



ALAMO COLLEGES

ST. PHILIP'S COLLEGE

Call to Conversation: THEY ARE HERE

MARCH 8, 2016

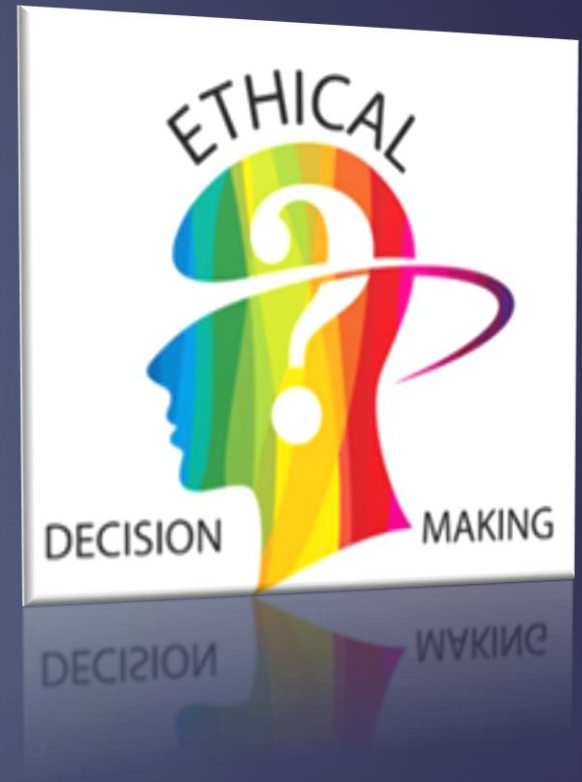
DR. ADENA WILLIAMS LOSTON

Call to Conversation

- ▶ They Are Here!!!
 - ▶ Personal and Social Responsibility Inventory
 - ▶ PACE
 - ▶ Student Success Record

Assessment Update: Personal & Social Responsibility (PSRI)

HOW THE STUDENTS RATE US



What is the Personal & Social Responsibility Inventory?

- An institutional climate measure developed by Iowa State University Research Institute for Studies in Education (RISE)
- One of the major assessment instruments used to measure the QEP student learning outcomes (SLOs)
- Includes two categories: indirect assessment and direct assessment
- Indirect assessment is specified questions asking for student perceptions
- Direct assessment is case studies designed specifically for St. Philip's College to measure the QEP SLOs
- Delivered via student email to avoid use of instructional time for institutional assessment



Fall 2015 Personal & Social Responsibility Inventory Results

- 12,634 SPC students invited to participate in indirect assessment
- 672 completed the PSRI
- Complete report is available on the QEP website
- Case studies were not completed in time to deploy in the fall for baseline data collection--rescheduled pretest (February) and posttest (April) 2016



Fall 2015 Personal & Social Responsibility Inventory Results

Institutional and National Student Factor Scores

	Student Respondents			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
Striving for Excellence				
General Climate for Excellence	3.96	1.02	3.75	0.94
Motivation to Develop a Strong Work Ethic	3.91	.96	3.75	0.81
Communicating Expectations about Excellence	3.86	1.14	3.69	0.99
Developing a Strong Work Ethic	4.37	.86	4.53	0.63
Cultivating Academic Integrity				
General Climate for Academic Integrity	4.00	.90	3.87	0.81
Faculty Roles in Academic Integrity	4.22	.88	4.45	0.65
Developing Academic Integrity	2.98	1.35	2.52	1.11
Refining Ethical and Moral Reasoning and Action				
General Climate for Ethical and Moral Reasoning	4.01	.96	3.74	0.87
Sources of Support for Ethical and Moral Reasoning	3.90	.99	3.62	0.88

Spring 2016 Personal & Social Responsibility Inventory

- 12,207 SPC students invited to participate
- 600 SPC students completed the PSRI pretest as of February 29, 2016
- PSRI posttest will begin [April 4, 2016](#)
- Please encourage student participation
- Subject line of student email reads: *Tell us your experiences at St. Philip's College*



What Have We Learned From The Data?

- **Some strengths of St. Philip' College are:**
 - **Climate for ethical and moral reasoning**
 - **Sources of support for ethical and moral reasoning**
- **Suggested area for improvement:**
 - **Developing academic integrity**



Collaborative Continuous Improvement

- Initial assessment in Fall 2015 included 90 questions; in response to faculty suggestion, the assessment has been streamlined; it now includes 31 questions and a case study
- Many students were beginning but not completing the assessment; a progress bar has been added so students can gauge their progress towards completion
- Student participation increases when PSRI completion is incentivized by faculty and/or Student Success



Collaborative Continuous Improvement

- Students now receive a confirmation email as evidence of completing the PSRI as suggested by faculty wishing to offer extra credit for participation
- Students open-ended responses on the PSRI indicate several campus experiences have helped them further develop a personal work ethic: course assignments, professors, counselors, advisors, PTK, *What Would You Do?* student engagements, QEP posters and peers.



QEP Assessment

- Personal & Social Responsibility Inventory (PSRI) Post-Test
 - Administration of post-test assessment begins April 6
 - Please encourage students to participate in the post-test
- Defining Issues Test (DIT2)
 - Results from the DIT-2 is on the QEP website (<http://www.alamo.edu/spc/qep-assessment/>)

Noel Levitz –

Deadline extended to March 25

- ▶ Online Noel Levitz Student Satisfaction Survey is underway
- ▶ Faculty, please remind your students to check their ACES email for the survey invitations with subject lines of “Make Your Voice Heard” and “Give Us Your Opinion”
 - ▶ For completing the survey, the students will be entered into a drawing to receive one of ten \$20 VISA gift cards

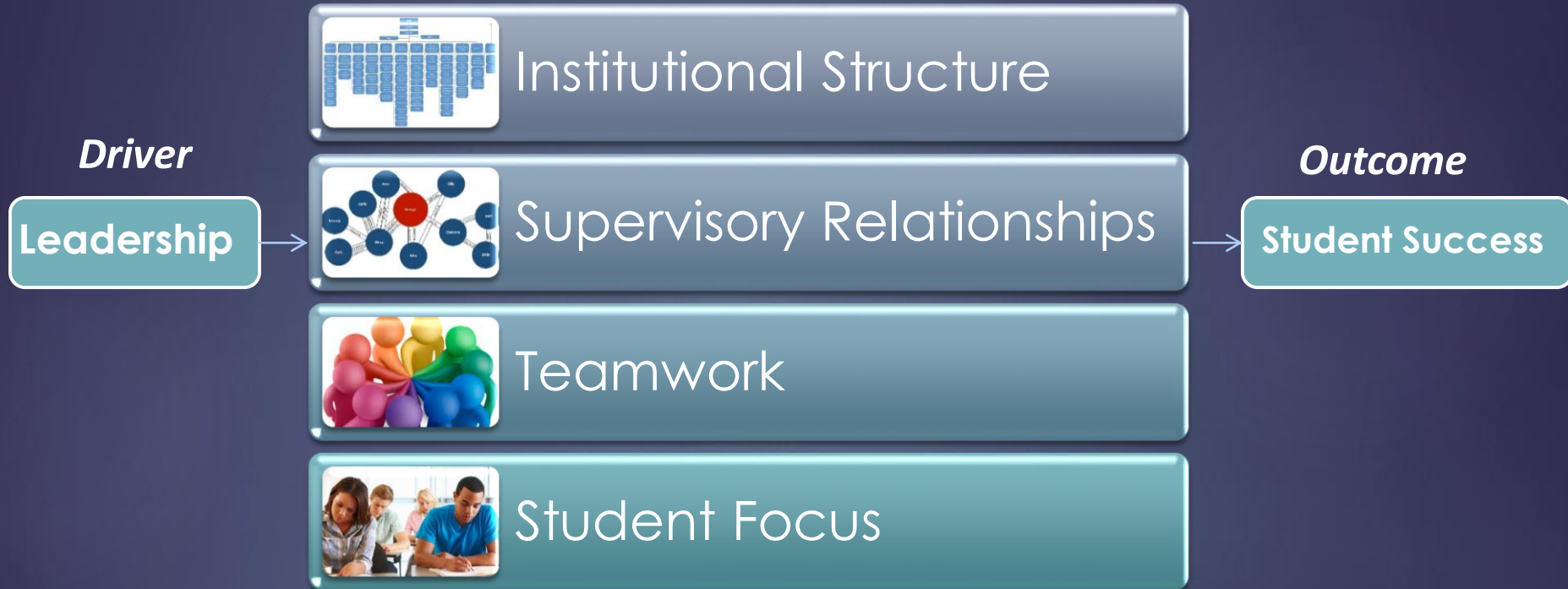


Personal Assessment of the College Environment (PACE) Survey Results

HOW WE RATE OURSELVES

Personal Assessment of the College Environment (PACE) survey

Climate Factors

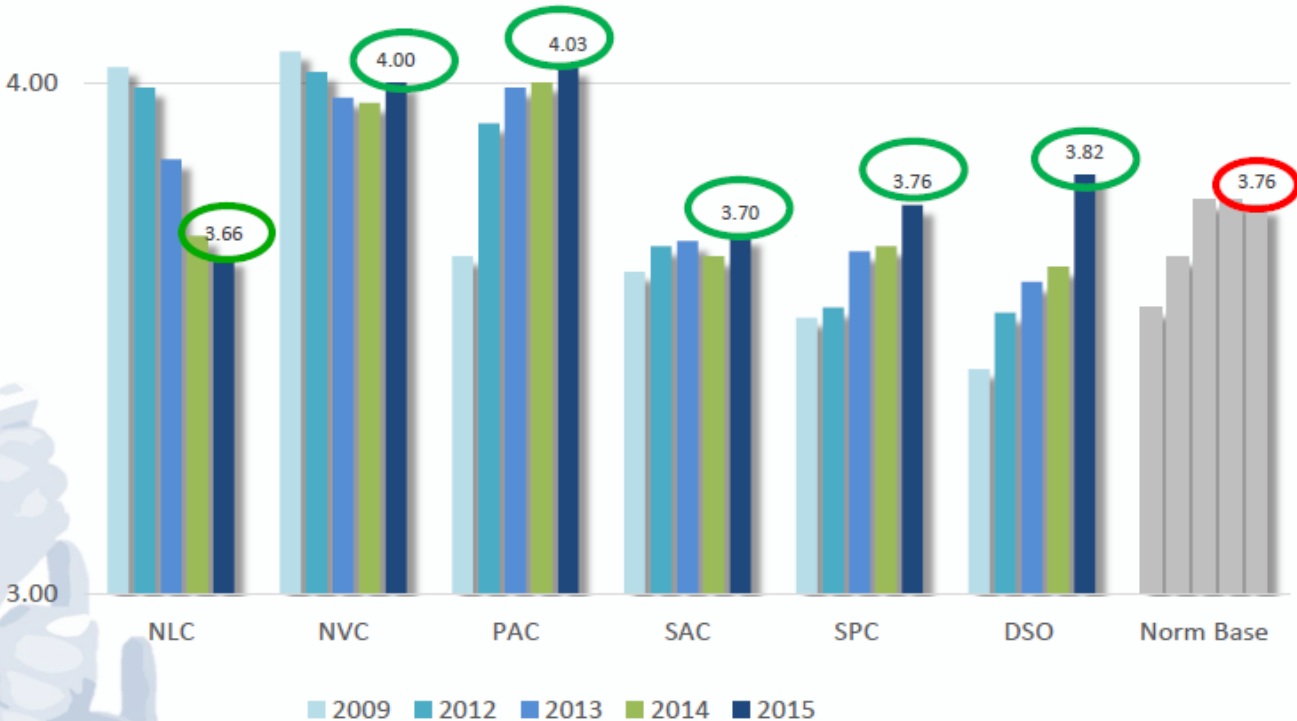


The purpose of the survey is to obtain the perceptions of personnel concerning the college climate and to provide data to assist SPC in promoting more open and constructive communication among faculty, staff, and administrators.

Colleges & DSO – Overall

Collaborative

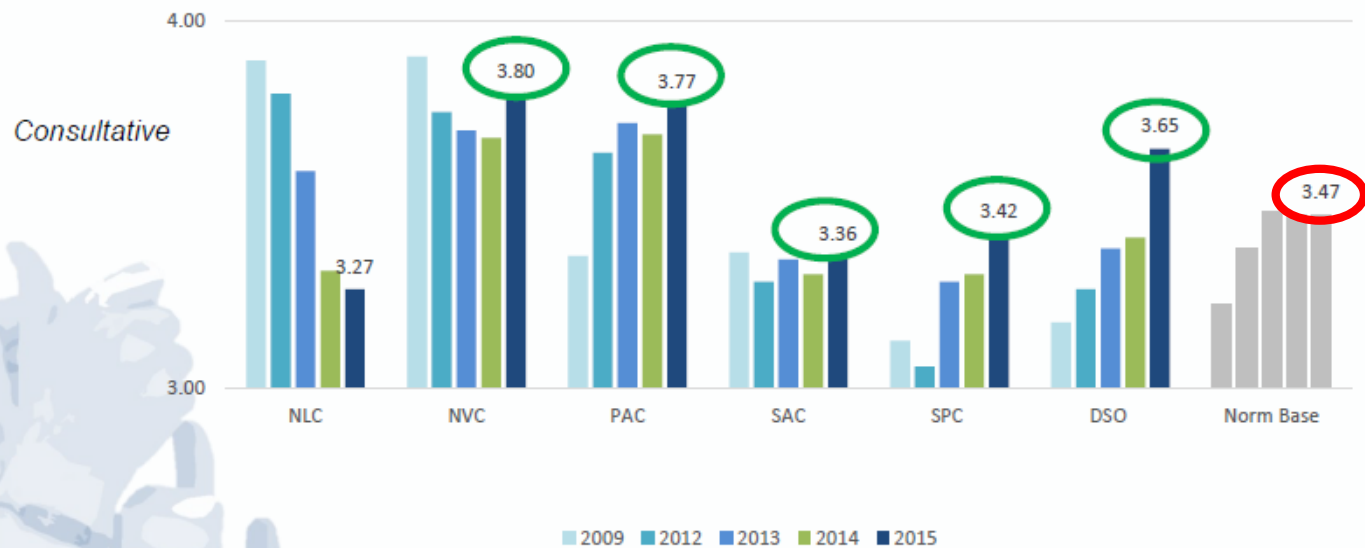
Consultative



Institutional Structure Over Time

PACE Institutional Structure

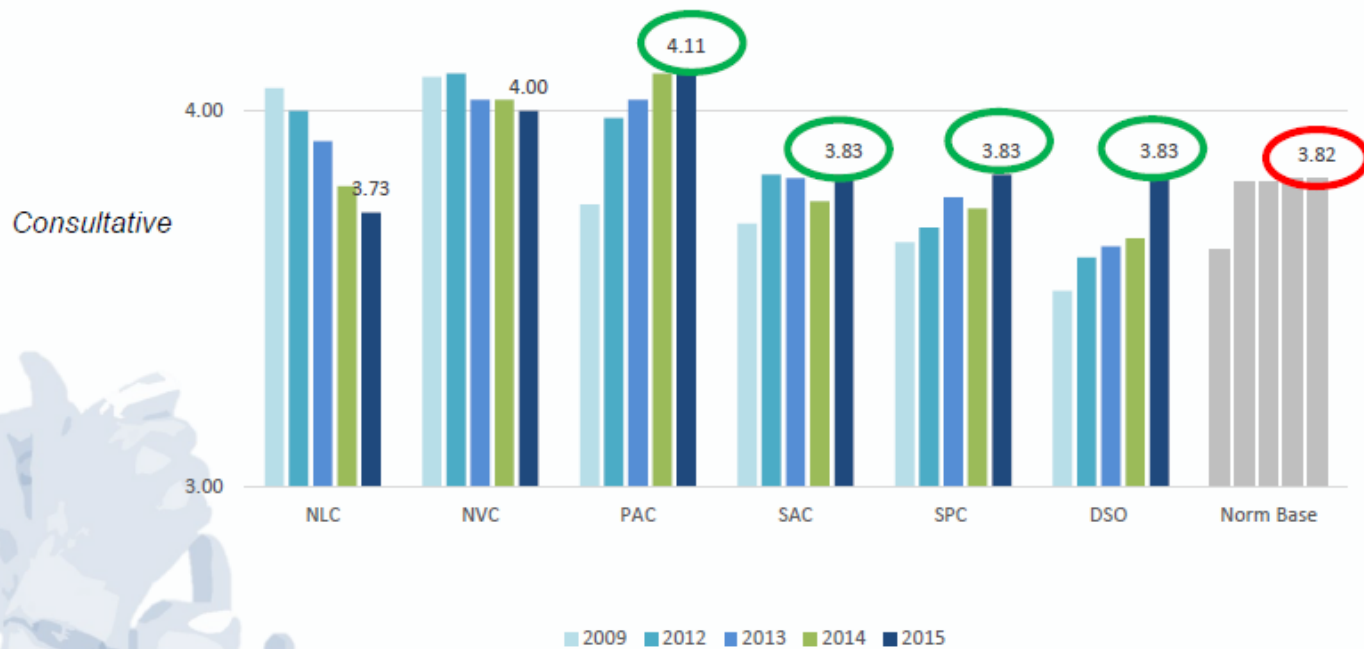
Collaborative



Supervisory Relationships Over Time

PACE Supervisory Relationships

Collaborative

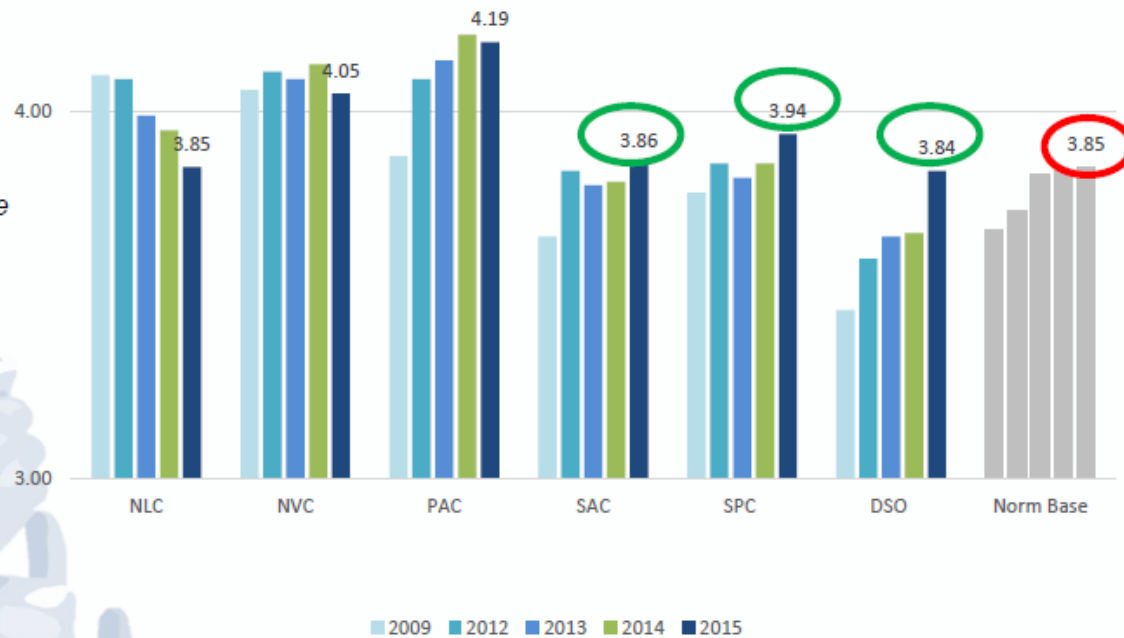


Teamwork Over Time

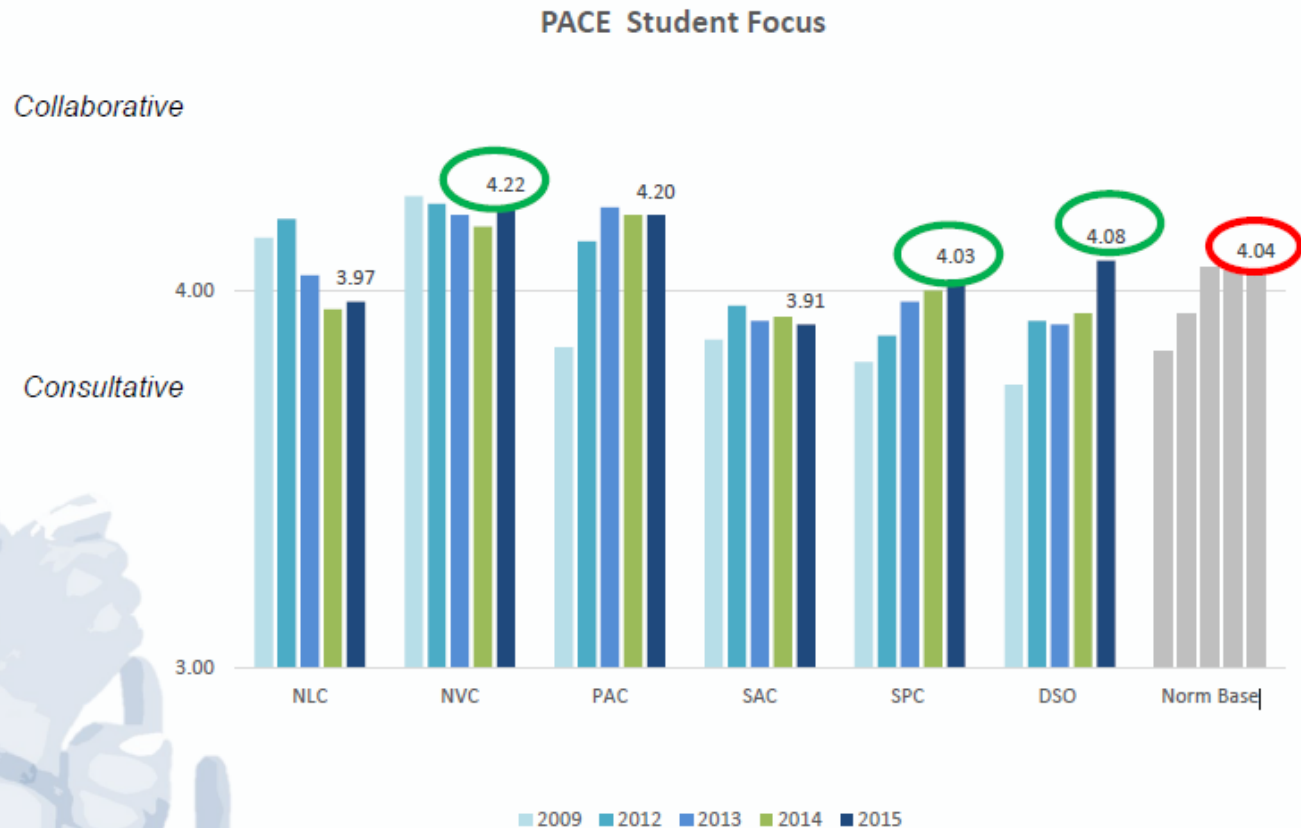
PACE Teamwork

Collaborative

Consultative



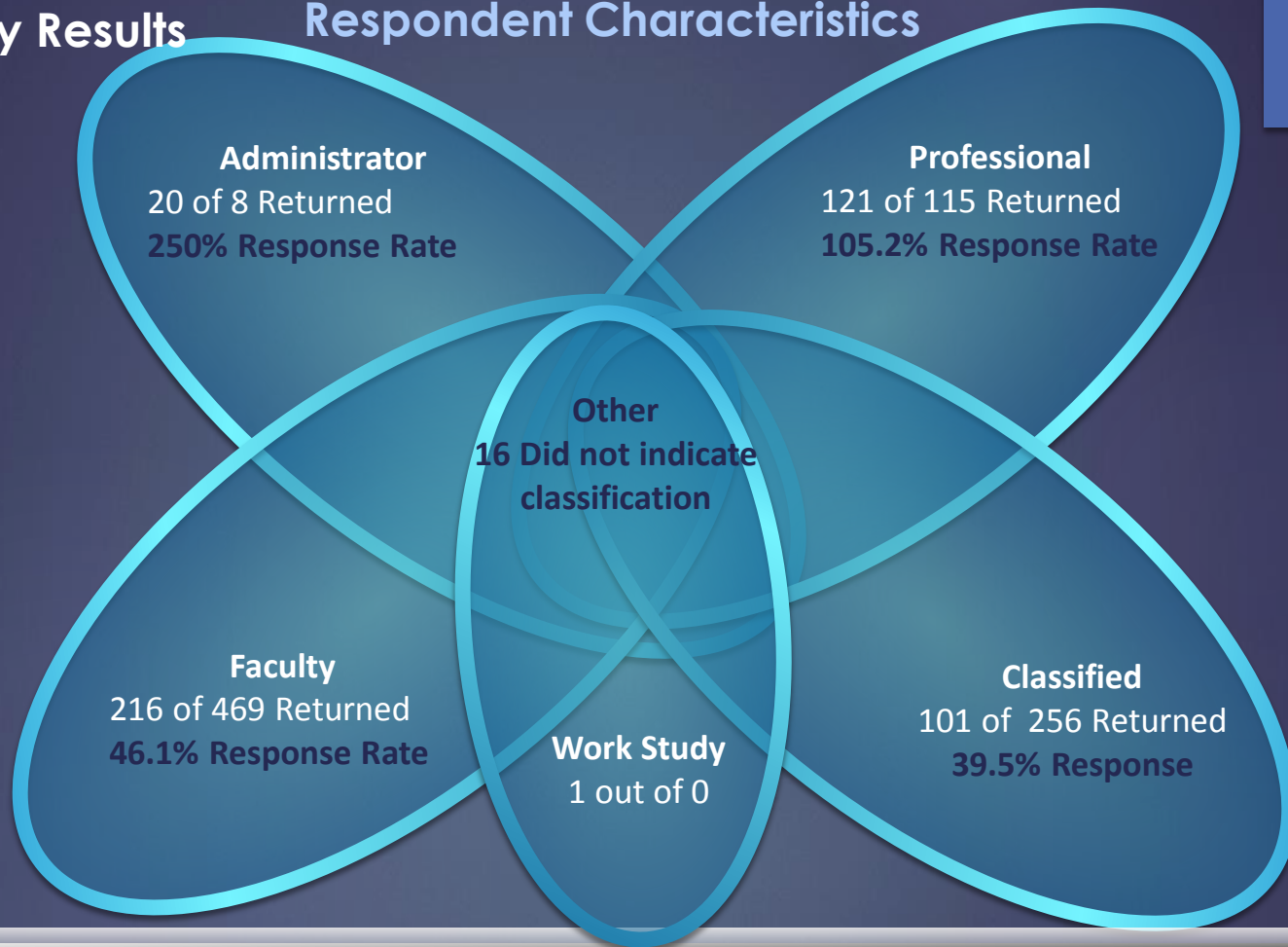
Student Focus Over Time



SPC 2015

PACE Survey Results

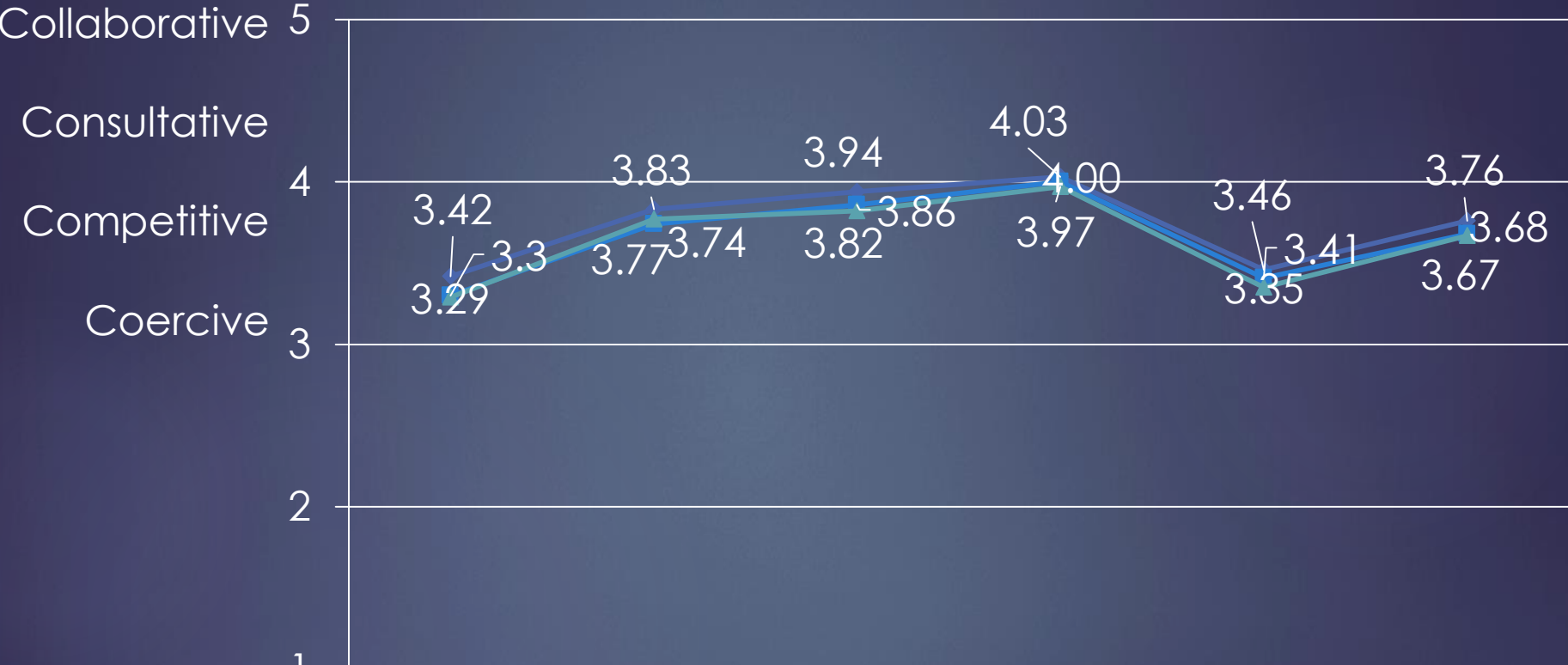
Respondent Characteristics



Of the 848 SPC employees administered the survey, 475 (56.0%) completed the PACE survey. In 2014, 315 out of 1,054 employees completed the survey (29.9%).

**SPC 2015
PACE Survey Results**

**St. Philip's College Climate
Rated by All Employees**



	Institutional Structure	Supervisory Relationship	Teamwork	Student Focus	Custom	Overall
◆ 2015	3.42	3.83	3.94	4.03	3.46	3.76
■ 2014	3.3	3.74	3.86	4.00	3.41	3.68
▲ 2013	3.29	3.77	3.82	3.97	3.35	3.67

Mean Climate Scores:

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Administrator						
2015	4.26	4.43	4.36	4.28	4.27	4.33
2014	3.76	3.76	3.70	4.08	4.02	3.84
Professional						
2015	3.23	3.65	3.79	3.94	3.26	3.61
2014	3.16	3.38	3.66	3.91	3.26	3.48
Classified						
2015	3.60	3.88	3.94	4.14	3.62	3.86
2014	3.51	3.97	3.98	4.07	3.68	3.84
Faculty						
2015	3.40	3.90	4.02	4.01	3.44	3.78
2014	3.17	3.76	3.87	3.96	3.28	3.63

* The overall mean does not reflect the mean scores of the customized items developed specifically for Alamo Colleges

SPC Climate Compared with PACE Norm Base

	SPC 2014	SPC 2015	Norm Base*
Institutional Structure	3.30	3.42	3.47
Supervisory Relationships	3.74	3.83 ★	3.82
Teamwork	3.86	3.94 ★	3.85
Student Focus	4.00	4.03	4.04
Overall	3.68	3.76 ★	3.76

* Normative data are not available for customized climate factor developed specifically for SPC.

Conclusions

Top 3 Performance Areas	Climate Factor Relationship
The extent to which I feel my job is relevant to this institution's mission, 4.37 (#8)	Student Focus
The extent to which my supervisor expresses confidence in my work, 4.26 (#2)	Supervisory Relationships
The extent to which student ethnic and cultural diversity are important at this institution, 4.17 (#18)	Student Focus

Top 3 Performance Areas in Customized Climate Factor
The extent to which I understand the priorities of the institution, 3.94 (#47)
The extent to which the institution's technology tools allow me to meet my job responsibilities efficiently, 3.89 (#54)
The extent to which the institution provides a safe and secure working environment, 3.85 (#56)

Conclusions continued...

Top 3 Areas in Need of Improvement	Climate Factor Relationship
The extent to which I am able to appropriately influence the direction of this institution, 3.04 (#15)	Institutional Structure
The extent to which decisions are made at the appropriate level at this institution, 3.11 (#4)	Institutional Structure
The extent to which this institution is appropriately organized, 3.18 (#32)	Institutional Structure

Top 3 Areas in Need of Improvement within Customized Factor
The extent to which differences of opinion are encouraged at the institution, 2.93 (#50)
The extent to which I participate in decisions at the institution, 3.10 (#49)
The extent to which policies affecting faculty and staff are consistent across campus, 3.11 (#53)

Improvement Discussion



- What can we do to influence improvement in these areas?
- Conversations to follow in Division Meetings

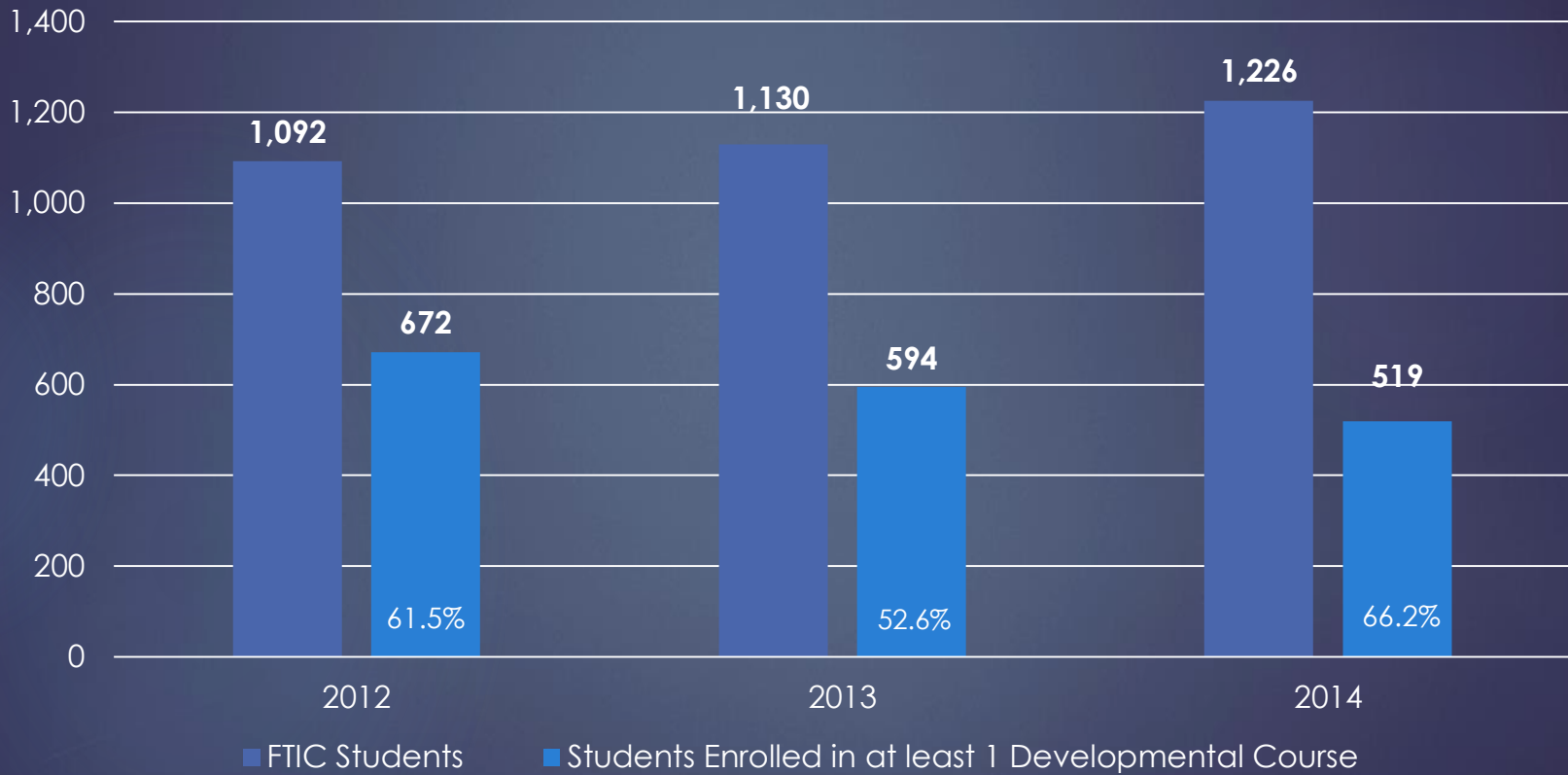


Student Success Record

HIGH RISK LANGUAGE

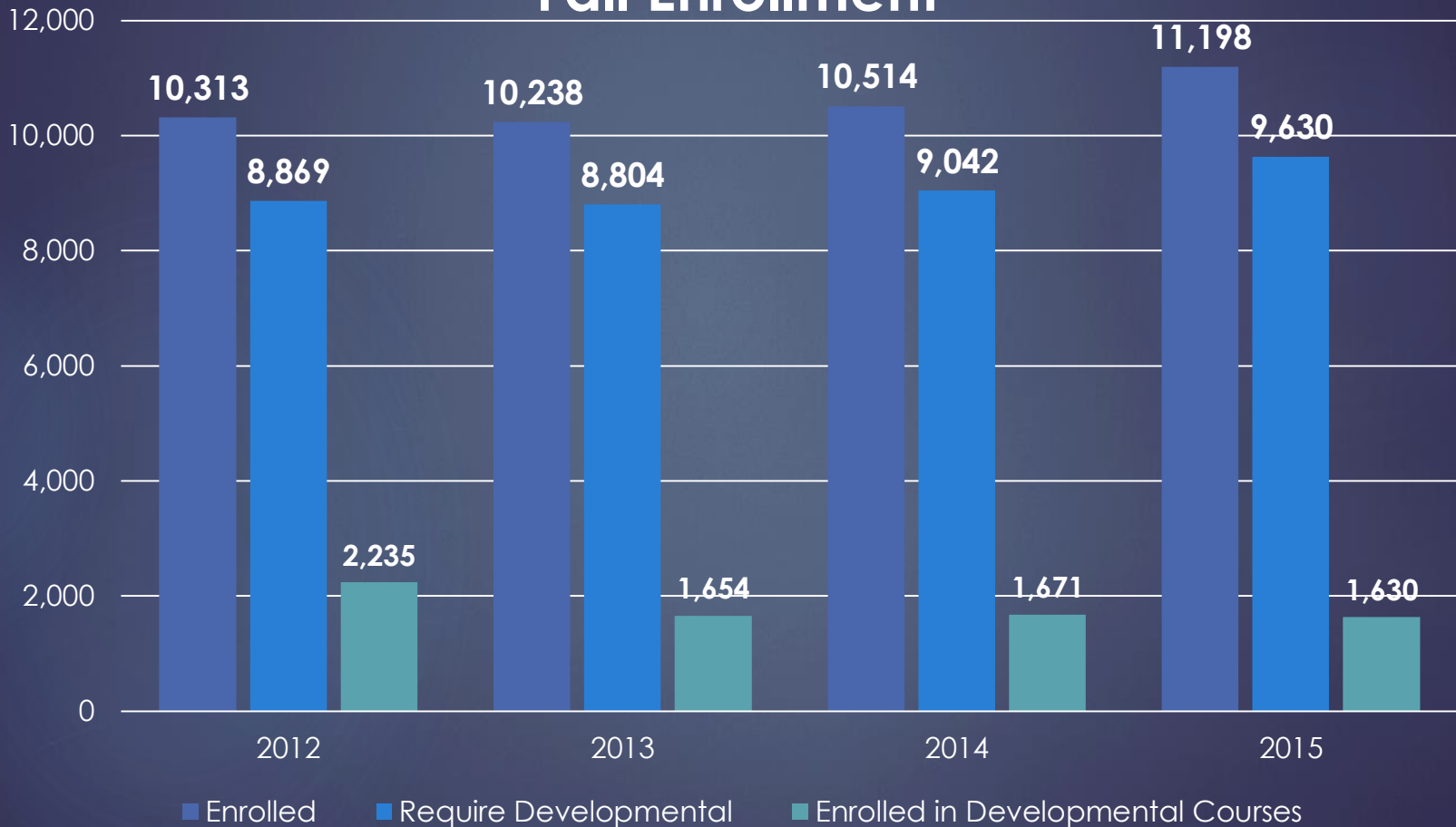
Developmental Course Enrollment

Fall FTIC Enrollment

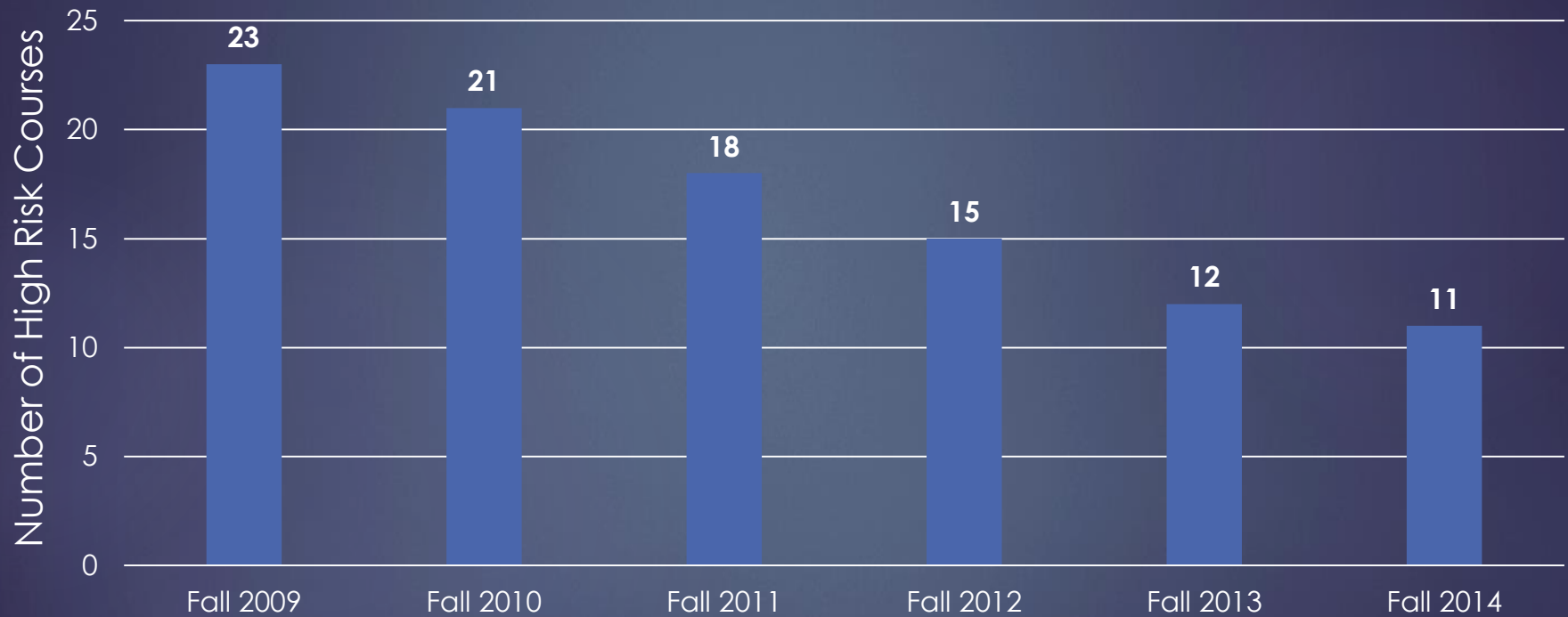


Developmental Education Data

Fall Enrollment



SPC High Risk Courses



Educational High Impact Practices

- Student Success Course
- Academic Planning (GPS)
- Developmental Education completion (including fast track remedial courses)
- Early assessment & Pre-Enrollment assessment (high school students)
- Scaling up new instructional approaches
- Professional development for adjunct faculty
- Centralized academic and technical support w/ faculty engagement
- Intrusive advising for at-risk students
- First term or First-Year Experience
- Required Orientation and College Success Course
- Learning centers (tutoring, study skills, math development, etc..)
- One-stop enrollment services
- Counseling and support groups
- Financial aid outreach
- Co-curricular activities/student life
- Experiential learning or service learning

Georgia State University's Strategy

One Institution's Strategy

USA FUNDS SYMPOSIUM
FEBRUARY 23, 2016

USING DATA AND ANALYTICS TO ELIMINATE ACHIEVEMENT GAPS



Timothy M. Renick, Ph.D
Vice President for Enrollment & Student Success
Vice Provost

GeorgiaStateUniversity

Georgia State University

- ▶ **32,500 students (37% White, 38% African American, 13% Asian, 9% Hispanic)**
- ▶ **89%** of undergraduates receive need-based financial aid
- ▶ Ranks in the **Top 15 in the Nation** for both Pell Population and Diversity *US News and World Report (2015)*



PROACTIVE INTERVENTIONS

- **Use Data to Identify Problems**
- **Pilot**
- **Revise**
- **Pitch**
- **Scale**



BEFORE FRESHMAN FALL

SUMMER SUCCESS ACADEMY

- 320 Highest At-Risk Freshmen (low previous retention)
- Summer session before freshman fall with 7 credit hours of bachelor's-level work
- Intensive advisement
- Academic skills
- Financial literacy training
- Team building

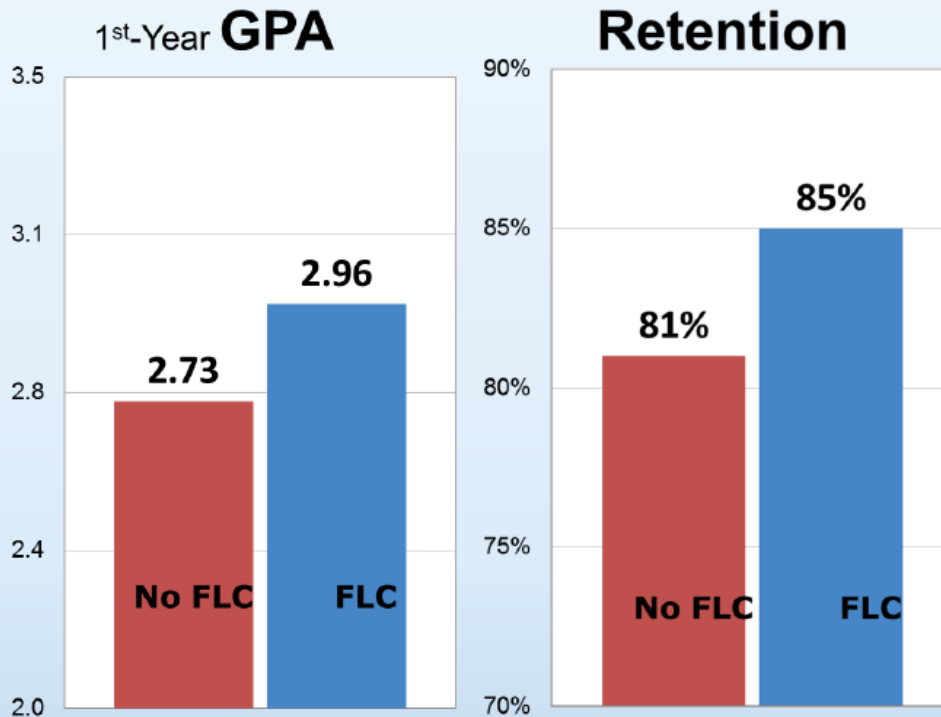
Retention Rate 2011: **50%**

Retention Rate Today: **87%**



FRESHMAN LEARNING COMMUNITIES & META MAJORS

Freshman Learning Communities with Block Schedules of 5 to 6 courses: 95% of non-Honors Freshmen (Opt-out model)



Meta Majors:

STEM
Business
Arts and Humanities
Health
Education
Policy and Social Science
Exploratory

STRENGTHENING MATH PATHWAYS



Pre-Calculus, College Algebra, Intro to Stats

- Prior to Change: DFW rates were **43%**
Fall 2014: DFW rate of **19%**
- Number of Students enrolled in courses taught through the MILE, 2014-15: **7,500+**
- Additional passing grades: **1,800**

MAXIMIZING FINANCIAL AID WITH ANALYTICS

Panther Retention Grants: Impact



Fall 2011 Grants: 41

Grants to Date: 7,291

Average Grant: \$900

Senior recipients graduating within two semesters:

71%

Continuing Student recipients retained:

88%

ADVISEMENT

Georgia State's Web-Based GPS Advising System

- A collaboration with the Education Advisory Board and four other schools
- Based on **10 years of RPG data** at Georgia State and **2.5 million grades**
- **Live, nightly feeds from Banner and daily alerts to advisors if students have missed any of the markers**
- **Predictive analytics** for each student's success in individual majors and courses
- Tracks **700+ alerts** for risk factors



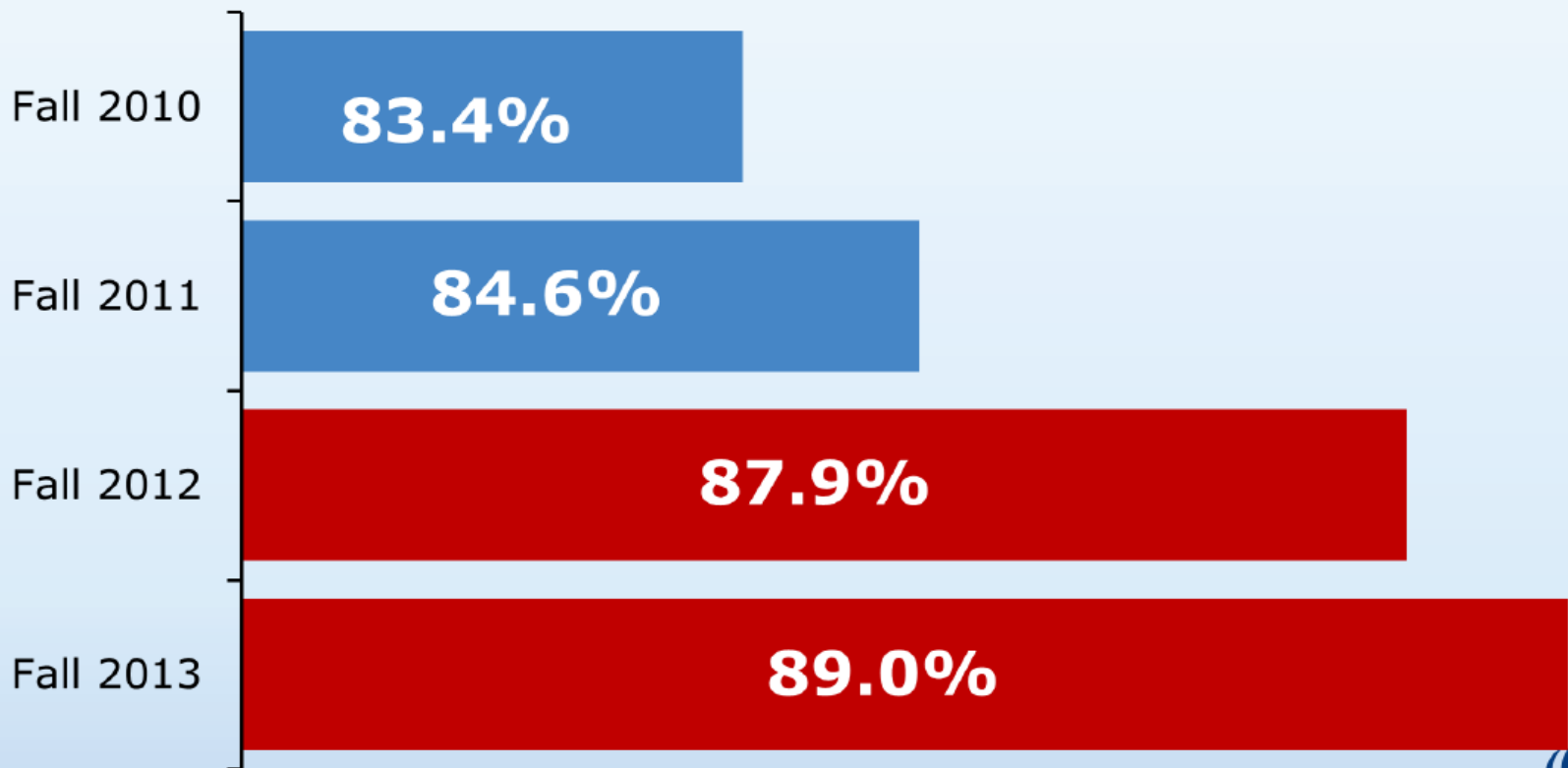
ACADEMIC PROGRAM MAPS

Chemistry (B.S.)

Semester 1	Semester 2
<ul style="list-style-type: none"> • Complete 1 of ENGL 1101, ENGL 1102 or ENGL 1103 (C or Better) • Complete MATH 1113 or Higher (B- or Better) • Complete CHEM 1211K (B- or Better) 	<ul style="list-style-type: none"> • Complete ENGL 1102 or 1103 (C or Better) • Complete MATH 2211 or Higher (B- or Better) • Complete CHEM 1212K (B- or Better) • <i>Maintain a cumulative GPA of 2.25 or Better</i>
Semester 3	Semester 4
<ul style="list-style-type: none"> • Complete CHEM 2400 (B- or Better) • Complete MATH 2212 (C or better) • Complete PHY 2211k (C or better) 	<ul style="list-style-type: none"> • Complete CHEM 3410 (C or better) • PHY 2212k (B- or Better) (C or better) • <i>Maintain a cumulative GPA of 2.25 or Better</i>
Semester 5	Semester 6
<ul style="list-style-type: none"> • Complete CHEM 4000 with a C or Better • Complete CHEM 4110 with a C or Better 	<ul style="list-style-type: none"> • Complete CHEM 4010 with a C or Better • Complete CHEM 4120 with a C or Better
Semester 7	Semester 8
<ul style="list-style-type: none"> • Complete CHEM 4160 with a B- or better 	<ul style="list-style-type: none"> • Complete CHEM 4190 with a C or Better

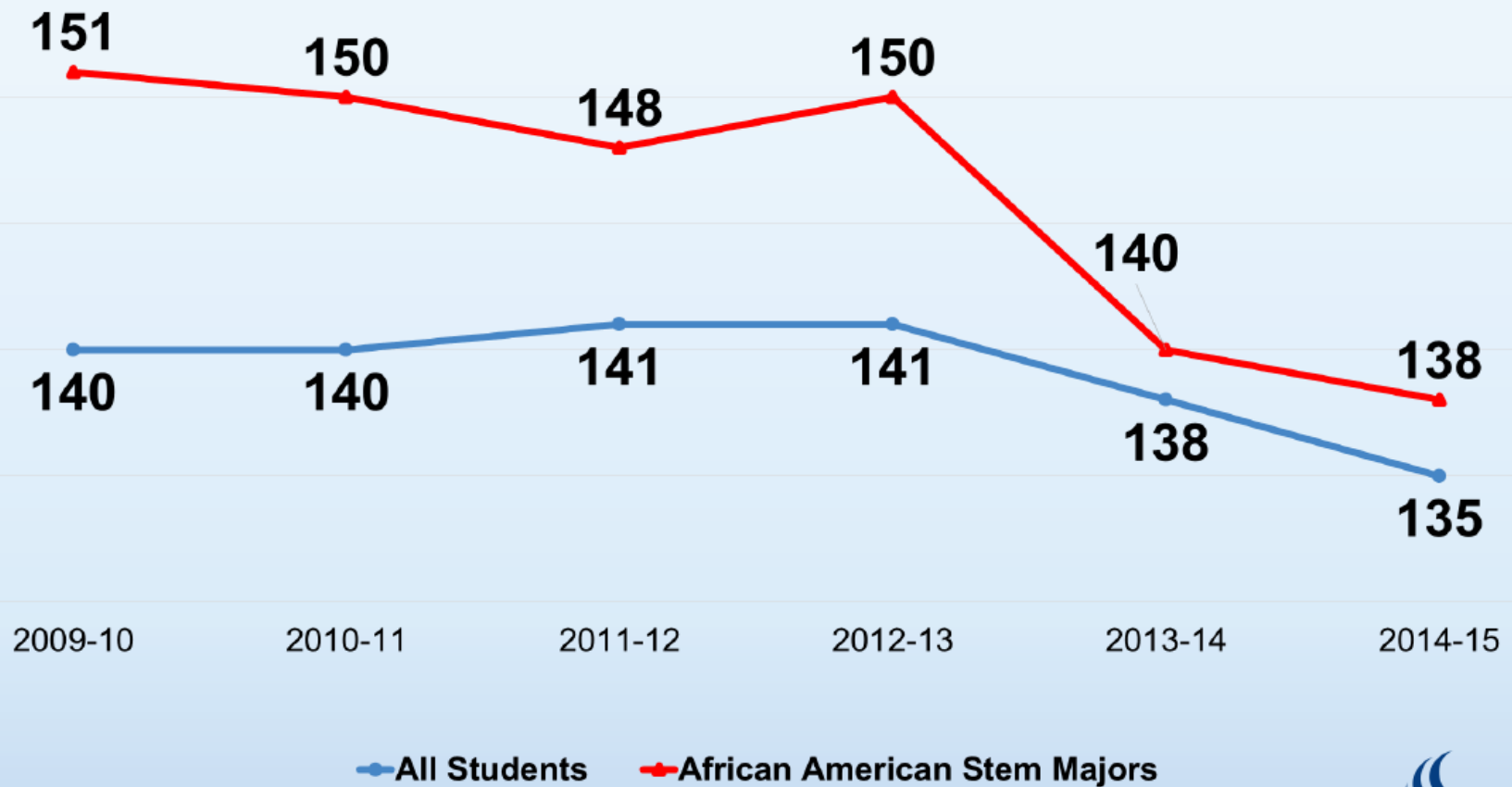
RESULTS: INCREASED RETENTION

Increased Average First Term Retention *Fall to Spring Retention*



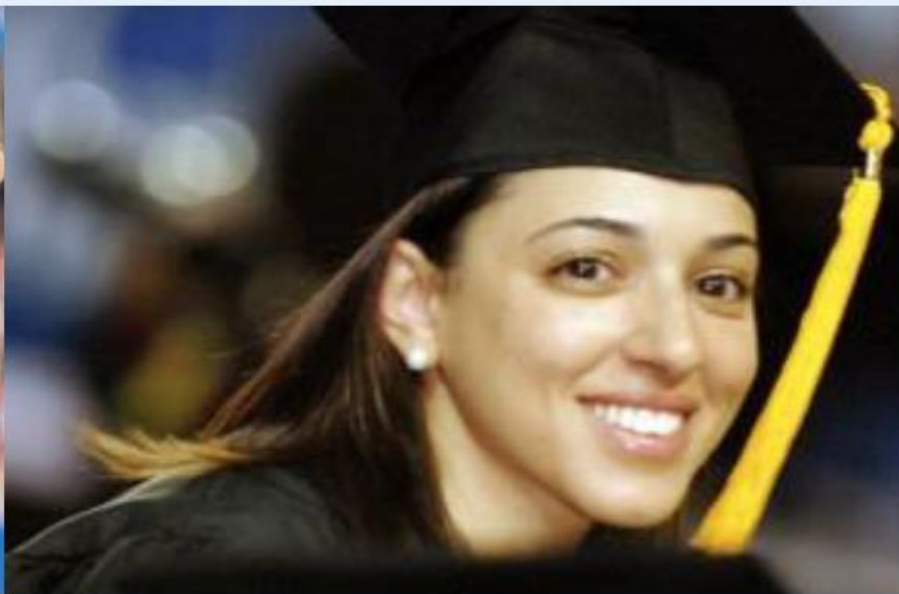
Decline in Wasted Credit Hours

Credit Hours at Completion



BACHELOR'S DEGREES AWARDED

	09-10	10-11	11-12	12-13	13-14	14-15	5-YR Change
AFRICAN AMERICAN	1,001	1,322	1,440	1,550	1,692	1,825	82%
PELL	1,298	1,648	1,835	2,007	2,052	2,501	93%
HISPANIC	196	300	328	372	414	435	123%



#1 IN DEGREES CONFERRED TO AFRICAN AMERICANS

Top 100 Degree Producers

2012 Bachelor's Degrees Conferred to African Americans Nationally (Non Profits)

Institutions	State	%		
		Total	Grads	%Chg
		2010-2011		
1 Georgia State University	GA	1262	31%	17%
2 FAMU	FL	1224	94%	5%
3 North Carolina A & T State University	NC	1172	90%	-6%
4 Jackson State University	MS	966	94%	4%
5 Howard University	D.C.	953	93%	-10%
6 University of Central Florida	FL	939	9%	10%
7 University of Memphis	TN	862	32%	0%
8 Troy University	AL	859	32%	4%
9 University of Florida	FL	859	10%	11%
10 University of South Florida-Main Campus	FL	845	12%	6%
11 University of North Texas	TX	835	13%	11%
12 Temple University	PA	831	15%	-5%
13 University of Maryland-College Park	MD	809	25%	11%
14 Florida Atlantic University	FL	808	18%	-3%
15 Virginia Commonwealth University	VA	805	19%	13%

Source: *Diverse Issues in Higher Education*

Associate of Science, concentration in Biology



[Return to: Degree Plans & Certificates - Academic/Technical](#)

The Associate of Science, concentration in Biology provides students with a broad foundation in preparation for professional careers in industry, government agencies, health care, and education. Students will be exposed to a solid foundation of scientific methodology and the fundamental principles of Biology. Students are encouraged to contact the institution to which they plan to transfer for specific requirements in Mathematics and the Sciences.

Degree Requirements (Total Credit Hours 60)

Communication (10) Core – 2 courses (6 credit hours)

- [ENGL 1301 - Composition I](#)
- [ENGL 1302 - Composition II](#)

Additional Communication (11) Core - 1 course (3 credit hours)

Select 1 course from:

- [SPCH 1311 - Introduction to Speech Communication](#)
- [SPCH 1315 - Public Speaking](#)
- [SPCH 1321 - Business and Professional Communication](#)

Mathematics (20) Core - 1 course (4 credit hours)

- [MATH 2412 - Precalculus](#)
- [MATH 2413 - Calculus I](#)

* MATH 1414 is a REQUIRED prerequisite for both MATH 2412 and CHEM 1411

Natural Sciences (30) Core - 2 courses (8 credit hours) *

- [BIOL 1406 - Biology for Science Majors I](#)
- [BIOL 1407 - Biology for Science Majors II](#)

Language, Philosophy & Culture (40) Core - 1 course (3 credit hours)

Select 1 course from the [Language, Philosophy & Culture \(40\) Core](#)

Creative Arts (50) Core - 1 course (3 credit hours)

Select 1 course from the [Creative Arts \(50\) Core](#)

History (60) Core - 2 courses (6 credit hours)

- [HIST 1301 - United States History I](#)
- [HIST 1302 - United States History II](#)

Government (70) Core - 2 courses (6 credit hours)

- [GOVT 2305 - Federal Government](#)
- [GOVT 2306 - Texas Government](#)

Social and Behavioral Sciences (80) Core – 1 course (3 credit hours)

Select 1 course from the [Social and Behavioral Sciences \(80\) Core](#)

Additional Language, Philosophy & Culture (90) Core - 1 course (3 credit hours)

Select 1 course from the [Additional Language, Philosophy and Culture \(90\) Core](#)

Additional Requirements (15 credit hours)

- [CHEM 1411 - General Chemistry I](#)
- [CHEM 1412 - General Chemistry II](#)

Select 2 courses from: ***

- [BIOL 2416 - Genetics](#)
- [BIOL 2421 - Microbiology for Science Majors](#)
- [BIOL 2306 - Environmental Biology \(Lecture\)](#)

- [CHEM 2323 - Organic Chemistry Lecture I](#)
AND
- [CHEM 2123 - Organic Chemistry Laboratory I](#)

- [CHEM 2325 - Organic Chemistry Lecture II](#)

Arts & Science – Biology Concentration

Year 1

Fall Semester 1	Credit Hours	Spring Semester 2	Credit Hours
ENGL 1301	3	ENGL 1302	3
CHEM 1411	4	BIOL 1406	4
SPCH 1311	3	CHEM 1412	4
HIST 1301	3	HIST 1302	3
Language, Philosophy & Culture Core	3	Creative Arts Core	3
Semester Total Hours	16	Semester Total Hours	17

Year 2

Fall Semester 3	Credit Hours	Spring Semester 4	Credit Hours
MATH 2412	4	GOVT 2306	3
GOVT 2305	3	Additional Communication Core	3
Social and Behavioral Sciences Core	3	Additional Requirement*	4
BIOL 1407	4	Additional Requirement*	4
Semester Total Hours	14	Semester Total Hours	14
Total Hours	61		

Prescriptive Degree Plan

*Additional Requirements:
Select 7-8 hours from:
 BIOL 2416 - Genetics
 BIOL 2421 - Microbiology for Science Majors
 BIOL 2306 - Environmental Biology (Lecture)
 CHEM 2323 Organic Chemistry Lecture and 2123 Organic Chemistry Laboratory I
 CHEM 2325 Organic Chemistry Lecture and 2125 Organic Chemistry Laboratory II
 PHYS 1401 General Physics I
 PHYS 1402 General Physics II

They Are Here

- Strategy Discussion
 - Change from High Risk Faculty to Student Success Report
 - Contract for Completion
 - Weekly Early Alert Strategy
 - Engagement with High Impact Practices
 - Math Immersion

They Are Here –
What Are Your Thoughts?

