Call to Order at 11:30 a.m. by L. Webb

In Attendance:

Approval of Faculty Senate meeting Minutes from May 1, 2015
Amendments: Correct C. Ross name throughout document and fix typo in third paragraph of ‘New Business’ section

Motion: E. Bliss-Zaks motions to approve the minutes as amended, 2nd by J. Simpson
Vote Passes: 13 yes; 0 no; 0 abstentions

Administrative Update
Dr. Snow addressed the senate to share administrative updates. Dr. Snow informed the Senate that the Board of Regents met this past week, but the board didn’t get a chance to discuss the two items that we asked to be on the agenda. Those two items were:

1. Approval for Marriage and Family Therapy program with a military emphasis
2. Approval for Community Health and Education Bachelor program

These two items will be on the agenda for the November meeting

Dr. Snow summarized the 60x30 TX Plan for improving education that was discussed at the Board of Regents meeting. This is the new strategic plan from the Texas Higher Education Coordinating Board. In summary, the plan has four goals:

1. By 2030, at least 60 percent of Texans ages 25-34 will have a postsecondary credential or degree
2. By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelors, or masters from a Texas public, independent, or for-profit college or university.
3. By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
4. By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wage for graduates of Texas public institutions.
Executive Committee Update

**National Model for Student and Academic Success Plan:** L. Webb provided a brief summary of the Implementation of High Impact Practices Action Plan Proposal. As described in the report, the four high impact practices that were chosen were experiential learning, service learning, undergraduate research and writing intensive courses. The goal is for students to experience at least two high impact practices (HIPs) while they are at A&M-SA. To ensure students are experiencing at least one HIP, the University plans on creating a learning community where these HIPs can be tied in. The University will achieve the learning community through a set of four one-hour courses called Jaguar Tracks. They are curriculum based and faculty will have a say in what will be included in the syllabi. The Jaguar Tracks are still being developed at this time. The report has been uploaded to the University Information folder in the Faculty Town Square Blackboard course. A discussion board will be posted on this later today to provide faculty with an opportunity to post questions, comments or concerns.

Discussion: K. Vogues inquired about how the Jaguar Track courses will be folded into the degree plan. L. Webb stated these are not going to be a part of the general education requirement. If these courses are approved as mandatory, each program will have to adjust their degree plans to include the four hours for the Jaguar Track courses. Holly Verhasselt is going through all the degree plans with suggestions for where each college could scale back to include the Jaguar Tracks into their curriculum if it passes. The tracks will go through the Undergrad Curriculum Committee to be approved. K. Voges and K. Gillen would like the opportunity to discuss the process of implementation of these Jaguar Tracks as well as the HIPs at a college level. L. Webb stated faculty would be invited to participate in conversations as the Jaguar Tracks syllabi are being created to ensure everyone understands what is being taught in each of the one-credit courses as well as have an opportunity to provide input.

**Funding Formula:** C. Ross provided a brief overview of the Formula Funding presentation from the Texas A&M University System. The full Powerpoint presentation has been posted on the Faculty Town Square Blackboard course. C. Ross informed the Senate that the state funding the University receives is based off two formulas. The first is the instruction and operations formula that provides all the funding for faculty salaries and functions where as the second formula is for infrastructure. The instruction formula is semester credit hours x weight (based on discipline and level or instruction) x Rate (Rate is set by the Legislature in the General Appropriations Act). Please see slide 13 labeled Formula Matrix in the Powerpoint presentation for examples of weights for various disciplines and division levels. C. Ross mentioned there are also two supplements we can receive. The first is the teaching experience supplement that provides a 10% premium for all undergrads taught by tenured or tenured track faculty. Then there is also a small institution supplement for universities with less than a 10,000 headcount.
C. Ross stated the need to strategize how we code our classes as we develop the new curriculum. For example, if we code a liberal art class as a fine arts class and justify it, than we get a higher weighting. There are 10 other strategies listed for us to consider as well in the presentation.

**Old Business**

**SRIs:** J. Simpson provided a draft of the SRI questionnaire to the senate. J. Simpson stated he did not receive any feedback from senators last spring when this questionnaire was proposed. J Simpson stressed to the senate how important the SRIs are to faculty. The SRIs will not only affect tenure and promotion but they could even affect university rewards and thus, wanted to continue the conversation. The proposed SRI survey is shorter and includes questions based on informational statements, essential statements and student feedback. Essential questions were added to allow students to provide an overall evaluation.

Discussion: D. Glaser suggested the need to motivate the students who are not doing well to participate in the SRI since the study found they are the ones who are not participating. J. Simpson discussed a possible forced completion option in Blackboard to help increase student participation. J. Simpson also explained that using a paper survey is not an option due to cost and that method would not work for online courses. S. Rahman suggested that we could average the ratings from the informational statements to receive an overall evaluation instead and remove the essential questions. M. Wise de Valdez stated the essential section could allow students a chance to provide an extra rating and would be worth it to have. K. Gillen stated the essential questions could be linked to some of the social bias that are associated with the SRI questions and suggested we should remove these questions because of that. C. Cox asked if any of these questions have been reversed coded. J. Simpson said there have not been but that is something we could try in the future. K. Barton suggested sampling a few students before we invest in a lot of money. E. Westermann suggested taking the survey to the Student Government Association for feedback. K. Barton also stated some of the students may not completely understand what some of the questions are asking due to the language used. C. Ross suggested that if we are worried about definitional terms, a bubble could appear next to each question with terms in that question defined. J. Simpson chose these questions because these were the ones that most directly relate to the goals the Texas board of Higher Education assesses. J. Simpson will post a discussion post and a survey in Blackboard for people to provide feedback.

**Policy on distribution of salary savings:** J. Simpson presented on C. Nolocos behalf. J. Simpson provided a brief summary of C. Nolocos presentation from last spring that addressed institutional support issues with grants. Documents related to this topic have been uploaded to the Faculty Town Square Blackboard course. J. Simpson will ask C. Nolocos to come back to discuss this topic at a later meeting.
New Business

Senate Office Election: Secretary

An election for the secretary position took place due to Mary Mayorga could no longer serve as a senator because she accepted an interim chair position.

Nomination: Emily Bliss-Zaks, by acclimation

13 pass 0 no, 0 abstentions

Faculty Senate Committee Elections

Elections were held and positions were filled for the 2015-2016 academic year. The results are below.

Undergrad Curriculum Committee:

Nominations: L. Webb, K. Barton, B. Moore

Voted in: L. Webb and K. Barton

Graduate Council

Nominations: K. Gillen, M. Peterson, by acclimation

Faculty Development and Research Committee

Nominations: S. Rahman, C. Cox, K. Voges, D. Glasier

Voted in: S. Rahman, C. Cox, K. Voges

Compliance and Grievance Committee

Nominations: R. Kapavik, C. Ross, E. Bliss-Zaks, K. Voges, by acclimation

Library Committee

Nominations: B. Moore, by acclimation

Election Committee

Nominations: K. Barton, K. Gillen, D. Glaser, B. Moore, R. Kapavik

Voted in: K. Gillen, D. Glaser, B. Moore, R. Kapavik
Space Committee

Nomination: J. Simpson, by acclimation

Search Committee

Dr. Matson requested two faculty senators serve on the search committee for the hiring of the Vice President of the University Advancement. C. Cox and C. Ross nominated themselves for the committee.

Scheduling

Designated Meeting Time Slots: Due to a lack of time, this agenda item was not covered. This will be on the agenda for the next meeting.

Course Scheduling: J. Simpson expressed the need to set standards for course scheduling and room use, etc.

Motion: J. Simpson motions to create an ad hoc committee to discuss course scheduling issues, 2nd by C. Cox.

Discussion: Dr. Matson suggested that Darrell Morrison as well as someone from the academic administration, such as Holly Verhasselt, take part in this discussion. E. Westermann mentioned that space utilization, as discussed in the URC meetings should be considered as well in this committee. K. Voges added this committee would be looking at faculty time resource and university space resource as well as the intersection between the two. M. Peterson asked if this committee coincides with the space committee. J. Simpson and L. Webb clarified that yes they will coincide to some degree. However, the University runs the Space Committee where as the Faculty Senate would drive this committee. Dr. Snow added that this is an important committee as we downward expand and bring in new faculty.

Vote passes: 13 yes 0 no, 0 abstentions

Office Space Due to a lack of time, this agenda item was not covered. This will be on the agenda for the next meeting.

Motion: Motions to adjourn.
L. Webb adjourns the meeting at 1:01 p.m.
Texas A&M University-San Antonio
Implementation of High Impact Practices:
Action Plan Proposal

Prepared by:
Dr. Melissa Mahan
Dr. Bill Bush
Dr. Theresa Garfield Dorel
Ms. Kim Nañez
Dr. Holly Verhasselt
Dr. Lorrie Webb
BACKGROUND

Texas A&M University-San Antonio was first established in San Antonio as a Texas A&M University System Center in 2000. San Antonio, the seventh largest city in the US with a population of approximately 2,000,000 people, was the only major city in Texas with just one public institution of higher education. The establishment of the system center was intended to expand access to higher education for residents of the south side of San Antonio and 32 counties in South Texas, an area that has been historically underserved in terms of higher education. The upper-division system center offered junior, senior, and graduate level courses, and its first classes were offered in Fall 2000, with 126 students enrolled in seven academic programs. These classes were located on the Palo Alto College campus, a member of the Alamo College system, to facilitate the transfer of students who had completed their freshman and sophomore level courses into bachelor degree programs.

The demand for a free-standing institution in South San Antonio continued to grow, as evidenced by increased enrollment at the System Center, and by the ongoing efforts of the Texas A&M University System and San Antonio community leaders to develop a new university. This process began in 2003 when the Texas Legislature approved Senate Bill (SB) 800, which created the Texas A&M University-Kingsville Center-San Antonio and authorized the future creation of Texas A&M University-San Antonio. Texas A&M University-Kingsville was responsible for managing the San Antonio campus and awarding degrees to students who completed their coursework in San Antonio.

In 2005, the City of San Antonio committed to provide support and infrastructure for a campus on the south side of the city. As result of SB 800, the Texas A&M University System approved a $40 million Tuition Revenue Bond in 2006 for Phase I construction on a new campus to support continued enrollment growth in San Antonio, although a permanent site for the new campus had not been identified. The funding would not be available until the System Center achieved an enrollment level of 1500 full-time equivalent students. In 2007, the Verano Land Group donated 694 acres of undeveloped land on the city's south side for the construction of a new campus. In addition to the property, Verano Land Group also committed to provide an additional $1 million for scholarships. The commitment from the City of San Antonio, the approval of the Tuition Revenue Bond, and the donation of land allowed for the creation of a permanent campus in San Antonio.

While plans were being made to build a permanent campus, enrollment at the TAMUK Center-San Antonio was starting to outgrow its facilities at Palo Alto Community College, and in Spring 2007, the TAMUS leased property from the South San Antonio Independent School District to accommodate continued enrollment growth. Classes and administrative offices moved to the Gillette Campus in Fall 2007 and remained there through Summer 2011. In Fall 2009, SB 629 was passed by the legislature and signed into law by Governor Rick Perry. This legislation established Texas A&M University-San Antonio as a stand-alone institution and cleared the path to accessing the Tuition Revenue Bond funding for Phase I of the permanent campus.
In 2011, A&M-San Antonio had the opportunity to obtain additional space at the former Brooks Air Force Base (Brooks AFB) as part of the Base Realignment and Closure Initiative. A&M-San Antonio leased the former Brooks AFB education building in 2011, and after several months of renovations, classes started at the Brooks City Base Campus in Fall 2011.

In Spring 2011, A&M-San Antonio also partnered with four other institutions to offer programs at the Alamo University Center in northeast San Antonio. Five programs are currently offered by A&M-San Antonio: Bachelor of Science in Interdisciplinary Studies, Bachelor of Science in Criminology, Bachelor of Applied Arts & Sciences with an Information Technology Emphasis, Master of Arts in Counseling and Guidance, and Master of Arts in Educational Administration.

From Fall 2009 through Fall 2014, overall student enrollment continued to increase, reaching a total headcount of 4,500 students.

The University continues to expand the facilities available at its permanent location at One University Way. The first building at the permanent campus location opened in August 2011, and this allowed for the consolidation of many programs and administrative units in one location. Academic programs in the School of Business Administration and the Department of Leadership of Counseling are still taught at the Brooks City Base. Three additional buildings, including the Central Academic Building, Patriots' Casa, and an auditorium, opened in Fall 2014. The Texas Legislature approved funding for an additional building in 2015.

According to the Campus Master Plan developed in 2009, the permanent campus location will eventually grow to accommodate student enrollment of 25,000. This will include the construction of additional academic buildings, athletics and outdoor recreation areas, student housing, dining and food services, and conference and meeting space.

The University's mission statement is included below:

Texas A&M University-San Antonio faculty and staff prepare and empower students through innovative and challenging academic and co-curricular programs that contribute to and enrich the economic and social development of the community and region. A solid foundation for success is established through dynamic teaching, scholarship, research, and public service that inspire graduates to lifelong learning and responsible global citizenship.
PROJECT DESCRIPTION AND GOALS

- Content goals (the “what” of your project)

Texas A&M University-San Antonio, as a young institution, has the opportunity to become a national model of student success utilizing deliberate, intentional processes to improve student learning. This model of student success includes:

1. The utilization of high impact practices that support the University’s student learning outcomes. [See Appendix A]
2. The development of a University culture which fosters a sense of mindfulness and belongingness within all students.
3. The expectation that all students will participate in experiential learning that is appropriate to their academic program and professional goals.
4. The recognition that service learning is an important component in fostering both individual development and to the creation of connections between the classroom and the community.

The following proposal describes A&M-San Antonio’s plan to create a national model of student success. The high impact practices (HIPs) described below are meant to create a “student-ready” institution dedicated to both access and equity. The HIPs described below are integrated into the students’ experience within both the academic programs and co-curricular activities. These HIPs represent a progressive set of experiences wherein students become increasingly responsible for their own learning and personal development.

The University’s Jaguar Tracks Student Success Program will be predicated upon the creation of theme-based learning communities reflecting the diversity of our student population and military-embracing focus. Upon enrollment at A&M-San Antonio, new freshmen and transfer students will be required to select a theme-based learning community. The “theme” will frame the following student experiences while enrolled at A&M-San Antonio. [See Figure 1 below]

The learning communities will reflect an interdisciplinary approach to looking at issues related to each theme. Students from all majors will be able to select the theme that is most relevant to their life experiences. Themes will be established by the University in advance of registration. In subsequent cohorts, students will be provided an opportunity to suggest potential themes.

1. Research experiences will be based on issues related to each theme. At the lower division, research experiences will be focused on providing exposure to a wide range of research projects and opportunities. As students progress to the upper division, they will become active participants in research projects related to the theme, which may include independent research, participation in faculty-led projects, or community-based research projects. Students’ research projects will be
presented as part of a culminating experience during their final semester of enrollment.

2. Service learning opportunities will be related to the students' theme. Service learning is also envisioned as a continuum; lower division students may participate in course-based or campus-based service learning opportunities while upper division students will assume a larger role in selecting service learning projects in conjunction with faculty or community partners.

3. Writing intensive courses will be built into existing curricula such that written communication skills are developed and practiced in the University's core curriculum and refined to reflect the expectations of each student's academic major in upper division coursework. The theme will be used to provide suggested topics for students' written work.

4. Students will also engage in some type of experiential learning prior to graduation, whether that is an internship, co-op, field residency, or other experience appropriate to the discipline. Self-reflection will be used to connect the theme to students' work experience.

It is the expectation that all faculty and staff will be "student ready", in that there will be opportunities to provide mentorship, lead research and service learning activities, and support co-curricular experiences.

Figure 1: Relationship of theme to A&M-SA HIPs

The Freshman Path to Success (Jaguar Tracks)

Freshmen students enrolling in Fall 2016 will be engaged in an experience which begins in a bridge program prior to the start of their first semester of enrollment, the bridge program
will introduce new students to the expectations of study at A&M-San Antonio. Following the bridge program, students will be engaged in a thematic learning community which, over four years of study, will include four one-hour learning community courses which integrate the students' theme with academic coursework, a service learning component, and a experiential learning experience appropriate to the major. The learning community courses also support the development of students' e-portfolios and serve as guideposts to student success.

A timeline of key milestones in the University's freshman pathway is included in Appendix B.

The Transfer Student Path to Success

Transfer students enrolling in Fall 2016 will be engaged in a similar experience which begins in a modified bridge program designed specifically for transfer students. This bridge program will introduce transfer students to the expectations of study at A&M-San Antonio. Following the bridge program, transfer students will be engaged in a thematic learning community which includes enrollment in two one-hour learning community courses over two years, which integrate the students' theme with academic coursework, a service learning component, and a experiential learning experience appropriate to the major. The learning community courses also support the development of students' e-portfolios and serve as guideposts to student success.

Both freshmen and transfer students will be required to utilize e-portfolios to document their individual development through the Jaguar Tracks program. The e-portfolio system will be adopted University-wide to ensure that students will be able to collect work even if they change majors. Artifacts in the portfolio will be linked to student learning outcomes. The e-portfolio system will be used to support andragogy and learning. The e-portfolio will also document students' progression through the HIPs adopted by A&M-San Antonio, will showcase student work, and support assessment of the core curriculum. These types of experiences will also be documented on an experiential learning transcript.

A timeline of key milestones in the University's freshman pathway is included in Appendix C.

- Process goals (the "how" and "who" of your project)

As detailed in the timelines below, the Campus Team will present this plan to the University's administration and the newly formed National Model of Student Academic Success Working Group. This interdisciplinary group, representing academic and student affairs, will be responsible for determining the specific steps associated with implementation.

- Outcome goals ("why" do the proposed action: for the students, for the institution)
A&M-San Antonio is establishing a national model for student and academic success. The action plan described above represents an intentional and deliberate approach to building this model through the implementation of high impact practices.

In Fall 2016, A&M-San Antonio will begin admitting lower-division students, which provides an opportunity to re-examine current practices and build structures that will support student learning and success.

The A&M-San Antonio Campus Team recommends the adoption of the following outcome goals:
1. By 2020, 100% of students will engage in at least two high impact practices prior to graduation.
2. Meet or exceed national rates for retention, persistence and graduation of all student groups.

BARRIERS TO ACCOMPLISHMENT

The A&M-SA Campus Team anticipates the following barriers to accomplishment. However, the University has adequate financial resources and leadership support to accomplish the plan. The obstacles below are primarily related to specific aspects of implementation.

- Aggressive timeline for planning, training, and implementation
- Extensive numbers of new staff and faculty which need to be hired in the next year
- The addition of 1-4 semester credit hours to each degree plan.
- Potential personality/political issues within the University community.
- Lack of and/or minimal community relationships for internships/co-ops/service learning opportunities at the needed scale

OPPORTUNITIES FOR SUPPORT

The A&M-SA Campus Team has identified the following opportunities with respect to the action plan and its potential to improve student learning. As noted above, the University has adequate financial resources to implement this plan. Opportunities below are in no particular order.

- Development of a University College to support these initiatives, including instructional and student support.
- Creation of a Center for Service and Experiential Learning and a Center for Teaching and Learning.
- Support for professional development across the University.
- Recognition of early successes (faculty, staff, and students).
- Interdisciplinary opportunities for promotion/marketing of new programs.
ENGAGEMENT PLAN FOR STAKEHOLDERS

The Campus Team will present this plan to the University's administration and the newly formed National Model of Student Academic Success Working Group. This interdisciplinary group, representing academic and student affairs, will be responsible for determining the specific steps associated with implementation. As needed, this working group will form ad hoc committees to address specific needs and solicit feedback from subject-matter experts within the University community.

Throughout the planning year, University administration will also approach community stakeholders to explore opportunities for partnerships and additional resources to support student learning.

COMMUNICATION STRATEGY

A&M-San Antonio will utilize existing structures and electronic resources to disseminate information to the University community and external stakeholders. Established shared governance structures will also be used to provide updates and facilitate communication regarding the status of implementation.

<table>
<thead>
<tr>
<th>Team Actions and Timeline</th>
<th>Purpose/Details</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Action Plan to AAC&amp;U</td>
<td>Leadership feedback</td>
<td>6/12/2015</td>
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<tr>
<td>Present Action Plan to University Extended Cabinet</td>
<td>Leadership feedback</td>
<td>6/15/2015</td>
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<tr>
<td>Present Action Plan to National Model of Student Academic Success Working Group</td>
<td>Campus community involvement</td>
<td>6/26/2015</td>
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<tr>
<td>Collaborate with National Model of Student Academic Success Working Group to create plan for adoption</td>
<td>Campus community involvement</td>
<td>8/15/2015</td>
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<table>
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<tr>
<th>Recommended Timeline for Campus Work</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
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<tr>
<td>Presentation of Action Plan to University Administration</td>
<td>President’s Extended Cabinet</td>
<td>6/15/2015</td>
</tr>
<tr>
<td>Create common University definitions for key terms</td>
<td>National Model of Student Academic Success Working Group</td>
<td>7/1/2015-7/31/2015</td>
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<tr>
<td>Collaborate with National Model of Student Academic Success Working Group to create plan for adoption</td>
<td>National Model of Student Academic Success Working Group</td>
<td>8/15/2015</td>
</tr>
<tr>
<td>RFP for eportfolio</td>
<td>National Model of Student Academic Success Working Group; Procurement Services</td>
<td>8/15/2015</td>
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<td>University Resource Committee allocates funding to support Post position advertisements</td>
<td>University Resource Committee</td>
<td>9/15/2015</td>
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<tr>
<td>Submission of Application for Level Change</td>
<td>Academic Affairs Office</td>
<td>9/15/2015</td>
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<td>Submission of Curriculum Changes for University review</td>
<td>Academic Colleges; University Curriculum Committee</td>
<td>10/1/2015</td>
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<tr>
<td>Faculty and Staff Development</td>
<td>Will vary by topic</td>
<td>Fall 2015-Summer 2016</td>
</tr>
<tr>
<td>Faculty and Staff hiring is ongoing</td>
<td>Academic Colleges</td>
<td>Fall 2015-Summer 2016</td>
</tr>
<tr>
<td>Faculty Boot Camp</td>
<td>Academic Affairs; Academic Colleges</td>
<td>8/1/2016</td>
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<tr>
<td>Implementation of &quot;Boot Camp&quot;</td>
<td>Student Affairs</td>
<td>8/15/2016</td>
</tr>
<tr>
<td>Implementation of Campus Action Plan</td>
<td>University Faculty/Staff</td>
<td>8/22/2016</td>
</tr>
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</table>

**EVIDENCE OF SUCCESS (How will we know we’re making progress?)**

A&M-San Antonio will use the following resources as evidence of success. As implementation progresses, the following data will be collected.

**Direct Measures (University)**

The University will collect the following data to evaluate the successfulness of its high impact practices:

1. Student enrollment data, including grades/gpa, retention, persistence, graduation rates, and participation rates in high impact practices.
2. Qualitative data related to students’ experiences in high impact practices collected from student surveys, focus groups, and interviews.
Indirect Measures (University)

The University will utilize the following indirect measures of HIPs effectiveness:

1. NSSE and FSSE results.
2. ETS Proficiency Profile results.

Direct Measures (Student Achievement/Engagement)

The University will collect the following data to evaluate student achievement:

1. NSSE results.
2. Evaluation of student artifacts (from within e-portfolio) using established rubrics and scoring tools.

Indirect Measures (Student Achievement/Engagement)

The University will utilize the following indirect measures of HIPs effectiveness:

1. ETS Proficiency Profile results.
Appendix A

Texas A&M University-San Antonio
Student Learning Outcomes

• **Outcome 1:** Communication: Upon completion of their degree program, students will be able to express ideas clearly and coherently orally, in writing, and electronically to a diverse range of audiences and interact with others in large and small group settings.

• **Outcome 2:** Critical Thinking/Problem Solving: Upon completion of their degree program, students will be able to demonstrate critical thinking, including the ability to explain issues; find, analyze, and select appropriate evidence; and construct a cogent argument that articulates conclusions and their consequences. Students will be able to utilize quantitative and qualitative reasoning as a base for problem solving.

• **Outcome 3:** Globalization and Cultural Diversity: Upon completion of their degree program, students will be able to analyze the impact of multiple factors on the interconnectedness of diverse peoples in the global environment.

• **Outcome 4:** Ethical Decision-making and Social Responsibility: Upon completion of their degree program, students will be able to demonstrate an understanding of and use ethical reasoning for responsible personal and professional decision-making in a culturally and ethnically diverse world.

• **Outcome 5:** Integration of Broad Knowledge: Upon completion of their degree program, students will be able to synthesize knowledge from general and specialized studies.

• **Outcome 6:** Discipline-specific Knowledge: Upon graduation, students will demonstrate mastery of the depth of knowledge required for their respective degrees.
Appendix B

Texas A&M University-San Antonio
Key Milestones in the Freshman Pathway to Success
Sample Student Plan

<table>
<thead>
<tr>
<th>Semester</th>
<th>Task</th>
</tr>
</thead>
</table>
| Prior to Enrollment | • Completion of Summer Bridge Program  
|                 | • Mandatory New Student Orientation                                   |
| YEAR 1         | Fall Semester • Enrollment in first one-hour course  
|                 | • Themes selected                                                     |
|                 | • Introduction to e-portfolio requirement                             |
|                 | • Complete NSSE and ETS-Proficiency Profile                           |
|                 | Spring Semester • Complete and sign degree plan                       |
| YEAR 2         | Fall Semester • Second one-hour course by themes                      |
|                 | Spring Semester • Progress check/degree plan audit                   |
| YEAR 3         | Fall Semester • Third one-hour course by themes  
|                 | • Bridge to majors                                                  |
|                 | Spring Semester • Progress check/degree plan audit                   |
| YEAR 4         | Fall Semester • Fourth one-hour course by themes                      |
|                 | Spring Semester • Culminating experience                               |
|                 | • Submission of e-portfolio                                          |
|                 | • Exit NSSE and ETS-Proficiency Profile                               |

NOTE: Service learning experiences will be embedded in the one-hour courses, academic courses, and co-curricular programming.

Writing intensive courses will be created within the core curriculum and existing upper-division courses.

Ongoing University mentoring will be included through students’ academic careers.

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Appendix C

Texas A&M University-San Antonio
Key Milestones in the Transfer Pathway to Success
Sample Student Plan

<table>
<thead>
<tr>
<th>Semester</th>
<th>Task</th>
<th>Experiential Learning as appropriate to the academic major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Enrollment</td>
<td>• Completion of Transfer Bridge Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mandatory New Student Orientation</td>
<td></td>
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<tr>
<td>YEAR 3</td>
<td>First Semester</td>
<td></td>
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<tr>
<td></td>
<td>• First one-hour course theme</td>
<td></td>
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<td></td>
<td>Second Semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Progress check/degree plan audit</td>
<td></td>
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<tr>
<td>YEAR 4</td>
<td>First Semester</td>
<td></td>
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<tr>
<td></td>
<td>• Second one-hour course by theme</td>
<td></td>
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<tr>
<td></td>
<td>Second Semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Culminating experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Submission of e-portfolio</td>
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</tbody>
</table>

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Appendix D
National Model of Student Academic Success Working Group Membership

Dr. Theresa Garfield Dorel
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Draft SRI Questions

Informational Statements
(answered on a scale of 5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree):

The instructor clearly defined and explained the course objectives and expectations.
The instructor communicated information effectively.
The instructor was enthusiastic about the subject matter of the course.
The instructor was prepared to teach for each instructional period.
The instructor encouraged me to take an active role in my own learning.
The instructor taught in a way that stimulated my critical thinking.
The instructor was available outside of class either electronically or in person.
I perceive that my knowledge/skills in this content field have improved as a result of this course.

Essential Statements
(answered on a scale of 5 = Excellent; 4 = Above Average; 3 = Average; 2 = Below Average; 1 = Poor):

What is your overall rating of this course?
What is your overall rating of the teaching of this course?

Student Feedback

What suggestions do you have to improve the course?
Do you have any suggestions on how to improve the instruction of the course?
Do you have any additional comments?