# Recruitment and Enrollment:

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Project Plan for Tier One Recruitment: Awarding Philosophy

January, 2014

Lisa G. Blazer
Associate Vice President, Financial Aid and Enrollment Services

* If you are merging strategies, provide an appropriate Title above and indicate which strategies you are merging here.
1. Overview (high level summary)

- **Title:** Awarding Philosophy
- **Unit:** Financial Aid and Enrollment Services
- **Problem** – UTSA serves students who demonstrate need for financial aid, making it critical we cover some of the need required to attend the university. The university must also target aid towards students who will be successful and graduate within four years, reducing the overall cost for the student to obtain a degree.
- **Goal:** The goal of revising the awarding philosophy is to help meet strategic undergraduate enrollment objectives with limited need-based financial aid from institutional, state and federal resources.
- **Outcome:** This new philosophy (beginning with the incoming 2014-15 cohort) will move from a first-come, first-serve model to a new residual need-based model that will target limited funds to students who are needy and who meet certain academic criteria.
- **Rationale:** All students who meet UTSA’s guaranteed admissions standards who apply by the priority deadline (3/15) will be awarded financial aid based on need. Because UTSA is targeting these students for admissions, we anticipate more students attending from the Top 25% and we anticipate a higher retention and graduation rate.

2. Information About the Project (more detailed description)

- **Project Leader:** Lisa Blazer/Associate Vice President Financial Aid and Enrollment Services
- **Participants:**
  - Diana Martinez/Director Financial Aid
  - Erika Cox/Director Enrollment Services
  - Joseph Vidaurri/Sr. Systems Analyst-Financial Aid and Enrollment Services
  - Sylvia Dorgan/Sr. Systems Analyst-OIT
- **Students:** All financial aid eligible students
- **Student Activity:** Awarding begins for a new award year in February. Students will submit their FAFSA by 3/15. The awarding cycle continues until the fall semester begins in August. New applicants are awarded at least once a week.
- **Project Activities:**
  - Analyze data to include current awarding packages,
application dates
  o Review data with University Enrollment Management Committee
  o Develop new model (see attached)
  o Obtain approval from CMO
  o Build new rules on Banner based on new model
  o Award new students (beginning 2/15/14)
  o Analyze and assess new award model (Fall 2014)
  o Make changes (if identified) based on assessment

  Collaborators:
  o Office of Institutional Research (OIR)
  o Admissions
  o Office of Information Technology (OIT)
  o University Enrollment Management Committee

  Timeframe: Fall 2013 – Fall 2014

  Expected Outcomes: Targeted funds will be distributed more effectively to students most likely to graduate (Top 25%), providing resources to help fund their education for four years.

3. Metrics - GRIP and Other Metrics
  o Bulleted list of metrics for the GRIP strategy devised with OIR
  o Bulleted list of other useful metrics
    o #/% of students with guaranteed admissions who apply by 3/15.
    o #/% of students with guaranteed admissions awarded need-based aid who enroll increases Fall 2014
    o #/% of students with guaranteed admissions who are awarded need-based aid who graduate in 4 years increases

4. Policies
  o New policies: Residual need model will be utilized for all new freshmen and transfer students. Continuing students will be awarded based on the current first-come, first-serve model.
  o Changes needed to current policies: Award generic fund for all scholarships/grants on initial award letter. Actual grants and scholarships will be posted as students become eligible within the maximum grant/scholarship amount awarded based on the residual need model.
  o Communication: Communication plan will be established via the web, email, social media and direct mail. Parents and students will receive personalized award letters and other communication to help articulate new awards.
Project Plan for Tier One Recruitment: UTSA READY

May, 2013

Joseph Kulhanek
Interim Assistant Vice President, P-20 Programs

Joleen Gould
Director, Testing Center

Sandy Norman
Department Chair, Mathematics
Overview (high level summary)

- **Title** of GRIP Strategy being undertaken – UTSA Ready
- **Unit** undertaking the project – The Office of P-20 Initiatives
- **Problem** - Students’ unmet needs and/or problem(s) they encounter – Students in the top quartile of their graduating high school classes who have been admitted to UTSA are in need of some level of remediation in either mathematics or English.
- **Goal** of the project – The goal of this unprecedented partnership is to ensure that high school students have the English and mathematics college readiness skills required by UTSA.
- **Outcome** - Expected best experience for students as they progress to timely graduation (high level) – The outcome of UTSA Ready is for students to achieve the highest level of mathematics and/or English that they can successfully complete to graduate in a timely manner.
- **Rationale** - the reasons you believe the students with whom your project will be working will benefit from the outcome noted above if your project is successful.
  - The students will be prepared to enroll in credit-bearing courses their freshman year and not have to spend additional time and money on remediation courses.
  - The students will belong to a cohort that will be monitored during their enrollment at UTSA.

Information About the Project (more detailed description)

- **Project Leader** - Identify the person who will be supervising the project. Rachel Ruiz, Assistant Vice President P-20 Initiatives
- **Participants** - List persons who will be carrying out the project and their job titles. (If this is an extensive group, just list the job titles and the number of persons holding each job title who will be involved.)
  - Joseph Kulhanek, Director of Instructional Outreach Programs
  - Rose Ann San Martin, Project Manager
  - Joleen Gould, Testing Office
  - Dr. Sandy Norman, Department of Mathematics (adjunct instructor)
- **Students** – Identify the student group with whom your project will be working.
  - High School Seniors from Northside ISD, San Antonio ISD, Harlandale ISD, Judson ISD and Southwest ISD that have self-identified as wanting to attend UTSA and have been identified as needing some level of remediation.
**Student Activity** – Identify the student activity to which your project relates and when this student activity occurs (e.g. start date and deadline, a prescribed time span, or continuous) Continuous Activity: During the fall semester of their high school senior year, the students will:

- Have access to both mathematics and English remediation services – diagnostic assessment, online individual learning modules, and Saturday Academic Enrichment Seminars that support student learning.
- Have an opportunity to **meet the new TSI measures**.

During the spring semester of their high school senior year, the students that have met the new TSI measures will:

- Have access to both mathematics and English remediation services and attend Saturday Academic Enrichment Seminars.
- Have an opportunity to take a credit by exam to fulfill the **Math 1023 requirement**.

**Project Activities** – List and provide a short description of the activities your team will undertake during this project.

**Implementation and Expansion**
- Continue with the existing schools and develop new partnerships with Judson ISD and Southwest ISD – late May or early June
- **Identify Math adjunct instructor**
  - He or she will oversee the online MyFoundationsLab (MFL) during the fall semester and instruct the credit by exam learning community during the spring semester – late June or early July
- **Identify/Administer Diagnostic Accuplacer and MFL**
  - P-20 will work directly with the schools to identify the cohort and administer the diagnostic test and facilitate the MFL – August through late October
- **Monitor Student Progress**
  - P-20 and instructor will monitor the cohort during the fall semester with help from campus contacts – September through December
- **Fall Saturday Academic Enrichment Seminars (SAES)**
  - P-20 will facilitate & instructor conduct SAES at the DT Campus – October through December
- **Administer the Post-Accuplacer**
  - P-20 will administer the post-Accuplacer prior to holiday break – late December
- **Math 1023 Saturday Academic Enrichment Seminars**
  - P-20 registers the cohort for a series of math enrichment seminars – late January or early February
- **Spring Saturday Academic Enrichment Seminars**
  - P-20 and instructor will facilitate SAES at the DT Campus – late January through late May
Monitor Student Progress
P-20 and instructor will monitor the cohort during the spring semester with assistance from campus contacts – January through May

Conduct Credit by Exam
The math instructor administers the credit by exam – mid-May or early June
  - Cost to student is approximately $120.00
  - The student will earn 3 UTSA credit hours

Expand/Identify New ISD Partnerships – June through July
Develop a Plan for a Writing Component that Includes Credit by Exam Model – June through July
Assist Students with Orientation/University College Model – Summer

- Collaborators - Identify other units whose collaboration you will need and describe the collaboration necessary for the students to experience the benefits of your project.
  - Admissions to provide updates on new TSI measures and 25% quartile admission requirements
  - Office of Student Financial Aid and Enrollment Services to provide FAFSA and TASFA financial aid deadlines and financial literacy
  - Testing Center to assess the Pre-Accuplacer (Diagnostic) and Post Accuplacer test; to manage the diagnostic learning pathways, to administer course competency for Math 1023 ($120 credit by exam – 3 UTSA credits)
  - Department of Mathematics to hire an adjunct math instructor to conduct Saturday Academic Enrichment Seminars and to instruct course competency of Math 1023
  - Tomas Rivera Center to provide orientation on Student Success Strategies and Jumpt Start program to incoming UTSA Ready students

- Timeframe - What is the project time frame (start date and end date for the project)?
  - August 2012 – August 2015 (ongoing?)
Expected Outcomes - Describe the outcomes you expect the project activities will produce for the student group with whom you will be working (expanded description of the Overview Outcomes summary).

- A percentage of the participating students will meet the TSI measures and will be able to enroll in credit bearing courses during their freshman year.
- A percentage of the participating students will meet the TSI measures and will choose to attend the Saturday Seminars and prepare and pass the credit by exam for Math 1023.
- A percentage of the participating students will not meet the TSI measures, however, receive mathematics and English support that will help prepare them for the summer boot camps.

Metrics - GRIP and Other Metrics

- Number of UTSA Ready students who meet TSI compliance requirements and do not need remediation
- Number of UTSA Ready students who enroll at UTSA who do need remediation

Policies

- New policies
- Changes needed to current policies
- Communication
Project Plan for Tier One Recruitment: New Student Enrollment

May, 2013

George Norton
Associate Vice President for Student Affairs
Overview (high level summary)

- **Title** – Raising Admission Criteria
- **Unit** undertaking the project – Enrollment Management Team
- **Problem** – Students need to graduate in a more timely manner and UTSA needs for them to do so.
- **Goal** of the project – To make a determination about the current need (or not) to initiate now, and in the future, further revisions to admission criteria.
- **Outcome** – Admission policy will support improved student success rates at UTSA.
- **Rationale** – The data indicate that better academically prepared students are retained and graduate at comparatively higher rates. Further anecdotal evidence suggests that institutions with comparatively rigorous admission criteria tend to attract a greater proportion of well academically prepared students. Theoretically, then, it is suggested that raised admission criteria may contribute both directly and indirectly to improved student success rates.

Information About the Project (more detailed description)

- **Project Leader** – George Norton
- **Participants** - The Enrollment Management Committee consists of 25 members whose titles include Dean, Associate Dean, Professor, Associate Vice Provost, Associate Vice President, Assistant Vice President, Executive Director, Director, Associate Director and Assistant Director. In order to establish new criteria, so that students will benefit, the Enrollment Management Committee must collaborate with CMO, Faculty Senate, President, VP for Business Affairs, and UT System Board of Regents.
- **Students** - Identify the student group with whom your project will be working. Students we want to recruit as freshmen.
- **Student Activity** – Identify the student activity to which your project relates and when this student activity occurs (e.g. start date and deadline, a prescribed time span, or continuous)

### Activity: Apply for Admission

<table>
<thead>
<tr>
<th>Steps</th>
<th>Start Date/Deadline</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the application process as specified in the UTSA Information Bulletin</td>
<td>August 2014/June 2015</td>
<td>To be considered for admission to the freshman class who will enter during Fall 2015</td>
</tr>
</tbody>
</table>
**Project Activities, Collaborators, Timeframe and Expected Outcome** – List and provide a short description of the activities your team will undertake during this project.

<table>
<thead>
<tr>
<th>Task</th>
<th>Assigned To</th>
<th>Start &amp; End Date (MM-DD-YY)</th>
<th>Frequency (How often)</th>
<th>Effort (Est. Hours per Week)</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate Student Success Data</td>
<td>EM Committee</td>
<td>March, 2013/ August 2013</td>
<td>Monthly</td>
<td>2</td>
<td>To support consideration for potential changes to admission policy</td>
</tr>
<tr>
<td>Develop and make a recommendation about the need to revise admission criteria and, if so, to propose alternative policies</td>
<td>EM Committee</td>
<td>August 2013/ October 2013</td>
<td>Monthly</td>
<td></td>
<td>To make and move the recommendation/proposal forward in the institutional approval process</td>
</tr>
<tr>
<td>Assuming a recommendation that policy should be revised, to seek CMO approval among alternative proposals to carry forward to Faculty Senate</td>
<td>George Norton</td>
<td>October 2013/ November 2013</td>
<td>One-Time</td>
<td>2</td>
<td>To gain administrative support for a specific policy proposal</td>
</tr>
<tr>
<td>Submit policy proposal to Faculty Senate for Committee Consideration</td>
<td>George Norton</td>
<td>November 2013/ January 2014</td>
<td>Weekly</td>
<td>2</td>
<td>To vet the policy and seek having it considered by the full Senate</td>
</tr>
<tr>
<td>Defend a successful proposal to the Full Faculty Senate</td>
<td>George Norton</td>
<td>January 2014/ February 2014</td>
<td>One-time</td>
<td>2</td>
<td>To gain the faculty approval required for submission of a policy proposal to the President</td>
</tr>
<tr>
<td>Assuming a presidential approval, begin working with the VPSA to get the proposal onto the UT System Board of Regents Docket</td>
<td>George Norton</td>
<td>February 2014/ March 2014</td>
<td>One-time</td>
<td>1</td>
<td>To gain UT System Board of Regents’ approval for new admission criteria</td>
</tr>
<tr>
<td>Defend Proposal to Regents</td>
<td>George Norton</td>
<td>April 2014/ May 2014</td>
<td>One-Time</td>
<td>2</td>
<td>To gain policy approval</td>
</tr>
</tbody>
</table>
**Metrics - GRIP and Other Metrics**

Bulleted list of metrics for the GRIP strategy devised with OIR
- #/% of applicant pool from top 5% of high school class
- #/% of admits from top 5% of high school class who enrolled
- #/% of applicant pool from top 6-10% of high school class
- #/% of admits from top 6-10% of high school class who enrolled
- #/% of applicant pool from top 11-15% of high school class
- #/% of admits from top 11-15% of high school class who enrolled
- Average ACT/SAT scores of entering freshmen
- #/% of applicants whose AP scores qualify them for AP credit

Bulleted list of other useful metrics
- Institutional Research analysis based on the certified freshman cohort each year.

**Policies**
- New policies
- Changes needed to current policies
- Communication
Project Plan for Tier One Recruitment: Top Scholars Recruitment

May, 2013

Lisa Firmin
Associate Provost, Faculty and Student Diversity and Recruitment
Overview (high level summary)

- Title Top Scholar Pilot
- Unit Associate Provost, Diversity and Recruitment (AFPSDR)
- Problem - No scholar program existed at UTSA targeting very high achieving and academically talented high school students offering a merit scholarship and student programming. This left UTSA in a position where it couldn’t compete in recruiting the very best and brightest students with other top institutions since students of this caliber are able to command merit scholarships and robust programming from institutions seeking their enrollment.
- Goal - Secure scholarship funds, create a scholarship selection process, create programming elements for the students and recruit a pilot.
- Outcome – Graduate in 4 years or less, increase amount of Rhodes, Fulbright, etc. scholars from UTSA, create a pipeline for high level internships, competitive graduate school acceptances, and be sought after by various industry leaders. Also enhance UTSA as a first choice institution amongst a select demographic (top 5% and higher), and raise the prestige of the university.
- Rationale – This will be UTSA’s premier scholar program, providing select students a Tier One experience in anticipation to Tier One designation. Our students will receive an individualized college experience to include academic, service, leadership and professional development which will prepare them to be successful in a diverse global marketplace. Being exposed to interdisciplinary experiences and opportunities to explore the world. By creating this program these students will be able to challenge us to be more innovative with the way we teach, program, and support.

Information About the Project (more detailed description)

- Project Leader – Lisa Firmin
- Participants –
  - Kevin Price, Assoc. VP of Student Life and Dean of Students
  - Ann Eisenberg, Associate Dean, Honors College,
  - Carlos Lopez, Program Coordinator APFSDR,
  - Lisa Blazer/Shirley Banez, Assoc. VP for Financial Aid/Enrollment Svcs, Assoc. Director of Financial Aid and Scholarships,
  - Jennifer Ehlers, Dir. Undergraduate Admissions; and Academic College Concierges
- Students – Top Scholar pilot cohort is comprised of 5 newly admitted freshmen, average SAT is 1420, ranked students exceed top 5% and the nonranked GPAs exceed 98% on a scale of 100.
  - The pilot target was top 5% and SAT score of 1400+, or ACT score of 32+
\* **Student Activity** – Continuous. New cohorts of 10 will be selected every Fall for the scholarship. Student programming will occur every fall and spring term. Exception would be summer study abroad or internships. Merit scholarship/programming renewable, funds available for 8 semesters not including summer

\* **Project Activities** - Recruiting and selection will be a major undertaking. Traditionally, this demographic of student has been difficult to matriculate. A specialized orientation is being developed and dialog has already started and continues with the pilot cohort. Professional and leadership development programming will be created and enacted. Research opportunities, and internships, will be coordinated. Community Service Projects will be coordinated yearly. Dinners/lunches/conversation series with high level administration will be coordinated. Monthly programming will be created and directed to the cohort’s interest. One-on-one mentoring and counseling will be provided. Record keeping, scholarship oversight and student requirements, interventions if necessary, and group coordination are some day to day activities required. Access to distinguished lecture series speakers and VIPs will be established.

\* **Collaborators** – The Honors College will be invaluable in advising and helping register the students for classes, providing guidance in competing for highly competitive scholarships (Truman, Fulbright, Rhodes, etc.).
  
  o Assoc. VP of Student Life and Dean of students; instrumental with identifying existing student programming to include the Top Scholars.
  
  o Financial Aid and Scholarships; key in ensuring funding is in place for the students each semester and in processing scholarships.
  
  o Admissions/Academic colleges/concierges/P-20/; will be collaborated with to identify potential Top Scholars and help recruit the next cohort.
  
  o Academic colleges/concierges; Depending on the cohort and their interests, certain colleges will be collaborated with to identify mentors in certain fields and/or research projects for Top Scholars to work on.
  
  o Housing; coordinate application process/deposit and to ensure all Top Scholars live with each other.
  
  o Orientation; coordinate cohort attendance, registration and payment
  
  o President’s Office, Provost’s Office, and other senior administrators will be collaborated with to engage with Top Scholars.
Career Center; collaborate on career assessments, internships and professional development
Office of Study Abroad; collaborate study/travel abroad for Top Scholars
External Affairs; assist in Advisory Board creation and in seeking donors for program growth and expansion.
Communications; assist in getting the story out on scholars and their achievements, initially once selected into the program and through to graduation and beyond as distinguished alumni
Alumni Office; assist in utilizing distinguished alumni as mentors, donors, and in the recruitment and retention of scholars
Marketing; collaborate marketing campaign and website creation
External collaborators; Lisa Firmin is a member of the Undergraduate Scholars Administrator’s Association and collaborates regularly with nationally recognized scholar programs to capture best practices, etc.

Timeframe – Technically, the program has already started. Five students were selected in April 2013 to comprise the pilot of the Top Scholar program. The pilot will run the course of the academic year 2013-14. Full program implementation with 10 students will begin AY 2014-15.

Expected Outcomes – The pilot of the Top Scholar program has already tested some policies and procedures that we have in place. We now have a system that can proactively offer scholarships to high achieving, academically talented students. The cohort has already informed us of their interest in research opportunities and leadership and professional development programming. They are excited about meeting senior university leadership, collaborating with other students and making a difference at UTSA. We expect these first five to provide valuable feedback as they go through this first pilot year. We expect this cohort to graduate in 4 years or less and after graduation to become active alumni. Each one of these students will be placed with a faculty mentor and it is hoped that we will be able to match them with a community leader mentor as well. All of the students are expected to maintain at least a 3.0 UTSA GPA or higher and complete 30 credit hours each year. As this is a work in progress, we believe these students will help identify any information gaps between departments and help create a seamless experience for future cohorts. It is our goal that these very high achieving students have access to all that UTSA can provide to them and that they be challenged and engaged to ensure an enriched college experience. The Top Scholar program wants to ensure that they get a Tier One experience at UTSA.
**Metrics - GRIP and Other Metrics**

- **OIR:**
  - #/% of freshman in the top 5% of their HS class who were recruited by TS program vs. those in top 5% who were not recruited
- **Other useful metrics:**
  - #/% of TS offered vs. matriculated
  - # of TS applications received
  - Attrition by cohort/% graduation in 4 years or less
  - #/% of applicants with SAT/ACT of 1350+/30+
  - # of SAT/ACT 1350+/30+ enrolled
  - # of SAT/ACT 1350+/30+ graduation rates

**Policies**

- **New policies:** Early Admission Policy w/Financial Aid package for high achieving scholars prior to senior year in high school should be created
- **Changes needed to current policies:** Scholarship deadlines should all move to Dec 1, we have made some changes in this area already.
- **Communication:** recommend UTSA create a centralized calendar of events to allow collaboration among colleges, student groups, depts to eliminate situations when competing events are held same day/time or maintenance/construction is being conducted and allow depts the ability to integrate existing programs and eliminate redundancy and assist marketing of events to external community.
Project Plan for On Campus Employment Opportunities

May, 2013

Audrey Magnuson
Director, University Career Center
Overview (high level summary)
- **Title** - On Campus Employment Opportunities
- **Unit** - University Career Center
- **Problem** - Lack of sufficient on campus employment opportunities forces undergraduate students to seek employment off campus. Those students that work off campus generally work between 19-30+ hours and this negatively impacts their academic success as well as their retention.
- **Goal** - To create increase employment opportunities on campus by creating opportunities part time non work study jobs and university internships
- **Outcome** – Expected outcome is that students participating in this program will complete their degree on time and maintain a GPA of at least 2.75. Contributory percentage increase of graduation rate will depend on the number of participants.
- **Rationale** – The University Internship Program is to create meaningful work opportunities on campus for our students that facilitates learning and professional development while requiring rigorous academic expectations that motivate students to complete their degree within 4 years. This program is designed to attract, retain, and graduate students pursuing a Bachelor’s Degree in a timely manner, by offering on-campus job opportunities where:
  - Students will develop and improve their leadership skills
  - Students will interact with faculty, staff and students of different backgrounds and acquire social, cultural and ethical development
  - Students can develop career and professional skills and be prepared for future workforce

Information About the Project (more detailed description)
- **Project Leader** – Audrey Magnuson, Director University Career Center
- **Participants**
  - Christian Corrales, Experiential Learning Program Coordinator
  - Yvonne Gonzalez, Associate Director, University Career Center
  - Maureen Wilson, Assistant Director, Employer Relations
  - Karen Ivy, Assistant Director, Student Services
  - Vickie Tesillo, Student Job Bank Coordinator
- **Students** – Native first year experience students that have financial need
- **Student Activity** – Each Fall, spring and summer semesters. Will be reoccurring as long as student maintains the academic requirements (GPA and full time-15 hours in Fall and Spring, 6 Credit hours in the summer
- **Project Activities** –
  - Workshops and program manual currently in design for Supervisors Workshop to instruct students participating in the Program Marketing plan underway.
  - Aggressive marketing of the Job bank to on campus departments. Program marketing will begin in June
  - HR/Payroll Requirements need to be worked out

- **Set back** –
  - Internship Coordinator is leaving for a position at UTEP. In process of hiring a replacement by the end of May 2013
  - **April 2013** Purchased Internship Tracking software
  - **May 2013** Installation/data merge of new Internship tracking software
  - **Summer 2013** Marketing of the program to eligible students
  - **Summer 2013** Marketing and education to departments and university offices

- **Collaborators** –
  - Financial Aid Office, Lisa Blazer,
  - Graduation Initiative, Kristi Meyer
  - Human Resources, Jenny Jung and Bruce Tingle
  - Academic Advising office (assist with marketing the program to eligible students)

- **Timeframe** – August 2013 to August 2014.

- **Expected Outcomes** - Describe the outcomes you expect the project activities will produce for the student group with whom you will be working (expanded description of the Overview Outcomes summary).

**Metrics - GRIP and Other Metrics**

Bulleted list of metrics for the GRIP strategy devised with OIR
  - Success (retention, hours, GPA) of students working on campus compared to those who aren't working on campus
  - # of students working in work study positions Spring 2013
  - # of students working in non-work study positions Spring 2013
  - #/% of full-time students employed part-time on campus
  - # of ALL student work positions posted in student job bank
  - # of on campus student work positions posted in the job bank
  - # of student work positions available on campus (approximately)
  - # University Internship Positions on campus
  - # University Peer Mentor positions on campus

Other useful metrics
  - Freshman Survey, “Are You Working” (in progress)
Policies

- New policies: None
- Changes needed to current policies: None
- Communication: Marketing of program
Project Plan for Orientation Program (OFP) Review

(Orientation & Family Programs Discussion Group)

May, 2013

George Norton
Associate Vice President for Student Affairs
**Overview** (high level summary)

- **Title** – Orientation Program (OFP) Review
- **Unit** undertaking the project – Orientation and Family Programs Discussion Group
- **Problem** – Entering students need to be set up for success.
- **Goal** of the project – To make recommendations for program design and conduct to meet the need of setting entering students up for success.
- **Outcome** – To design the program around the central importance of the student/advisor relationship. Other expected outcomes are to address program data and feedback about orientation programming from students, parents and family, and campus constituents including the college Deans who have participated in the feedback process.
- **Rationale** – By setting up students for success and being well aligned with the myriad changes on campus – not the least of which is the introduction of University College for Fall 2014 – we expect the result will contribute to improved student graduation rates.

**Information About the Project** (more detailed description)

- **Project Leader** – George Norton
- **Participants** - The project participants include 23 members of the Orientation and Family Programs, Program Review Discussion group. Their titles include Dean, Student Government Representative, Associate Dean, Associate Vice Provost, Associate Vice President, Executive Director, Director, Associate Director and Assistant Director.
- **Students** - Newly admitted freshman and transfer domestic undergraduate students.
- **Student Activity** – Identify the student activity to which your project relates and when this student activity occurs (e.g. start date and deadline, a prescribed time span, or continuous)

### Activity: Orientation and Family Programs

<table>
<thead>
<tr>
<th>Steps</th>
<th>Start Date/Deadline</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be admitted to UTSA</td>
<td>ASAP (no early admission)/June 1</td>
<td>To be eligible to attend in Fall 2014</td>
</tr>
<tr>
<td>Register for Orientation using ASAP</td>
<td>Last week of March</td>
<td>To be eligible to be assigned to an Orientation cohort</td>
</tr>
</tbody>
</table>
o **Project Activities, Collaborators, Timeframe, and Expected Outcomes** – List and provide a short description of the activities your team will undertake during this project.

<table>
<thead>
<tr>
<th>Task</th>
<th>Assigned To</th>
<th>Start &amp; End Date (MM-DD-YY)</th>
<th>Frequency (How often)</th>
<th>Effort (Est. Hours per Week)</th>
<th>Outcome (Tangible result of task is assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect feedback and data about</td>
<td>OFP Staff and George Norton</td>
<td>1/1/12-4/1/13</td>
<td>Set data collection sessions</td>
<td>2</td>
<td>Produced a concept model for the improvement of Orientation programming</td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Establish the OFP Program Review</td>
<td>George Norton</td>
<td>4/19/13-8/23/13</td>
<td>Set meeting times</td>
<td>3</td>
<td>Developing recommendations about what is important for Orientation and how to carry out the program</td>
</tr>
<tr>
<td>Discussion Group</td>
<td></td>
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</tr>
<tr>
<td>Make Program Recommendations</td>
<td>Discussion Group</td>
<td>9/13/13</td>
<td>On that date</td>
<td>5</td>
<td>Produce two or three alternate proposals for Orientation Programming</td>
</tr>
<tr>
<td>Vet the proposals</td>
<td>George Norton</td>
<td>9/27/13</td>
<td>On or before that date</td>
<td>8</td>
<td>Have final UTSA approval for the new program design for Fall 2014</td>
</tr>
</tbody>
</table>

**Metrics - GRIP and Other Metrics**

Bulleted list of metrics for the GRIP strategy devised with OIR

- This strategy was introduced since the metrics were developed and does not have a specific set of metrics. However, I would suggest that metrics for improved student success rates would be a good place to start. Further metrics for the intended learning outcomes of Orientation can be developed.

- Data not found in OFP documents or in institutional records may be developed by survey of student and institutional program participants.

Bulleted list of other useful metrics

- We have yet to describe the data and collection process for GRIP metrics and other metrics devised for this strategy.

**Policies**

- New policies
- Changes needed to current policies
- Communication
Project Plan for Bridging Programs

May, 2013

Cynthia McCowen
Director, Tutoring Services
Overview (high level summary)

- **Title** Bridging Program
- **Unit** – Tomás Rivera Center: Tutoring Services
- **Problem** – (1) Students entering UTSA for the first time are not placing correctly in the appropriate math or chemistry course due to the length of time since they took algebra or chemistry in high school. (2) Current UTSA students are delaying progression from one sequenced course to the next and losing the foundational information needed to be successful in the next level of the sequenced courses.
- **Goal** – (1) To provide incoming new freshmen the opportunity to attend a math refresher course in algebra or chemistry in preparation to complete the appropriate placement exam, helping them to become either college ready in math or major ready in math and/ or chemistry through the Algebra Readiness Camp and Jump Start Program. (2) To provide current students a preparation course prior to the start of the fall or spring semester in targeted gateway courses through the Jump Start Program.
- **Outcome** – (1) The outcome of the Algebra Readiness Camp and Jump Start Program is to place participants in the highest level of math or placement into General Chemistry I that they can successfully complete shortening the time spent in developmental and/ or lower math and chemistry levels and progressing towards graduation. (2) The outcome for the second area of the Jump Start Program is to give participants a refresher of the concepts that they will need to successfully start the targeted course.
- **Rationale** – (1) Participants in these programs have the opportunity to (a) place out of developmental math after completing the Algebra Readiness Camp and taking their second placement exam or (b) placing into a higher level math course after completing the Jump Start Program and becoming major ready. (2) Provide students enrolled in targeted courses a refresher of foundation materials prior to beginning of the semester to better prepare them for the course.

Information About the Project (more detailed description)

- **Project Leader** – Cynthia McCowen
- **Participants**
  - Anaissa Martinez, Student Development Specialist – Tutoring Services
  - Tracy Lawson, Program Coordinator – Tutoring Services
  - Part-time Student Development Specialist I positions
  - Tutors – Tutoring Services (qualified and experienced in math and/or chemistry)
  - Teacher of Special Programs – Part-time summer position
Dr. Carol Dyas, Senior Lecturer Department of Mathematics
Dr. Lydia Martinez-Rivera, Senior Lecturer Department of Chemistry
Dr. Raymond Sadeghi, Senior Lecture Department of Chemistry
Dr. Matthew Gdovin, Associate Professor Department of Biology

- **Students** – (1) Incoming new freshmen in all majors who either (a) placed into developmental math after completing the first math placement exam (New Algebra) or (b) those eligible to take the New Calculus Placement Exam based on their SAT or ACT scores. (2) Current UTSA students enrolled in targeted courses for the fall or spring semester.

- **Student Activity** – (1) The Algebra Readiness Camp offers a number of week-long sessions during the summer months that alternate weekly with Jump Start 1.5 day math and chemistry sessions. (2) The Jump Start Program offers one day course preparation courses prior to the start of the fall and spring semesters.

- **Project Activities** –
  - Work with collaborators in creating schedules for summer and pre-semester sessions
  - Continue outreach to academic departments to determine new areas for expansion of programs
  - Work with collaborators in setting up services associated with program
  - Market programs during recruiting events at UTSA
  - Actively recruit participants using new admits lists and course registration lists
  - Review/ update program session/ course materials
  - Work with newly admitted students to register for programs and provide answers/ referrals to questions concerning programs or UTSA information
  - Work with campus collaborators prior to each program session to ensure participants are properly registered for housing, parking and testing.
  - Secure campus resources for program (classroom space and work group session space)
  - Update/ copy registration materials for each program session
  - Provide Algebra Readiness and Jump Start sessions
    - **Algebra Readiness Camp**
      - Provide week-long sessions covering basic algebra concepts that integrates a variety of activities to include lecture, collaborative work groups, computer lab sessions with MyMathTest and extra tutoring availabilities
      - Ensure participants have the opportunity to take
the math placement exam on the last day of the program session

o **Jump Start Program** (placement refreshers)
  - Provide 1.5 day refresher sessions covering algebra concepts that include lecture and collaborative work groups
  - Ensure participants have the opportunity to take placement exam during second day of program session

o **Jump Start Program** (course preparation)
  - Provide one day course preparation sessions covering foundational materials that include lecture and collaborative learning opportunities

o Continue to provide outreach to program participants
o Compile session reports at the end of each program session illustrating immediate program results and distribute to campus partners.

o At end of fall and spring semesters conduct course outcomes analysis and provide reports to campus partners.
o Conduct yearly program evaluation to determine areas for improvement and/or refinement to provide participants with an enhanced learning environment.

o Compile annual report each September with current and previous years’ outcomes for each cohort to include associated course outcomes, retention and graduation rates and narrative overview of the reporting period.

o **Collaborators** –
  - **Testing Services** to provide testing sessions for program participants according to session dates
  - **Campus Housing** to provide participants for summer program on campus housing opportunities during, and across, session dates
  - **Room Scheduling** to provide classroom space to provide summer and pre-semester sessions
  - **Parking & Transportation** to provide access to parking permits for program participants
  - **Colleges and Academic Departments** to provide support and faculty for teaching the Algebra Readiness or Jump Start courses
  - **Student Information Systems (ASAP)** to provide an online portal for participant registration
  - **Registrar’s office and Banner Team** to provide support in moving registration process to online courses
- **Learn System** to provide linked Learn pages to promote continued communication and support to program participants
- **New Student and Family Programs** to help provide smooth transitions for those participants attending the Jump Start Program prior to or after their orientation dates and information about planned orientation sessions
- **Advising Centers** to provide help with student registrations after participants attend the programs and require changes to their registrations.
- **Admissions** to provide weekly lists of all newly admitted first-time students with agreed upon information for recruiting purposes
- **Special UTSA Programs** to provide special populations with needed sessions, i.e. UTSA Ready & FAME program.

- **Timeframe** – (1) Algebra Readiness Camp and Jump Start placement sessions occur each summer starting with the first week in June and ending early to mid-August. (2) The Jump Start course preparations sessions occur prior to the start of each fall and spring semesters.

- **Expected Outcomes** – Immediate outcomes for the Algebra Readiness and Jump Start Program exam preparation sessions is that participants will place into either General Chemistry I or a higher level of math than previously placed or assessed after completing the appropriate placement exam.

**Metrics - GRIP and Other Metrics**

- Testing outcomes based on first placement exam or assessment verses the results of the final placement exam after participating in either Algebra Readiness or Jump Start
- Course outcomes of participants enrolled targeted courses comparing “C” or better (including “CR”) and “C-“ or below (including “NC”) to the course and non-participants
- Information collected in pre- and post-surveys
- Information collected about participants including SAT/ ACT composite and math scores, high school rankings and attempted AP scores.

**Policies**

- New policies
- Changes needed to current policies
- Communication
Project Plan for Advising Quality and Access

May, 2013

Barbara Smith
Executive Director of Advising, Undergraduate Studies Support & Technology Services
Overview (high level summary)

- **Title** of GRIP Strategy being undertaken - Advising
- **Unit** undertaking the project - Advising
- **Problem** – Students don’t take full advantage of resources available to them in undergraduate academic advising centers, sometimes resulting in poor academic choices or delayed graduation.
- **Goal** of the project – Student contacts with academic advising will be more frequent and more productive for the students in their quest for timely graduation.
- **Outcome** – Students will know what courses they need to take, and when they need to take them, to attain their academic goals.
- **Rationale** –

Information About the Project (more detailed description)

- **Project Leader** – Barbara Smith
- **Participants**- Advising Center Directors (9), Associate Directors (2), Assistant Directors (2), Academic Advisors (85), USSTS personnel (5)
  - **Students** – All degree-seeking undergraduates
- **Student Activity** –
  - Registration (nine months per year)
  - Planning to attain academic goals (continuous)
- **Project Activities** –
  - Develop advising logo and deploy it around campuses, in conjunction with marketing campaign designed to increase student awareness of services the advising centers offer.
    - **Purpose**: Increase student awareness of constant availability of academic advising centers
    - **Description**: Develop simple, striking logo that students will readily identify with academic advising, and promote it, along with information about ways in which academic advising can help students meet their academic goals.
  - Increase opportunity for student contact with academic advisors
    - **Purpose**: Ensure that students know what is required and stay on track for graduation
    - **Description**: Identify unnecessary processes that can be streamlined or eliminated to allow for more contact time with students
  - Improve advising center websites
    - **Purpose**: Ensure that essential information for students related to academic advising is easy to locate and accurate
    - **Description**: Identify information students need most (related to academic advising) and highlight it on the main advising page and on the home pages of each advising...
o Enhance training of academic advisors to include more information about subject areas for which they advise
  o **Purpose**: Give advisors information they can use to enhance their interactions with students during advising sessions, on the phone, via email, etc.
  o **Description**: Working with academic departments, develop list of topics important for advisors to relate to their students and provide training opportunities for academic advisors

o **Collaborators** –
  o UTSA Facilities, University Marketing: create and post signs, develop marketing material
  o Financial Aid, ROTC, Athletics, Orientation, Academic Departments, International Programs, Registrar’s Office, Admissions: discuss ways to improve processes (technology, exclusion of advising from some processes, other changes)
  o UGARs and department chairs: basic subject area instruction for advisors

o **Timeframe** –
  o Deployment of signs with advising logo and development of marketing campaign: Spring 2014
  o Increase student contact: Spring 2014
  o Improvement of websites: Spring 2014
  o Subject area training of advisors: Fall 2014 and ongoing

o **Expected Outcomes** –
  o Students will know where advising centers are and visit them whenever they have questions about their academic goals.
  o Students will find the advising-related information they need on advising center websites.
  o Students will leave advising sessions with a better understanding of what they need to do to attain their academic goals.
  o Faculty and advisors will gain a greater understanding of and appreciation for the jobs done by the other group.

**Metrics - GRIP and Other Metrics**
  o Measure student awareness of academic advising.
  o Measure student progress toward degree.
Policies
- New policies
- Changes needed to current policies
- Communication
Project Plan for First Year Experience

May, 2013

Nancy Martin
Associate Vice Provost, University College

Tammy Wyatt
Associate Dean, University College

* Merging University College and Freshman Focus Strategies.
Overview (high level summary)

- **Title** of GRIP Strategy:
  First Year Experience Program (Merging University College and Freshman Focus Strategies)
- **Unit** undertaking the project:
  First Year Experience Program is housed in University College, however entities throughout UTSA are involved in the project. (See list of collaborators below.)
- **Problem** - Students need assistance transitioning academically and socially from high school to college.
- **Goal** of the project/pilot:
  Students will complete the appropriate 30 semester credit hours (SCHs) and declare a well-informed major within the first academic year (AY). The Fall 2013 goal of the pilot is to evaluate the content of the Academic Inquiry & Scholarship (AIS) course, the effectiveness of the University Peer Mentor (UPM) program, and to develop relevant, high quality transition programming.
- **Outcome** - Expected best experience for students as they progress to timely graduation (high level):
  *We expect an*
  - increase in the number of freshmen attaining 30 SCHs by the beginning of their second AY,
  - increase in students’ sense of connection with UTSA,
  - increase in students’ awareness of campus resources, and
  - acceptable level of student performance (as stated on course assessment plan) on all state-mandated core curriculum objectives (Critical Thinking, Communication Skills, Social Responsibility & Personal Responsibility)
- **Rationale** - the reasons you believe the students with whom your project will be working will benefit from the outcome noted above if your project is successful.
  - Students will have a support team composed of faculty, staff and upper level students assisting them with academic and social challenges.

Information About the Project (more detailed description)

- **Project Leaders** - Nancy Martin & Tammy Wyatt
- **Participants** - List persons who will be carrying out the project and their job titles.
  - Lawrence Williams, Dean
  - Nancy Martin, Associate Vice Provost
  - Tammy Wyatt, Associate Dean
Susan Colorado-Burt, Director of the First Year Experience Program
Sherry Castillo, Associate Director of the First Year Experience Program
Carmelita Dunbar, Assistant Director of the First Year Experience Program
Corina Adalpe, Student Development Specialist, First Year Experience Program

Pilot Faculty:
Valerie Sponsel, Professor, Biology
Terri Matiella, Lecturer III Environmental Science
Erin Ranft, TA II, English
Rose Rodriguez-Rabin, Lecturer II, Writing Program
Melissa Leath, Lecturer II, Writing Program
Lisa Montoya, Associate Dean, COB

Pilot Teaching Assistants (TA’s):
Don Davis, COEHD
Virak Chan, COEHD
Jenna Bonavia, COLFA
Grietta van der Heide, COLFA
Sonia Valencia, COLFA
Nima Kordzadeh, COB

Peer Mentors: 8 Undergraduate Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celeste Colmenero</td>
<td>Political Science</td>
</tr>
<tr>
<td>Stephanie Cannon</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>Selena Aguirre</td>
<td>Communications</td>
</tr>
<tr>
<td>Eric Pacheco</td>
<td>Business</td>
</tr>
<tr>
<td><strong>DOWNTOWN AIS</strong></td>
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</tr>
<tr>
<td>Kaci Wallace</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Isidrio Montoya</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td><strong>UNIVERSITY PEER MENTOR COURSE</strong></td>
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</tr>
<tr>
<td>Kimberly Sias</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>Jerome Scott</td>
<td>Communications</td>
</tr>
</tbody>
</table>

Students - Identify the student group with whom your project will be working.
First-time freshmen for 2013

Student Activity – Identify the student activity to which your project relates and when this student activity occurs (e.g. start date and deadline, a prescribed time span, or continuous)
Approximately 300 freshmen will enroll in 6 sections of AIS 1203 (50 students each) in Fall, 2013. These same students will enroll in UMP 1000 in Spring, 2014.

Approximately 100 students will enroll in UPM 1000 across the 2013-2014 AY.

Within the AIS & UPM courses, students will be provided guidance in determining a major appropriate to their interests and aptitudes, and information about academic and social resources on campus.

- **Project Activities** – List and provide a short description of the activities your team will undertake during this project.
  - Implement 6 sections of AIS 1203 in Fall 2013 & corresponding sections of UPM 1000 in Spring 2014.
  - Implement 2 stand-alone sections of UPM 1000 across the 2013-2014 AY.
  - 3-Day Training Institute for Faculty & TA’s held in the Summer, 2013
  - On-going training and support for faculty and TAs
  - Formative evaluation of the course will include regular meetings with faculty & TA’s throughout the term.
  - Peer Mentor Training:
    - 3-Day Training Institute held in the Summer, 2013.
    - On-going training and support and formative evaluation of the UPM Program to include bi-monthly meetings throughout the term.
    - Designing and developing transition programming within the University College.

- **Collaborators** - Identify other units whose collaboration you will need and describe the collaboration necessary for the students to experience the benefits of your project.
  - Learning Communities/First Year Experience Program – Learning Communities will transition to the University College September 1, 2013; the program name will change to First Year Experience Program in Fall 2014; creation of peer mentor program; peer mentor training; faculty/TA training for AIS course; marketing and outreach of AIS course and peer mentor program; recruitment of students for pilot program
  - Writing Program – linking courses; WRC faculty serving as members of support team
- **Academic Deans, Associate Deans, Department Chairs & Faculty** – providing instructors for the AIS course; recommending graduate students to serve as AIS TAs; participating in UC events (exiting, majors fairs, etc.); aligning support programming with UC (similar models in advising, early alert, faculty-student relationships, etc.)

- **Marketing** – materials to market 1st Year Experience Program in pilot

- **Admissions** – providing the UC with student contact information to market 1st Year Experience Program during pilot; UC to provide recruiting information for freshmen admitted in Fall 2014

- **Advising** – serve as support team member; develop a model for 1st Year Experience advising focused on relationship building and consistency (CFAC, TRC, DT, etc.)

- **Orientation/Family Programs** – Summer Orientation to focus on 1st Year Experience and UC; Orientation to provide programming to include peer mentor and advisor meet/greet

- **Convocation/Roadrunner Days** – Freshman Induction to University College Ceremony; majors fair with colleges/departments; peer mentor meet-n-greet

- **Financial Aid** – funding of work study eligible peer mentors (request to use designated institutional funds to pay peer mentors on Provost’s Desk)

- **Career Services** – majors fair; tools to select appropriate major

- **Registrar’s Office/Classroom Scheduling** – creation of course schedules; assigning classrooms; course linkages; automated transfer of students enrolled in AIS sections to corresponding UPM sections

- **OIT/Blackboard Learn** – develop a dedicated area (i.e. webpage or in course schedule) to view dynamic learning community links; development of AIS 1203 course standardized shell for AIS faculty and integration of 2 sections into corresponding 1 course; development of UPM course standardized shell; development of Peer Mentor Leadership course shell

- **Facilities**
  - 1604 Campus Space – University College (UC) faculty space; Learning Communities (LC) (1st Year Experience Program) space; peer mentor space; TA space
DT Campus Space -- UC faculty space; LC (1st Year Experience Program) space; peer mentor space; TA space

Timeframe - What is the project time frame (start date and end date for the project)?

<table>
<thead>
<tr>
<th>Start of Pilot</th>
<th>Fall, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Pilot</td>
<td>Summer, 2014</td>
</tr>
</tbody>
</table>

Expected Outcomes - Describe the outcomes you expect the project activities will produce for the student group with whom you will be working (expanded description of the Overview Outcomes summary).

<table>
<thead>
<tr>
<th>Expected Project Outcomes</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in the number of freshmen attaining 30 SCHs by the beginning of their second AY</td>
<td>#/% of freshman pilot participants who reach the Sophomore benchmark by Fall, 2014</td>
</tr>
<tr>
<td>Increase in students’ sense of connection with UTSA</td>
<td>Increased sense of connection (assessed via student survey)</td>
</tr>
<tr>
<td>Increase in students’ awareness of campus resources</td>
<td>Increased awareness of campus resources (assessed via student survey)</td>
</tr>
<tr>
<td>Acceptable level of student performance (as stated on course assessment plan) on all state-mandated core curriculum objectives (Critical Thinking, Communication Skills, Social Responsibility &amp; Personal Responsibility)</td>
<td>Course rubrics for presentation &amp; paper</td>
</tr>
</tbody>
</table>

Metrics - GRIP and Other Metrics
Bulleted list of metrics for the GRIP strategy devised with OIR

Metric for Pilot:
- #/% of pilot participants who reach the Sophomore benchmark by Fall, 2014

Bulleted list of other useful metrics
- None
Policies

- New policies
  - None for pilot. However, we anticipate new policies will be implemented Fall, 2014 as follows:
    All freshmen are admitted into University College and participate in a comprehensive First Year Experience Program designed to help transition from high school to college. In UTSA’s First Year Experience students will participate in a peer mentor program, have the opportunity to enroll in linked-courses, and receive guidance in selecting an appropriate major. Students must meet the following criteria in order to exit University College and transition to their respective colleges of major.
    - Complete 30 UTSA hours*
    - Have no Texas Success Initiative (TSI) deficiencies
    - Meet all requirements to declare a major
    - Earn credit for AIS 1203
    - Earn credit for WRC 1013
    - Earn credit for core Mathematics requirement
    - Complete the 1st Year Experience Program

Students will remain in University College until all seven exiting requirements have been met. Students within the University College will register with the freshman cohort, regardless of hours earned, unless they have a designated priority registration, e.g.: athletes, students who utilize Disability Services.

* There is a distinction for freshmen and freshmen transfers entering UTSA with 15 or more credit hours. Such individuals may satisfy this requirement by completing 30 total hours, 15 of which must be UTSA hours with a UTSA GPA of 2.5 or higher. Freshmen and freshmen transfers entering UTSA with 15 or more credit hours may be designated as University College Accelerated Students as soon as they meet the first six exiting requirements above. Upon completion of these first six requirements, a University College Accelerated Student will be able to register with their appropriate cohort based upon hours earned (30-59 sophomore, 60-89 junior, etc.).

Transfer students with 30 or more hours majoring in selective programs and undeclared majors will be admitted into University College and remain in the College until they have meet all requirements to declare a major. At which point, such students will transition to their appropriate college of major.

- Changes needed to current policies
  - None at this time.
- **Communication**
  
  **UTSA Community:** Pilot information was presented across campus and will continue to be shared with collaborators and other relevant parties as needed.
  
  **Incoming Students:** We communicated with incoming freshmen via postcards and emails as well as created a web page with pilot information.
Project Plan for Integrated Advising Systems for Student Success

May, 2013

Ken Pierce
Vice Provost and CIO, Information Technology

Merging the following strategies:

Four Year Degree Plans
Online Degree Audit
Electronic Early Alert
Global Advising System
Overview (high level summary)

- **Title** Integrated Advising Systems for Student Success
- **Unit** OIT, Advising Centers, Academic Departments
- **Problem** – The current Advising systems in use at UTSA are insufficient for supporting advising processes necessary for student success. Specifically:
  - Students’ degree planning tools are not accurate or comprehensive enough to create a stable, achievable four year graduation plan.
  - The current degree audit program (CAPP) is not user friendly, in many areas it does not have complete and accurate information for efficient and effective degree auditing and planning. Therefore, more widespread use by students and advisors is not being encouraged.
  - Advising Centers do not have a centralized system used to notify students (and advisors) of emerging problems occurring academically or financially to allow sufficient time to resolve issues before significantly affecting their success at UTSA.
  - The Advising Centers have emerged as separate entities and for the most part use different processes for conducting the student advising process. These processes are labor intensive and detract from efficient and effective advising.
- **Goal** - To seamlessly integrate all of the systems supporting advising processes and advising centers in a way that promotes student success. These integrated systems will allow:
  - Students to build, maintain, plan and track their progress towards a degree through an effective and efficient user online interface.
  - Advisors to view advising-related student data through an integrated interface built on top of a Customer (Constituent) Relationship Management (CRM) tool. The sources of data for the interface will be Banner, Blackboard, Degree Works, Early Alert, and other systems if necessary. This will serve as the advising business process platform for all advising activity on campus.
  - Advisors and students to receive timely notifications of issues potentially impeding academic success.

- **Outcomes** – This project is expected to produce the following outcomes:
A majority of students will enter UTSA with a goal to graduate in four years. All students will have an official degree plan they will maintain and monitor regularly.

Students are notified earlier in the semester if they are not performing well in a course or have an administrative hold placed on their account. This allows time to make adjustments and seek assistance to ensure success.

An improved and effective advising experience for students.

A more productive advising organization through standardization and automation of processes.

**Rationale** – The rationale for this project is as follows:

Students need to always have access to current, accurate information regarding their academic progress and plans. They need the ability to chart progress on their own - exploring alternative options before visiting with an advisor- making advising sessions more efficient.

Allows advisors to assist with more substantive academic issues rather than administrative ones.

Improved student retention and graduate rates are critical to UTSA success as a Tier One university. Research shows that universities who have successfully implemented systems that catch activities (or lack of activities) in a student’s academic progress and provide visibility to faculty, department chairs, and advisors in a timely manner have higher student success rates.

Improved systems for facilitating the advising process will cut down on advisors’ time searching for and familiarizing themselves with student data, improving advisor availability. Improving the scheduling processes will also cut down on administrative overhead in the advising process.
Information About the Project (more detailed description)

- **Project Leader** – Ken Pierce
- **Participants** - The following individuals are participants in one or more of the individual system implementations:

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor</td>
<td>Ken Pierce</td>
</tr>
<tr>
<td>Project Manager</td>
<td>Jerry Smith</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>Angel Gibbons</td>
</tr>
<tr>
<td>Core Project Team (SMEs)</td>
<td>Jayashree Iyengar, Laurie Trevino, Patty Clark, Michael Anderson</td>
</tr>
<tr>
<td>Other Stakeholders</td>
<td>Students, Advisors, Faculty, OIT Support Services, OIT Application Development Services, OIT Networking and Server teams, Online Learning Team</td>
</tr>
</tbody>
</table>

- **Students** – All Students, including: traditional students, incoming freshman, current students
- **Student Activity** - This project relates to several student activities, including: advising, counseling, grading, attendance, tutoring, financial aid, and enrollment.
**Project Activities** – The following general activities are anticipated for this project:

- Acquisition and installation/implementation of DegreeWorks to support degree planning and degree auditing
- Acquisition and implementation of Microsoft Dynamics CRM
- Scribing degree plans in DegreeWorks for degree audit and degree progress monitoring
- Constructing four-year degree maps for each major curriculum (Academic departments)
- Identification and development of automated and manual alerts within the Early Alert System
- Integration of all systems with Blackboard and/or Banner as required
- Communications and training of all necessary faculty, staff, and students

**Collaborators** - Advising, Academic Departments, Faculty, Department Chairs, Deans, OIT, Student Support Services, Counseling, Registrar

**Timeframe** – May 2012- April 2014

**Expected Outcomes** – The following outcomes are expected as a result of this project’s implementations:

- DegreeWorks will be fully implemented for the current catalog by April 2014 with an accurate set of four year degree plan templates ready for students to utilize once they are admitted and have chosen a major of study.
- Advisors will be able to view student data and schedule times to meet with students from one system.
- Advisors will be able to view all necessary information on a student from: Banner, Blackboard, Early Alert, and DegreeWorks.
- Alerts sent from Early Alert

**Metrics - GRIP and Other Metrics**

- **Short Term Measures and Metrics**
  - Percentage of students with validated degree plans in the system
  - Percentage of freshman courses with grades entered into system at or before midterm
  - Number of students utilizing system
  - Percentage of faculty entering grades in timelines that are suitable for the early alert system and the advising groups to utilize
  - Satisfactory feedback from surveys distributed to faculty, staff and students on the Early Alert System, to include effectiveness and ease of use
Increased percentage of student grades recorded in Blackboard Grade book

Long Term Measures and Metrics
- Increased number of students accessing academic support services
- Average number of total credit hours taken by graduates
- Percentage of students on schedule for graduation within four years
- Freshman-to-Sophomore retention rates
- Number of students accessing academic support services
- Increase Freshman-to-Sophomore retention rates
- Increased course completion rates

Policies
- Student grades recorded in Blackboard Gradebook
Project Plan for Competency-Based Testing and CLEP

May, 2013

Joleen Gould
Director, Testing Center
Overview (high level summary)
- Title of GRIP Strategy being undertaken – Competency-Based Testing and CLEP
- Unit undertaking the project – Testing Services
- Problem – Competency-Based Testing - Challenge policy is in need of revision due several factors that are making it ineffective for students: too expensive to students, lack of transparency regarding challenge course inventory, burden to faculty and departments to respond to student requests on short notice for such challenge exams and lastly overall time structure of challenge exams within first of semester only. Credit by Exam and Dantes are underutilized by students as an alternative pathway to course-taking to stay on track toward graduation, despite generous credit offerings by the University; less than four percent of the overall student population attempts or sends in scores for credit by exam.
- Goal of the project – Competency-Based Testing - Work with Chairs and other stake holders to draft a new competency-based exam policy which more closely mirrors our peer institutions and will enable our students to have more low cost, timely options to supplement class going and stay on track toward graduation. CLEP – Increase targeted outreach to students at critical points to stay on track to 30-60 hour targets in first and second year utilizing new report.
- Outcome – Students will have a more transparent interface to review a catalogue of credit by exam course choices that apply directly to their degree and are administered throughout the year in Testing Services at one-third of the cost of the tuition for a course, so that they may make ready decisions regarding registration.
- Rationale – Students and special populations of incoming high school cohorts need to take fifteen hours a semester or 30 hours an academic year to stay on track to a timely graduation. Students who get behind the target hours can pick up the hours through non-traditional means such as credit by examination, competency-based testing, summer school or on-line courses to stay on track to graduation.

Information About the Project (more detailed description)
- Project Leader – Joleen Gould, Director of Testing Services
- Participants - Department chairs, Dr. Edwin Barea-Rodriguez, Dr. Bridget Drinka, Ms. Terry Wilson, Ms. Becky Sanchez, and Dr. Lawrence Williams
- Students – All degree-seeking undergraduate students and UTSA Ready students
- **Student Activity** – UTSA READY MAT 1023 Pilot project (Fall 2013-Spring 2014), WRC 1023 portfolio competency exam (continuous), development of Texas Government competency-based exam (Fall 2013), development of inventory of competency-based exams (continuous)

- **Project Activities** –
  - Receive final approval of new competency-based exam policy.
  - Work with departments who are developing new competency-based exams on the logistics to ensure expectations are met by all parties.
  - Develop fee and seek approval through appropriate parties for competency-based exams.
  - Work with partners in pilot projects on all logistics of the projects to ensure that the student's needs are being met and all necessary resources are available for required success.
  - Advertise available inventory of competency-based exams as they develop along with policy and fee associated.
  - Introduce and train all advising units regarding possible credit by exam options available for students.
  - Utilize 30-60 hour on-time report to target mass e-mail messages to needy students who should review credit by exam options to stay on track toward graduation or other non-traditional course-based options.

- **Collaborators** – UTSA Departmental Chairs and Faculty to design competency-based exams. Assistant Provost for Academic Affairs, Financial Assessment Analyst to assess and approve new fee for competency-based exams. James Adair to assist in initial creation and distribution of 30-60 hour on time target report.


- **Expected Outcomes** – The policy and fee for competency-based exams will be finalized and approved. The inventory will be built and advertised along with the other credit by exam options available to students as a viable alternative to course going when students are on waitlists or behind in their 30 or 60 hour goal time lines to stay on track to graduation. The overall credit by exam activity will increase with in the UTSA student body and aid in their graduation.
Metrics - GRIP and Other Metrics

- Number of new competency-based exam opportunities developed and available for students and raw number of students taking them.
- Percentage of students taking and/or reporting credit by exam to UTSA as a supplement to their class going activity toward graduation.
- Average credit hours completed by graduates via examination.

Policies

- Revision of current challenge policy. Drafting of new competency-based exam policy.
- Establishment of competency-based exam fee.
- Establishment and approval of agreement between P-20, UTSA Ready, the Math department to allow for granting of credit for MAT 1023 to nonstudents in the UTSA Ready program upon the successful completion of a competency-based exam in MAT 1023 designed by the Math department.
Project Plan for Streamlining Curriculum and Course Prerequisites

May, 2013

Edwin J. Barea Rodriguez
Department Chair, Biology

Norma Guerra
Department Chair, Educational Psychology
Overview (high level summary)

- **Title**: of GRIP Strategy being undertaken - Streamlining Curriculum and Course Prerequisites
- **Unit**: Departments
- **Problem**: Student experience delay in graduation because of prerequisites that may not be needed, lack of course offerings, and high DFW in introductory courses.
- **Goal**: Decrease prerequisites, increase course offering, improve success in introductory courses.
- **Outcome**: As prerequisites are eliminated, course offering are increased and improvements in pedagogy in introductory courses are implemented, students will have the opportunity to graduate in a timely manner.
- **Rationale**: Students need a more realistic course map. Improvement in pedagogy in introductory courses will decrease multiple attempts of gateway courses.

Information About the Project (more detailed description)

- **Project Leaders** – Edwin J. Barea Rodriguez and Norma Guerra
- **Participants** - Provost, Deans, Chairs and Faculty teaching introductory courses
- **Students** – All students
- **Student Activity** – Chairs and faculty will continue evaluate curriculum.
- **Project Activities** –
  
  1a. Abolish support work
  1b. Removal of non-offered courses
  1c. Identify out-of-department requirements
  2. Reduce prerequisites
  3. Inputting Grades and Moving Drop Dates Earlier
  4. Enhancing pass rates in introductory classes
  5. Establish milestones courses

- **Collaborators** – These initiatives require the collaboration of all academic departments
- **Timeframe** – The goal is to address each project throughout the year with the goal of completing all activities by summer 2014.
- **Expected Outcomes** – We expect to see a decrease in barriers student face when registering in courses. In addition, we expect to see increase completing of introductory courses.
## Metrics - GRIP and Other Metrics

<table>
<thead>
<tr>
<th>Task/Assignment</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Abolish support work</td>
<td>Number and percentage of departments that eliminate support work</td>
</tr>
<tr>
<td>1b. Removal of non-offered courses</td>
<td>Tally number of non-offered courses that were removed from the registrar</td>
</tr>
<tr>
<td>1c. Identify out-of-department</td>
<td>Advisors develop a list of non-core courses from outside department(s)</td>
</tr>
<tr>
<td>requirements</td>
<td>required to complete a major</td>
</tr>
<tr>
<td>2a. Reduce prerequisites</td>
<td>Number and percentage of departments that have streamlined their</td>
</tr>
<tr>
<td></td>
<td>prerequisites</td>
</tr>
<tr>
<td>3a. Inputting Grades and Moving Drop</td>
<td>Number and percentage of courses that have entered midterm grades.</td>
</tr>
<tr>
<td>Dates Earlier: Provost sends directive</td>
<td></td>
</tr>
<tr>
<td>to Colleges to establish policy</td>
<td></td>
</tr>
<tr>
<td>4a. Enhancing pass rates in introductory classes</td>
<td>Decrease DFW rate by 5% by fall 2015</td>
</tr>
<tr>
<td>5a. Establish milestones courses</td>
<td>Number and percentage of departments which have implemented milestones</td>
</tr>
<tr>
<td></td>
<td>policies</td>
</tr>
</tbody>
</table>

### Policies

- **Communication**
  - Faculty teaching introductory courses with high DFW rates will need to take an active role in improving pedagogy
Project Plan for Course Availability and Scheduling

May, 2013

Joe DeCristoforo
Associate Vice President and University Registrar
**Overview** (high level summary)

- **Title** Course Availability and Scheduling
- **Unit** Registrar

- **Problem** – often our student population does not have a good idea of what courses are offered historically for certain terms and years, and sometimes the information that they see in the catalog is either not accurate or not clear (for example, some courses have not been taught for several years or in fact never taught at all, yet the course appears in the catalog and students assume it will be offered eventually).

- **Goal** - Provide students with course availability information that is useful and helpful to them while also making sure that the course catalog contains only courses that have been taught within the last four years. Another goal would be to provide academic departments with aggregate data on course availability so that they have a better idea of what courses to keep on the active course catalog.

- **Outcome** – Students will make better registration decisions and academic departments will offer courses that students need to graduate in a timely manner.

- **Rationale** – If we provide students with the information they need to graduate in a timely manner, then they are more likely to graduate sooner than later. This is no guarantee of course, since it is still their decision to make on how many courses they take during the semester.

**Information About the Project** (more detailed description)

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor</td>
<td>Joe DeCristoforo, Associate Vice President and University Registrar</td>
</tr>
<tr>
<td><strong>Steering Committee</strong></td>
<td>Joe DeCristoforo, chair</td>
</tr>
<tr>
<td></td>
<td>Daniel Hollas, Associate Dean, College of Business</td>
</tr>
<tr>
<td></td>
<td>Rosalyn Huff (SGA rep)</td>
</tr>
<tr>
<td></td>
<td>Johanna Hunziker, Assoc Director of Academic Scheduling</td>
</tr>
<tr>
<td></td>
<td>Martha LaRoque, Director of SIS Operations</td>
</tr>
<tr>
<td></td>
<td>Daniel Sibley, Director for Space Utilization</td>
</tr>
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<td></td>
<td>Jayashree Iyengar, Assistant Director of Application Development and Support</td>
</tr>
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<td></td>
<td>Don Swinson, Academic Scheduling Coordinator</td>
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<td></td>
<td>Steve Wilkerson, Associate Vice Provost for Institutional Effectiveness</td>
</tr>
<tr>
<td>Project Manager</td>
<td>Joe DeCristoforo</td>
</tr>
<tr>
<td><strong>Core Project Team</strong></td>
<td>Jayashree Iyengar (ADS)</td>
</tr>
<tr>
<td>(SMEs)</td>
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</tr>
</tbody>
</table>
Project Includes

- Adding a student survey to the Registrar’s Office web page where students connect to the Courses Offered in the Past Three Academic Years by Semester report.
- After students review the course availability data, they are invited to complete a short three-item survey to tell us whether they believe that the information that they reviewed will help them to make better scheduling decisions when they early register for courses, ask them in what ways can we make this report more applicable to them if it is not as helpful as they think it can be helpful, and to give them a chance to insert any comments they feel are appropriate to their courses offered information.
- For academic department chairs, distribute a listing of courses not taught when the catalog revision process begins for undergraduate courses in the 2014-15 catalog year. Courses not taught in 4+ years will be removed from the Course Inventory and will not appear in the academic catalog for students to see.

Role | Responsible Person(s)
--- | ---
Measures and Metrics | Steve Wilkerson, Office of Institutional Research
Other Stakeholders | Lawrence Williams, Dean of University College
 | Student Government Association
 | College Deans
 | Department Chairs Academic

- **Students** - feedback from Course Summary Survey
- **Department Chairs** – provide update on courses offered in the last four years
- **Project Activities** –

<table>
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<th>Project Includes</th>
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<tr>
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</tr>
</tbody>
</table>

- **Timeframe** – Course Offering survey will be completed by October 1, 2013 and administered to students by November 1, 2013 through January 15, 2014.
- **Expected Outcomes** -
  - Students will tell us that the Courses Offered in the Past three Academic Years by Semester report will be helpful to them in making better scheduling decisions.
  - Students will provide us with important feedback to let us know in what ways we can provide even more helpful scheduling information to them by either altering our report format to their needs and/or by giving us information about course data that they would find even more helpful to make better scheduling decisions.
  - In regard to department chairs, they will be more aware of what courses they have not been offering in the past four years so that they either decide to offer these courses or that they want these untaught courses to be removed from their course inventory. Either way, by having more accurate course catalog data available for our students, they will be making better scheduling decisions since untaught courses will not be listed in the catalog if they have not been offered in the last four years.
## Metrics - GRIP and Other Metrics

- **Short term:**
  - Number of students who receive useful information about the Courses Offered
  - Number of students who utilize the Courses Offered report on a monthly basis going back to March 2013.

- **Long term:**
  - Students develop more confidence in the scheduling system and take courses toward their graduation on a more accelerated path
  - More department chairs have a better understanding of what courses they should offer during any given semester and how many sections to offer

## Policies

- **New policies:**
  - Courses not offered in the last four years will be removed from the course inventory.
Project Plan for Wait-Listing for Courses

May, 2013

Ken Pierce
Vice Provost and CIO, Information Technology
Overview (high level summary)

- **Title** Wait Lists For Courses
- **Unit** Registrar, OIT
- **Problem** - During registration periods, many course sections close quickly due to high demand, and for some courses, only a few numbers of sections are offered. For students, this can translate into frustration. Today, students attempt to register for a course section only to find it closed or offered at a time of the day or week that conflicts with other commitments (ex: work). Students must frequently return to the online class schedule to see if there has been a change that is suited for them and attempt to re-register. This results in additional users to the system and added frustration for the students. Fairness is also a factor. Some students can check the system all day while others cannot due to work and other commitments. Students sometimes go to the academic department who places them on a paper wait-list that is manually and inefficiently monitored. This too can lead to students missing opportunities to get the sections they require. Recently, UTSA piloted the use of electronic wait lists in Banner with a subset of courses within the College of Engineering. This pilot was deemed successful and was expanded into subsets of courses in three other colleges (College of Education and Human Development, College of Science, College of Public Policy) which have also been successful. Currently, the program is opening to all colleges to include the College of Liberal and Fine Arts, College of Business, and the College of Architecture for the Spring 2013 registration period which will run from November 1, 2012 through January 3, 2013.

- **Goal** - Expand the use of electronic wait lists for all colleges and most all organized courses. Create a more efficient process for students to register for the courses they need. Provide data to departments about course demand and time of day demand. Give students more knowledge about course availability so they can monitor their registration process.

- **Outcome** – The optimal outcome is that the course demand data provided will prompt departments to re-evaluate and alter their course offerings to better accommodate the student population. It will never be guaranteed that a student will get a seat in a WL course, but by utilizing information, better course predictions can be made. Students will not be planning schedules of false hopes; they will have better ownership of their schedules by monitoring movement of the WL.

- **Rationale** - Wait-listing allows students to “stand” in an electronic line when certain course sections are closed. When an enrolled student drops a class, the first student in the queue is notified that the class is available and ready for them to add. In addition to students being offered the opportunity to enroll in a class when a slot opens up, the system can send a report to department chairs providing the number of
students on a wait-list. If the number is high, the chair may be able to add another section to accommodate student needs. Wait-listing should reduce the number of students who cannot obtain the classes they need in a given semester. Overall long term student benefit: Understanding course demand = students get courses when needed = timely graduation.

Information About the Project (more detailed description)

<table>
<thead>
<tr>
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<tbody>
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<td>Sponsor</td>
<td>Ken Pierce, Vice Provost for Information Technology</td>
</tr>
<tr>
<td>Steering Committee</td>
<td>Bryan Wilson, Office of Information Technology (Chair)</td>
</tr>
<tr>
<td></td>
<td>Vanessa Kenon, Office of Information Technology</td>
</tr>
<tr>
<td></td>
<td>Joe DeCristoforo, Registrar’s Office</td>
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<td>Ginnifer Cie Gee, Registrar’s Office</td>
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<td></td>
<td>Linda Mahoney, University College</td>
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<td>Craig Jordan, College of Science</td>
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<td>Christopher Wickham, COLFA</td>
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<td>Sylvia Mansour, COEHD Advising</td>
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<tr>
<td>Project Manager</td>
<td>Bryan Wilson</td>
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<td>Core Project Team (SMEs)</td>
<td>Laurie Trevino (ADS)</td>
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<td>Jayashree Iyengar (ADS)</td>
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<tr>
<td>Measures and Metrics</td>
<td>Steve Wilkerson, Office of Institutional Research</td>
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<td>College Deans</td>
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<td>Department Chairs</td>
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<td>Academic Advisors</td>
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- **Students** - Pilot (College of Engineering) Full Implementation: All Colleges
- **Student Activity - Registration**
- **Project Activities** –

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<th>Project Includes</th>
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<td></td>
<td>Making programming changes to the Banner system to support wait-list functionality for all organized courses that require a classroom</td>
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Project Includes

- Programming semester roll over batch job to move course-by-course wait-list configurations from one semester to another.
  All sections within a particular course must have the same waitlist maximums. The waitlist maximums will be rolled from like semester to like semester, for example, Fall 2013 waitlist maximums will be rolled to Fall 2014. Departments have the flexibility to change the waitlist maximums before the registration period begins on any given semester.

- Programming of additional related reports or alerts to provide visibility of wait-list activity to department administrators / chairs. Various reports have already been created and are available in BOXI (Infoview) currently for the Fall 2012 waitlist.

- Production of additional documentation (procedures, processes, guidelines, checklists, policies) to support wait-list functionality. Currently, the following information is available:
  Registrar website: [http://utsa.edu/registrar/waitlist/](http://utsa.edu/registrar/waitlist/)
  Faculty directions on how to view waitlist for their courses
  Advisor and Staff waitlist training guide
  Waitlist instructional handout cards for Advising Centers
  Bookmarks advertising Fall 2012 waitlist
  FAQ on waitlisting via the Registrar’s website

- Additional communications to academic community regarding wait-lists. Currently, the following information is available:
  Electronic versions of marketing materials
  Training through the Registrar’s Office. Currently on third round of training.
  Training is offered to department schedulers and advisors.
  Digital signs around campus including signs available for departmental/advising use

- Additional communications to students regarding wait-lists, which will include a video. Currently, the following information is available:
  Waitlist email monitored by the Registrar’s Office for registration questions regarding the wait list process – [waitlist@utsa.edu](mailto:waitlist@utsa.edu)
  Digital signs on campus (Main and DT)
  Registrar website: [http://utsa.edu/registrar/waitlist/](http://utsa.edu/registrar/waitlist/)
  Email to students informing them of waitlist notifications, end dates

- Additional emails to assist students in monitoring their place in the waitlist line
  Text messaging notification when a seat opens
  Add waitlist to Ask Rowdy

- Additional implementation of necessary processes and data gathering procedures to assess the effectiveness of wait-list functionality. Currently, the following assessment tools are in place:
  Student survey
  Waitlist email – [waitlist@utsa.edu](mailto:waitlist@utsa.edu)
  Waitlist website survey

- Production of documentation describing any future wait-list functionality that might be considered, along with any currently identifiable issues and strategies. See “future project includes” section for more details.

- Identify courses that cannot be waitlisted.
Project Includes

- We will have metrics on utilization of wait lists which includes number of students, percentage using wait lists, percentage on who actually enrolled in the course, etc...
- Includes undergraduate and graduate course options.

- **Timeframe** – Full production of course wait list will be completed December 2013

- **Expected Outcomes** -
  - This past Spring we put max WL counts on all courses with the option of the colleges reducing or raising these counts. 22% chose to move it back to zero. Moving forward, should all courses be required to have this option?
  - We roll the WL counts over from like semester to like semester so departments don’t have to re-enter, but they still have flexibility
  - There will be no limit to the # of WL or sections in a WL that a student can be on. This would only limit the students.
  - No auto registering – this creates financial problems and could result in student being enrolled in a course they didn’t know and receiving an F
  - The student survey pointed out that student would prefer text message notifications
  - If another section is opened, move all students that are on the WL for another section to that section also (give them first crack)
  - Late registration WL is already being explored
  - A few departments have inquired about summer waitlisting, this is on the table for discussion in the future
  - On the table for discussion is giving students who are on the right track to graduation priority on the WL – this will come with the implementation of a more trackable degree plan.

**Metrics - GRIP and Other Metrics**

**Short term:**
- * Number of students utilizing wait-list
- * Number of students who successfully enter courses from wait-lists

**Long term:**
- * Number of students using course wait-lists
- * Number of course sections added due to long wait-lists

**Policies**

- New policies
  - Most courses will carry a default wait list more than zero.
  - Communication
Project Plan for Alternative Course Delivery

May, 2013

Sunay Palsole
Associate Vice Provost, Distance Learning

Paul LeBlanc
Department Chair, Communication

James Groff
Department Chair, Accounting
Overview (high level summary)
- **Strategy** Alternative Course Delivery
- **Unit** Alternative Course Delivery sub-committee
- **Problem** - There is a bottleneck caused by course capacity issues caused by the paucity of physical space. In addition the non-traditional nature of our students causes restrictions in their academic attendance leading to elasticity in their graduation timelines.
- **Goal** - Create a pathway through the core of courses in alternative delivery formats (online and blended) as a way to increase the student movement in the academic success timeline.
- **Outcome** – Students will have access to high quality courses in alternative delivery formats removing the capacity and time/space flexibility barrier.
- **Rationale** – We believe that offering the students a pathway through the core may enable them to take a full 15 hours load of courses thus giving them an early start towards taking full loads. In addition we feel that offering courses in time-space flexible formats will help students who face scheduling challenges with getting the courses they need on time to help them make progress towards academic achievement.

Information About the Project (more detailed description)
- **Project Leader** – Sunay Palsole.
- **Participants** – This project is unusual in that it involves the participation of not only the sub-committee which has worked hard over the last year to engage the department chairs and faculty in thinking about alternative delivery formats, but the active participation of faculty who have responded to the CFP for creation of online and blended courses. The active sub-committee members are as follows
  - Sunay Palsole – Associate Vice Provost
  - Paul LeBlanc – Department Chair, Communication
  - James Groff – Department Chair, Accounting
  - Krisellen Maloney – Dean of the Libraries
- **Students** – This project is not under pilot as such, but the courses will rollout as they are developed. All students who need these courses will be informed of availability and enrolled in them as needed.
- **Student Activity** – This project has started with the awards that were done in late March/Early April and will run parallel to other activities that encourage student enrollment.
- **Project Activities** – Some of the activities have already take place and they are listed below with the next set of activities:
  - Presentation to department chairs and senate on alternative delivery formats.
  - Survey of faculty on alternative delivery formats
  - Development and release of a Call for Proposals targeting courses in the core (gen ed and majors)
Award of funding to successful proposals. Ten proposals were funded at the undergraduate level (see table below). **We are two courses away from creating a full pathway through the core. These courses will be targeted for development over the next two semesters.**

Awardees have attended a hybrid academy in the second week of May or are currently enrolled in a Hybrid Academy the week of May 27. Participants developing an online course will be attending the Teaching Online Academy which starts on June 10, 2013.

Development of courses starts over Summer and Fall 2013, with some courses development over Spring 2014.

Courses will be advertised and released for student enrollment as they are developed and pass the cQual rubric.

Assessment of student performance in courses, faculty satisfaction and success with teaching and development of workshops to mitigate any issues that are identified as barriers to success.

Development of round 2 of funding for future development will start in 2014.

Future targets will be: (a) Finishing the final courses for a pathway through the core (b) Targeted development of courses in the specialized core/college specific core (e.g. common body of knowledge in the College of Business) (c) targeted development of courses that map to general majors (e.g. multidisciplinary studies, general business) to create majors delivered in alternative delivery formats.

<table>
<thead>
<tr>
<th>Name of person</th>
<th>Course</th>
<th>College</th>
<th>Course format</th>
<th>First delivery of course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diana Young</td>
<td>IS3413 Introduction to Telecommunication for Business</td>
<td>College of Business</td>
<td>Hybrid</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Chungiang Qian</td>
<td>EE4733 Intelligent Control</td>
<td>College of Engineering</td>
<td>Hybrid</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Eric Schlegel</td>
<td>AST1013 Introduction to Astronomy</td>
<td>College of Science</td>
<td>Online</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Jill Hernandez</td>
<td>PHI 2033 Introduction to Modern Philosophy</td>
<td>College of Liberal Arts</td>
<td>Hybrid</td>
<td>Spring 2014</td>
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<tr>
<td>Sonia Alconini</td>
<td>ANT2043 Introduction to Archaeology</td>
<td>College of Liberal Arts</td>
<td>Hybrid</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Steve Parker</td>
<td>MUS 2673 History and Styles of Rock</td>
<td>College of Liberal Arts</td>
<td>Online</td>
<td>Summer 2014</td>
</tr>
</tbody>
</table>
Collaborators - We will need the collaboration of the faculty developing courses, the department chairs and deans of their respective colleges to ensure that these courses are scheduled on a regular basis and faculty are encouraged to update courses after each running of the course. We will also need the collaboration of the advising centers so students are actively encouraged to enroll in these courses to ensure forward movement.

Timeframe – The project is ongoing and has already started and the first round will end in Fall 2014 with continuing work beyond 2014 till targets are met.

Expected Outcomes – We expect students to take advantage of courses in alternative delivery formats by seeing a higher course load and removal of capacity issues to some extent leading to improved graduation rates.

Metrics - GRIP and Other Metrics
- Increase in the number of online courses
- Increase in the number of blended courses

Policies
- A comprehensive policy for alternative delivery formats will be developed over the next few months.
- There is an identified need for a policy that helps determine faculty workloads and create incentives for the development or and teaching in alternative delivery formats.
Project Plan for Summer School Expansion

May, 2013

Larry Williams
Vice Provost and Dean, University College
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1) EXECUTIVE SUMMARY

Currently, the number of students enrolled in classes at UTSA is small, compared with the Fall and Spring numbers. Increasing summer enrollments may serve our students particularly for those students needing (upper division) courses that may not be offered elsewhere. We will determine why students do not enroll in larger numbers during summers at UTSA. There will be a conversation with students to determine what steps may be taken to improve UTSA’s ability to provide the desired curriculum in a desired format during summer months.

UTSA should be able to provide an appropriate array of courses that will suit student needs. To do so may decrease the amount of time necessary to complete degree plans. We will determine an appropriate suite of courses with particular emphasis on what courses should be added to the summer curriculum that are not generally offered. The cost of enrollment is being studied to determine whether, from the student’s point of view, it is economically less attractive to enroll during the summer than during the fall and spring and if so what can be done to remedy the situation. Other schools offering lower fee structures, a diminished availability of financial aid, the opportunity to live at little or no expense with parents and fewer employment opportunities in the UTSA vicinity may all influence a student’s decision to not enroll at UTSA.

The course offerings must be scheduled in a manner that minimizes scheduling conflicts, such that for example a student wishing to take two courses for a major does not find that they are scheduled to be taught at the same time. If a student is not able to take a full schedule because of such conflicts, the cost of enrollment increases because many fees are not based on the number of hours enrolled.

In order to offer the necessary courses, the faculty members appropriate to teach courses must be available, willing to teach for the compensation offered and classroom space must be available.

2) INFORMATION ABOUT THE PROJECT

2.1 OVERVIEW

Student demand for classes will be assessed. There are students who elect to not take classes at UTSA or elsewhere because they are engaged in employment, vacation, internships and other activities. It is for those students interested in taking summer classes that we will focus attention. Those students are likely to benefit from a greater participation in summer
school at UTSA because of the continuity in their education and quality of UTSA’s offerings. If GRIP initiatives are successful and the quality of students improves, the demand for summer school may diminish because with more students successfully completing fifteen hours in a semester and on track to graduate in four years, more students are likely to use their summers for out-of-classroom activities that enhance their education, employment or leisure. Any adjustments UTSA makes must be based on an accurate assessment of student expectations and needs during the summer. Only then is it reasonable that steps can be formulated to better serve them.

The project will take a year to develop and implement. It will require the participation of many individuals and offices at UTSA and particularly close cooperation will be required of the advising centers, departments, the registrar, the office of the Provost and the Office of Institutional Research.

○ 2.2 DETAILS

2.2.1 CURRICULUM OFFERINGS

We will determine whether we offer adequate course selections. In order to do this, we will determine which courses have near-maximum enrollments. This however may not yield an entirely accurate picture because some students interested in taking a course are unable to do so because of scheduling conflicts. Merely because a course has not reached its maximum enrollment does not necessarily lead to the conclusion that the course is not still sought after by students interested in taking it at UTSA during the summer. A survey of academic advisors and undergraduate advisors of record and assistant chairs will contribute to the assessment of whether our course offerings are sufficient. Comprehensive surveys of students is a difficult path to making the desired determination, though targeted inquiries of registered student organizations and other student groups as well as census specific classroom populations may be profitable. Relying on the advisors and faculty may prove most productive.

2.2.2 ON-LINE AND HYBRID COURSES

Some courses may be especially appropriate for on-line and hybrid delivery. These courses and their instructors need to be identified to determine if increased attention to including them in the summer curriculum will be beneficial. For those courses not in such a format but which have been identified from the inquiry in 2.2.1 to be a focus of inclusion, special consideration may be given to adapting them to one of the two formats.
2.2.3 FACULTY

It will be determined whether the availability of faculty constrains the university’s ability to offering high-priority courses. Faculty may have research responsibilities that restrict their involvement in the summer program; they may have commitments to other institutions or enterprises; they may for personal reasons want to restrict their summer involvement. In addition, it will be determined if the measure of financial compensation is a deterrent to teaching during the summer.

2.2.5 ENROLLMENT COSTS

Student have opined that the cost of attending UTSA is unusually expensive. We will determine if that is the case and if so, what adjustments are possible. There are numerous fees that are not proportionate to the number of hours for which a student is enrolled. Consequently, a student enrolled during the summer for three hours may be paying 30-percent more per hour than a student enrolled for 15 hours in the fall or spring.

2.2.6 SCHEDULING-COURSES

There are issues of scheduling classes that may be addressed by a careful coordination of departments. Courses within a department may be scheduled in a manner that an individual who is likely to need two courses offer by the same department is precluded from enrolling in both because the department has not taken such an eventuality into account. Similarly, and seemingly more commonly, this may occur across academic disciplines when a program of study requires courses from more than one department that are likely to be enrolled in at the same time. Academic advisors will identify such situations and those scheduling in the departments will be consulted to make the corrections.

Related to the above is the observation that most classes are scheduled between ten in the morning and two in the afternoon. We will spread out the offerings to limit conflicts.

2.2.7 SCHEDULING-ALL UTSA ACTIVITIES

The task of scheduling courses during the summer is made more challenging because of the measure of activities UTSA sponsors other than its curriculum. Because of our scheduling system, an activity that is targeted to occur occasionally will be scheduled on a recurring basis for a particular time slot and location even though its use of that time and location is infrequent. Rooms therefore are left vacant and it appears that space is not available. With an emphasis on academic scheduling and an annually recurring schedule
that takes priority, the other activities can be inserted for specific days and times where space is available. We must always be aware that the downtown campus is not utilized to its fullest capacity and that those facilities should be considered when scheduling activities that compromise the availability of main campus space. Both campuses need to be utilized as best as possible.

### 2.2.8 CONSISTENT SCHEDULING

In order to give student the necessary assurance of what will be offered well in advance of any summer sessions, a reliable schedule will be agreed upon and published well in advance of any summer session. Additionally, departments will have the same summer schedule in successive summers.

### 3) EVALUATION OF THE PROJECT

- **3.1 METRICS**

Success of the project requires first determining what the need of the student body is for summer school opportunities. What is particularly useful to UTSA is in determining whether our assessment of the situation is accurate. Success will be measure by observing an increase in student attendance and a decrease in the credit hours that students transfer to UTSA following their summer experiences.

- **3.2 SUCCESS CRITERIA**

Success of adjustments made in how we handle summer school will be seen in a reduction in the number of student hours transferred to UTSA following summer enrollments elsewhere. However, there will always be summer enrollment elsewhere as long as there are other opportunities (eg. research or employment) that draw students elsewhere-students who also are interested in taking courses.
Project Plan for Academic and Social Support for Undergraduate Students - Tutoring Program

May, 2013

Cynthia McCowen
Director, Tutoring Services
Overview (high level summary)

- **Title** – Academic & Social Support for Freshmen: Tutoring Program
- **Unit** – Tomás Rivera Center – Tutoring Services
- **Problem** – Students not successfully completing general education or major gateway courses with a “C” or better
- **Goal** – To provide students in targeted general education and gateway courses with academic support through the Tutoring Program
- **Outcome** – To provide students enrolled in targeted courses tutoring that will help them understand and master course materials, including concepts and theories, through collaborative interactions with students who have already successfully completed the course(s).
- **Rationale** – Students who attend tutoring on a regular basis tend to understand the course materials better and do better in the associated course resulting in progression in their major towards graduation.

Information About the Project (more detailed description)

- **Project Leader** – Cynthia McCowen
- **Participants**
  - Javier Cervantes, Program Coordinator Tutoring Services
  - Tracy Lawson, Program Coordinator Tutoring Services
  - Anaissa Martinez, Student Development Specialist I Tutoring Services
  - Student Development Specialist I – part time positions
  - Tutors
- **Students** – UTSA students enrolled in targeted general education and major gateway courses
- **Student Activity** – Students work with tutors in groups or individually on associated course materials during active semesters (fall, spring & summer)
- **Project Activities**
  - Recruit, interview & hire qualified tutors
  - Provide training course for newly hired tutors and pre-semester trainings for continuing tutors. Provide period semester trainings for all student employees.
  - Create and maintain tutoring schedules that ensures proper coverage during normal tutoring hours
  - Provide supervision of student employees
  - Market tutoring program to students in targeted courses and during campus activities such as Orientation’s Information Fair
  - Meet with departmental and faculty partners
  - Ensure tutoring centers provide students with learning environments
Ensure availability of resources to include textbooks and calculators for student use during visits to tutoring centers
Conduct student surveys
Conduct semester meetings with student employees to determine continuing eligibility
Create semester and annual reports showing program activity and course outcomes for fall semesters
Conduct yearly program evaluation to determine areas that need improvement and identify areas for expansion

Collaborators –
- Colleges and Academic Departments
- Advising Centers

Timeframe – Provide tutoring during fall, spring and summer semesters

Expected Outcomes – Students who attend tutoring on a regular basis, at least two visits per week, do better than those who visit a tutoring center periodically or not at all. Based on comparisons of course outcomes these students receive grades of “C” or better at a higher percentage.

Metrics - GRIP and Other Metrics
- Using established student tracking system (TutorTrac) report on the number of unduplicated students using the tutoring centers. Information includes number of visits, number of hours, courses helped in and student information.
- At the end of each fall semester, complete course outcomes analysis of those students who attended tutoring verses those who did not.
- At the end of every other year, conduct a tutoring cost analysis consisting of cost of tutoring per student based on number of contact hours verses total of tutor wages for fiscal year.

Policies
- New policies
- Changes needed to current policies
- Communication
Project Plan for Academic and Social Support for Undergraduate Students – Supplemental Instruction

May, 2013

Maggie Floyd  
Director of Supplemental Instruction, Tomas Rivera Center

Leticia Duncan-Brosnan  
Executive Director, Tomas Rivera Center
Overview (high level summary)

- **Title**: Academic and Social Support for Freshman
- **Unit**: Tomás Rivera Center – Supplemental Instruction Program
- **Problem**: High D, F or W grade outcomes in required courses for various majors.
- **Goal**: Promote student success in courses required for students to progress through their chosen degree programs by offering SI study sessions to students enrolled in the following gateway courses:
  - ACC 2013: Principles of Accounting I
  - BIO 2313: Genetics
  - MS 3043: Business Statistics w/Computer Applications II
- **Outcome**: Students who attend SI sessions will earn fewer D, F and W grades and more A/B grades compared to students who do not attend SI sessions.
- **Rationale**: Students who participate in SI study sessions receive opportunities to actively engage course information with peers as they develop study skills and learning strategies for the particular course. If more students succeed the first time they attempt an SI supported course required for degree completion then fewer students will experience these courses as negative impacts on their overall grade point average or as roadblocks to graduation.

Information About the Project (more detailed description)

- **Project Leader**: Maggie Floyd, Director Supplemental Instruction and Leticia Duncan-Brosnan, Executive Director Tomás Rivera Center.
- **Participants**: (1) Maggie Floyd, Director Supplemental Instruction, (2) Bonita de Leon, Assistant Director Supplemental Instruction, (2) Cristina Gonzalez, Program Coordinator SI, (3) Tiffany Sullivan, Program Coordinator SI, (4) Three SI Graduate Assistants and (5) 13 SI leaders for Fall 2012 and 15 SI leaders for Spring 2013.
- **Students**: Students enrolled in selected sections of ACC 2013, BIO 2313 and MS 3043.
- **Student Activity**: SI study sessions were offered to students during the following timeframes:
  - Fall 2012– August 29, 2012 through December 11, 2012
- **Project Activities**: During this project the SI team engaged in the following activities:
  - Outreach with campus stakeholders, to include staff from advising centers, to identify gateway courses where a large number of students were earning D, F and W grades.
Identified the three new gateway courses for SI program expansion pilot.

Collaboration with Department of Accounting to secure needed SI leaders for all sections of ACC 2013.

Recruit, train and supervise SI leaders through Fall 2012 and Spring 2013 terms.

SI leaders attend all class meetings, plan and facilitate three to five study sessions each week, maintain weekly office hour and attend ongoing in-service trainings with team supervisor.

Collaborators – For this pilot we are in close collaboration with the Department of Accounting. Additionally, we rely on the support of faculty and administrators in the Department of Biology and Department of Statistics and Management Science.

Timeframe – Pilot SI support in new courses during the 2012-2013 academic year and complete assessment during the Summer 2013. Continue SI support in appropriate targeted gateway courses as resources allow during the 2013-2014 academic year.

Expected Outcomes – Students who attend SI sessions will earn fewer D, F and W grades and more A/B grades compared to students who do not attend SI sessions.

Metrics - GRIP and Other Metrics

562 students attended SI sessions for the three expansion courses during the Fall 2012 semester.

SI leaders completed 2,123 student contact hours with students from the three expansion gateway courses during the Fall 2012 semester.

During the Fall 2012 semester SI supported 13 sections of ACC 2013, 3 sections of BIO 2313 and 3 sections of MS 3043.

Fall 2012 assessment results indicate that SI attendance in ACC 2013 generated a 21.4 percentage point impact:

- 8.2 percentage point impact on A/B grade outcomes for SI students: 35.8% for SI students and 27.6% for non-SI students.
- 13.2 percentage point impact on D/F/W grade outcomes for SI students: 43.4% of SI students earned a DFW grade compared to 56.6% of non-SI students.
- 37% of students enrolled in ACC 2013 attended SI sessions.
Fall 2012 assessment results indicated that SI attendance in BIO 2313 generated a 27 percentage point impact:
  o 12.7 percentage point impact on A/B grades for SI students: 47.3% of SI students earned an A/B grade compared to 34.6% of non-SI students.
  o 14.3 percentage point impact on D/F/W grades for SI students: 26% of SI students earned a D/F/W grade compared to 40.3% of non-SI students.
  o 44% of students enrolled in BIO 2313 attended SI sessions.

Fall 2012 assessment results indicate that SI attendance in MS 3043 generated a 35.2 percentage point impact:
  o 18.6 percentage point impact on A/B grades for SI students: 54.2% of SI students earned an A/B grade compared to 35.6% of non-SI students.
  o 16.6 percentage point impact on D/F/W grades for SI students: 12.5% of SI students earned a D/F/W grade compared to 29.1% of non-SI students.
  o 21% of students enrolled in supported MS 3043 sections attended SI sessions.

The Fall 2012 Gateway Course Impact Summary is attached to this report and provides a comprehensive listing of grade outcomes for all gateway courses supported by the SI program during the Fall 2012 semester.

During the Spring 2013 semester the SI program supported 13 sections of ACC 2013, 3 sections of BIO 2313 and 5 sections of MS 3043. Preliminary data indicate that more than 426 students have attended SI sessions for these three courses generating more than 1,520 contact hours. Assessment is currently underway for Spring 2013 SI program operations.

Policies
Engagement with Supplemental Instruction study groups has consistently generated positive results for UTSA students enrolled in gateway courses. Preliminary assessment indicates that the 2012-2013 pilot expansion into ACC 2013, BIO 2313 and MS 3043 generates effective levels of student engagement and positive impact on grade outcomes. As the SI program continues to provide support to gateway courses we will collaborate with departments and colleges to ensure funding is available for this service. However, as the SI program expands into more gateway courses finding permanent source of funding will become necessary.
Project Plan for Academic and Social Support for Undergraduate Students – Online Resources

May, 2013

Lisa H. Johns
Director of Assessment, Tomas Rivera Center

Rosa M. Banda
Student Development Specialist
Overview (high level summary)

- **Title** A-6 Online Resources
- **Unit** Tomás Rivera Center
- **Problem** – There currently exists no centralized, readily available, and accessible online tool for free academic online resources.
- **Goal** The goal of the project is to create and present faculty, staff, and students with an online tool that centralizes free academic online resources available for use.
- **Outcome** – A web site linked to the Tomás Rivera Center (TRC) homepage that centralizes many free academic online resources to assist students with academic needs in a timely, convenient, and easily accessible manner.
- **Rationale** – Students’ lives have become increasingly busy with various responsibilities outside of school (e.g., work, family). Consequently, centralizing free academic online resources on a web site allows students to make their search of additional resources for courses more efficient. Such a tool provides students with numerous online resources that can assist in their learning and subsequently, their overall success as a Roadrunner. Additionally, the creation of such a web site and dissemination of its information will provide users with an opportunity for information literacy.

Information About the Project (more detailed description)

- **Project Leader** – The project leader is Leticia Duncan-Brosnan, the Executive Director of the Tomás Rivera Center.
- **Participants** - The two primary participants who executed this project were Lisa Johns, Director of Learning Assistance and Assessment, and Rosa M. Banda, a Student Development Specialist who specifically works with the Executive Director of the Tomás Rivera Center.
- **Students** – UTSA undergraduate students were solicited to participate in a survey about free academic online services. Descriptive statistics generated by Campus Labs revealed the following data:
  - A total of 738 total respondents completed all or part of the online survey.
  - Of the 738 respondents, only 729 students identified their classification. Seniors, juniors, sophomores, and freshmen responded at 41.15%, 27.43%, 15.09%, and 16.32%, respectively.
  - Of the 729 respondents, 62.14% said they utilized free online academic resources while 37.86% said they did not.
Of the 394 respondents who identified how often they utilized free online academic resources (FOAR), the disaggregation of data illustrated the following: 17.01% utilized FOAR daily, 27.16% utilized FOAR 1-2 times weekly, 24.37% utilized FOAR 3-5 times weekly, 10.6% utilized FOAR fewer than 1-2 times weekly, and 20.81% utilized FOAR fewer than 3-5 times monthly, respectively.

Preliminary analysis of three open-ended questions suggest that a majority of students are unaware that free academic online resources (FOAR) exist. Many respondents additionally shared web sites and URLs they utilize as FOAR as well as offer suggestions on the types of FOAR they would like the university to make readily and easily accessible. More specifically, students requested that the university offer web links that, among others, were discipline specific (e.g. hard sciences, art, architecture). A complete analysis, which will be detailed in a report to the Executive Director, of the open ended responses is tentatively scheduled to be completed by the end of June.

Student Activity – An integral aspect of student success in postsecondary education is academic integration. With this in mind, this project sought to gauge student knowledge and utilization of free online academic resources that aid in their academic needs and success. Analysis of data will help create a web site that centralizes free online academic resources that students can utilize as a Roadrunner student. The web site is set to go live Fall 2013 semester and will continuously be monitored to determine if additional URLs can be utilized as well as remove URLs that are no longer electronically available.

Project Activities – Project activities include:

- Met with Kasey Neece-Fielder, the Director of Strategic Planning and Assessment, to discuss how to utilize and maximize Campus Labs as our survey tool.
- Created survey questions with the intent to better understand undergraduate students’ knowledge about free online academic resources, to gauge the frequency in which they utilize free online academic resources, and to ascertain what web links they utilize. The survey also sought to gain insight to the topics students would like additional URLs to be available.
- Met to discuss and make any changes to the questions for the online survey. Survey questions are attached at the end of
this report.

- Uploaded and managed the solicitation of survey to undergraduate students.
- Invitation to participate in survey was initially electronically sent on April 16th to students’ preferred email accounts.
- A reminder email was sent to students, who did not respond to the first email, on May 6th.
- Descriptive data via Campus Labs were retrieved on May 13th.
- Began preliminary analysis of open-ended responses on May 15th and currently ensues.
- A final report of findings was completed and submitted to the TRC Executive Director at the end of June.
- A web page that centralizes free online academic resources will be created and readily available for student use in Fall 2013; the link to the web site will be found on the Tomás Rivera Center home page.

- **Collaborators** – In addition to collaboration with Kasey Neece-Fields, the Director of Strategic Planning and Assessment, we utilized Campus Labs to administer the survey. For the project to come to fruition, collaboration between multiple offices and departments is vital. Colleges and departments, for instance, will be solicited to provide specific free online academic resources that are discipline specific as preliminary findings suggest that students would benefit from such specificity. Other campus organizations such as Tomás Rivera Center, Career Services and UTSA Marketing will be crucial to the promotion of the availability of the new centralized web site.

- **Timeframe** – Project timeframe is as follows:
  - **April 16th**: Survey was first distributed to students’ via electronic email.
  - **May 6th**: Reminder survey sent out to students.
  - **May 10th**: Survey was closed.
  - **May 13th**: Descriptive data were retrieved and preliminary analysis of open-ended responses began.
  - **June 30th**: A final report on the analysis of findings was completed.
  - **July-October**: A TRC staff member able to construct and maintain the web site has been assigned the task of creating this web site that centralizes the free online academic resources for student and faculty use. The established web address for this web site will be used for continuous promotion of services available to the UTSA community.
Fall 2013: Web site that centralizes the free online academic resources will be available for students’ use.

Expected Outcomes – This project helps UTSA create an online resource tool that students can readily access for their academic needs. The web site is set to include, among others, resources on the following topics: study skills, documentation, information pertinent to specific disciplines, resúme building, online tutorials, and information on degree plans, e-lectures, stock market research, and language learning tools.

Metrics - GRIP and Other Metrics
- Number of courses providing online learning resource information in syllabi
- The number of site visits and the number of specific links chosen will be numerically tracked.

Policies
- A change needed to current policies will be for Tomás Rivera staff to attend new faculty orientation in order to present the information and resources pertinent to the results of the free online academic resources survey.
- Additional communication strategies that target existing, new, and transfer students as well as faculty and staff must be promoted via a strategic marketing campaign.
Project Plan for BA in Multidisciplinary Studies

May, 2013

Gabriel A. Acevedo
Associate Professor, Sociology Department
Overview (high level summary)

- **Title** of GRIP Strategy being undertaken “End of the Road or Pathway to Graduation?: Project Plan for Multidisciplinary Studies

- **Unit** BA in Multidisciplinary Studies

- **Problem** – Majority of students in MDST are transfer students, not incoming freshmen, and do not count towards GRIP (not part of the denominator). Students who do arrive have often been exited multiple times and have prolonged their time at UTSA.

- **Goal** To increase communications with advising centers so students who are exited from other units of the University are informed about the MDST degree sooner.

- **Outcome** – Students who are exited from units of the University will be informed of the MDST option in a timelier manner.

- **Rationale** – This will allow students to avoid multiple attempts in unrealistic majors/programs of concentration. If students are advised early on, they might avoid moving from majors that are not suited for the student’s skill set.

Information About the Project (more detailed description)

- **Project Leader** – Gabriel Acevedo, Associate Professor & Faculty Coordinator MDST Program

- **Participants**- Barbara Smith, Executive Director Advising
  James Adair, Undergraduate Studies Support and Technology Services

- **Students** – Potentially “GRIP eligible” students who are exited from various nits of the University.

- **Student Activity** – This is a continuous activity involving more streamlined and succinct evaluation of student skills and strengths as well as relaying information on the MDST degree to at risk students sooner.

- **Project Activities** – we will meet with advising Units and discuss the potential for greater student assessment (after being exited) and having information on the MDST degree readily available.

- **Collaborators** – Primarily advising units, TRC, etc.

- **Timeframe** Meetings are under way as of Fall 2013, but this is an ongoing strategy if we are to assist in GRIP-eligible students graduation.

- **Expected Outcomes** – we would expect with greater assessment of student skill set (after being exited) and a more streamlined transition to the MDST major, for students to sped less time moving around between majors, thus making it more feasible that they can stay on track towards graduation.
Metrics - GRIP and Other Metrics
  o Bulleted list of metrics for the GRIP strategy devised with OIR. OIR enters this data on behalf of MDST.
  o Bulleted list of other useful metrics. Primary metric would be numbers of students entering MDST after being exited once.

Policies
  o New policies NONE
  o Changes needed to current policies NONE
  o Communication Between MDST team and advising centers.
May, 2013

Rebecca Luther
Director of Communications, Provost and Vice President for
Academic Affairs
Overview (high level summary)

- **Title** Marketing Four-Year Degree Completion
- **Unit** Office of the Provost and Vice President for Academic Affairs
- **Problem** - In addition to the actual barriers that impede timely degree completion (limited financial resources, poor academic preparedness, changing majors, etc.), there is a perception among some students and even faculty and staff that graduating from college in four years is no longer the norm or even desirable. Instead, the focus is on the goal—graduation—without an understanding that a prolonged and circuitous path to that goal may lessen its likelihood.
- **Goal** - To create a culture of timely degree completion among prospective and current students and their families, as well as staff and faculty.
- **Outcome** – Anticipated outcome is that an increasing number of students will enroll in 15+ credit hours per semester to stay on track for timely graduation.
- **Rationale** – Marketing campaign will create an overarching awareness of the benefits of timely degree completion to offset misinformed advice students may receive from individuals.

Information About the Project (more detailed description)

- **Project Leader** – Rebecca Luther, director of communications, Office of the Provost and Vice President for Academic Affairs
- **Participants** -
  - Joe Izbrand, associate vice president, University Communications and Marketing
  - Athena Vourvoulias, marketing coordinator, University Communications and Marketing
  - Shashi Pinheiro, associate director, University Communications and Marketing
  - Jan McKinney, director of communications, Vice President for Student Affairs
  - Jackie Heiman, assistant director, Orientation and Family Programs
  - Lydia Bueno, assistant director, Admissions
  - Alan Shoho, associate vice provost, Academic and Faculty Support
  - Nigelle Cochran, UTSA undergraduate student
- **Students** – Current and prospective undergraduates. (Parents, faculty and staff will be secondary audiences.)
○ **Student Activity –**

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○ **Project Activities –**

- Develop and implement campus-wide marketing campaign promoting awareness of benefits of four-year degree completion, to include printed material (flyers, posters, banners), digital media (video, electronic signage), social media, giveaways (T-shirts, etc.) and events to engage campus community in campaign.
- Produce marketing collateral for use by Admissions in the recruitment of prospective students
- Produce marketing collateral to supplement programming for the orientation of admitted/enrolled students
- Produce marketing collateral for use by Academic Advising in one-on-one advising sessions with students

○ **Collaborators –**

- Marketing
- Students Affairs
- Admissions
- Orientation
- Academic Advising

○ **Timeframe –** Ongoing with no set end date. Overarching awareness campaign will have a soft launch in spring 2014. A teaser campaign will occur in summer 2014 to advance a full-fledged campaign in fall 2014. Campaign will be refreshed each fall and spring semester.

○ **Expected Outcomes –** Outcomes of the four-year degree completion marketing plan closely mirror those of the overall Graduation Rate Improvement Plan: a short-term goal of increasing the number of students enrolling in 15+ credit hours per semester, and a long-term goal of increased retention and graduation rates.

5. **Metrics - GRIP and Other Metrics**

- Bulleted list of metrics for the GRIP strategy devised with OIR
  - There are no initiative-specific metrics devised for this strategy.
- Other useful metrics
  - Four- and six-year graduation rates, number of semester credit hours attempted per student
### Policies

- **New policies:** None
- **Changes needed to current policies:** No changes needed, but it is anticipated that requests for exceptions to the policy on posting of materials will need to be made, per HOP 9.09.