Third Annual Texas Higher Education Symposium
The University of Texas at San Antonio (UTSA)
Main Campus
August 4 – 5, 2011

Closing the Gaps: Past, Present, and Future

The symposium is an opportunity to discuss Texas higher education issues with Texas higher education scholars, state and local government officials, students, and campus and local community members. This year’s theme is Closing the Gaps: Past, Present and Future. In order to close higher education gaps, Texas initiated its strategic plan, Closing the Gaps by 2015 (CTG), in 2000. The plan focuses on four key areas:

**Participation:** Increasing the number of students enrolling in postsecondary education, especially ethnic and racial minority students

**Success:** Increasing the number of certificates, and undergraduate, graduate, and professional degrees

**Excellence:** Increasing the number of nationally recognized programs or services at colleges and universities

**Research:** Increasing the level of federal research and development funding.

The CTG plan has been in place for over ten years. While some CTG goals have been met, others remain to be achieved. In order for higher education institutions to move forward, it is important to reflect on CTG’s beginning, examine its current state, and determine what remains to be achieved.
Symposium Agenda

Thursday, August 4th

5:30 p.m. – 6:00 p.m.
Symposium Registration
Main Building Auditorium Lobby, Ground Floor

6:00 p.m. – 7:00 p.m.
HEASA Distinguished Lecture
Main Building Auditorium, Room 0.104
Sandra K. Woodley, Vice Chancellor for Strategic Initiatives, The University of Texas System

7:00 p.m. – 8:30 p.m.
Reception
Main Building Auditorium Lobby, Ground Floor

Friday, August 5th

7:30 a.m. – 12:00 p.m.
Symposium Registration
Ballroom Galleria, First Floor, University Center (UC) III

8:00 a.m. – 9:00 a.m.
Continental Breakfast – Alamo Lounge, Room 2.214A, UC III

8:00 a.m. – 8:50 a.m.
Concurrent Special Interest Groups (SIGs)
   ELPS Wintergarden Cohort SIG – Nueces, Room 2.216, UC III
   Collaboration for a Tier One Education SIG – Hidalgo, Room 2.214, UC III
   Writing for Publication (Texas Scholarship) SIG–Montgomery, Room 2.214A.1, UC III
9:00 A.M. — 10:20 A.M.

Session 1: Research in Action and Scholarly Presentations
Ballroom I, Room 1.106, UC III

- How Men of Color Talk about Transition at Community Colleges: A Discourse Analysis
- Getting Through: Gender Differences in Coping Responses of Latina/o Students
- The Condition of Latina Doctoral Degree Attainment in the Field of Education

10:30 A.M. — 11:50 P.M.

Session 2: Research in Action and Scholarly Presentations
Ballroom I, Room 1.106, UC III

- A Case for Success: Closing the Gaps through Graduate Student Academic Coaching
- The Efficacy of the Student-Right-to-Know Graduation Rate as a Measure of Community College Success
- The Cohort Cost-to-Degree in Texas Public Higher Education

12:00 P.M. — 1:20 P.M.

82nd Texas Legislative Debriefing and Symposium Luncheon
Denman, Room 2.01.28, UC I

Presentation by Dominic M. Chavez, Senior Director, Office of External Relations, Texas Higher Education Coordinating Board

12:00 P.M. — 1:00 P.M.

Poster Session
Denman, Room 2.01.28, UC I

- The GI Bill: Gateway to Higher Education for the Latino GI?
- The Graduation Initiative: Closing the Gaps through Research, Collaboration, and Student Outreach
- Conceptualization of Institutional Effectiveness Using Principal Component Analysis
- Equating Access with Excellence

1:30 P.M. — 2:50 P.M.

Session 3: Research in Action and Scholarly Presentations
Ballroom I, Room 1.106, UC III

- The Silent Crisis: Latino Males in the Educational Pipeline
- Project MALES (Mentoring to Achieve Latino Educational Success): An Intergenerational Mentoring Model
- A Critical Examination of Persistence Among Latino Master’s Degree and Ph.D. Students
Thursday, August 4th

6:00 P.M. — 7:00 P.M.

HEASA Distinguished Lecture
Main Building Auditorium, Room 0.104

Introduction: Ricardo Romo, President
The University of Texas at San Antonio

Speaker: Sandra K. Woodley, D.B.A.

Dr. Woodley currently serves as The University of Texas System’s vice chancellor for strategic initiatives and was recently appointed to serve as special liaison between the Chancellor and the Board of Regents task forces on Blended and Online Learning and University Excellence and Productivity.

As vice chancellor, Woodley coordinates key System initiatives, engages in detailed policy research, works to streamline reporting requirements, and tracks the progress and impact of the UT System strategic plan. Currently, she is leading efforts, in collaboration with System and campus leadership, to develop and implement a productivity/accountability framework for an online dashboard that would provide raw data, charts and graphs, and analysis around key themes such as student success, faculty productivity, and research expenditures and technology transfer.

Prior to joining the UT System, Woodley served as chief financial officer and the chief planning officer for the Arizona University System and had previously served in similar positions both in Kentucky and Alabama. She was a senior financial analyst for the Alabama Legislature specializing in higher education and economic development and also served at Auburn University’s Center for Government, where she developed revenue forecasting and economic cost benefit analysis for the State of Alabama.

Dr. Woodley earned both a Bachelor of Science in Business Administration, with double majors in Finance and Economics, and a Master of Business Administration from Auburn University. She holds a Doctor of Business Administration, with specialization in finance and management.

7:00 P.M. — 8:30 P.M.

Reception
Main Building Auditorium Lobby, Ground Floor
**Friday, August 5th**

**7:30 a.m. — 12:00 p.m.**

**Symposium Registration**
Ballroom Galleria, First Floor, University Center (UC) III

**8:00 a.m. — 9:00 a.m.**

**Continental Breakfast**
Alamo Lounge, Room 2.214A, UC III

**8:00 a.m. — 9:00 a.m.**

**Concurrent Special Interest Groups (SIGs)**

**ELPS Wintergarden Cohort SIG**
Nueces, Room 2.216, UC III

*Moderator: Mariela Rodríguez, Associate Professor, Educational Leadership and Policy Studies, The University of Texas at San Antonio*

*Panelists: Encarnación Garza, Jr. Associate Professor, Educational Leadership and Policy Studies, The University of Texas at San Antonio and Ninfa Cadena, Amada Garcia, Cheryl Sanchez, Claudia Wright, and Renee Zimmerman, Doctoral Students, Educational Leadership and Policy Studies, The University of Texas at San Antonio*

The purpose of this SIG presentation “The First Year From a Distance: Reflections of An All-Women Ed.D. Cohort” is to share the experiences of doctoral students at the end of their first year in an innovative, distance technology program in educational leadership. The five students in the first Wintergarden Cohort received their coursework through telepresence technology at an out-of-town site. The ELPS Department at UTSA is the first to deliver their doctoral program in the Wintergarden region, an area that has been traditionally under-served regarding opportunities for the attainment of doctoral degrees. It is our goal to share both the academic and personal aspects the cohort faced during their first year of coursework through distance technology. In addition to the participation of the five cohort members, the two program advisors will also share their experiences. We will begin the session with the timeline of events that led to program delivery. This will be followed by a description of the telepresence technology. Then the majority of the session will be dedicated to allowing the women doctoral students to share their experiences.
Collaboration for a Tier One Education SIG

Hidalgo, Room 2.214, UC III

Facilitators: Elvira Jacquez, Assistant Director of External Affairs and Graduate Student, Educational Leadership and Policy Studies, The University of Texas at San Antonio and Kristi Meyer, Director, Graduation Initiative, The University of Texas at San Antonio

Panelists: John Frederick, Provost, The University of Texas at San Antonio, Anna Maria Chavez, CEO of Girl Scouts of Southwest Texas and Award-Winning Community Leader, Jeanne Russell, Special Assistant to the Mayor, City of San Antonio, and Mark Kavanaugh, Senior Policy Advisor to State Senator Zaffirini

This panel discussion will feature members of the community who have unique perspectives related to UTSA’s quest for Tier One status. The purpose is to discuss the challenges ahead as well as the strengths UTSA has through community partnerships. During this discussion a moderator will query the panel members about the benefits and costs associated with becoming a Tier One university, as well as members’ perspectives on how a Tier One university impacts the larger community of South Texas. Following the structured discussion, there will be a brief question and answer period where audience members will have the opportunity to interact with panel members.

Writing for Publication (Texas Scholarship) SIG

Montgomery, Room 2.214A.1, UC III

Facilitators: Maricela Oliva, Assistant Professor and Editorial Board member, Qualitative Studies in Education (QSE) and Angela Urick, Doctoral Student and Managing Editor, Review of Higher Education (RHE), both from Educational Leadership & Policy Studies, The University of Texas at San Antonio

The Texas Higher Education Symposium is an opportunity to discuss and present research on issues of importance to Texas. An outgrowth of this activity is dialogue and research collaboration, and a key outcome should be publication of such work in academic journals. The purpose of this session is to discuss the publication process openly and in a developmental way with doctoral students and junior faculty.
9:00 A.M. — 10:20 A.M.

Session 1: Research in Action and Scholarly Presentations
Ballroom I, Room 1.106, UC III

Session Chair: Gerry Dizinno, Associate Professor, Educational Leadership and Policy Studies, The University of Texas at San Antonio

How Men of Color Talk about Transition at Community Colleges: A Discourse Analysis

Beth E. Bukoski, Doctoral Student, Higher Education Administration (HEA), The University of Texas at Austin
Deryl K. Hatch, Doctoral Student, HEA, The University of Texas at Austin

Men of color are disappearing from higher education; the Texas Closing the Gaps initiative has identified Latino and Black male college success as foci in its accelerated plan. This mandate requires a better understanding of how men of color negotiate and make meaning of their college experiences. This study utilizes qualitative data from the Center for Community College Student Engagement (CCCSE): focus groups and interviews with students regarding their transition from high school to college in the Houston Community College District (2009 – 2010). Discourse analysis is employed to better understand how Black and Latino men talk about their transition experiences.

Getting Through: Gender Differences in Coping Responses of Latina/o Students

Sarah Rodriguez, Project MALES Coordinator & Doctoral Student, Higher Education Administration, The University of Texas at Austin

Although demographic data show exponential growth for the Latina/o population, especially within Texas (Murdoch et al., 2002), we cannot make the assumption that an increase in the Latina/o population automatically translates into enhanced Latina/o college outcomes. In spite of overall growth in the general population, Latina/o students continue to have lower participation and completion rates than their White counterparts. The purpose of this study is to provide insight into the types of coping responses that Latina/o students use to overcome personal and academic challenges and at what times these responses are employed. By understanding successful coping responses, institutions and their students may be better equipped to address the array of obstacles that their Latina/o students encounter.

The Condition of Latina Doctoral Degree Attainment in the Field of Education

Rose Anna Santos, Doctoral Student, Higher Education Administration, Texas A&M University-College Station

Latinas are among the fastest growing ethnic group in the United States, yet are also the least formally educated (Ginorio & Huston, 2001). Though Latinas have experienced some increases in doctoral degree completion rates, the fact remains the number of Latinas attaining doctoral degrees remains dismally low in comparison to the numbers awarded to Black and White women. This session seeks to engage participants in discussion about the present condition of Latina doctoral degree attainment in the field of education. Session attendees will have the opportunity to contribute ideas about how to close gaps in rates of participation and success.
Session 2: Research in Action and Scholarly Presentations
Ballroom I, Room 1.106, UC III

Session Chair: Maricela Oliva, Assistant Professor, Educational Leadership and Policy Studies, The University of Texas at San Antonio

A Case for Success: Closing the Gaps through Graduate Student Academic Coaching

Melissa Thomas, Assistant Director, Learning Assistance, The University of Texas at San Antonio
Sapna Naik, Student Development Specialist I, Learning Assistance, The University of Texas at San Antonio

This research into action presentation will discuss how academic coaching for graduate students can enable students to close the gaps between where they are and where they want to be in terms of their academic skills. Graduate academic coaching is based on the theory of assisted learning for adult learners. Gaps for graduate students can include lack of preparedness, confidence, and time management skills, among others. Academic coaching provides scaffolded learning tasks in order to close the gaps that might prevent a graduate student from being successful in their academic program.

The Efficacy of the Student-Right-to-Know Graduation Rate as a Measure of Community College Success

Jimmy D. Roberts, Associate Vice President for Community Initiatives and Special Programs, Temple College

This study was designed to investigate the efficacy of using the Student Right-to-Know (SRK) graduation rate as an adequate gauge of success of 2-year colleges. This quantitative, correlational designed study provides information to colleges, policy makers, and the public regarding an appropriate use of graduation rates as performance measures. The results suggest a need for multi-factored measurement systems built on student intent and college mission. The study compares the SRK graduation rate measure against available state measures for Texas 2-year colleges thereby providing additional information on the usability of the SRK graduation rate as an appropriate indicator of college performance.

The Cohort Cost-to-Degree in Texas Public Higher Education

Lee Holcombe, Director, Higher Education Policy Institute, Texas Higher Education Coordinating Board

Cost-to-degree (CTD) underlies contemporary discussions of productivity and efficiency in higher education. Yet, there are no widely used measures that accurately capture CTD. Policy discussions have been dominated by proxies that do not relate to student experiences and are based upon commonly available data across institutions and states. This study utilizes student-level data and cost data at the Texas Higher Education Coordinating Board (THECB) to arrive at estimates for CTD based upon actual student behavior. CTDs (including the costs of non-completion) are calculated by program area for Associates, Bachelors, Doctorates, and
Professional degrees awarded to students statewide starting in two-year and four-year institutions.

12:00 P.M. — 1:20 P.M.

82nd Texas Legislative Debriefing and Luncheon

Denman, Room, 2.01.28, UC I

Introduction: Kristi Meyer
Director, Graduation Initiative
The University of Texas at San Antonio

Presenter: Dominic M. Chavez
Senior Director, Office of External Relations
Texas Higher Education Coordinating Board

Dominic has worked in private and public sector government affairs at the state and local level for more than nine years. Currently, he serves as the Senior Director for External Relations at the Texas Higher Education Coordinating Board. In this capacity, Dominic manages the agency’s government affairs team, as well as communications and marketing for the agency. The office is currently focused on legislative priorities in support of Texas’ long range higher education plan, Closing the Gaps by 2015. Additionally, the office is in the process of launching a new grassroots marketing campaign to encourage a college and career-ready culture across the state, known as Generation Texas (GenTX).

Prior to joining the Coordinating Board, Dominic managed government affairs and media relations for a regional non-profit trade association in Central Texas focused primarily on the areas of transportation, land use, and environmental regulation. This included working both at the state, county, and local levels of government.

Dominic is veteran of Operation Iraqi Freedom and served stateside in Operation Enduring Freedom, both as a member of the Army Reserve. In Iraq, Dominic worked for Multi-National Division-Baghdad as part of information operations for the division. Dominic’s primary work included analysis and assessment of the Iraqi tribal system to support non-lethal operations with the local population.

Dominic holds an M.A. in Communication Studies from Texas A&M University and graduated Cum Laude from Trinity University (San Antonio, TX) with a B.A. in Political Science.

12:00 P.M. — 1:00 P.M.

Poster Session

Denman, Room 2.01.28, UC I

The GI Bill: Gateway to Higher Education for the Latino GI?

Kathleen Fugate Laborde, Doctoral Student, Educational Leadership and Policy Studies, The University of Texas at San Antonio

The purpose of this inquiry is to describe the higher education experience and impact of Texas Latino soldiers who returned from all theaters of World War II and used the GI Bill to attend
colleges and universities. I look at a segment of research that has been neglected: How did access to higher education via the Servicemen’s Readjustment Act impact the Latino community in Texas? This study utilizes a review of current literature and an assessment of archival interviews to begin to address the post World War II Latino experience in higher education.

The Graduation Initiative: Closing the Gaps through Research, Collaboration, and Student Outreach

*Shannon D. Rios, Retention and Graduation Analyst, Graduation Initiative, The University of Texas at San Antonio*

This presentation will focus on the Graduation Initiative, an office formed in 2007 to research, develop, and assess persistence and graduation at UTSA. The office takes a three-pronged approach to this mission and each prong will be discussed. Research, information sharing, and direct student programs are all essential parts of the mission at the Graduation Initiative. Come to this presentation and catch a glimpse of what the Graduation Initiative at UTSA is doing to help close the gaps.

Conceptualization of Institutional Effectiveness Using Principal Component Analysis

*William S. dela Cruz, Doctoral Candidate & Graduate Research Assistant, Educational Leadership and Policy Studies, The University of Texas at San Antonio*

This study aims to provide the conceptualization of institutional effectiveness using Cameron’s (1978) nine dimensions of institutional effectiveness. The Institutional Performance Survey instrument for four-year institution designed and developed by the National Center for Higher Education Management Systems will be used as the main data generating instrument. Respondents will consist of faculty members at a four-year public higher education institution in south Texas. The data collected from the online survey of IPS instrument will be subjected to principal component analysis (PCA) to identify the groups or clusters of variables of the latent constructs to be used to conceptualize institutional effectiveness.

Equating Access with Excellence

*Chryssa Delgado, Doctoral Fellow, Educational Leadership and Policy Studies, The University of Texas at San Antonio*

*Diane Elizondo, Doctoral Fellow, Educational Leadership and Policy Studies, The University of Texas at San Antonio*

With increasing budget cuts and pressure to graduate students within four-to-six years, developmental education is under attack at four-year public postsecondary institutions. This policy brief examines developmental education at four-year public universities and uses the University of Texas at San Antonio (UTSA) as a case study. UTSA is trying to become Texas' newest premier research institution. In this transformational process, university officials imitate the policies and practices at selective public institutions. This includes increasing admission standards and eliminating developmental education to increase accountability and institutional status. Recommendations include creating a comprehensive developmental education model that partners UTSA with local PK-20 institutions.
1:30 P.M. — 2:50 P.M.

Session 3: Research in Action and Scholarly Presentations

Session Chair: Anne-Marie Nuñez, Assistant Professor, Educational Leadership and Policy Studies, The University of Texas at San Antonio

Ballroom I, Room 1.106, UC III

The Silent Crisis: Latino Males in the Educational Pipeline

Victor Saenz, Assistant Professor, Higher Education Administration (HEA), The University of Texas at Austin
Sarah Rodriguez, Project MALES Coordinator & Doctoral Student, HEA, The University of Texas at Austin
Beth Bukoski, Doctoral Student, HEA, The University of Texas at Austin
Charles Lu, Doctoral Student, HEA, The University of Texas at Austin
Patrick Valdez, Project MALES Coordinator & Doctoral Student, HEA, The University of Texas at Austin

Latino males are effectively vanishing from the American higher education pipeline. Even as the number of Latinas/os attending college has actually increased steadily over the past few decades, the proportional representation of Latino males continues to slide relative to their female counterparts. This presentation will share findings from a grant-funded research study which continues to explore the educational pathways of Latino male students in Texas. As a qualitative study, this presentation will examine data collected from students, administrators, and faculty from secondary and post-secondary institutions throughout the state. The purpose of this presentation is to promote awareness of the Latino gender achievement gap and explain factors contributing to this crisis as well as provide implications for policy and practice.

Project MALES (Mentoring to Achieve Latino Educational Success): An Intergenerational Mentoring Model

Victor Saenz, Assistant Professor, Higher Education Administration (HEA), The University of Texas at Austin
Michael Nava, Executive Director, TRIO, The University of Texas at Austin
Jenny Smith, HEA Doctoral Student & College of Natural Sciences Peer Leader Academy Coordinator, The University of Texas at Austin
Veronica Pecero, College & University Student Personnel Administration, Master’s Student, The University of Texas at Austin
Milagros Lopez, College & University Student Personnel Administration, Master’s Student, The University of Texas at Austin

This presentation will highlight Project MALES, a research-informed mentorship model that employs innovative ways to establish mentoring links between adult Latino male role models, Latino college students, and young Latino high school students. The Project MALES mentoring model takes a dynamic and intergenerational approach to achieving increased achievement and retention within the Latino Male population in secondary and postsecondary educational settings. The model incorporates multi-level mentoring that encompasses adult role models, peer mentoring at the collegiate level, in addition to collegiate to community youth
ranging from elementary to secondary age students. The presentation will cover the essential components used for designing and developing the mentoring model. The presentation will also demonstrate how the model is drawing upon student development theory as well as research findings from the study “The Silent Crisis: Latino Males in the Educational Pipeline” to maximize Latino male success in Higher Education. The model’s theoretical foundation draws from Astin’s Input-Environment-Outcome or I-E-O model (Astin, 1993). In order to launch a pilot demonstration program, Project MALES has partnered with the Longhorn Center for Academic Excellence (LCAE) within the Division of Diversity and Community at The University of Texas at Austin. The Longhorn Link Program and the Gateway Scholars Program are two comprehensive academic support programs within LCAE that will help demonstrate the flexibility of integrating the mentoring model as supplemental services to existing programs. Plans for implementing the pilot demonstration program will be discussed. The pilot demonstration model will roughly serve 50 First-Year Latino male students.

A Critical Examination of Persistence Among Latino Master’s Degree and Ph.D. Students

David A. Ortiz, Ph.D., Graduate Support Center Director & Assistant Professor, School of Graduate Studies and Research, University of the Incarnate Word

Raúl Zendejas, Doctoral Candidate, Higher Education & First Year Engagement & Professional Development Director, University of the Incarnate Word

This program will seek to engage participants in a highly interactive discussion on existing literature, best practices and current research related to Latino graduate student success. The University of the Incarnate Word is the recipient of a Title V Grant: Promoting Post-baccalaureate Opportunities for Hispanic Americans (PPOHA). The PPOHA grant provides for the permanent establishment of a Graduate Support Center (GSC). This presentation will highlight the GSC academic/social programs and assessment protocol coupled with findings from a doctoral dissertation on Mexican American doctoral student persistence.
UTSA Department of Educational Leadership and Policy Studies (ELPS)

The Department of Educational Leadership and Policy Studies prepares educators to become transformational leaders who can work effectively in diverse, ambiguous, and challenging contexts. The goals of this transformational leadership include equity, excellence, social justice, democracy, risk-taking, and responsiveness to community needs. Faculty in the Department of Educational Leadership and Policy Studies are strongly committed to developing collaborative and responsive relationships with area schools and communities.

ELPS offers a HE certificate, master’s and doctoral degree programs.

Graduate Certificate in Higher Education Administration

The Graduate Certificate in Higher Education Administration is a 15-hour program is available to students who have been admitted as special students and seek the certificate independent of a degree as well as master’s degree students who are not matriculating through the M.Ed. in Educational Leadership and Policy Studies-Higher Education Administration Concentration.

M.Ed. K-12 School Leadership

The Educational Leadership Concentration is a 36 hour program that provides students with the educational tools necessary to provide leadership in K-12 educational institutions.

M.Ed. Higher Education Administration

The Higher Education Administration Concentration is a 36 hour program that prepares practitioners for positions in higher education and student affairs administration at the post-secondary level.

Ed.D. in Educational Leadership

The primary objective of the doctoral degree program is to provide advance academic training in educational leadership, particularly in the area of administrative leadership. Graduates should gain an advance understanding of theories of education and learning; extensive theoretical background and experiences in emerging paradigms of organizational leadership; high-level research skills for developing, analyzing, and evaluation educational programs; and the knowledge, skills, and understanding to work effectively with students in linguistically diverse educational settings. Students pursue an emphasis in either K-12 leadership or higher education administration.

The UTSA Higher Education Administration Student Association (HEASA)

HEASA recognizes the importance of academic and social integration for well-balanced graduate students’ lives. HEASA’s purpose is to provide opportunities for integrated activities that help foster educational, social, career, and professional advancement.
HEASA Officers:

President: Diane Elizondo
Vice President: Frances de la Pena
Secretary: Chryssa Delgado
Treasurer: William dela Cruz
Public Relations Officer/Historian: Michelle Anguiano
Faculty Advisor: Maricela Oliva, Ph.D.
Staff Advisor: Marlon Anderson

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Third Annual Texas Higher Education Symposium Sponsors

Higher Education Administration Student Association (HEASA)
Department of Educational Leadership and Policy Studies (ELPS)
College of Education and Human Development (COEHD)
Dr. Amaury Nora, Professor and Associate Dean of Research
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