



# Quality Enhancement Plan

September 2015

## What is a Quality Enhancement Plan?

The Quality Enhancement Plan (QEP) is a course of action that addresses a well-defined and focused topic or issue related to enhancing student learning and/or the conditions that support learning. All colleges accredited by SACSCOC are required to develop and implement a QEP as part of the reaffirmation process.

## What is Angelina College's QEP?

Title: MASS (Math Achievement and Student Support) Learning Community

Target Population: First-Year, First-time Students Identified as TSI-ABE (Texas Success Initiative – Adult Basic Education) Levels 1-4 in Math on the Texas Success Initiative Assessment

AC's QEP supports the mission of the College to provide quality educational opportunities and services to aid students in the service area in reaching their full potential. The goal of MASS is to:

- Provide a path to success in math, accelerating college readiness for first-time, first-year MATH 0310 students.
- Increase student engagement in support services for first-time, first-year MATH 0310 students to foster success.

This will be accomplished by providing students the opportunity to enroll in a learning community pairing MATH 0310 (Basic Math) and STSU 0300 (Student Success) and integrating a support service component.

## What is a learning community?

An approach where a group of students are enrolled in paired courses during a given semester, using a specified theme.

## How did we choose this topic?

MASS was developed over the course of two years of planning that involved obtaining suggestions and reactions from students, faculty, and staff and reviewing institutional data.

The QEP must be developed and implemented through broad-based involvement of institutional constituencies. In 2012 a survey was administered to obtain suggestions from students, faculty and staff on how AC can provide an environment that encourages and improves learning. The top five areas for improvement provided by the survey respondents were: (1) Tutoring/Study Area, (2) Instruction/Engagement, (3) Equipment/Computers/Technology, (4) More Support Services and (5) More Student Activities.

Based on the emerging areas of improvement noted in the survey results, members of the QEP Committee were identified in December 2012. The committee is comprised of representatives from all six academic divisions, student support services, academic support services, and off-campus teaching locations.

In Fall 2013, the committee members conducted three student focus groups, five faculty and staff focus groups, and one focus group for the off-campus locations. This effort produced a bevy of information to assist with the development of the QEP. Based on the emerging areas identified in the survey and focus groups, the committee surmised a QEP that bridges the gap between instructional delivery and support services and maximizes engaging the students during their first year at AC would address the noted concerns.

The QEP should be embedded within the institution’s ongoing planning and evaluation process and should emerge from institutional assessment. The committee convened to review data compiled for the Institutional Planning and Evaluation Council (IPEC) and the Student Success by the Numbers Initiative (SSBTN):

**Fall to Spring Retention** – AC’s annual goal for fall to spring retention is 80%. Over the past 10 years, our fall-spring retention rate has varied, ranging from 68.2% - 71%. This noted range does not reflect a trend in steady progression as the rate has fluctuated from year to year. The QEP committee determined an academic intervention is needed during the first semester of enrollment that will strengthen the bridge between the fall and spring semester.

**Student Engagement/Support Services** – As a means of tracking student engagement, AC began administering the Community College Survey of Student Engagement (CCSSE) in 2005. The QEP committee reviewed the last five administrations of the CCSSE. In regard to support services, students were asked to indicate how often they utilize available services with “1” meaning rarely and “3” meaning often. With the exception of financial aid advising in 2009 and 2011, the mean in each support service category is below 2. An academic intervention is needed during the first semester of enrollment that will encourage engagement in these services and will subsequently support retention and persistence.

<b>CCSSE Item 13 – Frequency of Use</b>					
<b>1=Rarely 2=Sometimes 3=Often</b>					
<b>Services</b>	<b>2005</b>	<b>2007</b>	<b>2009</b>	<b>2011</b>	<b>2013</b>
Academic Counseling	1.78	1.89	1.83	1.98	1.91
Career Counseling	1.51	1.63	1.52	1.55	1.59
Tutoring	1.41	1.45	1.38	1.41	1.41
Financial Aid Advising	1.91	1.92	2.23	2.05	1.99
Student Organizations	1.32	1.41	1.98	1.43	1.37

**Success Rates for Students Enrolled in Developmental Courses at AC** – As part of AC’s participation in the SSBTN Initiative, data was compiled to examine the success rates of students enrolled in developmental courses. The AC 2009 cohort data (Fall 2009 – Spring 2012) revealed the following:

- Of the 950 first time students enrolling at AC in Fall 2009, nearly 60% of those students enrolled in at least one developmental course.
- Forty-one percent of those students did not successfully complete their developmental course(s) in the first term.
- Only 23% of the students completed their developmental sequence and enrolled in their first related college course within 2 years.
- Only 20% of the students completed college level math within 3 years.

According to the Texas Higher Education Coordinating Board (THECB), the graduation rate for students requiring developmental education at AC is considerably lower than our peer group:

<b>3 yr. Graduation Rate for First-time, Full-time students Requiring Developmental Education</b>		
<b>Cohort</b>	<b>Angelina College</b>	<b>Peer Group</b>
Fall 2008	28.2%	36.4%
Fall 2009	21.7%	34.3%
Fall 2010	24.4%	32.2%
Fall 2011	17%	31.5%

Source: THECB Online Resume 2011, 2012, 2013, 2014

AC's graduation rate is mostly showing a downward trend. The QEP committee determined an academic intervention is needed to improve the success and progression rates of students enrolled in developmental courses.

**Math Focus for the QEP** – The QEP committee reviewed Texas Success Initiative (TSI) placement data beginning with Fall 2011 enrollment in comparison to Fall 2012 and 2013. The committee identified math as the area where an academic intervention would have the greatest impact. There was some concern regarding the completion rates in all of the disciplines, but the enrollment figures in MATH 0310 (Basic Math) triples the enrollment noted in ENG 0310 (College Writing Techniques I) and REDG 0300 (College Reading Preparation).

<b>Course</b>	<b>Enrolled Fall 2011</b>	<b>Percentage of Successful Completions</b>	<b>Enrolled Fall 2012</b>	<b>Percentage of Successful Completions</b>	<b>Enrolled Fall 2013</b>	<b>Percentage of Successful Completions</b>
<b>MATH 0310</b>	463	56%	341	56%	387	60%
<b>ENG 0310</b>	172	57%	107	62%	111	54%
<b>REDG 0300</b>	145	40%	104	66%	120	61%

**Best Practices** - The QEP should be grounded in a review of best practices related to the topic. The committee sought to identify best practices for math achievement. Data regarding community colleges pairing basic skills math and study skills with successful results has been identified. Research has also shown utilizing high impact practices (such as learning communities and student success courses) has a positive effect on student success, retention and engagement.

**Is Angelina College capable of initiating and sustaining the MASS Learning Community?**

Angelina College must demonstrate the institution is capable of allocating adequate human and financial resources to develop, implement and sustain the QEP. To determine institutional capability, the noted academic interventions were implemented in one section of MATH 0310 and STSU 0200 last fall and spring. The two courses were paired with instruction occurring twice a week during the 11:25 – 2:30 block. Support service seminars focusing on academic advising, financial literacy, career counseling and special support services were also provided.

The results of this implementation reveal the proposed interventions are effective in increasing success, retention, and progression rates. The table below compares two sections of MATH 0310, one with and one without the proposed interventions.

<b>Fall 2014 – Regular MATH 0310 vs. MASS MATH 0310</b>					
To what extent has the learning community increased student success in MATH 0310?			To what extent has the learning community increased student progress?		
<b>Success Rate (Passed MATH 0310)</b>		<b>Retention Rate (Fall to Spring)</b>		<b>Progression Rate Enrolled in MATH 0320 or MATH 0325 (Spring 2015)</b>	
<b>Regular (n=22)</b>	<b>MASS (n=16)</b>	<b>Regular (n=22)</b>	<b>MASS (n=16)</b>	<b>Regular (n=12)</b>	<b>MASS (n=11)</b>
12 (55%)	11 (69%)	14 (64%)	14 (88%)	9 (75%)	9 (82%)
<b>Spring 2015 – Regular MATH 0310 vs. MASS MATH 0310</b>					
<b>Success Rate (Passed MATH 0310)</b>		<b>Retention Rate* (Spring to Summer/Fall)</b>		<b>Progression Rate Enrolled in MATH 0320 or MATH 0325 (Summer 2015 or Registered Fall 2015)</b>	
<b>Regular (n=19)</b>	<b>MASS (n=18)</b>	<b>Regular n=19</b>	<b>MASS n=18</b>	<b>Regular n=13</b>	<b>MASS n=18</b>
13 (68%)	18 (100%)	9 (47%)	17 (94%)	9 (69%)	17 (94%)

\*Based on registration numbers

The plan for full implementation is scheduled for Fall 2015. The QEP Committee has proposed to designate a classroom (Center for Math Achievement and Student Support) in the Science and Mathematics Division to house the MASS Learning Community. Only one section of MATH 0310, MATH Lab and STSU 0300 will be paired for Year 1. Over the five year period, additional sections will be added each fall, resulting in four daytime learning communities, one evening learning community, and one learning community at each of the off-campus teaching centers. Full-time instructors assigned to teach MATH 0310 and STSU 0300 will provide instruction in the daytime learning communities on the main campus. Both full-time and part-time instructors assigned to teach MATH 0310 and STSU 0300 will provide instruction in the evening and off-campus teaching centers.

The proposed budget to finance the MASS learning community is listed below:

<b>QEP Budget - MASS Learning Community</b>							
	<b>2014-15 Planning Year</b>	<b>2015-16 Year 1</b>	<b>2016-17 Year 2</b>	<b>2017-18 Year 3</b>	<b>2018-19 Year 4</b>	<b>2019-20 Year 5</b>	<b>Total</b>
<b>Printing/Supplies</b>							
Promotional Materials (includes printing of posters, signs, t-shirts, prizes, and visibility projects)	(\$500)	(\$2500)	---	---	---	---	(\$3200)
<b>Equipment for Center for Math Achievement and Student Support (C-MASS)</b>							
Computers (Main Campus, Off-Campus Locations)	---	(\$20,000)	---	---	---	(\$20,000)	(\$40,000)
Hide Away Desks/Chairs	(\$12,000)	---	---	---	---	---	(\$12,000)
<b>Instructional</b>							
QEP Coordinator	(\$5000)	(\$5000)	(\$3000)	(\$2000)	(\$3000)	(\$3000)	(\$21,000)
Faculty		(\$20,000)	(\$40,000)	(\$80,000)	(\$100,000)	(\$160,000)	(\$400,000)
Supplies and Copying	(\$100)	(\$100)	(\$200)	(\$400)	(\$550)	(\$900)	(\$2250)
<b>Professional Development and Travel</b>							
QEP Coordinator	---	---	---	---	---	(\$3000)	(\$3000)
Faculty	---	---	(\$1500)	(\$1500)	\$1500	---	(\$4500)
							<b>Five Year Total: (\$485,950)</b>