

Abstract - *Puentes*: A Partnership to Improve Access to the Baccalaureate for South Texans through Writing and Math Innovation

This Title V Cooperative arrangement will be a partnership between **San Antonio College** (SAC), in San Antonio, the largest single-campus community college in Texas, and **Texas State University** (TxState) in San Marcos, the largest producer of teachers in Texas, an emerging HSI 45 miles northwest of San Antonio. SAC serves over 10,000 Hispanics a semester, but has low transfer rates and low productive grade rates in developmental and gatekeeper courses. TxState has high rates of retention and graduation for the 21% of its student population that is Hispanic, but the proportion of Hispanics does not reflect its service area. TxState will help SAC improve the learning and teaching of writing and math, establish permanent Writing and Math Centers, decrease the number of semesters Hispanic and low-income students spend in developmental courses, and improve access to the bachelor's degree for Hispanic and/or low-income students. SAC will help TxState to increase the numbers of Hispanics attending the university, improve services to Hispanic students, improve developmental education, and increase the numbers of Hispanics obtaining a bachelor's degree.

Purpose: Improvement of Developmental/Gatekeeper Academic Programs and the Pipeline. This activity will consist of four components: 1) the **expansion of SAC's pilot Writing Center**, modeled after TxState's, to serve all students; 2) the **design and establishment of a Math Center "MathSpace"** where faculty and tutors will assist students with developmental math coursework using small-group concept instruction, one-on-one tutoring, a lab hour combining tutoring with computer-assisted instruction, and pilots of alternative delivery methods, such as in-class modular or blended online/face-to-face teaching; 3) **professional development in developmental/gatekeeper education best practices** which will consist of Summer Institutes and academic year workshops conducted by Texas State experts and others, followed up by graduate coursework offered at SAC by TxState for faculty, and the use of TxState graduate interns to help pilot best practices in Centers and classrooms; and 4) **"pipeline" enhancement** for students transferring from SAC to TxState, to include course alignment and creation of 2-plus-2 agreements. TxState experts in teaching mathematics and writing and their graduate interns will assist SAC in the rigorous assessment of best practices piloted; practices proven to be effective will be implemented by both faculties through professional development. **Expected Project Outcomes** are: to double the number of Hispanics who successfully transfer from SAC to TxState to at least 84 students each Fall; to provide 160 SAC and 40 TxState faculty with professional development; to increase both persistence and productive grade rates in developmental/gatekeeper math at SAC by at least 5%; to increase productive grade rates for SAC students spending at least 20 hours in the Writing Center by .25 over non-participant rates and achieve participant retention rates 10% higher than non-participants'; to increase SAC's transfer rate to 4-year Texas public institutions for Hispanic students from 7% to 12% of Hispanic students; **Outcomes related to HSI Performance Indicators** are: to increase the number of Hispanic students attending TxState by >1,479 students to at least 25% of enrollees; to increase the number of Hispanic and/or low income individuals graduating with an associate's degree from SAC within three years by 10%; to increase the percentage of Hispanics graduating from TxState within six years by 2%; and to increase by 2% the percentage of full-time FTIC undergraduates who were in their first year of postsecondary enrollment at each institution in the previous year and are enrolled in the current year at that institution. To reduce the federal cost of degrees, each partner will increase its endowment for scholarships/programs for Hispanic/low-income students by \$250,000 and reduce the semesters students spend in developmental courses.