

Institutional Policy Area	Policy/Practice Statements	Gaps/Impact on Low-Income Students
<b><u>Academic Planning</u></b>	<p><b>Mandatory process for students to plan degree/certificate programs</b></p> <p>Policy for First Time In College (FTIC) students and all students on Enforced Scholastic Withdrawal exists.</p>	<p>Currently there is no process or policy requiring continuing students to plan their degree/certificate programs</p>
<b><u>Access to Technology</u></b>	<p><b>Availability of computer labs at times matching student schedules has been institutionalized through practice and targets all students.</b></p> <p>Students have access to technology in multiple areas:</p> <p>Internet Skills Center        Mon. thru Thurs. 8 am – 5 pm        Fri. 8 am – 4 pm</p> <p>Library        Multimedia Lab        Mon. thru Fri. 7 am – 4 pm        Research Purposes        Mon. thru Thurs. 7 am – 10 pm        Fri. 7 am – 4 pm        Sat. 10 am – 5 pm        Sun. 1 pm – 7 pm</p> <p>Student Learning Assistance Center        Monday thru Thurs. 7:30 am – 10 pm        Fri. 7:30 am – 4 –pm        Sat. 10 am – 4 pm        Sun. 12 noon – 5 pm</p>	<p>No gaps are perceived.</p>

<p>*****</p> <p><b><u>Admissions Cycle</u></b></p>	<p>English Learning and Writing Lab        Mon. &amp; Wed. 8 am – 8 pm        Tues. 7 am – 8 pm        Thurs. 8 am – 8 pm        Fri. 7 am – 2 pm        Sat. 9 am – 12 noon</p> <p>Mathematical Lab        Mon. thru Wed. 8 am – 9:30 pm        Thurs. 8 am – 5 pm        Fri. 8 am – 2 pm        Sat. 8 am – 2 pm</p> <p>Reading Computerized Instructional Lab        Mon. thru Wed. 8 am – 9 pm        Thurs. 8 am – 6 pm        Fri. 8 am – 2 pm        Sat. 12 noon – 5 pm</p> <p>*****</p> <p><b>Cut-off dates for admissions either to institution or specific programs</b></p> <p>Students may apply for admissions until the 2<sup>nd</sup> day of the semester. After the second day of class permission must be obtained from the chair of the department who is responsible for the discipline. If permission is granted the admissions paperwork is completed.</p>	<p>*****</p> <p>No gaps exist. Low-income students wishing to attend have ample time to be admitted.</p>
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<p><b><u>Curricular Alignment</u></b></p> <p>*****</p>	<p><b>Processes for working K-12 sector and 4-year/university sector to align competencies.</b></p> <p>While there is working being done to align curriculum (such as Tech Prep) with transfer institutions, SAC currently does not have an overall process for aligning competencies across the institution.</p> <p>*****</p>	<p>This is a gap</p> <p>*****</p>
<p><b><u>Degree Auditing</u></b></p> <p>*****</p>	<p><b>Mandatory degree status check after completion of specified number of hours.</b></p> <p>Currently SAC does not have a mandatory policy that students receive a degree status check after completion of a specified number of hours. We do have a procedure in place as part of the Graduation Project that requires that a degree audit be sent to a subset of enrolled students. Currently that targeted population is students who have (1) accumulated 45 college level hours or more (2) are listed as Arts &amp; Science majors or Liberal Arts majors and, (3) have a cumulative GPA of 2.00 or better.</p> <p>*****</p>	<p>All SAC students have access to on-line degree audits however most students are unaware of this service and do not know the importance of doing a degree audit. There is a need for a policy that would generate a degree audit for all students enrolled that have completed a specified number of hours.</p> <p>*****</p>
<p><b><u>Diversity</u></b></p>	<p><b>Institutional statement recognizing the importance of diversity in a multi-cultural/racial society.</b></p> <p>The San Antonio College Mission Statement states “San Antonio College will provide responsive education through excellence, accessibility, and diversity. San Antonio College is a public community college that provides and supports the educational and lifelong learning needs of a multicultural community. As a leader in education, San Antonio College is committed to excellence in helping students reach their full potential by developing their academic competencies, critical thinking skills, communication in proficiency, civic responsibility and global awareness.”</p>	<p>No gap</p>

<p><b><u>Enrollment Management</u></b></p>	<p><b>Techniques designed specifically for low-income student recruitment and retention</b></p> <p>San Antonio College has the following:</p> <ul style="list-style-type: none"> <li>- A data-driven strategic enrollment management plan that is a shared responsibility among students, faculty, professional personnel, classified staff and administrators</li> <li>- A unified strategy that identifies, attracts, enrolls and retains a student population that reflects the population of our service area.</li> <li>- A population in Academic Year 2003/2004 that included 4,733 enrolled students whose Estimated Family Contribution (KEFC) was zero and who received combined total of \$12,873,213 in Pell Grants. Also, an additional \$18,162,717 in funding from Pell Grants and seven other revenue sources was awarded to 11,326 other enrolled students who had some EFC.</li> <li>- An externally-funded program (Student Support Services Project) that personalizes comprehensive student support services each year for approximately 450 low-income and disabled first-generation college students who meet the eligibility criteria.</li> <li>- Department based developmental education programs that provide course-based remediation in English, Reading and Math.</li> <li>- A department (Counseling and Services for Special Populations) that contains various fully-developed and fully-staffed units that delivers a comprehensive system of support-services.</li> <li>- A Student Life Organization that recognizes the importance of creating an overall learning experience for all students</li> <li>- A Student Learning Assistance Center (SLAC) that supplements classroom instruction by providing tutoring, computer-assisted instruction, video-based instruction, CD</li> </ul>	<p>The gaps are in the area of retention.</p> <ol style="list-style-type: none"> <li>(1) Students that drop after they have registered, before the drop deadline and after they are in the matriculation pipeline.</li> <li>(2) Student who drop out for non-academic reasons.</li> </ol>
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<p>*****</p> <p><b><u>Financial Aid</u></b></p> <p>*****</p> <p><b><u>First Year Success Classes</u></b></p>	<p>ROM- assisted instruction, study skill, note taking skills and computers for word processing.</p> <ul style="list-style-type: none"> <li>- A Women’s Center and Adult Re-Entry Program that assists low income students , first time parents, mothers returning to the workforce and single parents.</li> </ul> <p>*****</p> <p><b>Cut-off dates for institutional/state aid. Earmarking Proportion of Tuition Increases to Offset Effects on Low-Income Students.</b></p> <p>Institutional and state aid is earmarked to offset effect of tuition increases on low income students. No cut-off dates for federal state or institutional aid applications. Aid is awarded to neediest students first.</p> <p>*****</p> <p><b>Available? Required? Optional?</b></p> <ol style="list-style-type: none"> <li>1. Students enrolling in 9 or more semester hours are required to enroll in SDEV 0-170 (Orientation to College) or SDEV 0370 (Personal and Academic Success)</li> <li>2. Students on Scholastic Probation, Continued Scholastic Probation or Enforced Scholastic Withdrawal (ESW) are counseled regarding their need/requirement to enroll in SDEV 0171 (Strategies for Success)</li> <li>3. Counselors teach Student Development classes which have a component on career exploration and one on student success. This class is a major component of SAC’s retention effort.</li> </ol>	<p>*****</p> <p>No gap</p> <p>*****</p> <p>SDEV classes are designed to develop and support student learning skills, goal setting and self knowledge. All low-incomer students enrolled in at least 9 credit hours receive this intervention. Low-income students enrolled in less than 9 credit hours may not receive this intervention their first semester which is a gap that impacts them.</p>
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<p><b><u>Institutional Organization</u></b></p> <p>*****</p>	<p><b>Identifies administrative responsibility for overall institutional efforts to promote low-income student success.</b></p> <p>Some units within the institution have initiated efforts to promote low-income student success but there is not an institution wide effort.</p> <p>*****</p>	<p>This is a gap</p> <p>*****</p>
<p><b><u>Institutional Research Capacity</u></b></p>	<p>Identified responsibility for research on student success, especially low-income student success.</p> <p>Office of Institutional Research</p> <ol style="list-style-type: none"> <li>1. The Institutional Research Coordinator develops effective concepts and practical strategies for the review and evaluation of institutional effectiveness.</li> <li>2. The Institutional Research Coordinator defines critical issues; designs, develops, conducts studies and publishes results; collects data, analyzes statistics, and presents research findings. Studies may include, but are not limited to graduation, retention, transfer, developmental education, placement, workforce, and a variety of faculty, governmental, grant, or national studies. The San Antonio College Factbook and the San Antonio College Graduates Report are annual publications highlighting student success. All reports are shared with college and district constituencies and published on the institutional research webpage.</li> <li>3. The Institutional Research Coordinator administers the process by which the College Strategic Plan is evaluated and publishes the annual Progress and Achievements Report.</li> </ol>	<p>A gap exists for the following reasons:</p> <p>A precise definition of low income students, standardization of usage of this definition internally and externally, and mandatory input of this data into unique and specific fields in the district database are necessary before true comparative studies can be conducted on the success of this population.</p>

<p><b><u>Institutional Scholarships for Low-Income Students</u></b></p> <p>*****</p>	<p><b>Dollars earmarked through institutional revenues for low-income students financial aid.</b></p> <p>Institutional, state and scholarship aid is earmarked for low-income students using a needs analysis.</p> <p>*****</p>	<p>No gap.</p> <p>*****</p>
<p><b><u>Late Class Adds</u></b></p> <p>*****</p>	<p><b>Procedure for permitting (or denying) late registration for classes</b></p> <p>Currently students may register until the 2<sup>nd</sup> day of class. Students wishing to do late registration after the 2<sup>nd</sup> class day of the semester must obtain permission from the chair of the department for the specific discipline. If permission is denied, San Antonio College offers a flex session which begins 8 weeks after the start of the semester.</p> <p>*****</p>	<p>No gap. Low income students can register for Flex II classes if financial means are not available at the beginning of the semester.</p> <p>*****</p>
<p><b><u>Late Start Classes</u></b></p> <p>*****</p>	<p><b>Procedure for creating late start classes based on demand produced by late registrations.</b></p> <p>The procedure for creating late start classes is based on demand produced by late registration. The late start classes are accommodated through Flex II classes which start weeks after the semester starts.</p> <p>*****</p>	<p>A gap which may occur is that there are some areas, due to insufficient faculty which are not able to offer Flex II classes despite their being sufficient enrollment to support the classes.</p> <p>*****</p>
<p><b><u>Learning Communities</u></b></p>	<p><b>Identify cohorts of students for support of common learning experiences, including classes and co-curricular activities.</b></p> <p>Learning Communities support a common learning experience through cohesive classroom experience for low-income students. Although the program does not directly target low-income students,</p>	<p>A gap exists because the program does not specifically target low-income students.</p>

<p>*****</p> <p><b><u>Mission Statement</u></b></p>	<p>a review of student participation shows that 50% of the students participating in learning communities are receiving some type of financial aid.</p> <p>*****</p> <p><b>Mission statement indicates commitment to serve low-income students.</b></p> <p>The San Antonio College Mission Statement states “San Antonio College will provide responsive education through excellence, accessibility, and diversity. San Antonio College is a public community college that provides and supports the educational and lifelong learning needs of a multicultural community. As a leader in education, San Antonio College is committed to excellence in helping students reach their full potential by developing their academic competencies, critical thinking skills, communication proficiency, civic responsibility and global awareness”</p> <p>*****</p>	<p>*****</p> <p>A gap exists because the college does not include in the mission statement or in its goals and objectives a commitment to the success of low-income students.</p> <p>*****</p>
<p>*****</p> <p><b><u>Out-of-class interaction</u></b></p>	<p><b>Policy or practice statement underscoring importance of interaction with faculty and staff outside of classroom.</b></p> <p>ACCD policy states that full time faculty should “maintain a posted minimum of ten office hours a week and be available for student conferences and tutoring.” The Dean of Evening, Weekend and Distance Education at San Antonio College requires all adjunct faculty to be available a total of 30 minutes either before and/or after each class they teach.</p> <p>All faculty are available by email and/or telephone.</p>	<p>*****</p> <p>Although there is a district policy in place, the results of the recent CCSSE indicates that this is an area that needs improvement.</p> <p>*****</p>

<p><b><u>Peer Tutoring</u></b></p>	<p><b>Supplement instruction with inside and outside of class peer tutoring.</b></p> <p>San Antonio College provides no-charge, outside of class tutoring, which is available to all registered students, through the Student Learning Assistance Center. The Physics Department and the Mathematics Department also provide tutoring labs at no charge. Supplemental Instruction (SI), which is not traditional tutoring but helps students to learn course content and study skills, is available in targeted, high-risk courses at no charge. SI study sessions are also held outside of class.</p> <p>Of concern is the definition of peer tutoring. The tutors working in the programs mentioned above are paid employees and may be students from other institutions or perhaps non-student citizens from the community. The institution would need to determine if these tutors meet the definition of peer tutors.</p> <p>The question of inside of class peer tutoring would need to be addressed by a survey of faculty practices.</p>	<p>If the current tutoring is considered peer tutoring then supplemental instruction is being provided outside of the classroom. If not, then this is a gap. Also, the lack of inside class peer tutoring is also a gap.</p>
<p>*****</p> <p><b><u>Planning, Research &amp; Budgeting</u></b></p>	<p>*****</p> <p><b>Visibility for low-income students within total institutional process, acknowledging best practices.</b></p> <p>No policy or process or statement/objective in place.</p>	<p>*****</p> <p>A gap exists because there is no institutional objective linked to low income students.</p>

<p><b><u>Research and Policy Development</u></b></p> <p>*****</p>	<p><b>Policies and practices created or modified based on research</b></p> <p>As part of the College’s Institutional Planning process, each department/program must complete a five year review. The members of the department use data provide by Institutional Research to help analyze programs and to identify existing strengths and limitations. As preparation for the five year review, each year, the department’s program review committee evaluate collected data related to faculty development, equipment, completion rates, materials used in classes, interactive learning, service learning, use of media, professional speakers, promotion of global awareness and other variables</p> <p>*****</p>	<p>The data received by the department is not specific to low income students.</p> <p>*****</p>
<p><b><u>Research on Counseling, Advising and Student Orientation</u></b></p>	<p><b>Identified part of overall institutional agenda for communicating student success.</b></p> <p>The communication of student success is a major portion of the overall institutional agenda. This is accomplished through a number of units within the college:</p> <p>The Women’s Center administers a program titled “Connections” that offers low income women and men an opportunity to receive training in a medical office environment. The Women’s Center also assists these students in job placement and encourages them to continue their education beyond the training program.</p> <p>The Women’s Center hosts an annual Young Men’s and Young Women’s Conference for area high school seniors. The conference features motivational guest speakers who stress the importance of an education beyond high school. Students have a chance to hear from students from their former high schools who are now in college and to compete for scholarships through essays.</p>	<p>There is no gap</p>

<p>*****</p> <p><b><u>Socio-economic Status</u></b></p>	<p>The Office of Public Relations has as its mission the follow:              “To promote the public image and understanding of San Antonio College by communicating the programs and opportunities it provides and the strengths and successes of its students, faculty and staff through the media and community events; to provide effective internal communications and recognitions within the San Antonio College community, and; to support San Antonio College enrollment growth by supplementing and assisting with district marketing efforts.”</p> <p>The Office of Public Relations fulfills its mission through the following initiatives:</p> <ol style="list-style-type: none"> <li>1. Oversight of the college’s annual Honors Program</li> <li>2. Oversight of the annual college catalog, college schedules and bi-monthly college newsletter.</li> <li>3. Oversight of all college publications to ensure consistency and clarity.</li> <li>4. Coordination of annual Outstanding Student Award</li> <li>5. Publicizing of all college activities through local , community and student newspapers.</li> </ol> <p>*****</p> <p><b>Policies or practices across the institution earmarked specifically for low-income students</b></p> <p>As part of the selection process for textbooks, some departments require the publishing company to supply the department with a specified number of free copies of the adopted textbook and study guide. The department places these materials on reserve in the library to be used by those students who cannot afford to purchase the required textbooks.</p>	<p>*****</p> <p>While there are some programs and practices specifically earmarked for low-income students within the college, these programs and practices are not institution-wide. Therefore, there is a gap.</p>
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<p>*****</p> <p><b><u>Transfer Policy</u></b></p>	<p>The Student Support Services Project provides the following services to students they serve (low-income students):</p> <ol style="list-style-type: none"> <li>1. Textbook lending for developmental coursework</li> <li>2. Laptop lending</li> <li>3. Organized free cultural event and leadership trips/activities</li> <li>4. Annual supplemental grant aid competition (minimum award amount \$400.00)</li> <li>5. Free visitations to local and area (Austin/San Marcos/Corpus Christi) colleges for transfer students.</li> </ol> <p>*****</p> <p><b>Ongoing updates of 2+2 agreements</b></p> <p>Institutionally there are many 2+2 agreements but they are not reliable or current.</p>	<p>*****</p> <p>This is a gap</p>
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