

Prairie View A&M University

Quality Without Compromise

**The Strategic Plan Update
for
Fiscal Years 2009-2013**

**University College:
Divisions of *Academic
Enhancement, Advisement, Student
Life and ACCESS**

2009

***Attached is a complete plan for Academic Enhancement**

Quality Without Compromise – The Strategic Plan Update for Years 2009-2013

A. Executive Summary

The University College concept at Prairie View A & M University started in 1996 with the Academy for Collegiate Excellence and Student Success (ACCESS). ACCESS is a bridge program based on the strategies of intense academic enhancement, holistic/intrusive advisement coupled with support services and referrals and an academically-focused residential environment. Students attending ACCESS are often considered at-risk to complete college due to academic deficiencies, language/cultural barriers, lack of support; etc. In 2000 these strategies were extrapolated from the ACCESS program to all the incoming PV freshmen through the University College (UC.) Each strategy became the focus of a UC Division: 1) intensive academic enhancement revolving around a developmental education program and the Center for Academic Support (tutoring, SI, etc.) became the Division of Academic Advisement; 2) holistic, intrusive advisement is the cornerstone of the Division of Academic Advisement; 3) and the structured, academically-focused residential environment is managed by the Division of UC Student Life. Each student in UC belongs to a University College Academic Team (UCAT) made up of the 102 students in a specific residence hall, the Professional Advisor (PA), Learning Community Coordinator (LCC), two Community Assistants (CA) and the Faculty Fellow assigned to that hall. The goals of UC are: *to improve students' overall academic performance; to improve retention rates to the sophomore year/graduation rates and to provide activities that foster scholarship, leadership, civic engagement, cultural and personal development.* These goals reinforced by various state mandates have set the tone for the unit's focus and assessment over the years since its inception.

During the period 2003 to the present the following actions/activities have taken place in University College

- **Between its inception in 1996 and 2007 1181 students participated in the ACCESS program; 901 (76%) matriculated at PV (attending PV is not a requirement for participation in ACCESS ;) the retention rate for those attending PV was 76.3%. The ACCESS rate has consistently been above the university's average retention rate for freshmen.**

- ACCESS was awarded the Texas Higher Education Coordinating Board (THECB) Star Award in 2003. This award was established by the THECB to recognize exemplary contributions toward closing the higher education gaps that challenge the state, as outlined in the Closing the Gaps Higher Education Plan.
- Since 2006 ACCESS has made Service Learning a focus of the program curricula and activities. The students have performed local and state-wide service during the program and completed Capstone projects in New Orleans, LA ('06), Brownsville, TX ('07), Glendora, MS ('08) and San Antonio, TX (09.)
- ACCESS was highlighted by the THECB in a July 2009 Board Meeting and the Commissioner commented in an August 7, 2009 letter that “The ACCESS program is the kind of program we would like to see throughout the state. We want all students to not only receive an education, but enjoy the process.”
- Since its inception in 2000 and 2008 over 11,000 students have been part of the University College program. Between 2004 and 2008 the retention of UC residents increased by 7%. The requirement for University College to raise the retention rate of the freshmen class faced the challenge of retention obstacles that were not within UC’s sphere of influence, such as financial aid. UC has worked hard to provide support for financial aid and other areas to enhance the overall retention rate of the university.
- University College was cited in the May 2003 GAO Report to Congressional Requestors, *“College Completion, Additional Efforts Could Help with Its Completion Goals.”*
- ACCESS/UC staff received a \$400+K FIPSE dissemination grant to share recruitment, retention and remediation strategies with four other HBCUs: Jacksonville State, Savannah State, Kentucky State and Fayetteville State.
- University College is the focus of a chapter in the Spring 2005 Josey-Bass release, “Minority Retention: What Works.”
- ACCESS is the focus of a chapter in the 2006 “HBCU’s Models of Success,” released by the Thurgood Marshall Scholarship Fund.
- Every year between 2004 and 2008, the PVAMU freshman advisement program has been rated at ‘Meeting Student Needs’ “more than adequately” or “exceptionally well” at a rate of 6% or more above the national norm as based on the ACT Survey of Academic Advisement.
- University College personnel have been selected to present about the UC concept at state, regional and national conferences to include FYE, NISOD, NACADA, SACS winter meeting and the SACS Summer Institute.
- University College is an integral part of the PVAMU Orientation Days and Panther Camp

****See the Academic Enhancement Plan for more information in this area**

During the 2009-2013 period University College will strive to reach the following goals:

- **Improve the academic and developmental interventions targeted at Conditionally Admitted students and thereby improve their retention and academic progress. Since approximately 40% of the freshman class**

fall into this group reaching this goal will not only assist the specific students admitted as conditionals, but will strengthen the university's overall educational environment. The initial intervention is to place actual conditions on the conditionally admitted students to include; a restriction in the number of semester hours taken; a requirement that the student take the Effective Learning Class; a requirement that the student attend mandatory study halls/workshops geared to areas of demonstrated deficiency. This proposal has been submitted to the University Academic Council.

- Participate in a new academic program that will connect advisement services with the Effective Learning Class and peer-mentoring as part of the Achieving the Dream Grant.
- Participate in the proposed I-read QEP. The freshmen residential halls and the UCAT members will be an integral part of this plan.
- Expand on UCs current outreach effort in K-12, especially in nearby school districts per the recommendation of the AtD coaches.
- Enhance and expand the use of Service Learning (SL) as a pedagogy with the ACCESS students and support SL efforts on the campus for all students,

Please note that the Division of Academic Enhancement has completed its own plan which is attached to this one. Certain aspects of AE have been noted in this report.

B. Vision of the Unit

By the year 2013, University College will be seen as an integral part of the process by which the university recruits, orients and academically advises, effectively educates and safely and appropriately houses new students. UC will be a critical asset in educating PV students through the Developmental Education Program and the Center for Student Success. The Division of Academic Enhancement will be a premier educational department for academic development and lifelong learning. To achieve this aspect of the vision, the AE Division is committed to excellence, innovative teaching and learning and student success through the unified efforts of the campus community. Upon completion of the prescribed developmental program at PVAMU and or the utilization of the Center of Academic Success, students will value and use appropriate skills and effective learning strategies necessary for academic and lifelong learning. The University College Division of Advisement will promote an atmosphere of effective, holistic advisement and student support that promotes student success for freshmen and encourages continuing, positive interaction between students and their specific college advisors throughout their academic careers. The Advisement Division and the Student Life Division will work collaboratively to insure that the residential complex is a true Living and Learning Community that focuses on academics and integrates educational, cultural and social development into the programming and activities of the residents.

C. Mission of the Unit

University College, consisting of the Divisions of Academic Enhancement, Advisement, Student Life and ACCESS (the Academy for Collegiate Excellence and Student Success) is committed to providing an academically focused, student-centered, supportive, structured environment for the entire University community with an emphasis on freshmen. This environment is focused on improving matriculation, retention and graduation rates, increasing student success in academics and facilitating a smooth transition to the world of higher education by providing, effective academic enhancement, accessible, holistic, intrusive advisement/centralized support services and an academically-focused residential learning community.

The specific missions of each division are stated below:

- The mission of the University College Division of Academic Enhancement is to promote the academic success of all PVAMU students by providing a comprehensive array of academic enhancement services and activities. These programs provide students with the assistance they need based on their individual academic requirements, including basic skills development; *development of study skills, learning strategies and personal growth methods*; academic support for all college level classes; and enhanced learning opportunities for scholars.
- The mission of the University College Division of Academic Advisement is to provide holistic, effective accessible advisement for incoming freshmen and other special populations and to serve as a resource for departmental advisement. This division is also committed to providing centralized support and referral services for the students of University College.
- The mission of the University College Division of Student Life is to provide an on-campus living and learning community that supports the intellectual, social and ethical growth of all entering Prairie View A&M University students. The Student Life unit is committed to providing a co-curricular environment, which allows students to pursue special interests, fulfill individual needs, and actively contribute to the living and learning community life.
- The mission of the Academy for Collegiate Excellence and Student Success (ACCESS) program is to improve students' academic performance and assist in their transition from high school to college.

D. Relationship of the Unit's Mission to the University's Mission

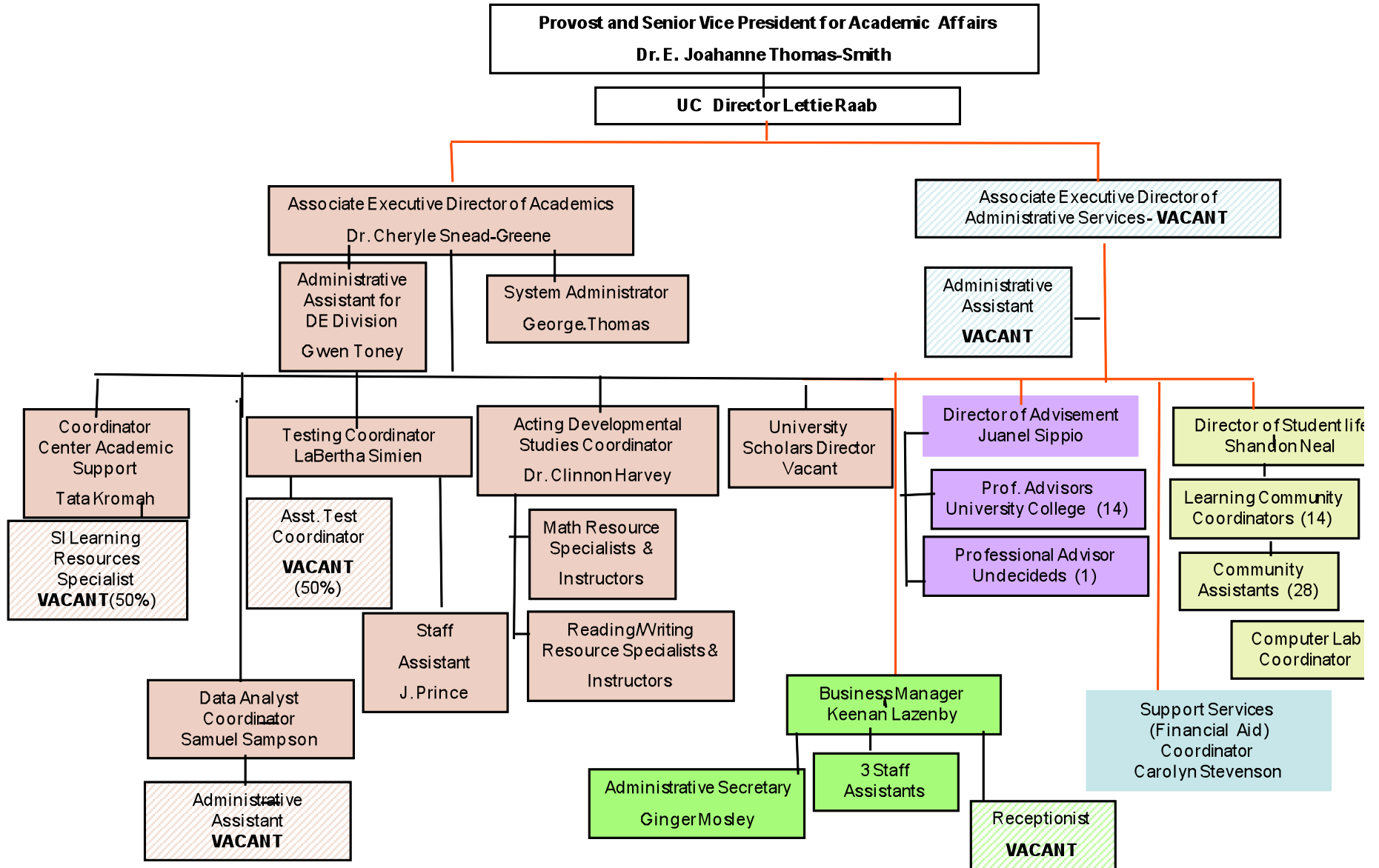
The mission of Prairie View A & M University is to provide excellence in education, research and service. In this PVAMU is similar to most other institutions of higher education. It is unique, however, in its commitment to *all* of the citizens of Texas, including the unserved and underserved populations as defined in its "special purpose." This commitment requires that PVAMU admit students from a wide spectrum of academic preparedness; from the totally prepared honor student to the student with demonstrated academic deficiencies. Despite the diversity of the academic preparedness of its incoming students, PVAMU is dedicated to attaining and sustaining intellectual rigor. University College in all its divisions supports this mission by providing students with an environment that focuses on academics and supports

student success regardless of the individual student's entry level of preparedness. These programs benefit all students, but they have special relevance for the historically by-passed student and are critical to the success of our incoming freshmen.

E. **Current Organizational Structure**

SEE ATTACHED ORGANIZATIONAL CHART (On Next Page)

University College Staff Organization Chart 08-09



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F. Unit's Support of the University's Core Values

Narrative that certifies commitment to the entire set of core values, addresses their appropriateness to fulfilling the University's aim to educate the total student and illustrates the values that are most salient for the unit because of the nature of that unit's functions.

Institutional Core Values
1. Access and Quality
2. Diversity
3. Relevance
4. Leadership
5. Social Responsibility
6. Accountability

Unit's Support of Core Values Most Applicable to The Unit
1. Access and Quality & 2. Diversity Reviewing the descriptions of the two core values above (Access and Quality; Diversity) it is obvious that University College in all its divisions was developed to support these values. The purpose of the ACCESS program has always been to take students who might be considered at-risk to graduate due to academic issues, language/cultural barriers, lack of support structures, etc. and give them the assistance they need in any and all areas to be successful. The Academic Enhancement Division is committed to promoting the success of all PVAMU students by providing a comprehensive array of academic enhancement services and activities. These programs provide students, from diverse levels of preparedness with the assistance they need based on their individual academic requirements from basic skills development to academic support for all college levels. The Advisement Division provides <i>holistic</i> , intrusive advisement that helps students make the right academic decisions their first year and shows them how to navigate the 'maze' that is college. The Student Life Division provides the freshmen with a safe, secure, academically-focused living environment that helps prepare and transition them into upper class years.

**G-1. The Past: Major Outcome Achievements and Changes Since 2004
University Goal #2**

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
To improve retention rates to the sophomore year	By 2008 increase the retention rate of first time full time freshmen by 7%.	Sophomore retention rate as reported by the Office of Institutional Research to the LBB. Retention rate for 2004 was compared to the rate for 2008.	The retention rate for 2004 was 67.1% and the retention rate for 2008 was 74.6% resulting in a 7.5% increase in Sophomore retention from 2004 to 2008. The official retention statistics are kept in the Office of Institutional Research.	Y: But we plan to utilize more of the test's capabilities to better the UC PA program.

**G-1. The Past: Major Outcome Achievements and Changes Since 2004
University Goal #2, #9**

Unit Goal	Objectives/Outcomes	Methods of Assess. Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
To improve students' overall academic performance	<p>UC Professional Advisors (PA) will provide services equal to or better than national norms</p> <p>UC will improve intrusive, proactive advisement for FTFT freshmen for fall 2005</p> <p><i>***We used the same assessment for both of these goals..one addressed the first objective based on Excellence and the second addressed Engagement.</i></p>	<p>We have tracked the students' satisfaction with their advisement services using the ACT Academic Advisement Survey since 1999. (The surveys were lost in transit in 2002). The Survey is administered by the Housing staff and returned to ACT for scoring. Effective, advisement is critical to retention and therefore, we look at the retention rates of students as measure of success as well.</p>	<p>Every year between 2004 and 2008, the PVAMU freshman advisement program has been rated at 'Meeting Student Needs' "more than adequately" or "exceptionally well" at a rate of 6% or more above the national norm as indicated the ACT Survey</p> <p>We attempted to enhance advisement by mandating that PAs spend more time in the buildings and increase the frequency of meetings between students and advisors. In 2004 60.5% of our students indicated on the ACT Survey of Academic Advisement that they had seen their advisors 4 or more times (National Norm (NN) was25%) but in 2005 the PV number went down to 51.2% (NN stayed the same at 25%). In 2006 we re-emphasized increasing.</p>	<p>Y: We will modify the ACT assessment per ACT's assistance to determine not only general scores, but scores by building. This will help us to pinpoint need changes by building to improve productivity.</p>

			contacts with students and the PV number increased to 55.6% (NN 26.6%)	
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**G-1. The Past: Major Outcome Achievements and Changes Since 2004
University Goal #2, #9**

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence	Outcome to be continued in 2009-2013 Cycle
To provide activities that foster scholarship, leadership, civic engagement, cultural and personal development	UC Residential Staff will provide a professional level of service.	UC residential staff received appropriate professional training in such areas as leadership, management, safety and crime prevention, CPR and driver's training, health issues, EEO etc. This training was composed of in-house, of all the training taken by the SLD staff and we also used the American Campus Communities "Customer Satisfaction Survey," conducted by the Insights Research Group for 2005, 2006	The review of the training of the SLD staff indicated that during the timeframe they received, training in 9 different areas and 6 Conferences. The Survey indicated that the Residential Staff has provided a professional level of service. In the area of "Overall Satisfaction with the Key Service Area of Residential Staff," 72.7% agreed they were satisfied or very satisfied; 72.5% also agreed they were satisfied or very satisfied with the "Level of Respect Shown the Students by the Staff," and 73.2 % were satisfied or	Y: We will define more specifically 'professional' level of service: LCCs will provide an enhanced living and learning community. This will be indicated by an increase of 5% in the residents' "satisfied/very satisfied response to the "Overall

		<p>and 2007. This survey was completed by 3010 students (1028 in '05, 1011 in '06 and 981 in '07.) Several of the questions specifically address the service provided by the residential staff.</p>	<p>very satisfied with the “the Level of Care and Concern Staff Shows Residents.” 73.4% of the students were satisfied or very satisfied with the “Academic Focus of the Community;” and 76.3% were satisfied or very satisfied with the “Community Spirit.”</p>	<p>Satisfaction with the Key Service Area of Residential Staff,” question on the ACC Survey. LCCs will increase their interaction with residents by 10%. There will be an increase in resident engagement at property wide and building programming events through an increase in resident participation measured through sign-in logs and surveys.</p>
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G-1. The Past: Major Outcome Achievements and Changes Since 2004 University Goal #5

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
<p>To improve students' overall academic performance</p>	<p>Between 2004 and 2008 UC would submit at least two grant applications and would receive grants of at least \$250K.</p>	<p>During 2004-2008 the applications would be submitted and grants received.</p>	<p>UC submitted a TRIO Grant to establish a Commuter Assistance Network (CAN) Grant (2005); a grant to Lumina through our Development Office supporting a Male Retention Initiative, "Panther Men Learning Community" (2005) and a Grant proposal for Achieving the Dream (2006). The Achieving the Dream Grant was funded through the Houston Endowment for \$400K dollars between 2007-2011. The grant is maintained in the Office of Sponsored Projects (Ms. Kim Allen-Dickey) and in the Office of the Associate Director of UC, Dr. Cheryle Sned-Greene in Room 228 of the Delco building</p>	<p>Y: We will continue to write grants, at least one every two years, but will not set an amount received.</p>

G-1. The Past: Major Outcome Achievements and Changes Since 2004 University Goal # 2

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
To improve students' overall academic performance	UC will develop a program (ACCESS II) to assist all provisionally admitted students to improve their academic performance and retention rate. To test this ACCESS piloted a two-week summer program (ACCESS II) in summer 2003 to test out this concept prior to expanding it.	The first semester GPA and retention rate of the students who participated in this program would be monitored and compared with their peers who entered in 2003.	Of the 18 students who participated in this program all attended PVAMU. 17 of the 18 students returned for their second year (94 %.) 15 of the students were in good academic standing after their first year. (83%) The retention rate is higher than the university's retention rate for this year group.'	N: It was felt that the program had promise but was cost prohibitive for the large number of provisionally admitted students. So this concept was tabled and more efforts were made to assist provisionally admitted students through the UC Advisement Center.

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**G-1. The Past: Major Outcome Achievements and Changes Since 2004
(Excluding Degree Program Outcomes Reported on Forms A-1)
University Goal #**

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
To provide activities that foster scholarship, leadership, civic engagement, cultural and personal development	Establish a “Each one Reach One” Mentorship program by fall 2006 utilizing the UC Faculty Fellows	This program was not implemented. Various groups on campus initiated content or organization specific mentorship programs instead. The UC Asst Director for Advisement liaisons with Mentor Programs providing services to UC students.	NA	N: A new more specific goal is being implemented for 2009 on.

**G-1. The Past: Major Outcome Achievements and Changes Since 2004
University Goal # 2, 7**

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
To provide activities that foster scholarship, leadership, civic engagement, cultural and personal development	Utilizing the specialized training of UC staff, UC will develop and implement outreach programs to provide a safer off-campus residential environment by 2005.	This was written with the Commuter Assistance Network program in mind. However, such a program would have overlapped and possibly been in conflict with comparable programs run by city and state agencies. Therefore, it was never implemented. The UC staff member with training in these areas has assisted in inspection type activities off-campus through the appropriate non-campus agencies.	NA	N

**G-1. The Past: Major Outcome Achievements and Changes Since 2004
University Goal #2, 6**

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
<p>To provide activities that foster scholarship, leadership, civic engagement, cultural and personal development</p>	<p>By fall 2005 UC will develop and implement a local outreach program</p>	<p>During the 2004-2005 period the Position of Vice-President for Institutional Relations and Public Service was created and filled. This Office has become the major hub for Out-Reach on Campus. Among their initiatives has been PAWS a community service program that reaches out to the local communities and Go-Teams that provide information on college-going for most of the schools in the local area. At the same time the newly restructured Student Enrollment unit became more aggressive in providing services to local schools. University College moved its efforts in these areas to providing support</p>	<p>There have been four PAW service days involving hundreds of PV students and providing service to individuals in the towns of Prairie View, Hempstead and Waller and the smaller residential areas of Wyatt Chapel and Prairie Winds. During the 2003-2009 period University College personnel have served on the planning committees, worked at the activities and provided thousands of dollars to support these efforts. The Office of Institutional Relations and Public Service has done surveys after each of these activities.</p> <p>PVAMU has made a concerted effort to provide outreach to the local community and schools. The President of the university has personally visited may of the schools.</p>	<p>N: We are developing a new outcome related to outreach that will receive its leadership from UC personnel.</p>

		<p>these two programs. We (University College) no longer provided supervision or leadership in this area but we provide personnel and fiscal resources to support PAWS and personnel to assist with the efforts of the recruitment offices in local schools. The UC Coordinator and her student staff have made regular visits to the local high schools to provide information on College as well as Financial Aid information. PVAMU would reach out to local schools and provide assistance as necessary. This would include visits from PVAMU personnel to provide basic information on college-going and, especially financial aid issues</p>	<p>The UC Directors and many Deans have visited schools and given presentations to students. The UC Support Coordinator and her staff have made 23 visits to local schools over the last 2 years and provided a variety of other services to the community.</p>	
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**G-1. The Past: Major Outcome Achievements and Changes Since 2004
University Goal #2, 4**

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
<p>TAMUS goal of Participation and University Core value of Access</p>	<p>By 2008 increase enrollments in PVAMU first time full time freshmen in line with THECB's Closing the Gaps requirements</p>	<p>Between 2004 and 2005 several changes were made in the structure of Student Affairs. The responsibility for managing enrollment to include recruitment was taken over by the Division of Student Enrollment Services, a new unit restructured out of Student Affairs. An Associate Provost position was created to oversee this unit. Soon after a Director position dealing with recruitment and admissions was created. UC does not have any decision making or supervisory role in this area but continues to support these functions with personnel and resources as needed.</p>	<p align="center">NA</p>	<p>N:</p>

**G-1. The Past: Major Outcome Achievements and Changes Since 2004
University Goal #2, 6**

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
<p>To provide activities that foster scholarship, leadership, civic engagement, cultural and personal development</p>	<p>Increase the involvement of UC students in university wide activities over the 2004 to 2008 period</p>	<p>The increased attendance of freshmen at university activities</p>	<p>We advertised these activities more directly in the residential complex by posting flyers in all buildings and common areas. And had the Professional Advisors speak to their advisees about attending. We provided manpower and resources to support certain activities and encouraged attendance by rewarding buildings with the most attendance. There was no formal assessment other than the hosting organization/office/activity commenting on the large turn out of freshmen</p>	<p>N: We are reworking this goal for 2009</p>

**G-1. The Past: Major Outcome Achievements and Changes Since 2004
University Goal # 2, 9**

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
<p>To provide activities that foster scholarship, leadership, civic engagement, cultural and personal development</p>	<p>Increase UC involvement and communication with other university departments and committees</p>	<p>UC personnel will be visible, active members of university committees and participate in university activities as indicated by the number of committees and activities in which they participate.</p>	<p>A listing of the involvement of UC personnel in university activities showed over 20 committees and boards, 17 activities and advisorships, 8 leadership positions, over 20 presentations at conferences representing UC</p>	<p>N:</p>

**G-1. The Past: Major Outcome Achievements and Changes Since 2004
University Goal #9**

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
Meets the university goal of increasing the efficiency of university operations	Insure that UC staff (advisors) salaries are equitable	The Director of UC requested that the HR department review the equity of the advisors' salaries. The Director presented a rationale for increase that included comparisons with national and comparable schools. 2) Nothing came of this but, but the university had an outside agency do a compensation study which resulted in the advisors and certain other staff receiving increases in compensation as originally requested	The copies of the Classification and Compensation Study and fee allocations are maintained in the Office of the VPBA	N: The new Compensation study provides a vehicle for monitoring and adjusting pay changing

**G-1. The Past: Major Outcome Achievements and Changes Since 2004
(Excluding Degree Program Outcomes Reported on Forms A-1)
University Goal #2, 9**

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
To improve students' overall academic performance	Improve the use of Technology in the UC Residential Complex. Make the residential complex wireless and insure student access to computers	The residential complex will offer wireless connection to the internet for residents and the UC Computer Lab will provide access to computers and a printer for those students without personal computers. (N.B. UC sets directly behind the Library which also offers a 200 computer lab that is opened late nights.)	The wireless implementation was completed between 2004-2005. American Campus Communities "Customer Satisfaction Survey," was conducted by the Insights Research Group for 2005, 2006 and 2007. This survey was completed by 3010 students (1028 in '05, 1011 in '06 and 981 in '07.) In the 2007 survey students were queried as to their satisfaction with the speed of the Internet in the complex. 78.1% indicated they were satisfied or very satisfied with the internet speed. The UC Computer Lab has 28 computers and a large printer. There is no cost to the student for the use of the lab and the printer.	N:

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**G-1. The Past: Major Outcome Achievements and Changes Since 2004)
University Goal #2, 6**

Unit Goal	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle
<p>To provide activities that foster scholarship, leadership, civic engagement, cultural and personal development</p>	<p>Provide opportunities for UC students to attend cultural and educational activities off campus</p>	<p>Opportunities would be provided for students to attend off campus cultural, educational and development activities for the 2007 to 2009. For our visit to the Giddings State School during the 08-09 school year a survey feedback form with a Likert Scale and some open-ended questions was developed. A similar form was used for 7 different ACCESS activities in summer 2009</p>	<p>We were able to fund such activities as taking students to see Sidney Portier and the Houston Opera. We also made the arrangements and paid for transportation for students to visit the Giddings State school for several years. The Survey given to the Giddings' participants this year indicated that. Based on the information in the forms returned (32 out of 36 participants) we will certainly repeat this particular activity since all responders agreed they would recommend it to others. Further, based on responses we will improve the manner in which prior information about the trip is disseminated. We are discussing the use of texting and Facebook. These forms are in the UC Director's Office</p>	<p>Y: We will write a more specific goal. We have already used the new form for ACCESS</p>

**G-1-1. The Past 2004-2008: Main Student Learning Program
Outcomes Assessment Summary (Schools, Colleges,
Developmental Education, Under Graduate Medical Academy)**

NA

Program _____
e.g., Geology, M.S. Geology, or Ph.D.

Referring to Forms A-1, Describe changes made to improve student learning (e.g. curriculum, technology, instructional methods, co-curricular activities, etc.)	Year(s) Change Made	Documentation Supporting Change (e.g. minutes, reports, statistical profiles, test scores, etc.)	Document Contact Person, Location and Form

***Reproduce this sheet as needed for each program**

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- To improve students' overall academic performance

NA

G-1-2. The Past: 2004-2008 Major Academic Program Destination Outcomes Assessment Summary (Schools, Colleges, Developmental Education, UMA)

Program _____
(e.g., Geology, M.S. Geology, or Ph.D.)

Destination of Degree/Program Completers (% to Graduate/Professional School, % to Labor Force, etc)	Year(s) Assessed	Documentation (e.g. statistical profiles, reports, etc.)	Document Contact Person, Location and Form

***Reproduce this sheet as needed for each program**

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H. The Past: Unit Outcomes Assessment Summary for Units Without Formal Inclusion in the 2004-2008 Strategic Plan Update (skip all H Section Forms)

NA

List Unit Functions at the Core of it's Mission (What would not take place at the University if the Unit Did Not Exist?)	Level of Achievement	Changes Made (e.g. Procedure/Rule change, Process change, Personnel adjustment, Software change, Organizational change)	Year(s)	Document Contact Person, Location and Form

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I. The Future: Unit Profile Changes (as appropriate)

Area of Change	Type of Change A=Add D=Delete M=Modify	Year	Cost or Savings
1. Organization			
<p>Add a separate advisor for Freshmen housed in the Villages and Undecided non-freshmen and office that PA in the Villages</p>	A	2011	\$40K
2. Program			
<p>Advisors will participate in the AtD grant in an activity that will combine advisement services, the Effective Learning classes and peer mentoring</p>	A	2010	\$10K
<p>Advisors will participate in the I-read QEP</p>	A	2010	NA
<p>The Advisement Division/Residential Life Divisions will implement an Outreach program based on the recommendation of the AtD coaches</p>	M	2010 pilot 2011	\$5K
<p>Enhance Service Learning activities in ACCESS and UC</p>	A/M	2010/11	\$6K
<p>PNTHR Mentors</p>	A/M	2011 2010/11	Mentor salaries
3. Services			
4. Policies/Procedures/Rules			
<p>Require Conditionally Admitted students to meet certain conditions their first year to remain enrolled</p>	M	2111	

5. Other			
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K-1. The Future: Projected Outcome Achievement by TAMUS Imperative and University Goal (Excluding Degree Program Outcomes Reported on Forms A-1)

**TAMUS Imperative #1: Openness and Accountability
 Related University Goal Number(s): (2) Improve Academic Indicators, (4) Strengthen Environmental Health and Safety Programs on Campus, (9) Increase and Enhance the Visibility and Awareness of the University to The Community at Large/All Stakeholders**

Unit Goal	Projected Objectives/Outcomes	Means of Assessment By Year	Strategies Used	Savings or New Cost per Strategy
<p>University Goal #2 & #9</p> <p>Unit Goal: To provide activities that foster scholarship, leadership, civic engagement, cultural and personal development and to improve students' overall academic performance</p>	<p>Enhance the awareness of the university by local communities and improve the academic indicators of incoming students by providing a variety of academic and student support services to specific local elementary, middle and high schools</p>	<p>Number of students involved in the different interventions</p> <p>Survey of students' and teachers' satisfaction</p> <p>Track academic indicators of incoming students from these schools</p>	<p>Develop UC Outreach teams that utilize PAs and residential staff. These teams will partner with a minimum of six school districts within a 40 mile radius of PV.</p> <ul style="list-style-type: none"> • PA 'Advisor Liaisons' will be a point of contact for the schools in the program regarding academic standards and requirements. They will provide workshops for counselors on "getting into college" and assistance for students. • The Advisement Division will develop the PEP (Panther Enrichment Program) to work specifically with elementary and 	<p align="center">\$6K</p>

			<p>middle schools. The PEP will provide at least two programs a year in each school.</p> <ul style="list-style-type: none"> • The UC Support Services Coordinator will provide on-site briefings and assistance relative to financial aid for the schools involved • The Residential Staff will sponsor the <i>Panther Cubs Program</i> for K-5 students: a tutoring/mentoring program that makes twice a month visits; the <i>Panther Paws Program</i> for 6-8 students that provides mentoring and encouragement. 	
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K-1. The Future: Projected Outcome Achievement by TAMUS Imperative and University Goal

**TAMUS Imperative #2: Excellence through Academics & Extension
 Related University Goal Number(s): (1) Strengthen the Quality of Academic Programs; (7) Promote Programs that Contribute to Student Success; (9) Increase and Enhance the Visibility of the University at Large/All Stakeholders; (10) Strengthen the Quality of the Athletics Program**

Unit Goal	Projected Objectives/Outcomes	Means of Assessment By Year	Strategies Used	Savings or New Cost per Strategy
<p>University Goals: #7 & #9I</p> <p>Unit Goal: To improve students' overall academic performance and To improve retention rates to the sophomore year</p>	<p>To improve the academic success and retention of first year students by providing advisement services that reinforce the curricula of the "Effective Learning Class and are supported by peer-mentors</p>	<p>Academic progress and retention rates of students and comparisons with students of similar academic background (entering GPA and SAT/ACT scores</p> <p>Satisfaction Surveys from participants</p>	<ul style="list-style-type: none"> • Provide holistic, intrusive advisement that includes support services and support services' referrals. • Provide the students with an "Effective Learning Class" and insure that the advisors reinforce the curriculum during advisement. • Provide students in this program with peer mentors that attend the CURR classes and meet regularly with the students to answer questions and reinforce what is taught. 	<p>Salaries of peer mentors</p>

<p>University Goal #7</p> <p>Unit Goal: To improve students' overall academic performance</p>	<p>To encourage and improve student Reading resulting in improved academic performance</p>	<p>Academic progress of participants</p> <p>Focus groups with students</p>	<ul style="list-style-type: none"> • PAs will work with the QEP team in the I-read program to encourage students to engage in the readings and other required activities as determined by the QEP. 	<p>NA</p>
<p>University Goal #7</p> <p>Unit Goal: To improve students' overall academic performance</p> <p>–</p>	<p>To create an in-house mentoring program that assists freshmen in transitioning into their Sophomore year</p>	<p>Academic progress and retention of participants compared to peers</p> <p>Focus groups with students</p>	<p>This program will be based on the ACCESS PNTHRS mentor program. The PNTHR mentors will work with PAs. The first year, four PAs will have Mentors to assist them with a specified number of their advisees</p>	<p>Mentor salaries</p>
<p>University Goal #7</p> <p>Unit Goal: To improve students' overall academic performance</p>	<p>Enhance the living and learning environment that encourages co-curricular experiences for FTFT Freshmen. Stimulate student growth through programming that balances social maturation with academic enhancement</p>	<p>Academic progress of students</p> <p>Student satisfaction survey (updated)</p> <p>Focus groups with students</p>	<p>Insure that each building and property wide activities are appropriate, effectively assessed as to their academic or developmental relevance and impact and cover academic, leadership/cultural/personal development</p>	<p>NA</p>
<p>University Goal #7 & #9</p> <p>Unit Goal: To improve students' overall academic performance and to</p>	<p>To increase the number and quality of the ACCESS Service Learning activities and to increase the</p>	<p>Number of activities participated in compared to previous years</p>	<p>Using the ACCESS theme/curricula, select SL activities that are compatible; provide the UC freshmen with more SL opportunities locally</p>	<p>\$5K</p>

<p>provide activities that foster scholarship, leadership, civic engagement, cultural and personal development</p>	<p>number of freshmen participating in SL activities by 10% by 2011</p>	<p>Updated satisfaction surveys</p> <p>Focus groups with students</p>		
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K-1. The Future: Projected Outcome Achievement by TAMUS Imperatives and University Goals

TAMUS Imperative #3: Research

**University Goal Number(s): (3) Increase Applied and Basic Research;
(8) Strengthen University Advancement Programs Including Research**

NA

Unit Goal	Projected Objectives/Outcomes	Means of Assessment By Year	Strategies Used	Savings or New Cost per Strategy

K-1. The Future: Projected Outcome Achievement by TAMUS Imperatives and University Goals

**TAMUS Imperative #4: Resources Optimized and Leveraged
University Goal Number(s): (5) Achieve and Maintain Financial Stability (6) Increase the Efficiency of University Operations**

NA

Unit Goal	Projected Objectives/Outcomes	Means of Assessment By Year	Strategies Used	Savings or New Cost per Strategy

K. The Future: Assessment Record Report Summary for Academic Degrees/Programs

Degree/Program

Name:

NA

Outcomes	Means or Measures	Data Collection Schedule	Data Analysis Schedule	Data Distribution Schedule
Student Learning				
Student Destination				