Uniform Recruitment and Retention Strategy
Strategic Enrollment Management Plan Report

The University of Texas at Dallas

Submitted by

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Approved by

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1 December 2003

House Bill 1678, [TEC 61.086] was passed by the 76th Texas Legislature. It directed the Coordinating Board to "develop and annually update a uniform recruitment and retention strategy to identify, attract, enroll and retain students that reflect the population of this state. The bill further directs higher education institutions to "implement the uniform strategy and report annually to the Coordinating Board the manner in which the institution has implemented the Uniform strategy."

The Uniform Recruitment and Retention Strategy is included in the **Closing the Gaps** initiative and is important to the State's future success in educating larger proportions of all of its citizens. For that reason, it is important that each institution links its recruitment and retention strategies to the institution's targets for **Closing the Gaps**.

The uniform strategy was designed and recommended by a representative, statewide advisory committee of Texas higher education professionals who assisted the Coordinating Board in meeting its legislative mandate. It is prescriptive by design so that all higher education institutions, regardless of local resources, can have equal access to good management practices in the Strategic Enrollment Management field. Many institutions have, for some time, been practicing good strategic enrollment management using a campus-wide, comprehensive approach to solving problems in recruitment, enrollment and retention services. This mandate simply assures that all institutions do so.

The strategy is "uniform" in the structure of the process for developing and reporting strategic enrollment plans. However there is no requirement that every institution have "uniform" solutions to what are certain to be local and individual issues. In fact, one of the strengths of Texas higher education is the diversity of educational offerings and campus climates. One of the strengths of the reporting function is that it allows the Coordinating Board to collect and then disseminate, new and creative ideas that all institutions can consider for local implementation. This report will also address reporting requirements for HB 400 and the College For Texans campaign.

The Uniform Recruitment and Retention Strategy advisory committee continues to assist the Coordinating Board with this legislative mandate. It is their hope, and the hope of the Coordinating Board staff that created it, that this online reporting process is less onerous for institutions than paper reporting.

The Coordinating Board staff stand ready to help you meet your obligations under the law but more than that to help your institution take its necessary place in the future of education for all Texans.

The report consists of a signature page with two signatures [(1) administrator in charge, (2) president's approval], plus the strategic enrollment management plan report. The strategic enrollment management plan reporting will include:

Section 1 <u>Update on Steering Committee Activities</u>;

Section 2 <u>Update and Progress toward Goals</u>;

Section 3 <u>Data Collection</u>;

Section 4 <u>List all College for Texans Campaign activities</u>;

Section 5 <u>Initiatives to improve participation and success of underrepresented populations and/or First Generation Low Income Students</u>;

Section 6 <u>Describe the top 3 successful success/retention activities</u>

The manner in which the data is stored in the Texas Higher Education Coordinating Board database may lead to the loss of some formatting. To preserve formatting, you may wish to send these documents to your institutional authority as e-mail attachments and request that he or she forward them to natalie.coffey@thecb.state.tx.us if approved. According to our records, the institutional authority responsible for reviewing this report is ***Richard C. Huckaba***, Huckaba@utdallas.edu.

If you choose to paste your reports directly into the Texas Higher Education Coordinating Board database, you will be able to review them to determine whether they come through in an acceptably clear form.

UNIFORM RECRUITMENT AND RETENTION STRATEGY
STRATEGIC ENROLLMENT MANAGEMENT PLAN REPORT
STEERING COMMITTEE ACTIVITIES

The charge to the steering committee should communicate a commitment for successful development and implementation of the plan and should be issued by the chief executive officer.

The steering committee is responsible for:
- policy oversight
- evaluation
- assessment
- planning
- advising on strategies, goals and objectives

The committee's work should focus on:
1. research
2. analysis
3. marketing
4. recruitment
5. retention

1. Does your institution have campus-wide representation on your strategic enrollment management steering committee? Possible committee members include:
- senior administrators, such as vice presidents of student affairs and academic affairs
- deans of enrollment services/management
- admissions counselors and recruiters
- fiscal staff
- directors of admission and financial aid
- deans of retention programs
- faculty leaders
- key staff from institutional research, housing, student life
- other student services staff
- alumni affairs staff
- marketing and public relations staff
- prospective, current, and former students

<mark>YES</mark>

The U. T. Dallas Strategic Enrollment Management Team works under the direction of the Executive Cabinet, composed of
- Dr. Franklyn Jenifer, President
- Dr. Hobson Wildenthal, Executive Vice President & Provost
- Dr. Mary Sias, Senior Vice President for Student Affairs & External Relations
- Mr. Robert Lovitt, Senior Vice President for Business Affairs

The Strategic Enrollment Management Team is composed of a cross-section of the university community. Chaired by Mr. Richard Huckaba, Assistant Vice

President for Student Affairs and Enrollment Management, the committee membership includes:

- Dr. Gerald Burnham, Associate Dean, Engineering & Computer Science
- Ms. Diana Church, Special Assistant, Enrollment Management
- Dr. Michael Coleman, Dean of Undergraduate Education & Associate Provost
- Dr. Austin Cunningham, Dean of Graduate Education
- Mr. Ryan Davidson, President, Student Government Association
- Mr. Arthur Gregg, Director, Multicultural Center
- Ms. Karen Jarrell, Registrar
- Dr. Murray Leaf, Speaker, Faculty Senate
- Ms. Teresa Lynd, Associate Director, Enrollment Services
- Ms. Anne McLane, Director, Admissions
- Ms. Jody Nelsen, Associate Vice President, Business Affairs
- Dr. Sheila Pineres, Associate Dean, Social Sciences
- Dr. Darralene Rachavong, Assistant Vice President & Dean of Students
- Ms. Maria Ramos, Director, Financial Aid
- Dr. Lawrence Redlinger, Executive Director, Strategic Planning & Analysis
- Mr. David Ritchey, Director of Advising, Management
- Ms. Sophie Rutenbar, Vice President, Student Government Association
- Mr. Barry Samsula, Director, Enrollment Services
- Ms. Sue Sherbet, Director, Career Center
- Ms. Leah Teutsch, Security Officer, Information Resources
- Mr. Nicolas Valcik, Assistant Director, Strategic Planning & Analysis
- Mr. Eric Welgehausen, Assistant Director, Undergraduate Advising.

2. Did the steering committee meet this year?

YES

3. Did the steering committee make any significant changes related to your strategic enrollment management plan that would affect student participation and success this year?

NO, however….

The SEM Team, reorganized under the leadership of Student Affairs Assistant Vice President Huckaba, began its work in Summer 2003. After reviewing the Supreme Court rulings in *Grutter v. Bollinger et al.(2003)* and *Gratz v. Bollinger et al. (2003),* as well as the targeted and actual enrollment figures, ***the team agreed to recommend that the university continue to pursue a race-neutral admissions policy for both Fall 2004 and Fall 2005.***

The SEM Team also met to determine freshman enrollment and total enrollment targets to be recommended to the Executive Cabinet. Committees within the SEM Team also organized to study Undergraduate Recruitment and

Retention, Graduate Recruitment and Retention, and Financial Aid and Scholarships. Each committee will report preliminary findings and recommendations in May 2004 for FY05 planning and implementation.

<u>**Section Two**</u>
UNIFORM RECRUITMENT AND RETENTION STRATEGY
STRATEGIC ENROLLMENT MANAGEMENT PLAN REPORT
UPDATE AND PROGRESS TOWARDS GOALS

1. Has your institution made any changes or updates to the goals of your Strategic Enrollment Management Plan?

<mark>**YES**</mark>

2. Please list your goals and any changes or updates below. Please note if the goal has been deleted, revised, or achieved.

Aside from the strategies referenced below, UTD has several Targets in Participation and Success.

The participation rate for African American students in 2000 was listed at 697 students. The target for Fall 2005 was 811 students. Fall 2002 saw a participation rate of 885 students, above the Fall 2005 target. Preliminary Fall 2003 data show a participation rate of 875 African American students, also above the Fall 2005 target but somewhat lower than the Fall 2002 rate.

The participation rate for Hispanic students in 2000 was listed as 701. The target for Fall 2005 was 963 students. Fall 2002 saw a participation rate of 893 Hispanic students.   Preliminary Fall 2003 data show a participation rate of 1,044 Hispanic students, well above the Fall 2005 target.

Success rates, based upon degree completion, show similar improvements over the actual Fall 2000 rates and in relation to the 2005 goals.

The original Enrollment Management report from Fall 2002 included six primary *continuing* recruitment strategies to meet enrollment and demographic targets. Those strategies included

*   Promotion of UTD's educational services
*   Streamlining and simplifying the application process
*   Streamlining the student financial aid process
*   Enhancing advising and academic support activities to improve retention
*   Enhancing assessment of recruitment and retention policies and procedures
*   Improving customer service.

In each instance, the university has made progress but continues to work on each of the strategies, looking to improve further.

<u>Promotion of UTD's educational services: Ongoing</u>
The Office of Enrollment Services routinely promotes the university and its academic programs, including auxiliary services such as the testing program, tutorial assistance and honors programming. Additionally, the Office of News

and Information promotes the university, its many activities and its many research and academic accomplishments. The Office of the Provost supervises the Web Development Group that maintains and updates the university's web site. In each area, efforts to promote the university's services, both educational and social, result in a further dissemination of the UTD message: UTD challenges the brightest to be the best with a focus on excellence.

The Office of Enrollment Services hosts annual counselor workshops in conjunction with The College Board and for local community college counselors. During the community college workshop in Fall 2003, UTD personnel spoke of various programs on campus, including the newly approved Art & Technology degree program and the STARS Transfer Scholarship Program that targets transfer students from Collin and Dallas County Community College Districts. Enrollment Services also hosts one- and two-day workshops for potential students and their families. During the ECS Summit and the Scholars' Week-end activities, UTD personnel offer general advice for college-bound students and their parents, as well as information about specific UTD programming. UTD faculty offer sample lecture sessions so students may learn more about the college-level presentation of material in their preferred area of study.

Traditional recruitment practices involve the dissemination of information to potential and target student groups through mass mailings (both print and electronic) to students identified in PSAT and SAT searches, local community college students, and administrators and counselors within Metroplex high school, including schools with high minority student populations. UTD staff members also conduct traditional and targeted visits to local high schools and community colleges to provide application, transfer evaluation and financial aid information.

Other recruitment programs include campus visits for middle school and high school students from targeted schools and Upward Bound programs across the region. These activities provide valuable information about college life to traditional and non-traditional students, including many potential first-generation college students. Also, UTD hosted a day-long workshop on communication in conjunction with the Texas Young Lawyers' group; several UTD staff participated and provided information about college life and financial aid to middle school and high school students, largely from underrepresented populations.

The Office of Enrollment Services has recently hired new enrollment specialists (recruiters), including two Hispanic recruiters and another African-American recruiter. Although this is not truly a promotional item, the use of persons of Hispanic and/or African American descent does provide another level of connection to minority students both at the high school and community college levels.

Another promotional program is the Financial Aid office's annual workshop for Region X—a half-day workshop in which local middle school and high school counselors receive updated information about financial aid and other loan programs as well as updates about educational opportunities at UTD. This year's event, scheduled for December 10, 2003, will provide assistance to over

175 counselors, thus effectively reaching literally thousands of students in the region.

Streamlining and simplifying the application process: Ongoing

Within the Office of Admissions, efforts to streamline the application process continue. Efforts continue to initiate and refine an application scanning process, designed to reduce the time lag between an applicant's beginning interaction with the university and the applicant's receiving notification of admission. Additionally, efforts continue within the Enrollment Management division to coordinate all correspondence between the university and its pre-applicants, applicants, and admitted students. The expanded use of Hobson's Enrollment Management Technology (EMT) provides additional opportunity to further refine the communication stream.

Currently, the Office of Admissions personnel use an automated process by which the student system generates letters within 24 hours of an application's receipt and entry into the system. Secondary correspondence identifying missing documents is sent automatically as well, generally at two-week intervals. Additionally, the admissions personnel make extensive use of electronic data interchange transcripts for transfer students from other Texas institutions.

UTD personnel continue to review all correspondence that UTD sends to both applicants and admitted students. The ongoing review process focuses on reducing duplicated efforts from related offices and on reducing the lag time between an action and a result (such email requesting information and a response via email or printed letter).

UTD continues to use the electronic application (applytexas.org) but continues to move toward final mounting of the local electronic application through the SCT product Web for Students. Minor technical difficulties have continued to delay final deployment.

Streamlining the student financial aid process: Ongoing

Within the Office of Financial Aid, the director has implemented a new scanning program to reduce the amount of paperwork involved with the processing of a student's request for financial assistance. Also, the director has mounted and refined a financial aid web site and server dedicated to the faster and electronic processing of much of the financial aid application material. With the expansion of financial aid through the increase of local funding through designated tuition increases, the Office of Financial Aid strives to provide local funds to needy students without any additional application on the part of the students. Field testing will begin Spring 2004 as the university offers this new assistance with trial, automatic procedures for grants and scholarships; student employment awards from local funds will continue to require action of the part of the students, but efforts between Financial Aid and the Career Center aim to reduce the time and energy required for students.

To expedite the entire financial aid process, UTD personnel have developed a variety of online forms for student use. Once students receive an award, electronic fund transfer (EFT) provides a faster turnaround on the delivery

of the available funds without the intervention of manual processes on the part of the Bursar's Office.

Although the Financial Aid Office personnel work diligently to improve processes for its internal customers, Ms. Maria Ramos and her staff participate in considerable community outreach. Each December, the Financial Aid Office hosts the Region X High School Counselors' Financial Aid Workshop on the UTD campus. The workshop provides updated information regarding the financial aid application process, regulatory changes, federal and state programs and case studies of students encountered locally. The program has grown from addressing 60 counselors in 1996 to an anticipated 185 in December 2003.

Enhancing advising and academic support activities to improve retention: Ongoing

The University of Texas at Dallas employs professional advisors to promote student retention and progression to degree. The Office of Undergraduate Education has recently hired a new Director of Undergraduate Advising, Dr. Cynthia Jenkins, who will endeavor to improve freshman retention further. With the expansion of advising services, the use of probationary conferences, midterm grades for freshmen, and a revamped freshman-year-experience course, the freshman-to-sophomore retention rate has increased from 72% in 1998 to 74% with the first year of the advising program. Fall 2000's rate was 76%; Fall 2001, 78%; Fall 2002, 80%. **Fall 2003 saw a freshman-to-sophomore retention rate of 84%**. The professional advising program has clearly had positive impacts on the undergraduate program.

Also under the auspices of the Undergraduate Dean, the Learning Resource Center continues to expand its tutorial and supplemental instruction services to students across the campus, thus providing additional academic support, particularly for the traditional "weed" courses such as Calculus, freshman chemistry and lower-division physics. The Learning Resource Center continues to expand both its staff of student tutors and support services.

Enhancing assessment of recruitment and retention policies and procedures: Ongoing

Over the past year, Student Systems has worked cooperatively with the Office of Enrollment Management to build an integrated interface between our student information system (SCT's SIS+) and our enrollment management technology hardware and software (Hobson's EMT). Concurrently, the Office of Strategic Planning and Analysis (OSPA) has provided periodic updates (often weekly during peak periods) to allow interested parties to monitor application flow and admission rates. OSPA staff members also participate as members of the SEM Team.

The program officers attached to Enrollment Management (Admission, Enrollment Services, Financial Aid and Recruiting) submit annual reports detailing the workflow of the preceding year and include simple tracking of transactions, customers served, and complete and incomplete processes. These

yearly data are compared to determine appropriate funding and staffing levels as well as to modify recruitment and retention strategies.

Recent staff changes also provide a programmer/analyst to work directly with the Enrollment Management team and to provide more specific data to compare pre-applicant to applicant, applicant to admitted, and admitted to enrolled status. Enrollment Management directors will review these data quarterly.

Within the Office of Undergraduate Education, the advising and administrative staff members track freshman retention as well as academic progress for merit-based scholarship recipients.

Improving customer service: Ongoing

The Student Affairs Division maintains that improved customer service is a top priority. As a result, the division uses a "mystery shopper" service annually to identify weaknesses in the performance of division personnel. Each director receives the results and discusses the strengths and weaknesses of their areas' service to students. Additionally, each office in Student Affairs conducts periodic customer satisfaction surveys to identify potential problems. Divisional directors are now working to develop a division-wide survey form that will allow cross-departmental comparison.

Within the undergraduate advising program, the director solicits student reaction through an annual survey that is mailed to undergraduate students. The Undergraduate Dean analyzes the data and shares that information with the deans who oversee each of the advising components as well as with a number of upper-level administrators across the campus. The last survey indicated an improved satisfaction rate among students with the advising component, with marked improvements in two specific schools.

Below are the remaining goals from the original Recruitment and Retention Report for The University of Texas at Dallas, along with comments about the status of each goal statement.

UTD's Plan: 2003 to 2006

- Improve the diversity of our student population with no diminution in quality by developing more strategic partnerships and by offering more and better awards. (Ongoing)
  - o The SEM Team continues to support this goal. In considering the freshman class goals for Fall 2004, the Team considered strategies for recruiting both majority and minority populations but did not specify targets for the term.
  - o The Multicultural Center provides cultural programming geared to celebrate Hispanic Heritage Month, Black History Month and a Martin Luther King, Jr. Celebration Breakfast.
- Increase recruitment of students from local community colleges by at least 2 percent from the baseline of the previous fall semester. (Ongoing)

- o Fall 2003: The total number of enrolled students having attended Dallas County Community College District schools or Collin County Community College is 8,093. (Data Source: SIS Programmer, live data)
  - o Fall 2003: The total number of enrolled students having attended Dallas County Community College District schools or Collin County Community College is 7,992. (Data Source: SIS Programmer, live data)
  - o The change in total enrollment having attended either DCCCD or CCCCD is 1.3%.
  - o Fall 2003: The number of new transfers having attended Dallas County Community College District schools or Collin County Community College is 2,055. (Data Source: SIS Programmer, live data)
  - o Fall 2002: The number of new transfers having attended Dallas County Community College District schools or Collin County Community College is 1,922. (Data Source: SIS Programmer, live data)
  - o The change in new transfer enrollment having attended either DCCCD or CCCCD is 6.9%.
- Maintain undergraduate enrollment indices above regional average by encouraging enrollment increases of at least 3 percent per year. (Ongoing)
  - ▪ Total Enrollment for Fall 2003: 13,722
  - ▪ Total Enrollment for Fall 2002: 13,229
  - ▪ Change in Total Enrollment: **3.7%**
  - o Fall 2003 enrollment = 8,516 (Data Source: preliminary CB1, Fall 2003)
  - o Fall 2002 enrollment = 7,787 (Data Source: CB1, Fall 2002)
  - o Change over Fall 2002 = **9.4%**
  - o The SEM Team continues to study strategies to improve undergraduate recruitment, especially of underrepresented populations. For Fall 2004, recruitment events have expanded to include two new cities in Texas to attract specifically African-American and Hispanic students.
- Increase enrollment, if possible, by 3 percent over fall 2002 of both post-baccalaureate and Master's students. (Ongoing)
  - o Fall 2003 enrollment = 4,438 (Data Source: preliminary CB1, Fall 2003)
  - o Fall 2002 enrollment = 4,763 (Data Source: CB1, Fall 2002)
  - o Change over Fall 2002 = **-6.8%**
  - o The entire university community recognized a decline in master's level enrollment without anyone publishing the numbers. A decline in the growth of the international population and the local decline in employment in the technology industries locally are seen as the two largest contributors to this decline.

- o The SEM Team's graduate committee will review these figures and determine what strategies may be effectively employed to increase graduate enrollment for Fall 2004.
- Increase doctoral enrollment in core competency areas by 3 percent per year despite the 100-hour rule. (Ongoing)
  - o For this calculation, all students classified as "class 7" are included.
  - o Fall 2003 doctoral enrollment = 771 (Data Source: preliminary CB1, Fall 2003)
  - o Fall 2002 doctoral enrollment = 679 (Data Source: CB1, Fall 2002)
  - o Change over Fall 2002 = **13.5%**
  - o The university has made significant effort to expand available doctoral offerings. UT Dallas has also expanded its financial commitment to support doctoral students through assistantships.
- Increase the percentage of first-time freshmen retained from first to second year with the ideal target being the same retention rate as The University of Texas at Austin. (Ongoing)
  - o The freshman-to-sophomore retention rate for Fall 2001-Fall 2002 was 80%. The retention rate increased to 84% for Fall 2002-Fall 2003. (Data Source: Office of Undergraduate Education)

Freshman Recruitment 2003:
- Maintain or modestly increase freshman enrollment to between 1060 and 1150 students while maintaining a 1200 SAT class average and high-class rank. (Completed)
  - o The freshman class for Fall 2003 consisted of 1208 new and transfer freshmen with an average SAT composite score of 1225. (Data Source: Office of Undergraduate Education)
  - o The SEM Team subcommittee on Freshman Enrollment has recommended a freshman class of 1,300 for Fall 2004 with an average SAT score over 1200.
- Increase Freshman Academic Excellence Scholarship (AES) funding. (Completed)
  - o A subcommittee of the SEM Team met to discuss the appropriate level of funding for the AES program for Fall 2004. The Team recommended to the Cabinet, and the Cabinet agreed, to set the funding at a level to meet the scholarship needs of 40% of the anticipated freshman class, recommended at 1300 freshmen.
- Increase the total qualified applicant pool by 200 total or 150 completed applications. (Ongoing)
  - o *This value will be determined and analyzed during the Spring 2004 term by Enrollment Management offices in Admission and Enrollment Services.*
- Increase the yield rate for applications. (Ongoing)
  - o *This value will be determined and analyzed during the Spring 2004 term by Enrollment Management offices in Admission and Enrollment Services.*

- Mine the existing incomplete applications through the use of phone banks, (Ongoing)
  - Students attached to the Multicultural Center completed phone calls to over 250 students in July 2003 to determine the final decision of the students who had applied for fall enrollment.
  - *Enrollment Services is building a telemarketing area within Hoblitzelle Hall so that various groups can follow up with applicants and admitted students prior to actual enrollment. This facility will be used for following up on incomplete applications as well as admitted students, beginning in the spring term of 2004.*
- Reduce the time period between letters notifying students of missing documents. (Ongoing)
  - Missing document correspondence streams have been monitored and adjusted accordingly. The current schedule runs approximately two weeks but will be shortened across the spring term of 2004 as the admissions personnel attempt to complete files for application review.
- Target both in-state and out-of-state private schools whose demographics fit our profile (especially inner city parochial schools). (Ongoing)
  - *Enrollment Services and the SEM Team subcommittees for both undergraduate and graduate programming will review likely targets across the spring term of 2004 for further recruitment across the spring as well as through the fall 2005 recruitment cycle.*
  - *Enrollment Services is currently reviewing possible locations for recruitment events in New Mexico, Arizona, Oklahoma, Arkansas and Louisiana.*
  - *Enrollment Management personnel will discuss mutual recruitment efforts with McDermott Scholar Program personnel.*
- Restyle the content of the admissions, merit scholarship and need-based letters for clarity and consistency. (Ongoing)
  - First pass edits have been applied, but further review of the entire correspondence stream should result in a reduction in the number of letters as some efforts will be combined, especially between merit and need based scholarship programs.
  - The first combined letter for merit and need letters has been drafted for AES awards for Fall 2004.
- Examine the electronic application process through the Texas Common Application website and determine how to encourage students who have begun to fill out an electronic application to complete the process. (Ongoing)
  - *UT Dallas is continuing its efforts to mount a local application web site in conjunction with SCT's Web for Students.*
  - *Enrollment Services and Admissions personnel will review across 2003-2004 the possibility of combining some of the correspondence via Hobson's EMT electronic communication, using applied filters to create and deliver email to encourage application completion.*

- Defer the admission of marginally qualified students until later in the admissions process and provide guidance to those students about what course work they will need to be successful. (Ongoing)
    - *Discussions are underway between Enrollment Management and the Undergraduate Advising program to determine the feasibility of assigning an advisor to work exclusively or primarily with pre-applicant and applicant freshmen, as well as admitted freshmen prior to enrollment.*
    - *Undergraduate Advising is also in the process of hiring an advisor to work with students who are Texas Success Initiative incomplete.*
- Create more rigorous standards for spring review. (Ongoing)
    - *This process will continue throughout the coming year.*
- Establish a mentor program using UTD students from the home schools of the possible spring enrollees. (Ongoing)
    - *This program has yet to be developed but is being seriously considered within the SEM Team.*
- Keep deferred admits engaged by inviting them to events on campus and generally staying in contact to help ensure that they will come to UTD and will make a smooth transition. (Ongoing)
    - *This goal will be reviewed further during the 2004 spring term by the SEM Team.*
- Freshmen Recruitment Goal 2003-2006 is to increase the class size modestly while enhancing quality and diversity. (Ongoing)
    - *SEM Team members will analyze freshman enrollment targets each spring to begin the recruitment cycle for the coming year.*
        - *SEM Team members will review the recently enrolled freshman class as well as the recently proposed targets.*
        - *SEM Team members will refer to the enrollment targets for the period 2003-2020 as proposed by the Office of Strategic Planning and Analysis.*
        - *Personnel from Financial Aid and the Multicultural Center routinely participate in recruitment events, thus encouraging both majority and minority student enrollment.*

Transfer Recruitment

- Enhance recruitment efforts by focusing greater human resources on qualified transfer students. (Ongoing)
    - Enrollment Services currently has three staff whose primary duties include recruiting transfer students; the supervisor is an Anglo male; the other recruiters are both female, one of whom is Anglo and one of whom is African American.
    - Enrollment Services deploys other recruiters to support the transfer recruitment efforts at both community colleges and college fairs.

- o Enrollment Management personnel devote approximately 15 hours per week to the maintenance of transfer scholarship programs and students.
- Raise the scholarship amounts available for highly qualified transfer students in UTD's areas of core competence. (Ongoing)
  - o The current transfer scholarships for sophomore and junior transfers are valued at $1,000 per year. (2003-2004)
  - o Enrollment Management personnel have proposed additional funding for the STARS program so that students with identified and unmet need may be funded at a higher level so as to offset recent tuition increases.
- Consider revising the transfer scholarship eligibility criteria to accommodate transfer scholarship recipients who attend on a part-time basis. Currently UTD requires full-time enrollment (12 hours) to receive and keep a scholarship. Many transfer students lose their scholarships each year not because of poor performance, but because they drop below full-time status. (Completed)
  - o Currently, Enrollment Management continues to support a requirement of full-time enrollment.
  - o The renewed emphasis on lessening the time to degree encourages a continuation of full-time requirements.
  - o Individual exceptions are available for students with extenuating circumstances.
- Set specific transfer scholarship program targets for students enrolled in the Dallas County Community College District's Rising Star Program. (Ongoing)
  - o *Original targets for Fall 2003 were not met. The program is under review currently and will be revised as appropriate for Fall 2004.*
  - o Multicultural Services personnel presented Rising Star information at Mountain View, Eastfield and Cedar Valley Community Colleges.
- Work with the Center for the Advanced Study of Math and Sciences at Collin County and develop a scholarship program. (Ongoing)
  - o *This goal will be addressed across Fall 2004-Spring 2005 by Enrollment Management personnel.*
- Collaborate with other local and statewide community college districts to recognize students in similar programs. (Ongoing)
  - o *This goal will be addressed across Fall 2004-Spring 2005 by Enrollment Management personnel.*
- Increase the number of Phi Theta Kappa Scholarships**. (**Completed)
  - o The projections for PTK awards for Fall 2003 were above expectation.
  - o The PTK program has been modified so as to separate it from the STARS awards. Students who qualify for the PTK award receive an award of $1,500 per year, regardless of resident status.
- Bolster outreach into Metroplex junior high schools and high schools. (Ongoing)

- o Outreach activities have been conducted by Enrollment Services, Multicultural Services, and Financial Aid.
- o Targeted schools included
    - Daniel Chappie James Middle School
    - Skyline High School
    - UNT High School Day
    - Martin Luther King, Jr. Center
    - Wheatland Community Learning Center
    - St. Luke Community United Methodist Church
    - Alpha Phi Alpha Fraternity
    - Naaman Forest High School
    - Creekview High School
    - Pearce High School
    - Royce City High School
    - Rowlett High School
    - Jefferson High School
    - Lancaster High School
    - Richardson Middle School
    - Forest Elementary
    - Garland Elementary
    - Park Hill Junior High
    - (among others)

Graduate Recruitment

- Reconsider the graduate application fee for qualified but financially strapped applicants. (Ongoing)
    - o *The SEM Team will discuss this goal beginning in Spring 2004.*
- Contract with Peterson's for comprehensive graduate recruiting services using technology in graduate student recruitment and enrollment. (Ongoing)
    - o *The SEM Team will discuss this goal and study the budgetary implications of this approach to graduate recruiting, beginning in Fall 2004.*
- Become involved with the McNair Scholars Program. (Ongoing)
    - o *The SEM Team will discuss this goal beginning in Spring 2004.*
- Budget to allow faculty (retired and post-tenure review) to recruit graduate students. (Ongoing)
    - o *The SEM Team will discuss this goal for possible implementation in FY05.*
- Set up a small cadre of faculty from each school that would become an integral part of both the graduate and undergraduate recruitment effort. They would receive a flat stipend or workload credit. (Ongoing)
    - o Currently, no formal program exists, although some faculty members in each area have participated in the recruitment effort across the past year.
    - o *The SEM Team will review this goal in Spring 2004.*

- Target state 4-year baccalaureate colleges and universities and masters level granting institutions to find talented, but underserved students in UTD's focused disciplines. (Ongoing)
    - *Individual academic programs participate in such recruiting, but the SEM Team will discuss the possible formalization of the process across the campus in Spring 2004.*
- Bolster the graduate recruiting staff and develop and implement a comprehensive marketing strategy for graduate students. (Ongoing)
    - *This remains under review by the faculty and the SEM Team.*
- Market and increase the number of our certificate programs targeting minority professionals. (Ongoing)
    - *This goal remains under review by the faculty and the SEM Team.*
- **New Goal**: Participate in graduate recruitment fairs targeted to African American and Hispanic students.
    - The Multicultural Center participates in area recruitment day activities with the National Society of Hispanic MBA's and the National Black MBA's.

Scholarship Programs and their relationship to need-based financial aid
- Improve our enrollment and retention of students by packaging financial assistance. (Ongoing)
    - Enrollment Management has worked with both the Dean of Undergraduate Education and the Director of Financial Aid to initiate the blending of grant and university funds to support the AES program.
    - *Enrollment Management will continue to review the available funding sources to determine what programs may be further merged to improve aid packaging.*
- Expand the University Scholarship Committee charge to include the complete packaging of merit and need based scholarships for students. (Ongoing)
    - The Scholarship Committee has not changed its charge but will continue to consider the potential for improving the packaging of aid for students.
- Examine data on financial aid awards and quantify award need and merit based packages necessary to attract and retain students. (Ongoing)
    - Initial review of the data suggests the need for additional student employment and need-based grants.
    - Aid packages from the increases in designated tuition offer 50 – 80 new on-campus jobs for students with demonstrated need. Additionally, UTD will offer as many as another 1,000 grants to students in need.
    - *Further data analysis continues to determine what other strategies may be employed locally to maximize aid from a variety of sources.*

- Improve coordination between merit based and need based scholarship offices to significantly reduce lag time between awards and creation of combined packages. (Ongoing)
  - Enrollment Management has worked with both the Dean of Undergraduate Education and the Director of Financial Aid to initiate the blending of grant and university funds to support the AES program.
  - *Enrollment Management will continue to review the available funding sources to determine what programs may be further merged to improve aid packaging.*
- Identify scholarship opportunities that enhance our diversity through complementary partnerships with identified stakeholders (i.e. Black and Hispanic Chambers). (Ongoing)
  - Enrollment Services staff currently work with the local Chambers.
  - One ES staff member serves on a scholarship committee for a local Chamber.
  - *Enrollment Management and Financial Aid will continue to explore potential partnerships.*
- Set up a Presidential Scholarship Program where merit is operationally defined to target factors other than SAT scores. (i.e. GPA, class ranking, rigor of curriculum, outstanding leadership qualities, community service and extra curricular activities). Give First Generation Presidential Scholarships (small $500 – 700 awards for books) might also include some $ 1,000 – 2,000 awards. (Ongoing)
  - The MVP award program began in Spring 2003.
  - *The MVP program will be reviewed and revamped over the course of the coming year.*
- Foster ties with low-performing high schools or high schools in specific geographic areas where we offer scholarships to their top graduates. Have the principal make the awards from counselor recommendations. The scholarships the principal would award would be the UTD Presidential Scholarship for tuition and fees. (Ongoing)
  - *The SEM Team will consider this goal in FY05.*

Diversity
- Recruit a qualified, diverse student population. (Ongoing)
  - Applications from African American Achievement Semifinalists, African American Commended, Hispanic Scholars and Hispanic Honorable Mention students increased to 76 by April 2003, an increase of 32 students over the previous spring.
  - Enrollment Services expanded its recruitment cities to include Waco and Abilene with the express purpose of attracting a more diverse population.

- o The Multicultural Center sponsors mixers and informational programs for African American and Hispanic applicants during Scholars' Weekend activities.
  - o Enrollment Services hosted a Counselor Luncheon in Houston as a trial event. UTD students participated as ambassadors for the university and spoke about their experiences, transitioning from high school to university life, and multicultural opportunities across the campus.
    - ▪ The counselors' responses have spurred planning to increase the number of update luncheons for counselors as a recruiting tool within Enrollment Services.
- Set up a Multicultural Center on campus to help with the recruitment and retention of minority students. (Completed)
  - o The Multicultural Center has opened; however the university continues to study the potential for additional funding and staffing to support different constituencies across the university.
- Give stipends or awards to student groups working on university identified recruitment projects. (Ongoing)
  - o Enrollment Services has offered stipends to campus organizations for working in telephone recruitment and follow up.
  - o Multicultural Center students completed an evening of calls in July 2003 to follow up with targeted minority students.
  - o *Enrollment Services continues to build its telemarketing resources and extends the invitation to other campus organizations.*
- Develop a Presidential Scholarship program where merit is defined comprehensively. (Ongoing)
  - o The MVP award was established in Spring 2003 for Fall 2003 awards. Limited awards were originally offered because many of the targeted students (in targeted high schools in Dallas and Houston) had already committed to other universities.
  - o *The MVP program will be revamped in Spring 2004.*
- Establish "Guaranteed 4.0 Learning System" on campus to help students, especially students of color, with study and test skills. (Completed)
  - o The Multicultural Center has completed this goal in conjunction with the Erik Jonsson School of Engineering and Computer Science at UTD.
- Develop a student recruitment program using student workers who might serve as mentors. (Ongoing)
  - o *The SEM Team continues to pursue this goal.*

<u>Section Three</u>
UNIFORM RECRUITMENT AND RETENTION STRATEGY
STRATEGIC ENROLLMENT MANAGEMENT PLAN REPORT
DATA COLLECTION

A data management/student tracking system which allows the various campus offices to monitor and communicate with students throughout the process from initial contact to graduation is fundamental to the success of the strategy.

Some examples include:
- cohort tracking;
- surveys and questionnaires;
- focus groups, interviews (personal and telephone)
- current and historical student and institutional data.

1. Are you collecting and using data to improve student participation and success?

<u>Yes</u>

Please give examples including names and contact information for those responsible for the evaluation of the data and activities.

- Office of Strategic Planning and Analysis: (972) 883-6188
    - Dr. Lawrence Redlinger, redling@utdallas.edu
    - Mr. Stanley Gordon, sgordon@utdallas.edu
    - Mr. Nicolas Valcik, nvalcik@utdallas.edu
    - Ms. Sharon Etheredge, sharone@utdallas.edu
        - Historical and census enrollment data
        - Application tracking
        - Persistence and graduation data
        - Financial aid awards and student persistence
- Office of Financial Aid: (972) 883-4021
    - Ms. Maria Ramos, ramos@utdallas.edu
        - Scholarship, grant, loan and employment awards
        - Academic progression of aid recipients
- Office of Undergraduate Education: (972) 883-2021
    - Dr. J. Michael Coleman, coleman@utdallas.edu
    - Ms. Yolande Evans, yolande@utdallas.edu
        - Academic Excellence Scholarship
            - Awards
            - Academic progression & retention
        - Freshman admissions
            - Application yield
            - Applicant credentials
            - Comparison across years
- Office of Enrollment Services: (972) 883-4041

- o Mr. Barry Samsula, bsamsula@utdallas.edu
- o Mr. David Rude, dwrude@utdallas.edu
  - Direct mail recruitment distribution
  - Key school and recruitment fair contacts
  - Pre-applicant to applicant yield (beginning 2004)
  - Recruitment yield by target
  - Cost benefit analysis of recruitment events (beginning 2004)
  - National Merit enrollment
  - Transfer pre-applicant to enrollee yield
- Office of Admissions: (972) 883-2259
  - o Ms. Anne McLane, anne.mclane@utdallas.edu
    - Application timeline
    - Application fee waiver distribution
- Office of the Registrar: (972) 883-2708
  - o Ms. Karen Jarrell: karenl@utdallas.edu
    - Grade distribution
    - Graduation data
- Office of Enrollment Management: (972) 883-6397
  - o Mr. Richard Huckaba, Huckaba@utdallas.edu
  - o Ms. Diana Church, Diana.church@utdallas.edu
    - Transfer scholarship participation and yield
    - Transfer rates for local community colleges
    - Enrollment by ethnicity across academic programs and terms
    - Cost benefit analysis of recruitment programs (limited data to date with full implementation FY05)

UNIFORM RECRUITMENT AND RETENTION STRATEGY
STRATEGIC ENROLLMENT MANAGEMENT PLAN REPORT
COLLEGE FOR TEXANS GO CAMPAIGN ACTIVITIES
http://www.thecb.state.tx.us/SAMC/index.cfm

College for Texans is a statewide campaign to 1) tell students, their parents, and others who influence students about the benefits of higher education
and how to prepare for it academically and financially, and 2) to motivate students to pursue it. *College for Texans* was officially launched on November 12, 2002 with the slogan *Education. Go Get It.* The campaign was mandated by Senate Bill 573 of the 2001Texas Legislature and is part of the *Closing the Gaps by 2015* campaign. For additional information or to get involved please contact us at (512) 427-6210 or via email at lynn.denton@thecb.state.tx.us.

- Is your institution participating in College For Texans Campaign Activities such as College Enrollment Workshops, GO Theater, GO Centers or Go Train-the-Trainer?

No, however…

The Multicultural Center is currently involved with Hillcrest High School in Dallas in attempts to build a GO Center. Additionally, UT Dallas has plans to pursue the development of a GO Team, pending approval from the GO Campaign staff. Plans include beginning stages as early as January or February 2004.

UNIFORM RECRUITMENT AND RETENTION STRATEGY
STRATEGIC ENROLLMENT MANAGEMENT PLAN REPORT
INITIATIVES TO IMPROVE RECRUITMENT AND PARTICIPATION
OF UNDERREPRESENTED POPULATIONS AND/OR
FIRST GENERATION LOW INCOME* STUDENTS

Programs and initiatives that can improve the success of underrepresented students include:

- extended student orientation;
- learner-centered teaching;
- a curriculum that celebrates diversity;
- student success courses, bridge programs;
- "early alert" systems;
- qualitative and effective advisement and counseling systems;
- access to faculty;
- academic support services (tutoring, supplemental instruction, writing and math
- labs, study skills assessment);
- access to appropriate role models (teachers, mentors, speakers, staff), and
- institution-wide programs and activities that celebrate diversity.

For at-risk students, special programs should be developed, such as a summer bridge and first-year emphasis program which includes:

- student assessment;
- academic advising;
- mentoring;
- tutoring;
- supplemental class instruction; and
- workshops in life skills, study skills, money and time management.

****First Generation Low Income**: The term "low-income individual" means an individual whose family's taxable income for the preceding year did not exceed 150% of the poverty level* amount and first generation means a student from a family where neither parent graduated from college. For current poverty level definitions, thresholds and guidelines see http://www.census.gov/hhes/www/poverty.html.
****School-Oriented**: A school-oriented activity focuses on such areas as P-12 teacher training, staff development, and/or improvements in curriculum and the academic culture of the schools.
Student-Oriented: A student-oriented activity is one which involves a direct intervention with P-12 students and/or their families to help motivate, prepare and assist them in pursuing a higher education.

Initiatives To Improve Recruitment And Participation Of Underrepresented Populations And/Or First Generation Low Income* Students

- Do you have initiatives in your region to improve recruitment and participation of underrepresented populations and/or first generation low income students*? Please describe the top 3 most effective activities below, including **at least one student oriented** activity, noting which of these are in conjunction with high schools, independent school districts, and/or community colleges. Where appropriate, please identify the high school, ISD, or community college. Please note as well, if the activity is

more student oriented or more school oriented.** Please identify which of these three activities may warrant national or state recognition and for which of the 3 you have data to assess the effectiveness and/or the efficiency of the activities, as well as whether or not you have prepared such evaluations.

<u>Yes</u>

Activity #1 (Academic Year 2002-2003)
STARS Transfer Scholarship Program

# of students served: 453

Total funding dedicated to the activity, including staff: **$471,000**
($453,000 in scholarship awards and $18,000 in staff costs)

Description the Activity and potential improvements for effectiveness:

The STARS Scholarship Program was initiated in Spring 2003 in an effort by the SEM Team and Executive Cabinet to increase transfer enrollment, diversity, and 1st generation enrollment. Although the targeted students are transfer students, many of them began their baccalaureate careers at local community colleges as 1st generation students.

An initial commitment of $699,000 provided a base for the program that includes other program components, such as the Phi Theta Kappa scholarship for transfer students who are also members of PTK at DCCCD or CCCCD campuses. During the spring, several awards were made, and the students enrolled at a rate of approximately 58%. Across the spring and summer, awards were made for Fall 2003 and Spring 2004. 453 students accepted the awards and enrolled, yielding a rate slightly higher than in the spring.

Perhaps most notable, however, is that the overall diversity of the transfer population increased dramatically, partially because of the scholarship awards themselves, but partially because of the increased visibility of UT Dallas on the local campuses.

For example, the first-time freshman population included a decrease of 8 African American students and an increase of 30 (38%) Hispanic students from Fall 2002 to Fall 2003. With the availability of STARS awards, the transfer sophomores included an increase of 23 African American students (135%) and 22 Hispanic students (88%) across the year. The increases in the junior transfer students were 27 African American students (79%) and 43 Hispanic students (72%). Even though no STARS awards were offered to transfer seniors, the minority populations showed increases at the senior level as well, with an increase of 9 African American students and 9 Hispanic students from Fall 2002 to Fall 2003.

Clearly these increases did not occur simply because these students received the scholarship, but the increased visibility and the university's commitment to transfer students did yield significant increases in diversity across the campus. Simply, UT Dallas saw an increase of 91% in its transfer African American population over Fall 2002 and a 78% increase in its transfer Hispanic population over the same period. (Data Source: Office of Strategic Planning and Analysis, census data files)

The program seeks to provide additional support by offering more opportunity for continuing support across the students' UTD careers. Currently, the program offers between four and six semesters of support. If funding becomes available, the program will continue to provide support for students who pursue post-baccalaureate course work as well.

Additionally, the Enrollment Management staff members supporting the STARS program are in the process of updating the data structures to allow more efficient data mining and comparison with other data sources through the movement from spreadsheet files to relational database files. Students applying for future awards are encouraged to file the FAFSA so that the university may gather more data about its student population and so that the students may be considered for additional support from other aid sources.

Does the activity warrant state or national recognition? **No**

What type of data do you have to measure the effectiveness and/or efficiency of the activity?

Enrollment Management currently collects demographic and academic data about each STARS applicant. EM will analyze the available data for various factors, including zip code distribution, income distribution, the degree to which the award influenced a decision to move from part-time to full-time enrollment, and academic progression rates. As the program is relatively new, there is little information currently about the long-term effects on academic progression or time to degree.

Describe the evaluations you use to measure the effectiveness and/or efficiency of the activity? Please list the contact information for the person responsible for the evaluation of the activity.

Currently, Ms. Diana Church and Mr. Ben Oakley are in the process of developing better data structures and storage formats for existing and future data.   Mr. Richard Huckaba projects the use of an evaluative survey to determine the degree to which the scholarship impacted the student's final selection of UT Dallas over UT Arlington, the University of North Texas, and other areas schools.

Ms. Diana Church may be reached at Diana.church@utdallas.edu, (972) 883-6397. Mr. Huckaba may be reached at Huckaba@utdallas.edu, (972) 883-4067.

This activity is primarily student oriented.

Activity #2 (Academic Year 2002-2003)
Targeted & Technologically Supported Undergraduate Recruitment

# of students served: the entire Freshman class of Fall 2003, including as many as 100,735 potential applicants, and 1,665 potential transfer undergraduates in the Metroplex

Total funding dedicated to the activity, including staff: **$671,000 (approximately ½ of total budget for the area)**

Description the Activity and potential improvements for effectiveness:

 While undergraduate recruiting is a common activity across all universities, UT Dallas has partnered with Hobson's EMT to improve the overall efficiency and effectiveness of the recruitment process. By leveraging the available technology between Hobson's EMT and the university's student information system, Enrollment Services has managed to better develop its recruitment strategy in seeking the best and brightest as part of UTD's student population.
 While the process continues to rely on the physical mailing of several college brochures, Enrollment Services is developing a greater reliance on electronic communication, thus better utilizing the EMT product and better addressing the needs and preferences of an internet-savvy high school population.
 Enrollment Services will continue to visit middle school, high school and college campuses as part of its recruiting program, but ES staff will continue to bolster its electronic components in making contact with potential students.

Does the activity warrant state or national recognition? **No**

What type of data do you have to measure the effectiveness and/or efficiency of the activity?

- Direct Mail (print and/or electronic) to prospective freshmen
    1. acknowledgement of college board scores' receipt (10,334)
    2. letters to National Merit Semifinalists and Commended (23,607)
    3. invitations to ECS Summit (51,733)
    4. senior search pieces (100,735)
    5. Fiesta Night invitations – mostly electronic (84,522)
    6. Campus visit invitations (298,005)

- Campus Visits
    1. 2,583 students
    2. 3,342 parents and/or other guests accompanying students
- ECS Summit Visitors
    1. 237 high school seniors
    2. 217 applications
    3. 116 enrollees (increase of 39 students over previous year)
- Scholars' Weekend
    1. 622 high school seniors
    2. 562 applicants
    3. 247 enrollees (increase of 72 students over previous year)
- Fiesta Nights – Dallas
    1. 237 high school seniors
    2. 144 applicants
    3. 74 enrollees (increase of 14 students over previous year)
- Fiesta Nights – Houston
    1. 152 high school seniors
    2. 79 applicants
    3. 24 enrollees (increase of 7 students over previous year)
- Fiesta Nights – Other Texas cities
    1. 201 high school seniors
    2. 89 applicants
    3. 35 enrollees (increase of 23 students over previous year)
- Flash Emails sent as invitations to or reminders of
    1. Fiesta Nights
    2. School visits
    3. Scholars' Weekend
    4. ECS Summit
    5. Transfer Expo's
    6. Preview Friday's
    7. Community College visits
- Transfer Recruitment
    1. Local area contacts: 1,665
    2. Applications received: 779
    3. Transfer enrollees: 364 (increase of 144 over previous year)

Describe the evaluations you use to measure the effectiveness and/or efficiency of the activity? Please list the contact information for the person responsible for the evaluation of the activity.

The above data, and more, are reviewed and analyzed by Mr. Barry Samsula and his associate directors as well as by Enrollment Management personnel and the SEM Team. Further analysis will include a cost-benefit analysis of each activity, specifically comparing costs of print vs. electronic communication and the resulting yield. Additionally, a yield analysis will be

conducted to determine which cities are producing adequate yields and which are not.

Mr. Barry Samsula may be contacted at bsamsula@utdallas.edu, (972) 883-4041.

Mr. Richard Huckaba may be contacted at Huckaba@utdallas.edu, (972) 883-4067.

This activity is primarily student oriented.

Activity #3 (Academic Year 2002-2003)

Region X High School Counselors' Financial Aid Workshop **and**
High School Visits

# of students served: 140+ counselors and 300+ high school students

Total funding dedicated to the activity, including staff: **$28,000**
(This figure includes proportionate shares of staff salaries, some travel costs and materials.)

Description the Activity and potential improvements for effectiveness:

The Office of Financial Aid hosted its annual financial aid workshop for high school counselors in December 2002. Over 140 counselors attended the half-day workshop that included updated information about federal and state programs and regulations, strategies for assisting students with aid searches and applications, and specific case studies of student issues as seen at UT Dallas.

Additionally, members of the Office of Financial Aid work closely with area schools to promote both parent and student awareness of financial aid programs and the availability of assistance that may be unknown to local sources.

High schools visited included Naaman Forest, Creekview, Pearce, Royce City, Rowlett, Jefferson, Plano East, Lancaster and Skyline high schools.

Does the activity warrant state or national recognition? **No**

What type of data do you have to measure the effectiveness and/or efficiency of the activity?

Counselor survey responses are available for review and analysis. No other data have been collected from the student attendees at the high school visits.

Describe the evaluations you use to measure the effectiveness and/or efficiency of the activity? Please list the contact information for the person responsible for the evaluation of the activity.

Counselor responses to the Region X workshop are mined to determine how best to modify the program for upcoming workshops and to determine what information local students may need.

Ms. Maria Ramos may be reached at ramos@utdallas.edu, (972) 883-4021.

This activity is primarily student oriented.

Please describe the success/retention activity below.

Activity #1: Undergraduate Academic Advising

	2002	2003	Total
# of students served	9446 (60,721 Contacts)	10,178 (65.471 Contacts)	14,004 (126,192 Contacts)
Total funding dedicated to activity including staff	$1,270,000	$1,727,088	$2,997,088

Description of Success/Retention Activity

The Undergraduate Academic Advising Program has been in place since 1999 when the Office of Undergraduate Education began hiring professional advisors to support undergraduate students across the university.

Undergraduate advisors are, for the most part, advanced degree holders in the areas of psychology, counseling, social work or student development. These professionals also teach the college experience course, RHET 1101, a one-hour course that previews college life, provides information about the university's academic and research programs, and reviews basic study skill strategies for collegiate success.

Advisors see students routinely throughout the year but focus considerable energy to intervening when freshmen appear to be struggling, with this information coming from either faculty or mid-term grade reports.   Advisors also refer students to faculty members about specific issues related to academic programs, such as potential graduate school choice, career possibilities, and potential internships.

The program has had marked influence on the freshman-to-sophomore retention rate over the past few years, with an 84% retention rate from Fall 2002 to Fall 2003.

How you could make the activity more effective?

Annual surveys of student satisfaction with the advising program have resulted in the hiring of additional advisors in some academic programs. The survey process is under review to determine if more frequent surveying might

provide better insight into problem spots and provide the opportunity to address issues sooner.

Monthly advisor meetings provide a forum for advisors to talk openly about the kinds of problems they are encountering with the undergraduate population and have sparked changes across the campus, including a change in dates for the academic calendar and the timing of deadlines throughout a given term.

A member of the advising program serves as a member of the SEM Team. Increase communication among the advisors, Enrollment Services, the Registrar, Admissions and Enrollment Management could result in a better registration process as well as a smoother recruitment cycle, particularly for local community college students.

The Undergraduate Dean has contracted with a software vendor to update/upgrade the advising contact database system currently in use for tracking advising contacts. An improved user interface and greater search and statistical capabilities will enhance advisors' abilities to use the system to provide more consistent assistance to students who change majors and who are seeking additional information outside their home schools.

Activity #2: Student Life Initiatives with the Multicultural Center and the International Student Services Office

	2002	2003	Total
# of students served	1,989	2,523	3,102
Total funding dedicated to activity including staff	$482,331	$702,916	$1,185,247

Description of Success/Retention Activity

Under the direction of Dr. Darrelene Rachavong, the Assistant Vice President for Student Affairs and Dean of Student, the Student Life program at UT Dallas has focused considerable energy on supporting the personal and academic lives of minority and international students.

The Multicultural Center participates in various recruitment activities, including call-a-thons to prospective African American and Hispanic students, attending Fiesta Nights and sponsoring mixers during Scholars' Weekends, and participating in area recruitment days for graduate programs and transfer expo's.

The Multicultural Center sponsors multicultural student organizations, including the Black Student Alliance, the National Pan-Hellenic Council, the Perpetual Praise Gospel Choir, LULAC and the Campus Hispanic Student Association (CHispA). The Center also works cooperatively with the School of Engineering and Computer Sciences in its Guaranteed 4.0 program and with the School of General Studies in its Academic Bridge program. Center staff members also sponsor cultural programming and activities throughout the year, produce a center newsletter for campus distribution, and assist local students

through leadership conferences such as UNT Hispanic Friends, LULAC National Conference, Student Conference on Latino Affairs, and the Big XII Conference on Black Student Government.

The International Student Services Office collaborates with the U.S./Mexico Studies Center at UTD in hosting seminars for students from Mexico. The Office also sponsors informal coffee meetings with various student organizations, including the Filipino Student Association and the Vietnamese Student Association.

While the ISS is technically responsible for SEVIS compliance, the ISS staff members take great effort to support the International student population with counseling, formal and informal meetings, and opportunities for collaboration with other campus groups.

How you could make the activity more effective?

The Multicultural Center is developing a GO Center with Hillcrest High School in Dallas. Similar outreach programs, including a local GO Team and more collaborative programming with Enrollment Services for Upward Bound students, are also planned. The ISS Office continues to seek collaborative opportunities for their students to become more involved with the campus and local communities.

In each instance, improved effectiveness will come with some moderate increases in funding for additional staff and programming. Specifically, the Multicultural Center needs to provide additional support for campus groups and for outreach programming.

Specific data collection regarding student contacts, time commitments, and internal processing may provide information for refinement of operational procedures.

Activity #3: Academic Bridge Program

	2002	2003	Total
# of students served	37	28	63
Total funding dedicated to activity including staff	$271,153	$262,509	$533,662

Description of Success/Retention Activity

The Academic Bridge Program, as a transitional program to increase the graduation rates of African American and Hispanic students, seeks to attract, recruit and retain outstanding underrepresented students at UTD and who have graduated from Dallas and surrounding school districts in the top 15% of their senior classes. Eligible students must be admitted to UTD, and priority is given

to students from Dallas, DeSoto, Duncanville, Lancaster or Wilmer Hutchins ISD's.

Once admitted to UTD, the students receive tuition and fees for 7 semester hours, on-campus housing for June and July, a meal stipend, tutoring and peer mentors. The program also provides extracurricular activities and field trips to enhance students' cultural and educational experiences during their first summer at the university. Students in their first summer also participate in a targeted RHET 1101 (freshman experience) class that addresses some of the special concerns of students within the program.

The program offers continued tutorial support from graduates in mathematics, computer science, natural sciences, history, and government.

How you could make the activity more effective?

The Academic Bridge Program has been extremely successful since its inception. Advisors working with the program participants report that these students are often more serious about their studies than their non-program counterparts in the freshman year experience class (RHET 1101).

Additional funding, increased contact between the students and the Multicultural Center staff, and an increase in the number of program participants would benefit the program and its participants.

**Uniform Recruitment and Retention Strategy
Strategic Enrollment Management Plan Report
As required by Texas Education Code 61.086**

Online Reporting Form

Please indicate who will be submitting the report.

Mr. Richard C. Huckaba
Assistant Vice President
Student Affairs & Enrollment Management
Huckaba@utdallas.edu
(972) 883-4067 Voice
(972) 883-6389 Facsimile