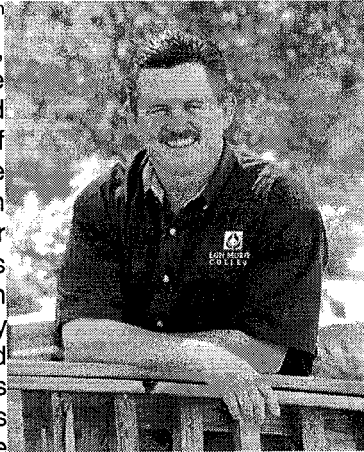


Meet Miles McCall

In July 2005, Dr. Miles McCall was elected as the 18th President of Lon Morris College in Jacksonville, Texas. (<http://www.lonmorris.edu/>). Lon Morris College is the oldest two-year college in the state of Texas, founded in 1854, and is affiliated with and supported by the Texas Annual Conference of The United Methodist Church. In his first year, Miles organized the college into six strategic business units, secured over 2 million dollars in private support, and created an innovative three year business plan. Five years later Lon Morris College enrollment has grown by over 140%, the college completed a new administration building, created several new resident halls, and is currently completing a new "all sport" athletic facility. Dr. McCall has served as a Board member for the Independent Colleges and Universities of Texas, the Texas Independent College Foundation, the Texas United Methodist College Association, and currently serves as the



President of the Region 14 Athletic Conference. Dr. Miles McCall came to Lon Morris College as its eighteenth president with a distinguished career as a professor, administrator, writer and professional speaker. Prior to his appointment as President of Lon Morris College, Dr. McCall taught for almost 20 years at Stephen F. Austin State University as a Professor of Communication and Leadership Studies. He also served as a member of the graduate faculty. As a faculty member he was named the Outstanding Faculty Member of the Year and won the prestigious Teaching Excellence award for the College of Applied Arts and Sciences. He was instrumental in creating the Leadership Minor. In 1998, Miles became Vice-President for Alumni Affairs at Stephen F. Austin State University. As Vice- President, Miles initiated new programs to build campus tradition, participated in a leadership role for a successful 35 million dollar capital campaign, and helped secure the largest single cash gift in a bequest worth over 3.8 million dollars.



Miles is also an innovative professional speaker. Dr. McCall founded an organization called Generational Leadership.Com, (www.generationalleadership.com) which now works with businesses and organizations in an attempt to impact over one million people per year by challenging them to discover and further develop the communication and leadership character in families and individuals.

Dr. McCall has published dozens of articles in a wide range of professional journals. His story, "The Family Intersection" was featured in [Where the Heart Is: Stories of Home & Family](#). In addition, his story, "My Loss Is Your Gain: Parenting Lessons from Death" was featured in [Reverse Mentoring: What My Students Taught Me](#). His training book entitled, [The Power Parent: Taking Corporate Management Home](#), has generated sales in Hong Kong, Indonesia, Canada, and the United States. His most recent book, [True Merit Character](#), was adopted by a national fraternity as a college aged training curriculum.

Miles earned his Ph.D. in the area of curriculum-instruction, training, and development at Texas A&M University. He has a Masters degree in communication and administrative services and a Bachelors degree in communication and psychology, both from Stephen F. Austin State University. He also attended graduate school at the University of Houston-Clear Lake City.

Miles has served with numerous civic organizations. Some examples include President of the Jaycees, United Way Vice President, Boys and Girls Club Director, Wesley Foundation Chairman of the Board, National President and Chairman of the Board for the National Alpha Tau Omega Fraternity (www.ato.org).

He was also a Director and served as President and Chairman of the Texas Lyceum Association (www.texaslyceum.org), an association of Texans whose purposes are to identify and develop the next generation of top leadership in the State of Texas, to educate its directors regarding major issues facing Texas, and to promote an appreciation of the responsibilities of stewardship of the values, traditions, and resources of Texas.



Miles is married to Jana Baker McCall. Their daughter Mallory attends Southern Methodist University and their son Mason attends Texas Tech University. They share time living at their lake home or farm in East Texas and spend time on their boat while cruising the Gulf Coast.

**Senate Committee on Higher Education
June 24, 2010**

Charge Three:

Study and make recommendations regarding improving developmental education, which costs the state over \$100 million per year, with a focus on enhancing student success in these courses.

Miles McCall, Ph.D.
President
Lon Morris College
Jacksonville, Texas

Recent History of Developmental Curriculum at Lon Morris College

Lon Morris College is a 2-year, liberal arts, open-enrollment, faith-based, residential college where over 86% of our students live in college housing. Over 98% of our graduates continue their education at four year institutions upon the completion of their associate degree. Texas Higher Education Coordinating Board data show of the cohorts of students who entered Lon Morris College in Fall 2002 and Fall 2003, 35 to 41 percent had earned either an associates degree, a bachelors degree or both within 6 years.

Lon Morris College has a long tradition of helping students learn. Founded in 1854, it is the oldest existing, and one of only two, private two-year colleges in Texas. On January 18, 1929, Lon Morris College chartered the first Texas chapter of Phi Theta Kappa, the national scholastic honor society for two-year colleges. The only two-year Methodist college west of the Mississippi River, it has also been a member of the Southern Association of Colleges and Schools longer than any other two-year college in Texas. It is the only surviving pre-civil war institution of higher education in East Texas.

Through the addition of new programs including Hospitality Administration, Agricultural Sciences, Performance Dance and some athletics, Lon Morris College increased enrollment by more than 140 percent in the last four years. Full-time enrollment rose from 337 students in Fall 2005 to 738 in Fall 2009. With a total headcount of 822, the college is still very small although not the smallest in Texas and our Fall 2009 student body included students from 22 countries, 14 states, and all major metropolitan areas of Texas. A significant percentage of our students also come from rural areas.

By providing over \$4 million dollars annually in private scholarships, Lon Morris College attracts students that might not otherwise pursue a residential college experience. The College maintains university-level academic standards while simultaneously providing an atmosphere of warmth and friendliness where students can mature socially, academically, and spiritually. Our mission is to prepare students for a successful

transition to a four-year institution. In the pursuit of this goal we offer individualized attention and a strong developmental curriculum.

Lon Morris College developmental courses have been successful in helping students move into the next level of traditional curriculum courses (Table A).

Table A: Percentage of Students Moving to the Next Level from Each Course

Note: Those moving up from ENGL 0303, MATH 0402, and READ 0303 are ready for credit-level work. Those who did not move up included those who withdrew or received a grade of F, PR, or I.

	FALL 2008	SPRING 2009	FALL 2009	SPRING 2010
ENGL 0301	71%	25%	61%	41%
ENGL 0303	53%	72%	69%	64%
MATH 0400	50%	47%	53%	27%
MATH 0401	33%	26%	38%	26%
MATH 0402	31%	48%	31%	30%
READ 0301	91%	--	72%	38%
READ 0303	74%	64%	57%	53%

Lon Morris College has traditionally offered developmental courses in English, Math, and Reading; however, recent growth in enrollment has placed additional pressure on financial resources and personnel to expand our quality developmental program. Students are placed in developmental courses by the Academic Dean who reviews the academic ability of each individual incoming student. The review is based on placement test scores (SAT, ACT, Accuplacer, etc.) and high school grades. In Fall 2008 the college offered 16 developmental courses. By Fall 2009 it was necessary to offer 50 developmental courses (Table B). In addition, the number of students in each course has also risen by more than 150% (Table C).

Table B: Number of Sections of Developmental Classes

	FALL 2008*	SPRING 2009*	FALL 2009	SPRING 2010	PROJECTED , FALL 2010
ENGL 0301	2	1	10	3	13
ENGL 0303	3	2	7	8	10
MATH 0400	2	2	6	5	6
MATH 0401	3	2	5	9	10
MATH 0402	3	2	9	9	10
READ 0301	1	0	6	2	6
READ 0303	2	1	7	6	7

*In the 2008-9 academic year, MATH 0400, 0401, and 0402 were denominated 0300, 0301, and 0302.

Table C: Enrollment in Developmental Courses

	FALL 2008	SPRING 2009	FALL 2009	SPRING 2010	PROJECTED , FALL 2010
ENGL 0301	17	4	152	46	185
ENGL 0303	38	32	118	107	143
MATH 0400	28	15	88	55	110
MATH 0401	40	39	106	117	128
MATH 0402	36	23	176	116	214
READ 0301	11	0	100	21	122
READ 0303	27	11	119	89	160

At Lon Morris College students in need of developmental courses can be categorized into two general groups. The first group consists of students with “registered” learning differences. Through our Cole Learning Enrichment Center the college offers a strong program designed to recruit and support students with learning differences. The goal of the program is to help students with special needs transition into the traditional collegiate curriculum (Table D).

Table D: Students with Registered Learning Differences in Developmental Classes,
Spring 2010

In the spring semester 2010, fifty-five students with learning differences were registered with the Learning Enrichment Center.

	Enrolled	Advancing	% advancing
ENGL 0301	3	1	33%
ENGL 0303	13	10	77%
MATH 0400	7	1	14%
MATH 0401	16	3	19%
MATH 0402	5	1	20%
READ 0301	1	0	0%
READ 0303	10	5	50%

Over 190 individual students enrolled in one or more developmental courses during Fall 2009. Only fifty-five of those students had “registered” learning differences. The bulk of the remaining students (20% of the overall student body) comprise the second group requiring developmental education. They are placed in developmental courses because they lack the necessary academic preparation to engage in the traditional collegiate curriculum.

Students who lack sufficient preparation may be underdeveloped due to: a) their socioeconomic differences and/or family background, b) their lack of a strong secondary curriculum either because they are from small school districts lacking the resources to

provide individual attention or they come from a large school district where they just fell through the cracks, or c) they are not perceived as a student with the academic ability to achieve a college degree.

To increase the success rate in developmental courses, Lon Morris College limits class size from 12 to 20 depending on the level of the developmental course. We also place students in developmental courses in an early warning system designed to identify excessive absences, monitor grades, and review progress at mid-term. If the early warning system identifies a student as an under-achievement risk, the student is assigned tutorial sessions with a staff tutor, required to meet with an academic advisor for coaching in study habits, and/or scheduled for computer-based, self-paced modules in the Cole Learning Enrichment Center. If students have completed the appropriate documentation giving their parents access to attendance, grade, and participation reports, we also notify parents of the prescribed activity and current student progress standings. Additional staff, faculty, tutors, and financial resources have been necessary to expand the developmental curriculum and support activity to better service increased demand for developmental courses.

Higher education institutions are under increased pressure to accept and accommodate students not fully prepared for a collegiate curriculum, socially or academically. In the independent sector of higher education, the burden for supporting stronger developmental programs becomes the responsibility of the college or university since the state provides no support for these activities in our sector beyond financial aid for our students through the Tuition Equalization Grant (TEG) Program.

Economic realities seem to be forcing our state toward a choice: either work to increase the effectiveness of the secondary curriculum to both develop students academically and prepare them socially for a college experience or take the position not all students can succeed at the college level and concentrate resources on a narrower group of students judged to have college potential. I hope this is not a choice we are forced to make because I believe morally we should not limit the opportunities of our future citizens only to those who have certain social and academic characteristics at the age of 18.

Like other small private higher education institutions in Texas Lon Morris College believes all students can achieve success at the college level, even students with “registered” learning differences, poor socioeconomic backgrounds, or the lack of college readiness caused by breakdowns in secondary education. All students can learn. Not all students can learn in the “cookie cutter” one size fits all curriculum approach. Small private schools can react, respond, and provide the individual attention and relationships coupled with a strong developmental curriculum to nurture all students and help them mature socially, academically, and spiritually to ready themselves for a successful transition to a four-year institution.

Though the increased number of students needing developmental support has created immense financial pressure on small higher education institutions, we must support efforts to help all students have the opportunity to become educated and socially mature.

The investment now in a young person will pay big dividends in the long run as they become productive citizens and strong stewards of Texas values and traditions. Texas must continue to search for ways to help support educational efforts at the secondary level and small higher educational institutions in the quest to develop our state's best resource, our youth. Individual attention and relationships must be a key attribute as we focus on students who have not yet matured to their full potential through the traditional model of higher education.