

**Texas Higher Education Coordinating Board (THECB)  
Uniform Recruitment and Retention Strategy (URRS)**

***PROGRAM EVALUATION ANNUAL REPORT***  
**Fall 2007 – Fall 2008**

- Please submit a signed copy of this cover sheet via fax to Natalie Coffey at (512)427-6444
- Please email the entire report to the Texas Higher Education Coordinating Board secure site
- Please email any questions to [natalie.coffey@thehb.state.tx.us](mailto:natalie.coffey@thehb.state.tx.us)
- Please find attached the URRS reporting document due December 1, 2008. The document lists some sample information to help guide you in your responses.
- Please submit your responses to Parts A-G in a Word Document and Parts 1 (Program Related Data) in an Excel Spreadsheet. You will receive notification of a secure online site to upload your report.

Institution of Higher Education: Texas State University-San Marcos

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Provost/Chief Academic Officer: \_\_\_\_\_

President or Chancellor: \_\_\_\_\_

I certify that I have reviewed this report and agree that the elements reported are in compliance with TEC 61.086

E-mail address:

Program(s) Addressed in Report:

\_\_\_ *Recruitment Strategy: Sophomore and Junior Student Search*

\_\_\_ *Retention Strategy: Partners in Academic Student Success*

Partnering School District(s)/Community Colleges (if applicable):

n/a

Date Submitted: **12/16/2008**

**Texas Higher Education Coordinating Board (THECB)  
Uniform Recruitment and Retention Strategy**

***EXECUTIVE SUMMARY -  
PROGRAM EVALUATION ANNUAL REPORT  
Fall 2007-Fall 2008***

***Instructions for Completing the Executive Summary:***

1. This *Executive Summary* provides an overview of significant program-related outcomes as reported in greater detail in the *Program Evaluation* that follows. The Executive Summary should also include how the **institutional URRS aligns with the *Closing the Gaps by 2015* participation and success targets.**
2. The *Executive Summary* and the *Program Evaluation* that follows should report on your institution's *Uniform Recruitment and Retention Strategy* from Fall 2007 – Fall 2008. Some of your programs will have activities and services during all of the semesters and some will not.
3. The *Executive Summary* should be limited to the space provided, **double spaced**, and in a font size no smaller than 10 points. The summary may continue on to page 2.

**Sophomore and Junior Student Search**

At the center of this Texas State University-San Marcos outreach effort is the student search process. The Office of Undergraduate Admission undertook two separate student searches in the spring 2008 semester. The purpose of these searches was to reach out to a racially/ ethnically diverse segment of the high school population in Texas, and to a lesser extent, Arizona and New Mexico. The primary message to these students, which came in the form a brochure (the Search Piece) or an e-mail, was a recruitment and outreach message designed to encourage them to select Texas State as their college of choice. The secondary message was one rooted in the belief that these students are capable of gaining admittance to, and graduating from, a four-year college or university. The desired outcome of this secondary message was to nudge them closer to proceeding with a college search process of their own.

The first installment of this search was in January 2008 followed by the second one in May. The January search featured the Search Piece and Interest Card as a single outreach activity to 13,085 student suspects, while the May activity featured either the Search Piece or an electronic communications to a combined 12,489 suspects. All communications included an opt-in mechanism. Upon receipt of the Interest Card or a reply to the e-mail communication, an admissions staff person data-entered the information into the office's data base where it becomes part of the office's recruitment efforts. A sampling of questions contained in the Interest Card includes:

- Date of Birth
- Gender
- Phone and E-mail
- High School and Graduation
- Ethnicity

The impact of this project on the Closing the Gaps initiatives will be most profound in achieving Goal 2: Close the Gaps in Participation; Objective III: “Ensure that all students and their parents understand the benefits of higher education and the necessary steps to prepare academically and financially for college.” The contents of the Search Piece (a four-color glossy brochure) speaks to “the benefits of higher education”

by asserting that Texas State students benefit from “ready access to peer review and study groups, one-to-one support from mentors, and a strong sense of belonging...” Moreover, for the student who opts in, he/ she stands to learn about “the benefits and necessary steps” via the assortment of publications that Texas State sends its prospective students every year. This “assortment of publications that Texas State sends its prospective students” is known as the admission communications flow. Among these publications are pieces on Texas State’s application procedures and process, campus visitation, degree exploration, college-preparation, student services, and financial aid and scholarships.

A future goal for this project is to find a way to increase the level of student participation. As of 21 December, 2008, the total number of students who responded to Texas State’s invitation, from both the January and May searches, was 309 (about 1.2%). From a historical perspective, the rate of return on past Texas State searches was also modest (between two and three percent). Industry-wide, the rate of return on an exceptional student searches is between eight and ten percent. Because the Office of Undergraduate Admission wishes to maximize the return on its investment, it will need to engage in discussions with the College Board to examine the ways by which it can grow student participation rates.

Texas Higher Education Coordinating Board (THECB)  
Uniform Recruitment and Retention Strategy

**PROGRAM DESCRIPTION/ EVALUATION ANNUAL REPORT  
Fall 2007-Fall 2008**

**Instructions for Completing the Program Description/ Evaluation:**

1. This *Program Description/Evaluation* should reflect your institution's recruitment and retention programs during Fall 2007-Fall 2008. Any services or activities delivered during Spring 2009 school year will be evaluated on the Spring 2009-Fall 2009 report.
2. Use a bulleted format and provide brief, concise and specific information for the Program Evaluation.
3. Responses to the Program Evaluation questions should be **single spaced**, and use a font size no smaller than 10 points.

**PROGRAM DESCRIPTION**

***Please provide a brief description of each program.***

**PART A: PROGRAM GOALS AND OBJECTIVES – STUDENTS**

Responses in Part A should be in bulleted format and **aligned across chart**.

<b>1. Measurable goals/objectives for <u>students</u> participating in your program.</b>	<b>2. Strategies and activities implemented to achieve each of these <u>student</u> goals/objectives.</b>	<b>3. Methodology used to evaluate <u>student</u> success in achieving each goal/objective.</b>	<b>4. What were the outcomes for each goal/objective in terms of <u>student</u> success?</b>
<p>Goal 1: To raise awareness among a diverse cohort of high school underclassmen of the benefits of a university education</p> <p><u>Objective 1.1.</u> An increase in the number of pre-seniors who express interest in pursuing a college degree</p>	<p>1.1 Students were either mailed a Texas State Search Piece or sent an e-mail designed to elicit a specific response.</p>	<p>1.1. The methodology used to evaluate success was two-fold: 1) the sending of more than 25,500 individual recruitment communications to a diverse group of underclassmen, and 2) the number of Interest Cards or e-mail opt-ins returned to the Office of Admission.</p>	<p>1.1 That each of the 25,500 students recipients were informed, encouraged, and moved to learn more about how to obtain a higher education (i.e. opt-in)</p> <p>1.2 For those who opted-in, that will apply for admission to the four-year university of their choice, gain admittance, and graduate with a baccalaureate degree</p>

*Continue on next page if needed.*

**PART A: PROGRAM GOALS AND OBJECTIVES – STUDENTS, CONT.**

*Continued from previous page*

1. <b>Measurable goals/objectives for <u>students</u> participating in your program.</b>	2. <b>Strategies and activities implemented to achieve each of these <u>student</u> goals/objectives.</b>	3. <b>Methodology used to evaluate <u>student</u> success in achieving each goal/objective.</b>	4. <b>What were the outcomes for each goal/objective in terms of <u>student</u> success?</b>
<p>Goal 2: To raise awareness of the benefits of a Texas State University undergraduate experience.</p> <p><u>Objective 2.1.</u> An increase in the number of pre-seniors who express interest in pursuing a college degree from Texas State</p>	<p>2.1 Students were either mailed a Texas State Search Piece or sent an e-mail designed to elicit a specific response.</p> <p>2.2 Students were encouraged to visit the Texas State Web site.</p>	<p>2.1. The Interest Cards that were folded into the Search Piece were identifiable by their unique design. Upon arrival in the Office of Undergraduate Admission, a staff person would data-enter the card and a unique code was assigned for easy tracking</p>	<p>2.1 As of 21 November, 2008, a total of 309 students opted-in as participants in Texas State recruitment and outreach communications campaign.</p> <p>2.2 The number who gain admittance to Texas State (this will not be known fully for another 18-24 months)</p> <p>2.3 For those who opt-in, that they apply for admission to Texas State, gain admittance, and graduate with a Texas State baccalaureate degree</p>
<p><b>End.</b></p>	<p><b>End.</b></p>	<p><b>End.</b></p>	<p><b>Exit.</b></p>

**PART B: PROGRAM GOALS AND OBJECTIVES – PROFESSIONAL DEVELOPMENT/CAPACITY BUILDING**

Responses in Part B should be in bulleted format and **aligned across chart.**

1. <i>Measurable goals/objectives addressing professional development capacity building for <u>project faculty and staff.</u></i>	2. <i>Strategies and activities implemented to achieve each goal/objective for prof. develop. for project faculty and staff.</i>	3. <i>Methodology used to evaluate success in achieving each professional development goal/objective</i>	4. <i>What were the outcomes for each goal/objective in terms of positive outcomes for <u>project faculty and staff?</u></i>
<p>Non applicable</p> <p><b>End.</b></p>	<p>Non applicable</p> <p><b>End.</b></p>	<p>Non applicable</p> <p><b>End.</b></p>	<p>Non applicable</p> <p><b>End.</b></p>
1. <i>Measurable goals/objectives addressing professional development for <u>ISD personnel.</u></i>	2. <i>Strategies and activities implemented to achieve each goal/objective for professional develop. for <u>ISD personnel.</u></i>	3. <i>Methodology used to evaluate success in achieving each professional development goal/objective</i>	4. <i>What were the outcomes for each goal/objective in terms of positive outcomes for <u>ISD personnel?</u></i>
<p>Non applicable</p> <p><b>End.</b></p>	<p>Non applicable</p> <p><b>End.</b></p>	<p>Non applicable</p> <p><b>End.</b></p>	<p>Non applicable</p> <p><b>End.</b></p>

## **PART C: PROGRAM COLLABORATION**

Responses should be in bulleted format, single spaced, in at least 10 point font, and limited to the space provided.

<p><b>1. Describe the role played by your partnering ISD(s) in the development, implementation, and/or evaluation of your Program. (Did any partners leave the program or not fulfill their roles as expected? Describe any factors (personal, institutional, etc.) that weakened or strengthened the partnership.)</b></p>	<p><b>2. Describe any additional partnerships and collaborations that were initiated to support your program. (Did any partners leave the program or not fulfill their roles as expected? Describe any factors (personal, institutional, etc.) that weakened or strengthened the partnership.)</b></p>
<p>Non applicable</p> <p><b>End.</b></p>	<ul style="list-style-type: none"><li>• The partnership initiated by the Office of Undergraduate Admission designed to support this program was with The College Board. This office's relationship with The College Board is an institutional one complemented by a healthy personal rapport between this office and theirs.</li></ul> <p><b>End.</b></p>
<p><b>3. Describe how you have/intend to share student achievement data and other program-related information with your partnering ISD(s) and other collaborators.</b></p>	<p><b>4. In hindsight, are there other collaborations that would have been helpful in achieving your program's goals and objectives? What could you have done that would have strengthened these partnerships?</b></p>
<ul style="list-style-type: none"><li>• There are no plans currently to share student achievement data and other project-related information with partnering or non-partnering ISDs.</li></ul>	<ul style="list-style-type: none"><li>• One other collaboration which may have contributed to the achievement of this project's goals and objectives would have been with ACT.</li></ul>

<i>End.</i>	<i>End.</i>
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**PART D: PROGRAM CONTINUATION**

Responses should be in bulleted format and **aligned across the two columns** (i.e., first bullet in #1 matches first bullet in #2).

<p><b>1. What follow-up activities/services are planned for <u>students</u> who completed your program in 2007-08?</b></p>	<p><b>2. How do you intend to evaluate the effectiveness of each of these <u>student</u> activities/services? Please be as specific as possible about both outputs (e.g., numbers of students) and outcomes (e.g., scores on Accuplacer, THEA, etc.) measures.</b></p>
<ul style="list-style-type: none"> <li>• Students who returned the Interest Card or replied to the e-mail and now are recipients of the office’s recruitment effort will continue to receive printed and electronic communications (i.e. the communication flow) about Texas State until they either opt-out of future mailings or become matriculants at Texas State.</li> <li>• Of the high schools represented in the student opt-ins, extend invitations to select schools to participate in future bus trips to Texas State.</li> </ul>	<ul style="list-style-type: none"> <li>• One measure of success can be found in the fact that approximately 25,500 high school students were mailed a college recruitment publication. For many of these students this outreach effort was their first invitation—or among their first—intended to encourage their exploration of options after high school.</li> <li>• Another measure is the number of students who returned the Interest card or replied to the e-mail for more information. As of 21 Nov., 2008, that number is 309.</li> <li>• One other may be found in the number of respondents who, after spending time as prospects in Texas State’s data base, submit a completed application for admission, gain admittance, and eventually enroll at Texas State. This will not be known for at least another 18-24months.</li> </ul>
<p><i>End.</i></p> <p><b>1. What professional development activities are planned for partnering <u>ISD teachers/counselors/administrators</u> during 2007-08?</b></p>	<p><i>End.</i></p> <p><b>2. How do you intend to evaluate the effectiveness of these <u>professional development</u> activities for <u>ISD personnel</u>? Please be as specific as possible about both outputs (e.g., numbers of activities /participants) and outcomes (e.g., quality of implementation in the classroom, etc.) measures.</b></p>
<ul style="list-style-type: none"> <li>• None; professional development activities for partnering ISD teachers/counselors/ administrators were non- applicable in the pursuit of this project’s goals and objectives.</li> </ul>	<p>Non applicable</p>

<i>End.</i>	<i>End.</i>
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## **PART E: PROGRAM IMPROVEMENT**

Responses should be in bulleted format, single spaced, in at least 10 point font, and limited to the space provided.

<p><b>1. As you reflect on your Program, what revisions/changes in recruitment, curriculum development, resource utilization, logistics, etc. would help have helped you better address the assessed needs of your student participants?</b></p>	<p><b>2. How might the THECB improve our programs (Collegiate G-Force Work-Study Mentorship, College Connection, Summer Bridge, etc.) in the future? Please consider any useful changes or adjustments in the RFP, participant eligibility, program requirements, evaluation procedures, etc. that would help awardees better address its stated goals and objectives.</b></p>
<ul style="list-style-type: none"><li>• Adjust the scope and range of the search in an effort to reduce the volume from 25,000 to between 10,000-15,000</li><li>• Break the search activity into several smaller searches as a means of isolating student demographic data by income levels, ethnic/racial composition, and levels of academic preparedness</li><li>• Create and direct students to a “dedicated response Web page” designed to accomplish two things: 1) submit their completed Interest Card for opt-in, and 2) communicate in more detail the Texas State undergraduate experience</li><li>• Revise the Search Piece (or design a new one) to more appropriately speak to this age group</li><li>• Send a single follow-up e-mail to those students who, two months after sending the original communication (i.e. Search Piece or e-mail), still had not opted-in</li></ul>	<p style="text-align: center;">NA</p>



<p><b>3. If additional external funds become available for your Program, will your institution apply? Why or why not?</b></p>	<p><b>4. If institutional funding will not be available for your Program in future years, would your institution be likely to still offer the program? If so, how might you ensure its sustainability?</b></p>
<p><i>End.</i></p>	<ul style="list-style-type: none"><li>• Institutional funding will not be an issue in future years.</li></ul> <p><i>End.</i></p>

***PART G: IDENTIFIED BEST PRACTICE***

Response should be in narrative form, **single** spaced, 10 point font, and limited to the space provided.

***Describe in detail an instructional strategy or activity, learning resource, or other best practice that your institution found to be particularly effective in achieving the goals and objectives of your Program.***

One of the learning resources featured in this project was the Search Piece. While not substantial in its textual content, the Piece was designed, and was perceived by its recipients, as an invitation to explore Texas State. As mentioned earlier in this report, the brochure's addresses "the benefits of higher education" by emphasizing that students who attend and graduate from Texas State stand to benefit from "all the choices of a large university but {one which} maintain{s} the feel of a small, private university." Beyond the brochure's textual content, the Piece also sought to convey, in a less direct way, a positive message about Texas State's commitment to student diversity and inclusion. Evidence of this is found in the brochure's imagery: photos designed to highlight the racial and ethnic composition of the Texas State student body.

Another learning resource was the Texas State Web site. For recipients of the outreach e-mail, not only they were invited to reply to the message (opt-in), but encouraged to follow the Web link that was embedded in the message. The address was also featured on the Search Piece. This link directed students to Texas State's home page where students were free to explore the university's academic programs, student support services, financial aid and scholarship opportunities, honors program, admission requirements (freshman and transfer), student profiles, and on-campus visitation events.

An opportunity for an instructional activity was extended to all the recipients of the two search communications. For the students who opted-in, they became beneficiaries of a series of just-in-time materials (a.k.a. the office's communication flow) designed to inform, educate, and generate interest in the Texas State specifically, and college-going in general. The instructional activity contained within the communication flow included generic college search tips, as well as information on Texas State's eligibility requirements and application procedures for admission, financial aid, scholarship, and the honors program. The materials include brochures, newsletters, invitations to on-campus events, and phone calls from an undergraduate admission staff person.

**Instructions for Program Data Transmission:**

1. Please report the student information, student outcome data, and site information as listed in the table below and on the following page.
2. It is assumed by the THECB that each reporting site has a signed release from each student participant's parent or legal guardian to release program-related student information and performance data.

<p><b>Student Information:</b></p> <p><b>See Student Search list attached</b></p> <ul style="list-style-type: none"><li>• First name, middle initial, and last name of each student served by the program: <b>See list</b></li><li>• Date of birth: <b>See list</b></li><li>• Student identifier number (social security # and/or discrete # assigned by TEA): <b>The College Board assigns a unique ID its search students</b></li><li>• Grade-level assignment for 2007-08: <b>9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup></b></li><li>• Home high school: <b>See list</b></li><li>• Home school district: <b>UNKNOWN</b></li><li>• Full name of parent or legal guardian: <b>UNKNOWN</b></li><li>• Complete mailing address of parent/guardian: <b>UNKNOWN</b></li><li>• Primary language spoken in home: <b>UNKNOWN</b></li><li>• Educational attainment of mother, father, and older siblings: <b>UNKNOWN</b></li></ul>	<p><b>Student Performance/Success Data:</b></p> <ul style="list-style-type: none"><li>• Number and percent of students who transfer <b>NA</b></li><li>• Number of degrees awarded to student participants <b>NA</b></li><li>• GPA of student participants (pre-and post-program) <b>NA</b></li><li>• Did student complete program? <b>As of 21 Nov., 2008, a total of 309 students opted-in to the communication flow</b></li><li>• Date of official withdrawal <b>NA</b></li><li>• Total clock hours of programming attended <b>NA</b></li><li>• Number of <u>excused</u> absences <b>NA</b></li><li>• Number of <u>unexcused</u> absences <b>NA</b></li><li>• Results of pre- and post-program survey</li><li>• Results of basic skills pre- and post-test (ACCUPLACER, ASSET, COMPASS. or THEA. <b>NA</b></li><li>• Reading scale score <b>NA</b><ul style="list-style-type: none"><li>- Algebra scale score</li><li>- Writing skills scale score</li><li>- Writing sample scale score</li></ul></li></ul>
<p><b>Student Participation Data:</b></p> <ul style="list-style-type: none"><li>• Total number of students served in the program: <b>309</b></li><li>• Number and percent of academically disadvantaged students by race in the program: <b>UNKNOWN</b></li><li>• Number and percent of students graduating with the Distinguished Diploma: <b>UNKNOWN</b></li><li>• Number and percent of students with plans to go to college: <b>UNKNOWN</b></li><li>• Number and percent of first generation college students (An individual both of whose parents did not complete a <u>baccalaureate degree</u>) <b>UNKNOWN</b></li><li>• Number and percent of Black/African-American female students in the program: <b>seven/ 2.3%</b></li><li>• Number and percent of Black/African-American male students in the program: <b>zero</b></li><li>• Number and percent of Hispanic/Latino female students in the program: <b>25/ 8.1%</b></li><li>• Number and percent of Hispanic/Latino male students in the program: <b>19/ 6.1%</b></li><li>• Number and percent of White female students in the program: <b>118/ 38.2%</b></li><li>• Number and percent of White male students in the program: <b>79/ 25.6</b></li><li>• Number and percent of high school graduates in the program <b>UNKNOWN</b></li><li>• Number and percent of Economically Disadvantaged students <b>UNKNOWN</b></li><li>• Number and percent of Economically Disadvantaged and White students <b>UNKNOWN</b></li><li>• Number and percent of Economically Disadvantaged and Black/African-American students <b>UNKNOWN</b></li><li>• Number and percent of Economically Disadvantaged and</li></ul>	<p><b>Student Participation Data:</b></p> <p><b>UNKNOWN or NA</b></p> <ul style="list-style-type: none"><li>• Number of students enrolled from outside service area: <b>zero</b></li><li>• Number of declared majors in STEMS and Health Sciences</li><li>• Number and percent of students At-Risk: <b>UNKNOWN</b></li><li>• Number of students visiting campus: <b>twelve</b></li><li>• Number of students enrolled in teacher education programs: <b>UNKNOWN</b></li><li>• Number of students enrolled in nursing programs: <b>UNKNOWN</b></li><li>• Number of students enrolled in allied health programs: <b>UNKNOWN</b></li><li>• Number of students participating in dual enrollment/dual credit programs: <b>UNKNOWN</b></li><li>9. Number of college-ready students: <b>Texas State contacted 25,574 PSAT-takers for the purposes of university outreach. Because each of them committed to taking the PSAT, it is a strongly held belief that the vast majority of them will be college-ready by their senior year of high school.</b></li><li>• Number of graduate students enrolled <b>zero</b></li><li>• Number of scholarships awarded: <b>NA</b></li><li>• Number of college work-study students: <b>NA</b></li><li>• Number of students enrolled in the program who persist to next semester: <b>309</b></li><li>• Number of students enrolled in the program who persist to the next year: <b>309</b></li></ul> <p><b>Assessment Methods</b> <u>Cohort Tracking</u> <b>YES</b> <u>Surveys/Questionnaires</u> <b>YES to those who returned the Interest Card</b></p>

<p>Hispanic/Latino students <b>UNKNOWN</b></p> <p><b><i>Program Faculty and Staff:</i></b></p> <p><b>NON-APPLICABLE</b></p> <ul style="list-style-type: none"> <li>• Number of high school personnel <u>teaching</u> in program <ul style="list-style-type: none"> <li>- English/language arts/reading certified</li> <li>- Mathematics certified</li> <li>- Certified in other high school content areas</li> <li>- High school counselors</li> <li>- Other high school personnel</li> <li>- Other K-8 school personnel</li> </ul> </li> <li>• College/university personnel <u>teaching</u> in program <ul style="list-style-type: none"> <li>- English department faculty</li> <li>- Mathematics department faculty</li> <li>- Developmental reading/writing faculty</li> <li>- Developmental mathematics faculty</li> <li>- Other college/university personnel</li> </ul> </li> <li>• Number of <u>non-teaching</u> personnel <ul style="list-style-type: none"> <li>- Program administrators</li> <li>- Counselors</li> <li>- Academic advisors</li> <li>- Other non-teaching program personnel</li> </ul> </li> <li>• Program personnel to student participant ratio <ul style="list-style-type: none"> <li>- Number teachers/student participants</li> <li>- Number all program personnel/student participants</li> </ul> </li> <li>• Record of training provided program faculty and staff <ul style="list-style-type: none"> <li>- Training (if any) provided non-program faculty/staff</li> </ul> </li> </ul>	<p>Enrollment Trends/Data  Focus Groups/Interviews  Student Evaluations  Qualitative Information  <u>Statistical Data</u> <b>YES</b>  Student Data  Other</p>
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<p><b>Program Information:</b> Please provide the information listed below for each of your programs: Cost of program: <b>approximately \$15,000 for the initial search mailing</b> Number of students served: <b>25,574</b> Cost per student served: <b>.80 cents</b></p> <p>Cost of program: <b>approximately \$12,000 for additional publications and postage to be sent periodically to these prospects over the next two years</b></p> <p><b>UNKNOWN or NA to all but Question # 12</b> Number of FAFSAs completed Number of ApplyTexas applications completed: <b>ONE</b> Number of college applications other than ApplyTexas completed Number of online courses Number of students who participate in online registration Number of students who receive academic advising: <b>ONE</b> Percent of students who receive academic advising more than once a semester Number of students who participate in orientation: <b>ONE</b> Number of students participating in tutoring Number of students included in early alert warning system Number of students included in early alert warning system who persisted to next semester <b>12.</b> Number of students from high need high schools served by program. <b>See List</b> Number of partnerships established with high need high schools Number of partnerships established with public community/technical colleges Number of partnerships established with public four-year institutions Number of partnerships established with private institutions Number of community partnerships established</p> <p><b>Funding Source:</b></p> <ul style="list-style-type: none"> <li>• Federal</li> <li>• State</li> <li>• <u>Institutional</u> <b>YES</b></li> <li>• Private Foundation</li> <li>• Alumni,</li> <li>• Student Fees,</li> <li>• THECB</li> </ul>	<p><b>Program Information</b> Please list all of the elements that apply to your program:</p> <p><b>Non applicable to all Program Services</b></p> <ul style="list-style-type: none"> <li>• Classroom instruction</li> <li>• Tutoring</li> <li>• Mentoring</li> <li>• Workshops</li> <li>• Peer Learning Groups</li> <li>• Assessment &amp; Testing</li> <li>• Housing/Residential</li> <li>• Counseling</li> <li>• Academic Advising</li> </ul> <p><b>Program Areas</b></p> <ul style="list-style-type: none"> <li>• Financial Aid</li> <li>• Student Services</li> <li>• Academic Services</li> <li>• Curriculum &amp; Instruction</li> <li>• <u>Recruitment</u> <b>YES</b></li> <li>• Retention</li> <li>• Institution Wide</li> </ul> <p><b>Population Served</b> Elementary Middle School <u>High School</u> <b>YES</b> Bridge Program (K-12) Bridge Program (at Four-Year) Bridge Program (between Community College and Four-Year) Freshman <u>Sophomore</u> <b>YES</b> <u>Junior</u> <b>YES</b> Senior Masters Doctorate/Professional Adult Learner</p>
<p><b>Program Information:</b> Please list all of the elements that apply to your program: <b>Program Type/Recruitment</b> Enrollment Workshop/College Connection Collegiate G-Force/GO Center Community Outreach <b>YES</b> College Readiness <b>YES/</b> Testing <b>YES</b> Mentoring Programs Peer Recruiters/High School Visits Career Planning <b>YES</b> Dual Enrollment/Dual Credit/High School Course Offerings <b>YES</b> GEAR-UP/Upward Bound/Summer Programs/TRIO Bridge Programs Campus Visits <b>YES</b> THECB Funded Recruitment Programs</p> <p><b>NON APPLICABLE</b> <b>Program Type/Retention</b> Please list all of the elements that apply to your program: Financial Aid/Assistance</p>	<p><b>Program Information:</b> Please list all of the elements that apply to your program: Program Goals <u>Increase graduation</u> <b>YES</b> Increase recruitment of economically disadvantaged student <u>population</u> <b>YES</b> Facilitate transfer from community college to 4-year institution Increase retention Facilitate transition into college <u>Improve academic skills:</u> <b>YES, to the extent that by encouraging students to consider Texas State as their college choice (by means of the opt-in), they will be more likely to commit to improving and maintaining their academic preparedness.</b> Create social support network <u>Encourage rigorous course-taking</u> <b>YES, to the extent that by encouraging students to look more closely at Texas State as their college choice, they will more likely enroll in rigorous (college prep) courses.</b> Learn about choosing a major Encountering student life opportunities Personal goal setting</p>

<ul style="list-style-type: none"> <li>Transfer Assistance/Partnership w/ Four-Year Institution</li> <li>Learning Communities</li> <li>Supplemental Instruction/Tutoring</li> <li>TRIO Programs</li> <li>First Year Experience/Success Programs</li> <li>Academic Advising/Early Alert</li> <li>Career Counseling</li> <li>Freshman Interest Groups (FIGs)</li> <li>Student/Faculty research</li> <li>Leadership Training</li> <li>Housing Preference</li> <li>Student Conference Funding</li> <li>Subsidized Study Abroad/Other Study Abroad Opportunities)</li> <li>Service Learning</li> <li>THECB Funded Retention Programs</li> </ul>	<p><u>Orientation to higher education</u> <b>YES</b></p> <p>Employment upon Graduation</p>
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**EXECUTIVE SUMMARY -  
PROGRAM EVALUATION ANNUAL REPORT  
Fall 2007-Fall 2008**

***Instructions for Completing the Executive Summary:***

1. This *Executive Summary* provides an overview of significant program-related outcomes as reported in greater detail in the *Program Evaluation* that follows. The Executive Summary should also include how the **institutional URRS aligns with the *Closing the Gaps by 2015* participation and success targets.**
2. The *Executive Summary* and the *Program Evaluation* that follows should report on your institution's *Uniform Recruitment and Retention Strategy* from Fall 2007 – Fall 2008. Some of your programs will have activities and services during all of the semesters and some will not.
3. The *Executive Summary* should be limited to the space provided, double spaced, and in a font size no smaller than 10 points. The summary may continue on to page 2.

**Partners in Academic Student Success**

The Partners in Academic Student Success (PASS) program is a collaborative effort between academic and student affairs to address the needs of students on academic probation. When a student falls on academic probation, they are required to meet with an academic advisor to discuss their situation and develop strategies to improve academic performance. Students have a hold on their account and cannot register until they have met with their advisor. The academic advisors are able to prescribe selected workshops to assist the student in developing necessary skills to be successful. The program coordinates these workshops pertaining to student success into one full day session, a half day session and numerous individual sessions. The workshops are provided by a variety of students support services on campus including: Student Learning Assistance Center, Writing Center, Office of Disability Services, Student Support Services, Career Services, Alcohol Drug Resource Center, Leadership Programs, and Counseling Center.

Each academic advising center is able to require or highly encourage involvement in the program and select an appropriate number of sessions for the student to attend. Through an event management system and a retention management system, advisors are able to track student participation in the program.

Texas Higher Education Coordinating Board (THECB)  
Uniform Recruitment and Retention Strategy

**PROGRAM DESCRIPTION/ EVALUATION ANNUAL REPORT  
Fall 2007-Fall 2008**

**Instructions for Completing the Program Description/ Evaluation:**

1. This *Program Description/Evaluation* should reflect your institution's recruitment and retention programs during Fall 2007-Fall 2008. Any services or activities delivered during Spring 2009 school year will be evaluated on the Spring 2009-Fall 2009 report.
2. Use a bulleted format and provide brief, concise and specific information for the Program Evaluation.
3. Responses to the Program Evaluation questions should be **single spaced**, and use a font size no smaller than 10 points.

**PROGRAM DESCRIPTION**

**Please provide a brief description of each program.**

**PART A: PROGRAM GOALS AND OBJECTIVES – STUDENTS**

Responses in Part A should be in bulleted format and **aligned across chart.**

<b>1. Measurable goals/objectives for <u>students</u> participating in your program.</b>	<b>2. Strategies and activities implemented to achieve each of these <u>student</u> goals/objectives.</b>	<b>3. Methodology used to evaluate <u>student</u> success in achieving each goal/objective.</b>	<b>4. What were the outcomes for each goal/objective in terms of <u>student</u> success?</b>
<p>Goal 1: Students will return to good academic standing with the University.</p> <p>Objective 1.1: Students participating in the program will earn over a 2.0 GPA for the semester and subsequently increase their cumulative Texas State GPA.</p>	<p>1.1 Students will participate in 2-3 prescribed workshops to address academic and personal success skills.</p>	<p>1.1 Student attendance at sessions will be monitored. Academic performance of participants will be compared to non-participants.</p>	<p>1.1 75% of students on probation will move off probation by the end of the semester. Participants will earn a semester GPA higher than 2.0.</p>

**PART B: PROGRAM GOALS AND OBJECTIVES – PROFESSIONAL DEVELOPMENT/CAPACITY BUILDING**

Responses in Part B should be in bulleted format and **aligned across chart.**

<p><b>1. Measurable goals/objectives addressing professional development capacity building for <u>project faculty and staff.</u></b></p>	<p><b>2. Strategies and activities implemented to achieve each goal/objective for prof. develop. for project faculty and staff.</b></p>	<p><b>3. Methodology used to evaluate success in achieving each professional development goal/objective</b></p>	<p><b>4. What were the outcomes for each goal/objective in terms of positive outcomes for <u>project faculty and staff?</u></b></p>
<p>Non applicable</p>	<p>Non applicable</p>	<p>Non applicable</p>	<p>Non applicable</p>
<p><b>End.</b></p>	<p><b>End.</b></p>	<p><b>End.</b></p>	<p><b>End.</b></p>
<p><b>1. Measurable goals/objectives addressing professional development for <u>ISD personnel.</u></b></p>	<p><b>2. Strategies and activities implemented to achieve each goal/objective for professional develop. for <u>ISD personnel.</u></b></p>	<p><b>3. Methodology used to evaluate success in achieving each professional development goal/objective</b></p>	<p><b>4. What were the outcomes for each goal/objective in terms of positive outcomes for <u>ISD personnel?</u></b></p>
<p>Non applicable</p>	<p>Non applicable</p>	<p>Non applicable</p>	<p>Non applicable</p>
<p><b>End.</b></p>	<p><b>End.</b></p>	<p><b>End.</b></p>	<p><b>End.</b></p>

**PART C: PROGRAM COLLABORATION**

Responses should be in bulleted format, single spaced, in at least 10 point font, and limited to the space provided.

<p><b>1. Describe the role played by your partnering ISD(s) in the development, implementation, and/or evaluation of your Program. (Did any partners leave the program or not fulfill their roles as expected? Describe any factors (personal, institutional, etc.) that weakened or strengthened the partnership.)</b></p>	<p><b>2. Describe any additional partnerships and collaborations that were initiated to support your program. (Did any partners leave the program or not fulfill their roles as expected? Describe any factors (personal, institutional, etc.) that weakened or strengthened the partnership.)</b></p>
<p>Non applicable</p> <p align="right"><b>End.</b></p>	<ul style="list-style-type: none"> <li>Academic advising centers typically change staff assigned to this project. The workshop presenters vary slightly if a topic is recommended by students or staff.</li> </ul> <p align="right"><b>End.</b></p>
<p><b>3. Describe how you have/intend to share student achievement data and other program-related information with your partnering ISD(s) and other collaborators.</b></p>	<p><b>4. In hindsight, are there other collaborations that would have been helpful in achieving your program's goals and objectives? What could you have done that would have strengthened these partnerships?</b></p>
<ul style="list-style-type: none"> <li>Non applicable.</li> </ul> <p align="right"><b>End.</b></p>	<ul style="list-style-type: none"> <li>Additional partnerships will be developed with publicity entities on campus. The PASS Program consists of workshops available to all students. Efforts can be made to provide skill development workshops to a wider student audience.</li> </ul> <p align="right"><b>End.</b></p>

## **PART D: PROGRAM CONTINUATION**

Responses should be in bulleted format and **aligned across the two columns** (i.e., first bullet in #1 matches first bullet in #2).

<p><b>1. What follow-up activities/services are planned for <u>students</u> who completed your program in 2007-08?</b></p>	<p><b>2. How do you intend to evaluate the effectiveness of each of these <u>student</u> activities/services? Please be as specific as possible about both outputs (e.g., numbers of students) and outcomes (e.g., scores on Accuplacer, THEA, etc.) measures.</b></p>
<ul style="list-style-type: none"> <li>• Students who completed the PASS Program and achieved grades sufficient to move from academic probation did not receive additional services. Students who did not complete the PASS Program were prohibited from enrollment in the subsequent semester until meeting with an academic advisor or earning grades sufficient to move from academic probation. Students who completed the PASS Program but who did not earn sufficient grades to move from academic probation were required to meet with an academic advisor for direction to additional counseling and support services.</li> </ul>	<ul style="list-style-type: none"> <li>• Two hundred and forty-eight students participated in the PASS Program during Spring 2008 and they attended 508 sessions, approximately two per student. A comparison of participant and non-participant data from two colleges that required attendance show a significant increase in GPA and a reduction in academic probation. In the McCoy College of Business Administration, freshmen participants earned a Spring 2008 GPA of 2.19 compared to 1.59 for non-participants; the percentage of participants on probation declined from 24 to nine compared to a decline of 59 to 39 for non-participants. In the College of Applied Arts, both groups of freshmen participants and non-participants earned a Spring 2008 GPA of 1.80; the percentage of participants on probation declined from 65 to 35 compared to a decline of 35 to 25 for non-participants.</li> </ul>
<p><b>End.</b></p>	<p><b>End.</b></p>
<p><b>1. What professional development activities are planned for partnering <u>ISD teachers/counselors/administrators</u> during 2007-08?</b></p>	<p><b>2. How do you intend to evaluate the effectiveness of these <u>professional development</u> activities for <u>ISD personnel</u>? Please be as specific as possible about both outputs (e.g., numbers of activities /participants) and outcomes (e.g., quality of implementation in the classroom, etc.) measures.</b></p>
<p>Non applicable.</p>	<p>Non applicable</p>

*End.*

*End.*

## **PART E: PROGRAM IMPROVEMENT**

Responses should be in bulleted format, single spaced, in at least 10 point font, and limited to the space provided.

<p><b>1. As you reflect on your Program, what revisions/changes in recruitment, curriculum development, resource utilization, logistics, etc. would help have helped you better address the assessed needs of your student participants?</b></p>	<p><b>2. How might the THECB improve our programs (Collegiate G-Force Work-Study Mentorship, College Connection, Summer Bridge, etc.) in the future? Please consider any useful changes or adjustments in the RFP, participant eligibility, program requirements, evaluation procedures, etc. that would help awardees better address its stated goals and objectives.</b></p>
<p>The revisions made to the PASS Program come from recommendations by academic advisors and program presenters. In addition, student comments are considered when enhancing the program. The suggestions for next year cover a variety of topics from logistical issues to feedback to presenters.</p> <ul style="list-style-type: none"><li>• Improve communication through the website to ensure the additional programs offered in conjunction with the symposium days are provided in a timely manner and participant rosters are shared with advising centers.</li><li>• Continue to offer a second PASS symposium just prior to registration to accommodate students unable to attend the first session. It cannot be expected that all students can attend a single scheduled event.</li><li>• Provide session evaluations to assist presenters in enhancing their materials and delivery.</li><li>• Use event management tracking system to more easily identify student participants.</li><li>• Continue to enhance data analysis by comparing number and type of sessions attended.</li><li>• Focus presentations on academic issues, such as test taking or stress and anxiety, as often as possible.</li><li>• Offer a resource table to provide academic and student support services information for participants.</li></ul>	<p>Non applicable.</p>

**End.**

**End.**

**PART F: PROGRAM ENHANCEMENT/SUSTAINABILITY**

Responses to items # 1 and 2 should be in bulleted format and **aligned across the two columns**, # 3 and 4 are independent.

<b>1. What enhancements would you add to your program if additional funding were available?</b>	<b>2. Explain how each enhancement indicated in #3 would result in improved program outcomes.</b>
<ol style="list-style-type: none"><li>1. Students would be required, not recommended, to attend.</li><li>2. Advisors would prescribe sessions to attend based upon students' needs and abilities.</li><li>3. Participants would receive additional items to assist them in learning and improving study habits.</li><li>4. A campus-wide discussion would occur to address the early detection and prevention of students going onto probation. As the program becomes more institutionalized, faculty would be able to direct current students into sessions to assist in their academic development.</li><li>5. PASS Partner presenters will continue to offer sessions within existing programming functions to ensure resources remain available.</li></ol>	<ol style="list-style-type: none"><li>1. Requiring students would ensure initial conversations about issues that might have affected their ability to succeed academically.</li><li>2. The prescription of sessions allows for additional conversations about ways to improve abilities and plan for future success. Also, the personal interest in students and follow-up will ensure students understand the campus community wants them to succeed.</li><li>3. Day planners, highlights, and laptop computers would be tools to better meet student needs in the classroom. Gift cards would ensure that students are able to purchase books and other needed resources.</li><li>4. Campus-wide discussion would allow members of the campus community to recognize their role in helping students to succeed. Programs offered within existing student outreach plans allow offices to plan resources to meet student needs. From its inception, officers were able to reallocate presentations to the PASS program rather than add new programs.</li></ol>

<p><b>3. If additional external funds become available for your Program, will your institution apply? Why or why not?</b></p>	<p><b>4. If institutional funding will not be available for your Program in future years, would your institution be likely to still offer the program? If so, how might you ensure its sustainability?</b></p>
<p>Non applicable.</p>	<ul style="list-style-type: none"> <li>• Yes, the PASS Program was created with existing campus resources. The program is sustainable as long as funding to the institution is not reduced.</li> </ul>
<p><b>End.</b></p>	<p><b>End.</b></p>

### ***PART G: IDENTIFIED BEST PRACTICE***

Response should be in narrative form, **single** spaced, 10 point font, and limited to the space provided.

***Describe in detail an instructional strategy or activity, learning resource, or other best practice that your institution found to be particularly effective in achieving the goals and objectives of your Program.***

Within the area of student success and retention, targeting support systems for students on probation has been identified as a best practice by Noel Levitz. This practice in conjunction with early warning systems to address student needs before reaching a critical point are the beginning of a series of academic support and direct delivery activities to help students be retained. The engagement of students in the classroom and support provided throughout campus are essential as students move through academic progression in coursework. Intrusive and direct conversations are needed to help students recognize the challenges and opportunities in a college experience.

## **PART I: PROGRAM-RELATED DATA TRANSMISSION**

### **Instructions for Program Data Transmission:**

1. Please report the student information, student outcome data, and site information as listed in the table below and on the following page.
2. It is assumed by the THECB that each reporting site has a signed release from each student participant's parent or legal guardian to release program-related student information and performance data.

### **Student Information:**

#### **See PASS list attached**

- First name, middle initial, and last name of each student served by the program: **See list**
- Date of birth: **NA**
- Student identifier number (social security # and/or discrete # assigned by TEA): **Texas State ID (PLID)**
- Grade-level assignment for 2007-08: **NA**
- Home high school: **NA**
- Home school district: **NA**
- Full name of parent or legal guardian: **NA**
- Complete mailing address of parent/guardian: **NA**
- Primary language spoken in home: **NA**
- Educational attainment of mother, father, and older siblings: **NA**

### **Student Performance/Success Data:**

- Number and percent of students who transfer **NA**
- Number of degrees awarded to student participants **NA**
- GPA of student participants (pre-and post-program) **NA**
- Did student complete program? **NA**
- Date of official withdrawal **NA**
- Total clock hours of programming attended **NA**
- Number of excused absences **NA**
- Number of unexcused absences **NA**
- Results of pre- and post-program survey
- Results of basic skills pre- and post-test (ACCUPLACER, ASSET, COMPASS. or THEA. **NA**
- Reading scale score **NA**
  - Algebra scale score
  - Writing skills scale score
  - Writing sample scale score

### **Student Participation Data:**

- Total number of students served in the program: **309**
- Number and percent of academically disadvantaged students by race in the program: **UNKNOWN**
- Number and percent of students graduating with the Distinguished Diploma: **UNKNOWN**
- Number and percent of students with plans to go to college: **UNKNOWN**
- Number and percent of first generation college students (An individual both of whose parents did not complete a baccalaureate degree) **UNKNOWN**
- Number and percent of Black/African-American female students in the program: **15 / 6.1%**
- Number and percent of Black/African-American male students in the program: **10 / 4.1%**
- Number and percent of Hispanic/Latino female students in the program: **45 / 18.3%**
- Number and percent of Hispanic/Latino male students in the program: **35 / 14.2%**
- Number and percent of White female students in the program: **61 / 24.8%**
- Number and percent of White male students in the program: **63 / 25.6%**
- Number and percent of high school graduates in the program **UNKNOWN**
- Number and percent of Economically Disadvantaged students **UNKNOWN**
- Number and percent of Economically Disadvantaged and White students **UNKNOWN**
- Number and percent of Economically Disadvantaged and Black/African-American students **UNKNOWN**
- Number and percent of Economically Disadvantaged and Hispanic/Latino students **UNKNOWN**

### **Student Participation Data:**

#### **UNKNOWN or NA**

- Number of students enrolled from outside service area: **NA**
- Number of declared majors in STEM and Health Sciences
- Number and percent of students At-Risk: **NA**
- Number of students visiting campus: **NA**
- Number of students enrolled in teacher education programs: **NA**
- Number of students enrolled in nursing programs: **NA**
- Number of students enrolled in allied health programs: **NA**
- Number of students participating in dual enrollment/dual credit programs: **NA**
- Number of college-ready students: **NA**
- Number of graduate students enrolled **NA**
- Number of scholarships awarded: **NA**
- Number of college work-study students: **NA**
- Number of students enrolled in the program who persist to next semester: **NA**
- Number of students enrolled in the program who persist to the next year: **NA**

#### **Assessment Methods**

Cohort Tracking **YES**  
 Surveys/Questionnaires **YES**  
 Enrollment Trends/Data  
 Focus Groups/Interviews  
 Student Evaluations  
 Qualitative Information  
 Statistical Data **YES**  
 Student Data  
 Other

***Program Faculty and Staff:***

**NON-APPLICABLE**

- Number of high school personnel teaching in program
  - English/language arts/reading certified
  - Mathematics certified
  - Certified in other high school content areas
  - High school counselors
  - Other high school personnel
  - Other K-8 school personnel
- College/university personnel teaching in program
  - English department faculty
  - Mathematics department faculty
  - Developmental reading/writing faculty
  - Developmental mathematics faculty
  - Other college/university personnel
- Number of non-teaching personnel
  - Program administrators
  - Counselors
  - Academic advisors
  - Other non-teaching program personnel
- Program personnel to student participant ratio
  - Number teachers/student participants
  - Number all program personnel/student participants
- Record of training provided program faculty and staff  
Training (if any) provided non-program faculty/staff

<p><b>Program Information:</b> Please provide the information listed below for each of your programs: Cost of program: <b>\$1,000 + reallocated funds</b> Number of students served: <b>248</b> Cost per student served: <b>\$4.03</b></p> <p><b>UNKNOWN or NA</b> Number of FAFSAs completed Number of ApplyTexas applications completed: Number of college applications other than ApplyTexas completed Number of online courses Number of students who participate in online registration Number of students who receive academic advising: Percent of students who receive academic advising more than once a semester Number of students who participate in orientation: Number of students participating in tutoring Number of students included in early alert warning system Number of students included in early alert warning system who persisted to next semester Number of students from high need high schools served by program. Number of partnerships established with high need high schools Number of partnerships established with public community/technical colleges Number of partnerships established with public four-year institutions Number of partnerships established with private institutions Number of community partnerships established</p> <p><b>Funding Source:</b></p> <ul style="list-style-type: none"> <li>• Federal</li> <li>• State</li> <li>• <u>Institutional</u> <b>YES</b></li> <li>• Private Foundation</li> <li>• Alumni,</li> <li>• Student Fees,</li> <li>• THECB</li> </ul>	<p><b>Program Information</b> Please list all of the elements that apply to your program:</p> <p><b>Program Services</b></p> <ul style="list-style-type: none"> <li>• Classroom instruction <b>YES</b></li> <li>• Tutoring <b>YES</b></li> <li>• Mentoring <b>YES</b></li> <li>• Workshops <b>YES</b></li> <li>• Peer Learning Groups</li> <li>• Assessment &amp; Testing</li> <li>• Housing/Residential</li> <li>• Counseling <b>YES</b></li> <li>• Academic Advising <b>YES</b></li> </ul> <p><b>Program Areas</b></p> <ul style="list-style-type: none"> <li>• Financial Aid</li> <li>• Student Services <b>YES</b></li> <li>• Academic Services <b>YES</b></li> <li>• Curriculum &amp; Instruction</li> <li>• Recruitment</li> <li>• Retention <b>YES</b></li> <li>• Institution Wide <b>YES</b></li> </ul> <p><b>Population Served</b> Elementary Middle School High School Bridge Program (K-12) Bridge Program (at Four-Year) Bridge Program (between Community College and Four-Year) Freshman <b>YES</b> Sophomore <b>YES</b> Junior <b>YES</b> Senior <b>YES</b> Masters <b>YES</b> Doctorate/Professional Adult Learner</p>
<p><b>Program Information:</b> Please list all of the elements that apply to your program: <b>Program Type/Recruitment</b> Enrollment Workshop/College Connection Collegiate G-Force/GO Center Community Outreach College Readiness / Testing Mentoring Programs Peer Recruiters/High School Visits Career Planning Dual Enrollment/Dual Credit/High School Course Offerings GEAR-UP/Upward Bound/Summer Programs/TRIO Bridge Programs Campus Visits THECB Funded Recruitment Programs</p> <p><b>NON APPLICABLE</b> <b>Program Type/Retention</b> Please list all of the elements that apply to your program: Financial Aid/Assistance Transfer Assistance/Partnership w/ Four-Year Institution Learning Communities Supplemental Instruction/Tutoring <b>YES</b> TRIO Programs</p>	<p><b>Program Information:</b> Please list all of the elements that apply to your program: Program Goals Increase graduation <b>YES</b> Increase recruitment of economically disadvantaged student population Facilitate transfer from community college to 4-year institution Increase retention <b>YES</b> Facilitate transition into college Improve academic skills: <b>YES</b> Create social support network Encourage rigorous course-taking <b>YES</b> Learn about choosing a major <b>YES</b> Encountering student life opportunities <b>YES</b> Personal goal setting <b>YES</b> Orientation to higher education <b>YES</b> Employment upon Graduation</p>

First Year Experience/Success Programs Academic Advising/Early Alert <b>YES</b> Career Counseling <b>YES</b> Freshman Interest Groups (FIGs) Student/Faculty research Leadership Training Housing Preference Student Conference Funding Subsidized Study Abroad/Other Study Abroad Opportunities) Service Learning THECB Funded Retention Programs	
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