77%**		**80%**
Course Completion Rate		**88%**	**91%**	**91%**	**92%**		**95%**

Graduation Rate of First-time, Full-time, Credential-seeking Students after 3, 4 and 6 Years (from THECB Institutional Profile for SWTJC)				
Cohort and Duration	Institution Cohort	Rate	Peer Group Cohort	Average Rate
Fall 2007 3-year	514	20.8%	579	16.1%
Fall 2010 3-year	795	22.8%	692	16.8%
Fall 2011 3-year	743	26.1%	661	17.7%
Fall 2006 4-year	542	22.5%	554	21.1%
Fall 2009 4-year	618	33.2%	692	23.4%
Fall 2010 4-year	795	30.4%	692	23.1%
Fall 2004 6-year	495	27.9%	566	30.7%
Fall 2007 6-year	514	34.4%	579	33.3%
Fall 2008 6-year	491	35.0%	594	34.5%

ETS® Proficiency Profile tested August 2014

Summary of Proficiency Classifications
To show how many students are proficient at each level

Southwest Texas Junior College
Abbreviated Form
Test Description: Combined
Number of students tested: 110
Number of students included in these statistics: 98
Number of students excluded (see roster): 12

Cohort Name: Combined
Close Date: Combined
Student Level: All

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	43%	31%	27%
Reading, Level 2	14%	19%	66%
Critical Thinking	1%	7%	92%
Writing, Level 1	44%	37%	19%
Writing, Level 2	7%	32%	61%
Writing, Level 3	1%	12%	87%
Mathematics, Level 1	42%	29%	30%
Mathematics, Level 2	20%	21%	58%
Mathematics, Level 3	2%	15%	83%
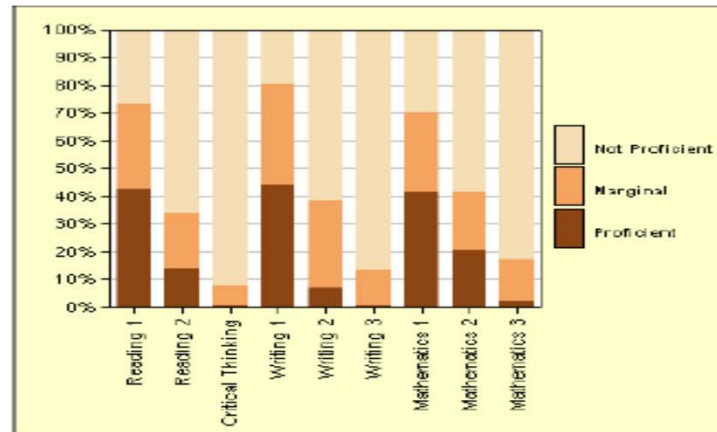
Reading and Critical Thinking

(Data from ETS Proficiency Profile , August 2014)

SKILL DIMENSION	PROFICIENCY CLASSIFICATION		
	Proficient	Marginal	Not Proficient
Reading Level 1	43%	31%	27%
Reading Level 2	14%	19%	66%
Critical Thinking	1%	7%	92%

Where are we now?

Reading and Critical Thinking
(Definition from ETS Proficiency Profile , August 2014)

*To be considered proficient at **Level 1**, a student should be able to:*

- recognize factual material explicitly presented in a reading passage

- understand the meaning of particular words or phrases in the context of a reading passage

Where are we now?

Reading and Critical Thinking

(Definition from ETS Proficiency Profile , August 2014)

*To be considered proficient at **Level 2**, a student should be able to:*

- synthesize material from different sections of a passage

- recognize valid inferences derived from material in the passage

- identify accurate summaries of a passage or of significant sections of the passage

- understand and interpret figurative language

- discern the main idea, purpose, or focus of a passage or a significant portion of the passage

Where are we now?
Reading and Critical Thinking
(Definition from ETS Proficiency Profile , August 2014)

*To be considered proficient at **Level 3**, a student should be able to:*

- evaluate competing casual explanations
- evaluate hypotheses for consistency with known facts
- determine the relevance of information for evaluating an argument or conclusion
- determine whether an artistic interpretation is supported by evidence contained in a work
- recognize the salient features or themes in a work of art
- evaluate the appropriateness of procedures for investigating a question of causation
- evaluate data for consistency with known facts, hypotheses or methods.

Aspects of Highest Student Engagement

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2014 *CCSSE* Cohort. For instance, 34.1% of Southwest Texas Junior College students, compared with 24.6% of other students in the cohort, responded *often* or *very often* on item 4g. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Figure 3
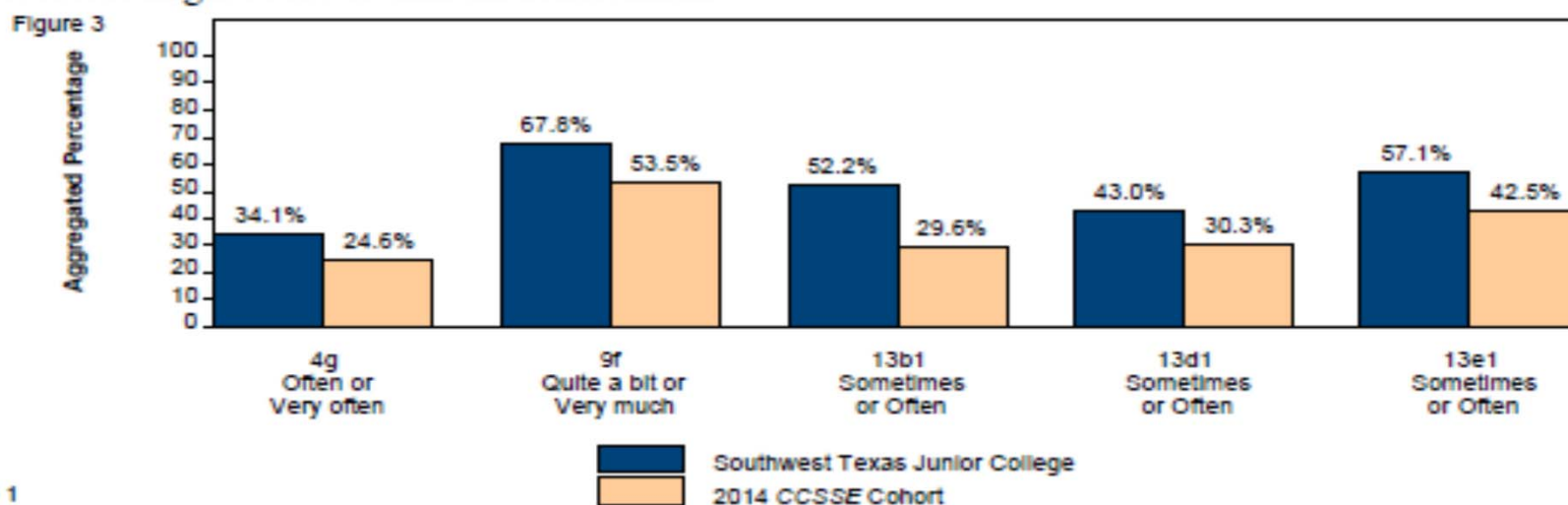
Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Support For Learners	9f	Providing the financial support you need to afford your education
Support For Learners	13b1	Frequency: Career counseling
Student Effort	13d1	Frequency: Peer or other tutoring
Student Effort	13e1	Frequency: Skill labs (writing, math, etc.)

Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2014 *CCSSE* Cohort. For instance, 57.8% of Southwest Texas Junior College students, compared with 65.4% of other students in the cohort, responded *often* or *very often* on item 4a. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4
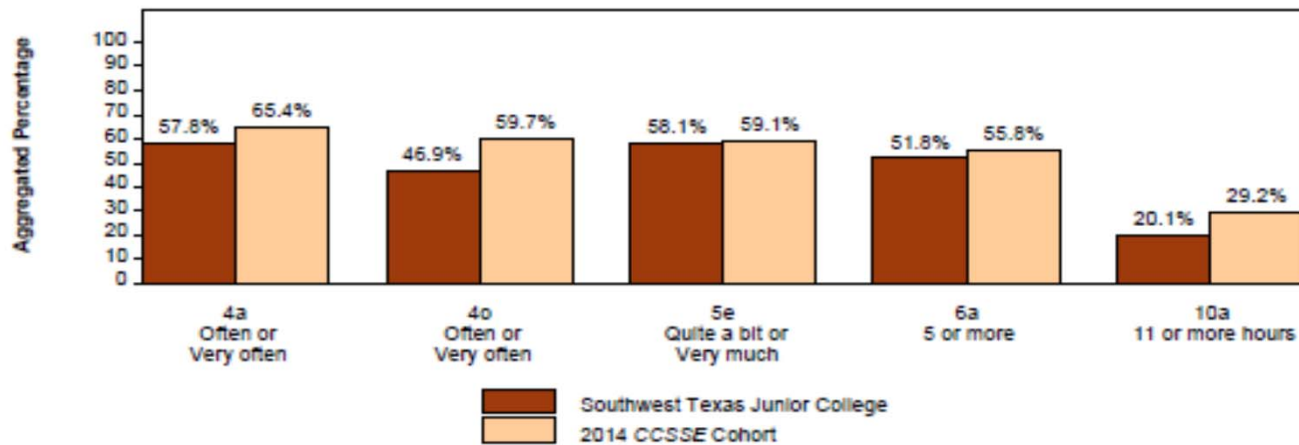
Table 2

Benchmark	Item Number	Item
Active and Collaborative Learning	4a	Asked questions in class or contributed to class discussions
Student-Faculty Interaction	4o	Received prompt feedback (written or oral) from instructors on your performance
Academic Challenge	5e	Applying theories or concepts to practical problems or in new situations
Academic Challenge	6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)

Key Question - What needs to change?

Step 2 - Describe the Current Situation

What needs to change?

- A perennial topic of discussion among faculty, staff, and workforce representatives is the concern that the ability of students to solve problems (academic and nonacademic) that require **Critical Thinking** is lacking.

- Another ongoing topic is how to increase **Student Engagement**.

- However, until the college conducted an in-depth analysis of comparative data detailing SWTJC students' strengths and weaknesses in relation to College standards and other institutions, these concerns were unfocused.

What needs to change?

- Research and assessment data show 92 out of 100 students are not proficient in critical thinking skills. This is alarming and needs to be improved.
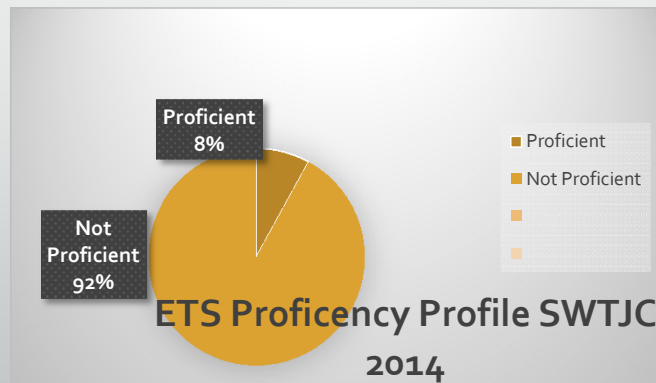
What needs to change?

- The CCSSE report indicates three areas where SWTJC survey results are lower than our peer institutions. To RISE to the TOP, we need to increase student engagement in the following categories:
  - Active and Collaborative Learning
  - Student-Faculty Interactions
  - Student Effort

What needs to change?

- Many other data sources were studied, such as the ones contained in the THECB Institutional Profiles for SWTJC, Core Curriculum Student Learning Outcomes, and Departmental Finals.

- Many areas exist for improvement, but Critical Thinking, Quantitative Reasoning, and Written Communication were obvious choices.

Key Question –
What should be the results of our efforts?

Step 3 - Create a Vision

Vision Statement for QEP
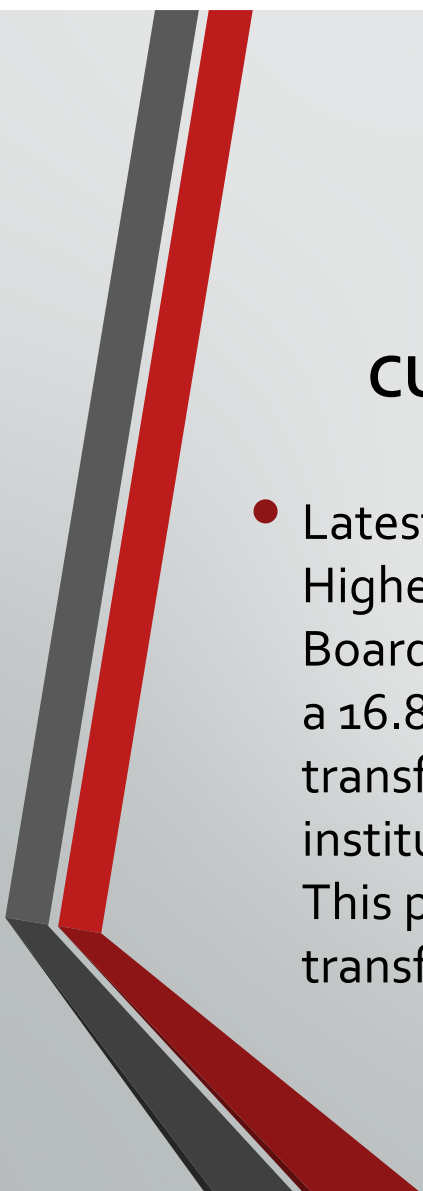
RISE to the Top leads to a student success-oriented, campus culture ripe with opportunities for meaningful collaboration and engagement between and among students, faculty, and staff through the development and implementation of customized, systematic high impact practices. These high impact practices assist in cultivation of student success outcomes including grades, graduation, transfer, employment, and lifelong learning (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006).

A comprehensive system of well-developed lessons and activities is utilized by faculty and staff in order to systematically engage students with institutional resources, build relationships and partnerships that support learning, and deliver activities and experiences that provide clear pathways to success in college (Kuh et al., 2006).

Key Question - What specific outcomes do we want to achieve?

Step 4 – Set Goals

What specific outcomes do we want to achieve?

CURRENT SITUATION   AND   FIVE-YEAR GOALS

- Latest figures from the Texas Higher Education Coordinating Board show (2014) that SWTJC has a 16.8% rate for students who transferred to a four-year institution with 30 SCH or more. This percent is less than the 18.5% transfer rate at peer institutions.

- Data from THECB in 2020 will show that SWTJC improved the rate for students who transferred to a four-year institution with 30 SCH or more by 10%.

What specific outcomes
do we want to achieve?

CURRENT SITUATION   AND   FIVE-YEAR GOALS

- Student engagement at SWTJC as reflected in the 2014 CCSSE Key Findings Report indicated that the following items in the survey received lower scores than the 2014 CCSSEE Cohort.
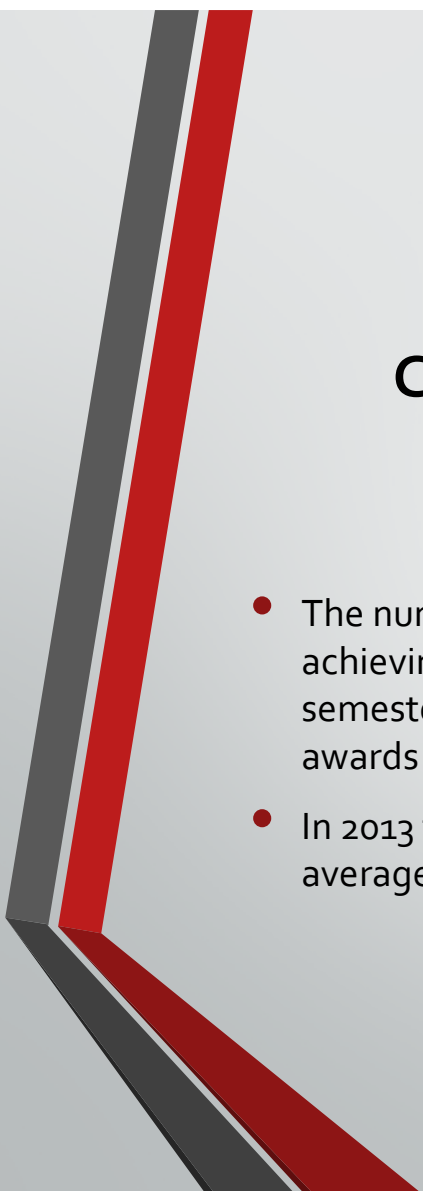
- 4a - Active & Collaborative Learning   57.6 % vs. 65.4 %

- 4o - Student-Faculty Interaction   46.9% vs. 59.7%

- 5e - Academic Challenge   58.1% vs. 59.1%

- 6a - Academic Challenge   51.8% vs. 55.8%

- 10a – Student Effort   20.1% vs. 29.2%

- Student engagement at SWTJC as reflected in the 2020 CCSSE Report will indicate that the following items in the survey improved by 10%

What specific outcomes
do we want to achieve?

CURRENT SITUATION   AND   FIVE-YEAR GOALS

- Student engagement at SWTJC as reflected in the 2014 CCSSE Key Findings Report indicated that the following items in the survey received higher scores that the 2014 CCSSEE Cohort.

-

- 4g - Active & Collaborative Learning 34.1% vs 24.6%
- 9f - Support For Learners   67.8% vs 53.5%
- 13b1 - Support For Learners   52.2% vs 29.6%
- 13d1 - Student Effort   43% vs 30.3%
- 13e1 - Student Effort   57.1% vs. 42.5%

- Student engagement at SWTJC as reflected in the 2020 CCSSE Report will indicate that the following items in the survey improved by 5%

What specific outcomes do we want to achieve?

CURRENT SITUATION   AND   FIVE-YEAR GOALS

- The number and FTE percentage of students achieving awards and transfers with 30+ semester hour credits in 2012-13 was 22% for awards and 4% for Transfers

- In 2013 the total SCH for graduating students averaged 82 SCH

- In 2020 the number and FTE percentage of students achieving awards and transfers with 30+ semester hour credits will be 30% for awards and 9% for Transfers

- In 2020 the average SCH total for graduating students at SWTJC will be 66
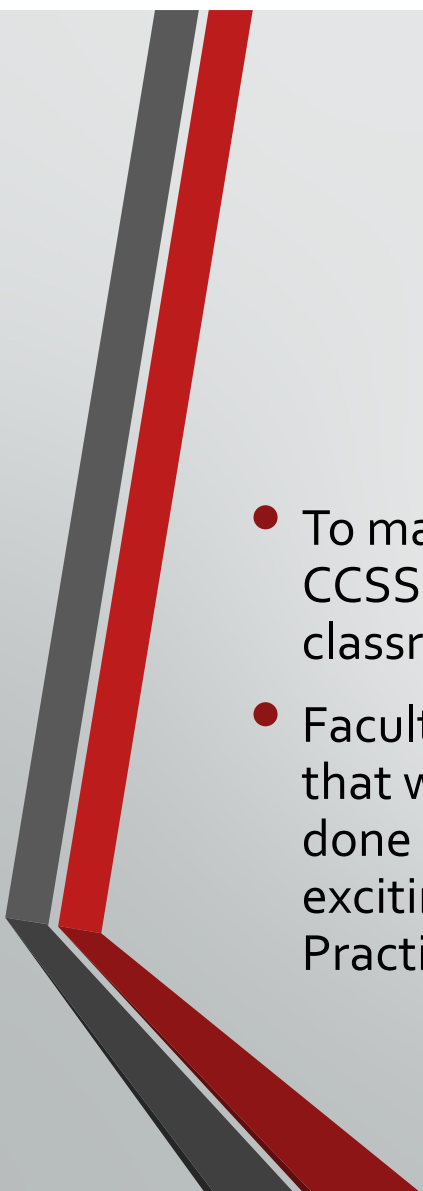
Key Question - *What approach will we take to reach those outcomes?*

Step 5 – Develop Strategies

What approach will we take
to reach those outcomes?

- SWTJC will build upon existing strengths and develop the capacity to address identified weaknesses in the curriculum and educational practices.

- SWTJC will improve the quality of instruction by infusing high-impact educational practices throughout the college curriculum. High impact practices lead to greater student engagement which leads to higher student success rates.

*What approach will we take
to reach those outcomes?*

- To make an impact on the student assessments like ETS proficiency and CCSSE we have to look for ways to impact the learning that occurs in the classroom and outside of the classroom.

- Faculty and staff at SWT JC want to create the type of learning environment that will truly make a difference in the lives of students. This can only be done by arranging for students to experience meaningful, memorable, and exciting educational activities. Research on High-Impact Educational Practices list the following practices that SWTJC should develop.
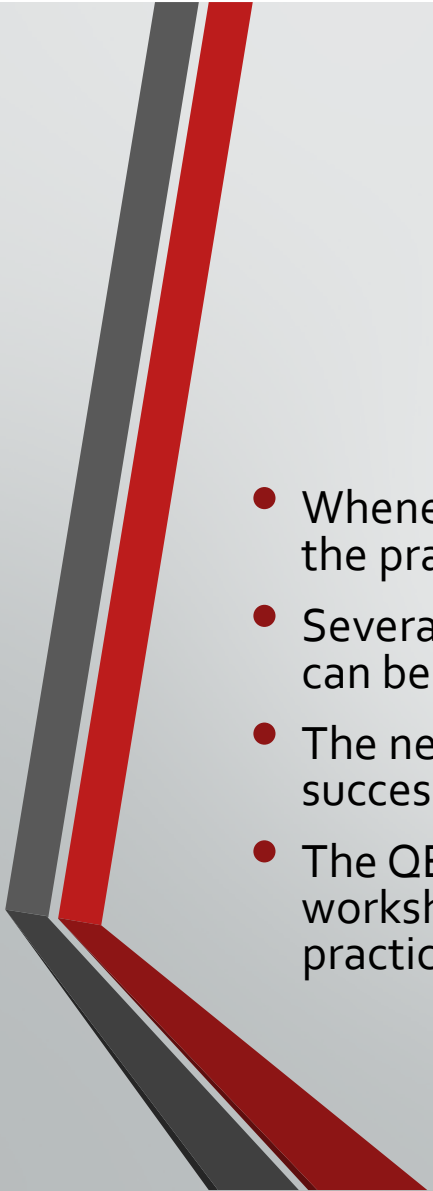
What approach will we take to reach those outcomes?

- According to the <u>Association of American Colleges and Universities</u> (following the work of George Kuh in *High-Impact Educational Practices*), a number of educational experiences are conducive to high-impact learning, including:

- First-year seminars and experiences

- Common intellectual experiences (such as the core curriculum)

- Learning communities

- Writing-intensive courses

What approach will we take
to reach those outcomes?

- Collaborative assignments and projects

- Undergraduate research

- Learning Framework and Study Skills Courses

- Diversity and global learning in courses or programs that examine "difficult differences"

- Service- or community-based learning and/or Internships

- Capstone courses and projects

What approach will we take to reach those outcomes?

- Whenever possible, the QEP plan will build upon the existing strengths and expand the practice of high-impact educational practices.

- Several of the core curriculum assignments and technical program assignments can be incorporated into the QEP plan.

- The new EDUC 1100 course can be viewed as an expansion of the existing successful program of College Success Courses (COLS).

- The QEP plan will collect examples of high-impact practices and conduct workshops to train faculty and staff on the design and implementation of such practices.

Key Question - What political and institutional factors should we consider?

Step 6 – Stakeholders Influence

What political and institutional factors should we consider?

- The QEP Planning Committee will address this question through its meetings by following the Vision to Action planning process.
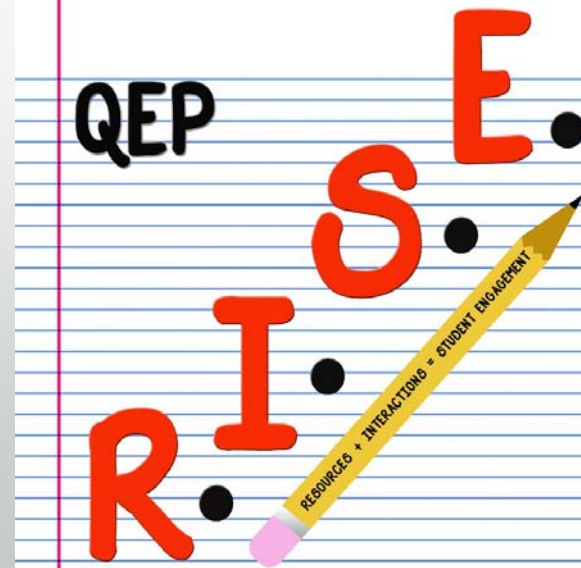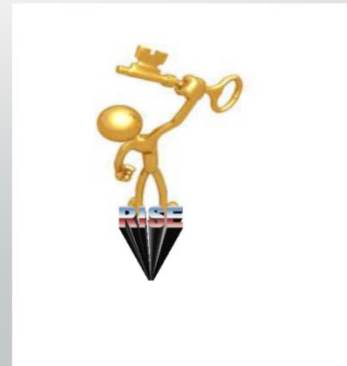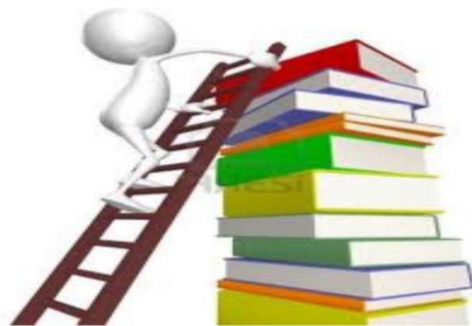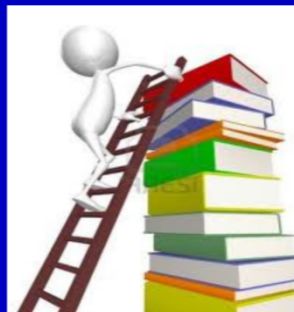
Key Question - Who will do what, when?

Step 7 – Plan for Action

Who will do what, when?

Goal #1:			
Strategy 1 -			
What	**Who**	**When**	**How/Notes**
Strategy 2 -			
What	**Who**	**When**	**How/Notes**

Who will do what, when?

- Previous work from the QEP Committee resulted in two activities piloted in the Fall Semester 2014: One for COLS and one for ENGL 1301

- Several goals will have strategies developed to address their achievement.

- The final QEP plan will probably only contain four or five goals with strategies fully developed with budget projections.

Key Question - *How will we know when we have achieved our goals?*

Step 8 – Plan and Evaluation

How will we know when we have achieved our goals?

Indicators of Success	Baseline Year 2015	Benchmarks			Year 2019	Year 2020	Measurement Tool	Who
		Year 2016	Year 2017	Year 2018				
CCSSE								
ETS Proficiency								
IPEDS, THECB, etc.								

How will we know when we have achieved our goals?

- Fortunately, there are institutional assessment processes in place to track our progress on the goals for the QEP.

How will we know when we have achieved our goals?

- *Transfer Rate* - IPEDs definition - full-time first-time degree seeking students transferred out within 150% of normal time to completion
- *Fall to Spring Retention Rate* - percent of fall students still enrolled the following spring semester (excluding graduates).
- *First Year Retention Rate* - percent of Fall FTIC students still enrolled at the end of the following Spring semester
- *Fall to Fall Retention Rate* - percent of fall students enrolled the following fall semester (excluding graduates)
- *Course Success Rate* - percent of A-C grades awarded

How will we know when we have achieved our goals?

- *Graduate Rate* - Integrated Postsecondary Education Data System (IPEDS) definition - full-time first-time degree seeking students graduating in 150% of normal time to completion

- *Licensing/certification exam passing rate* - LBB definition/Texas Higher Education Coordinating Board data for number of students taking licensure exam divided by the number passed.

- *Job placement rates* - Graduates found employed during the 4th quarter of 20XX in the Texas Workforce Commission UI wage records or in the Office of Personnel Management or Department of Defense databases.

- *Course Completion Rate* - Legislative Budget Board (LBB) definition: The number of contact hours for which students are enrolled on the last day of the fall semester divided by the number of contact hours for which students were enrolled on the official census day of the fall semester

Conclusion and Current Status of QEP

- The QEP Committee will continue to meet in April and May to work through all of the "steps" in the Vision to Action Process and compose draft of plan.

- Draft of the complete QEP will be made available to all SWTJC faculty and staff for review and comments. Estimated completion on April 30th.

- Logo contest currently underway. (students are helping with design of logo)

- Status of QEP------ still needs some work on steps 5, 6, 7, and 8. On schedule for successful completion of written plan.

- Call or e-mail the co-chairs for more information

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